

Title II ADA Accessibility Compliance

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Vision, Mission & Strategic Plan Goals

Vision

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

Mission

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

Strategic Plan Goals

1. **All Students Proficient and Showing Growth in All Assessed Areas**
2. **Every Student Graduates from High School and is Ready for College and Career**
3. **Every Child Has Access to a High-Quality Early Childhood Program**
4. **Every School Has Effective Teachers and Leaders**
5. **Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes**
6. **Every School and District is Rated "C" or Higher**

Session Norms



Watch for info in the

CHAT



Ask questions in the

Q&A



Stay engaged with

REACTIONS

Session Goals



DEFINE

accessibility under ADA Title II



REVIEW

documents to ensure digital accessibility



EXPLORE

barriers to digital accessibility



EXPLAIN

roles and responsibilities

What is accessibility?

[Americans with Disabilities Act Title II]

What is accessibility?

Americans with Disabilities Act (ADA)

Signed into law in July 1990

ADA Title II covers all programs, services, and activities provided by state governments, ensuring equal access for individuals with disabilities. This includes:

- **Program Accessibility**
- **Effective Communication**
- **Reasonable Modifications**
- **Employment Practices**

What is accessibility?

Pop quiz!

When was the Internet first made available to the public?

A 1990

B 1993

C 1996

What is accessibility?

Americans with Disabilities Act (ADA)

Signed into law in July 1990

Present Day

A specific technical standard for web and mobile accessibility has been added to the law.



Who will benefit from these changes?

Title II requires that websites and mobile apps be accessible to individuals who use assistive technology, including people:

- Who are blind, color blind, or have low vision.
- With learning disabilities such as dyslexia, dyscalculia, dysgraphia, or ADHD.
- With head injuries or cognitive disabilities.
- Who are auditory learners.
- Who are aging.

Everyone using these technologies!



Remove some of the many **BARRIERS** still faced by the disability community that make content **inaccessible**.

What are the biggest barriers to digital accessibility?

Visit Mississippi

Mississippi is a place where soul-stirring history meets legendary hospitality, making it a must-visit destination for anyone who loves a good story.

Must-See Sites

1. Step back in time at the **Vicksburg National Military Park**
2. Pay homage to the King of Rock 'n' Roll at the **Elvis Presley Birthplace** in Tupelo
3. Marvel at the stunning **antebellum architecture** in Natchez

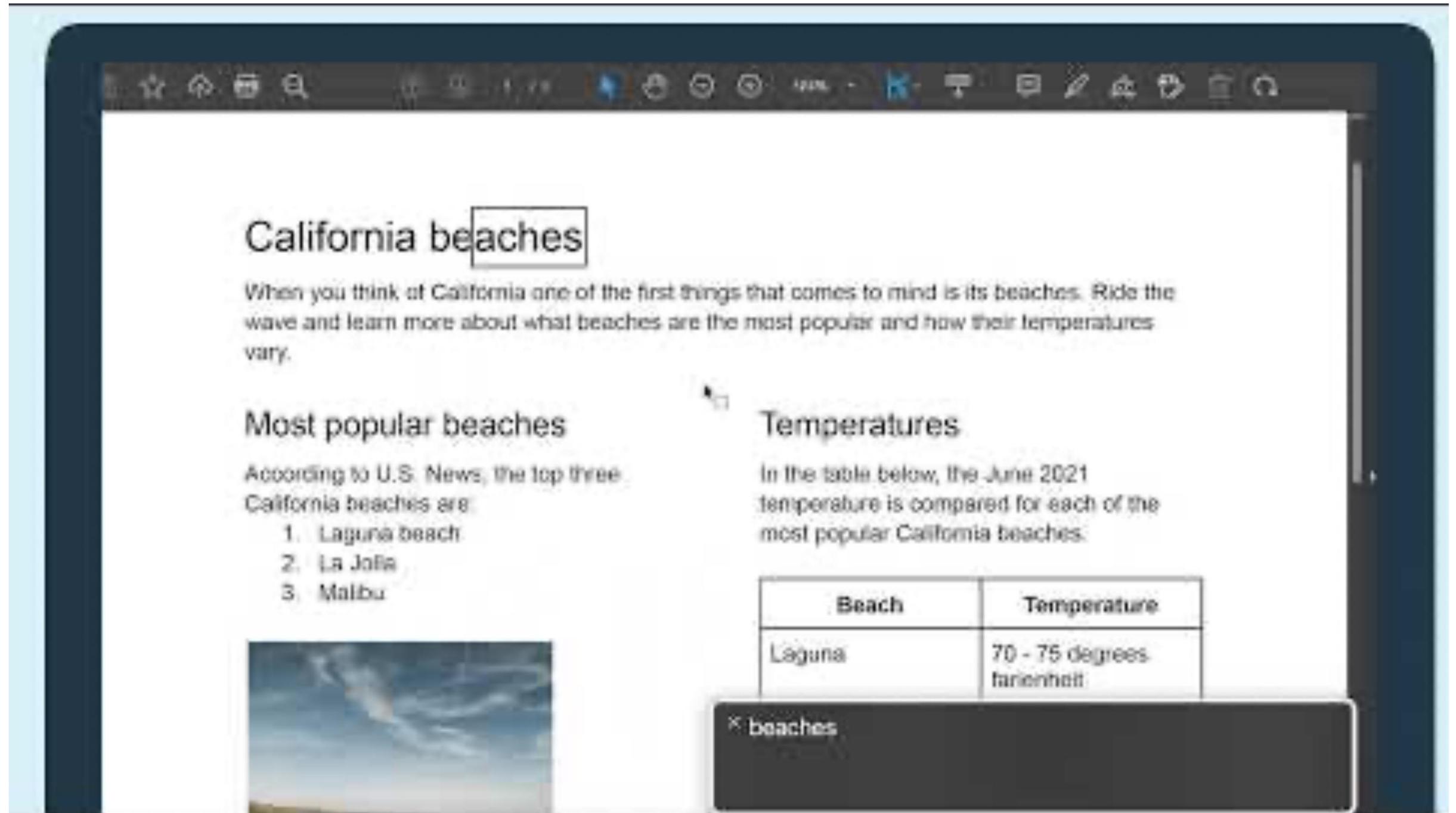
Notable Mississippians

Beyond the sights, our soil has raised some of the world's most influential icons, including:

- Oprah Winfrey
- B.B. King
- William Faulkner



Screen reader example



ADA Title II Updates

Provide specific guidelines for removing barriers and making digital content accessible.

Web Content Accessibility Guidelines are referred to as WCAG 2.1 Level AA



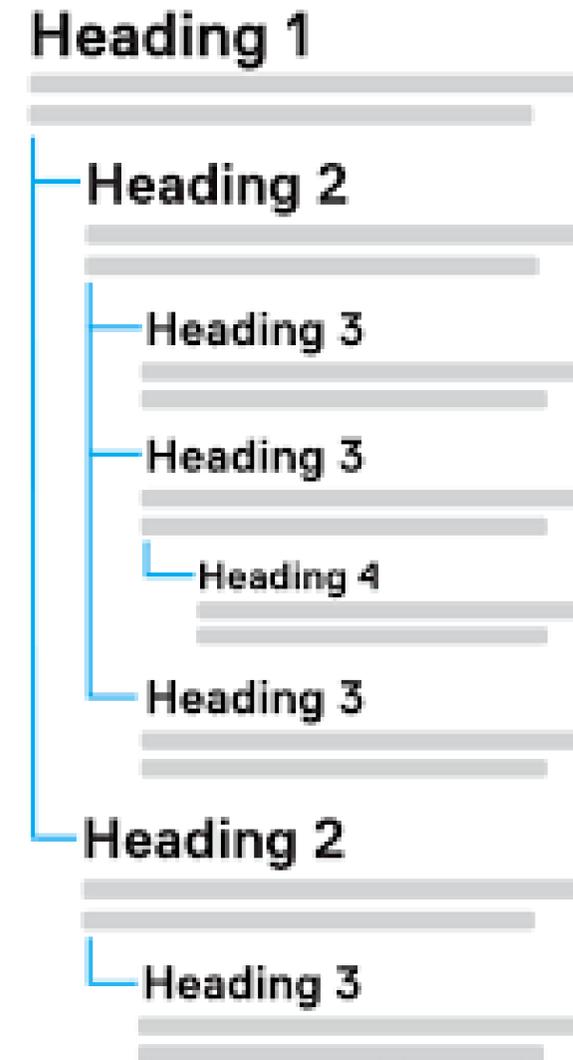
Common barriers to document accessibility

1 No content headings

Use pre-defined styles that are programmed to identify titles, subtitles, or heading levels for screen readers.

- Help organize content and provide hierarchy for screen readers.
- **Cannot be visual distinctions only.**

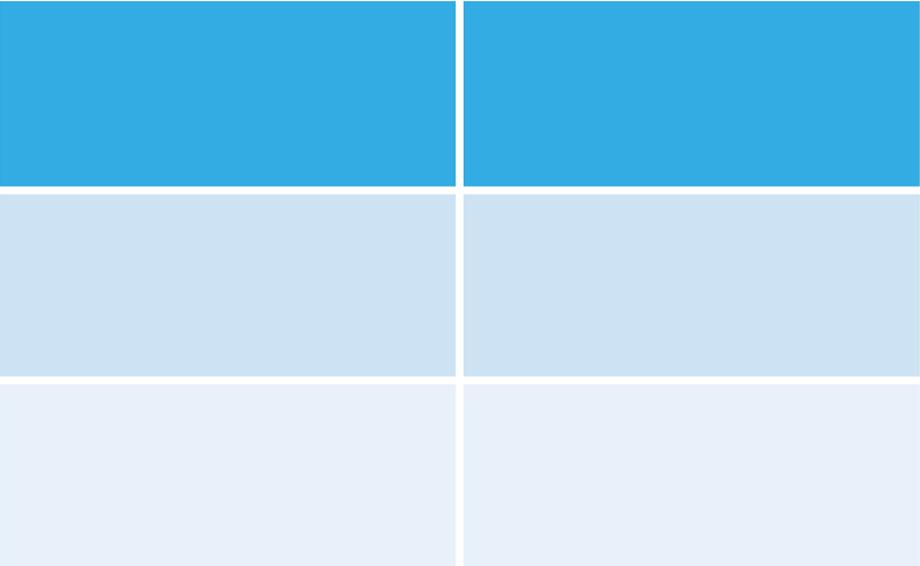
WCAG 2.2 | 1.3.1 and 2.4.10



Common barriers to document accessibility

2 ▶ Missing table attributes or merged cells Table headers, columns, and rows should be identified for screen readers.

- Ensure the table has a header row.
- Do not merge cells.
- **Cannot be visual distinctions only.**



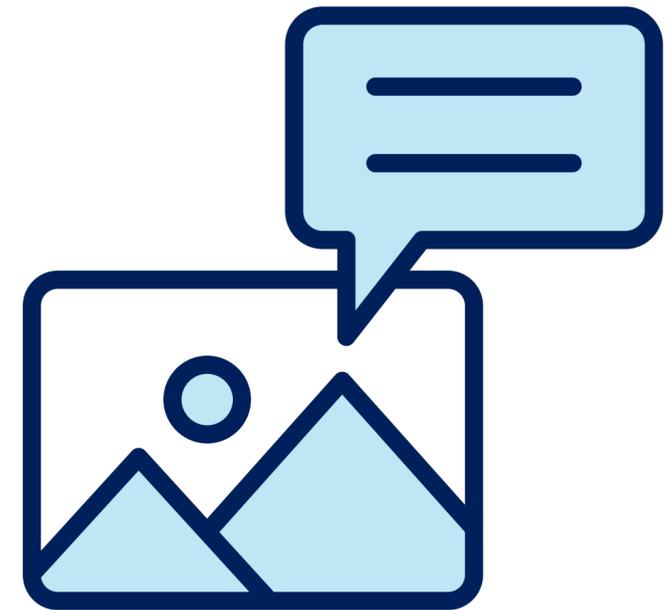
WCAG 2.2 | 1.3.1-2

Common barriers to document accessibility

3 ▶ Missing text alternatives (alt text) for images

Provides a description of the image that is read aloud by the screen reader.

- Alt text is not visible to the eye but is included in the document's metadata.



WCAG 2.2 | 1.1, 1.3.1, or 1.4

Meaning cannot only be communicated visually.

Images. Colors. Fonts.

Alt text

Alt text: Basket of apples, grapes, and bananas

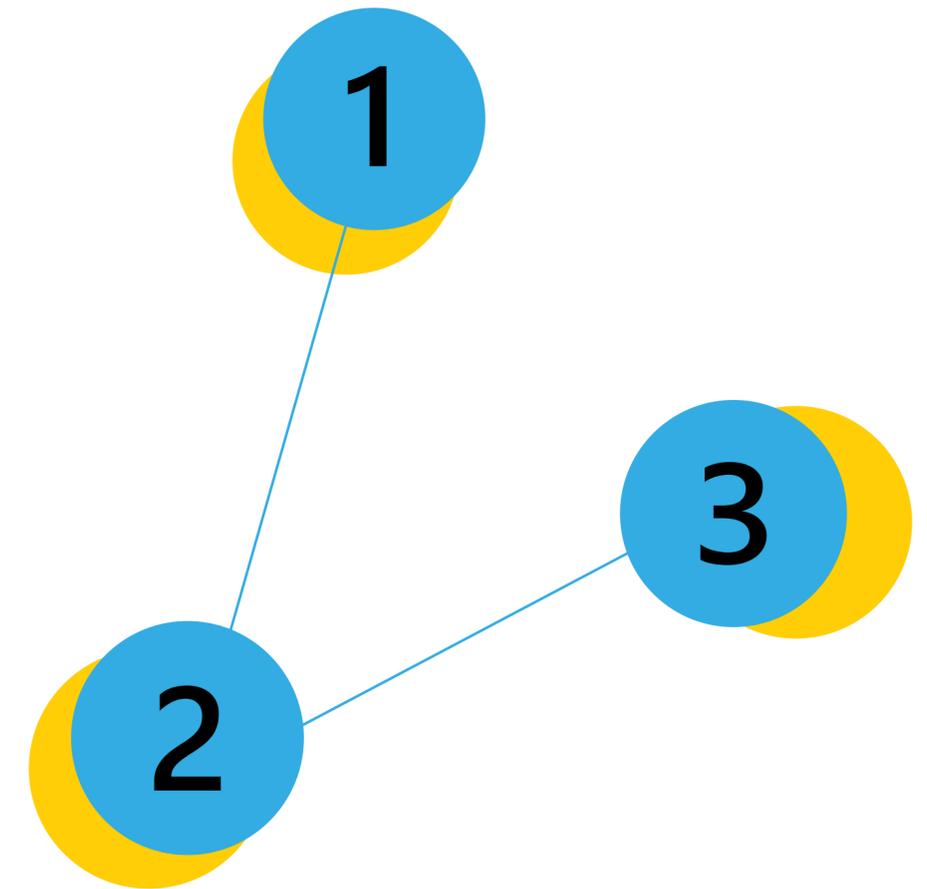


Common barriers to document accessibility

4 ▶ Jumbled reading order

Screen readers announce content based on the underlying document structure rather than visual layout.

- Reads objects in the order they were created.
- Incorrect reading order can lead to confusion and lost information.



WCAG 2.2 | 1.3

Reading Order

What is accessibility? **5**

Americans with Disabilities Act (ADA) **4**

Signed into law in July 1990 **3**

Present Day * **1**

A specific technical standard for web and mobile accessibility has been added to the law. **2**



6



Jumbled reading order

What is accessibility? **1**

Americans with Disabilities Act (ADA) **2**

Signed into law in July 1990 **3**

Present Day * **4**

A specific technical standard for web and mobile accessibility has been added to the law. **5**



6



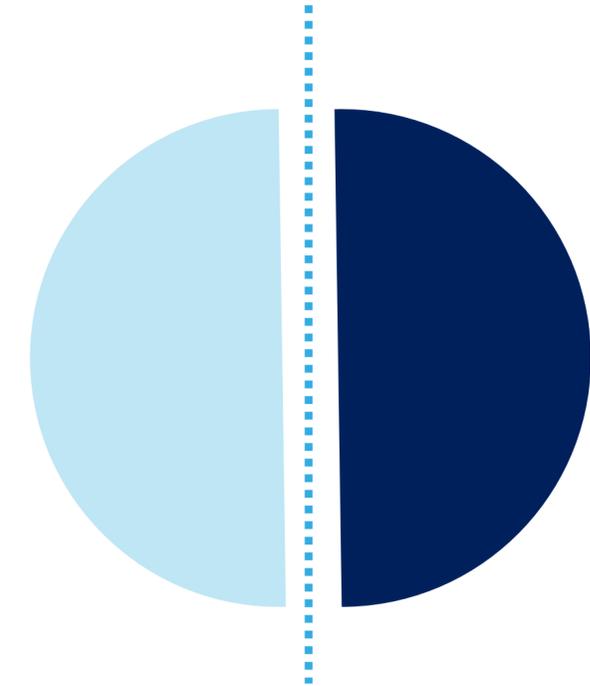
Correct Reading Order

Common barriers to document accessibility

5 ► Poor color contrast

People may struggle to read text if there is not sufficient contrast between the text and the background.

- A contrast ratio of at least 4.5:1 is required for normal-size text.
- **Color cannot be the only way meaning is conveyed.**



WCAG 2.2 | 1.4.1 and 1.4.3

Common barriers to document accessibility

- 6** ▶ **Improper text size and spacing**
Text size, line height, and space between paragraphs can impact the legibility of text.



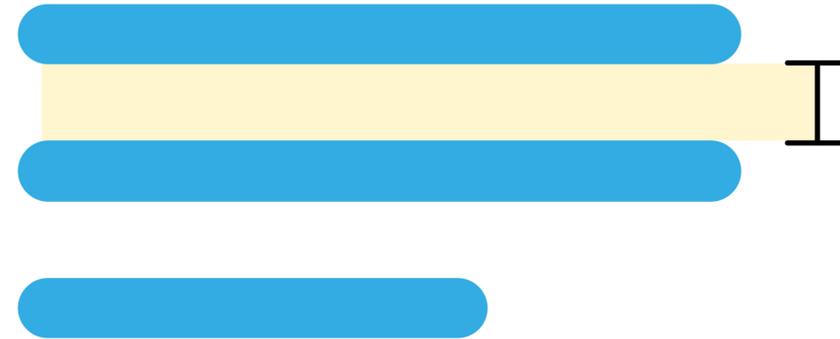
WCAG 2.2 | 1.4.12

Text size and spacing

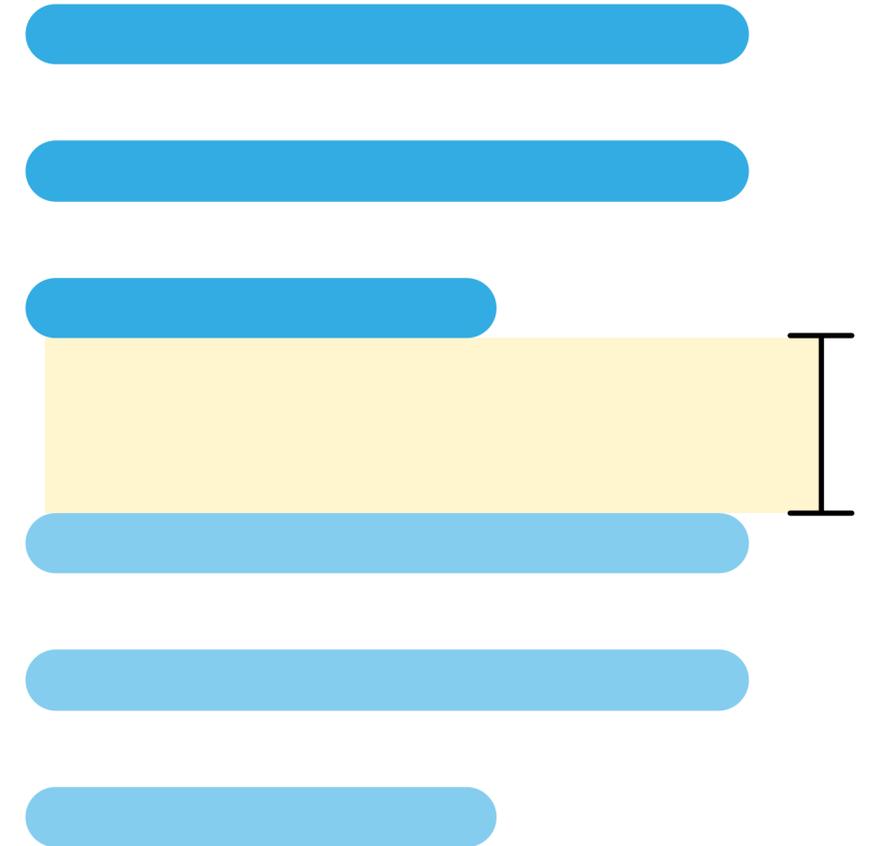
Text size



Line Spacing



Paragraph Spacing



Common barriers to document accessibility

- 7** ▶ **Lack of transcripts or closed captioning**
Information should be available in multiple formats to ensure it is accessible to all.
- Auditory information must also be made available through text (transcripts) and/or visuals.
 - Visual information presented in videos must also be provided through text (closed captioning or transcripts).



WCAG 2.2 | 1.2

Common barriers to document accessibility

- 8** ▶ **Reduce flashes and animations**
Avoid excessive moving, flashing, or blinking content.



WCAG 2.2 | 2.2 - 2.3

Common barriers to document accessibility

9 ▶ Hyperlink text and provide the purpose of the linked text

- Use hyperlinked text in digital materials.
"MSIS Resource Library" instead of "https://mdek12.org/msis/msis-resource-library/"
- Provide the purpose of the link in the text.
"Review our MSIS resources in the MSIS Resource Library" instead of "click here to view more".
- Avoid linking directly to a PDF within another document. Instead, link to the website or landing page where that file is located.



WCAG 2.2 | 2.4.4 and 3.1.4

Questions?



**How can you ensure digital
accessibility in your documents?**

Use MDE Templates

MDE Word and PowerPoint Templates (2026) have built in styles that follow accessibility guidelines.

Presentation Title, no more than two lines

Presentation Subtitle
Date / Location (optional)

Presenter(s) name and title

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Office or Department Name
Publish Date

Title
Subtitle

Document Title Style (Heading 1)

Section Heading Style
This is an example of the "Body Paragraph" style. This is the default style and should be used for all paragraph text.

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nullam maximus fermentum risus, sed rhoncus nisi. Etiam malesuada luctus molestie. Duis feugiat ex nec pulvinar viverra. Etiam ac pharetra dolor. Aliquam ipsum elit, convallis sit amet tortor et, auctor fermentum erat. Morbi non eros vulputate, vulputate erat quis, efficitur nibh. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Maecenas facilisis dolor tincidunt eros ullamcorper feugiat. Sed id rutrum nisl, nec consequat nulla. Ut et mauris risus. Sed vitae leo eu sem faucibus viverra ac at lacus.

Subsection Heading Style

Aenean fermentum lacinia malesuada. Aliquam sem nulla, consequat ut porttitor a, porta sed lectus. Mauris a dolor et nisl pellentesque ornare id sed mauris. Aliquam a tellus id ex condimentum consequat. Duis maximus vehicula fringilla. Sed ultrices purus non velit ultrices, sit amet pulvinar nibh efficitur. In ornare ultricies elit eget sodales. Sed a tempor turpis. Pellentesque justo mauris, congue eu velit eu, volutpat convallis turpis.

- List Item
- List Item
- List Item

Section Heading Style

Aliquam ipsum elit, convallis sit amet tortor et, auctor fermentum erat. Morbi non eros vulputate, vulputate erat quis, efficitur nibh. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Maecenas facilisis dolor tincidunt eros ullamcorper feugiat. Sed id rutrum nisl, nec consequat nulla. Ut et mauris risus. Sed vitae leo eu sem faucibus viverra ac at lacus.

MISSISSIPPI DEPARTMENT OF EDUCATION
Insert Office Name
Insert Document Title
Insert Date

Ensuring compliance requires both **manual** and **automated** accessibility checks.

Manual and Automated Checks

1. **Content headings**
2. **Table attributes or merged cells**
3. **Alt text for images**
4. **Reading order**
5. **Color Contrast**
6. **Text size and spacing**
7. **Transcripts and closed captioning**
8. **Flashes and animations**
9. **Hyperlink text and provide the purpose of the linked text**

Ensuring Accessibility

Complete
manual
accessibility
checks.



Manual Checks

- ✓ **Content headings**
- ✓ **Table attributes or merged cells**
- ✓ **Reading order**
- ✓ **Color Contrast**
- ✓ **Text size and spacing**
- ✓ **Flashes and animations**
- ✓ **Hyperlink text and provide the purpose of the linked text**

Manual Checks

Content headings

May not apply to emails, Excel documents, or simple documents with 1 or 2 paragraphs.

- Use built-in styles (Heading 1, Heading 2, etc.) in a logical order.

Register for Access

Before a new user can access MSIS, they must register for access so that appropriate permissions can be granted to the user's account.

District Credentials

All users must register for MSIS using the district credentials (username and password) that they use to log in to their district's Microsoft or Google account. Users who are unsure whether to log in with a Microsoft or Google account should contact their local Technology Director for clarification.

Users should not register with both a Microsoft and a Google account.

This will create multiple user profiles and result in permission issues.

Please carefully select the appropriate platform (Microsoft or Google) each time you log in to MSIS.

Additionally, a user cannot register on behalf of another user. Each user is responsible for creating their own account, as their district credentials should remain confidential.

Content Headings

Word

A variety of content headings are available in the new document templates.

[MDE Word and PowerPoint Templates \(2026\)](#)

Heading 1: Heading Level examples

Heading 2: Heading Order

It is important to use heading styles in a hierarchical order. The reasoning goes beyond aesthetics. It is crucial for accessibility, overall content structure and a well-organized table of contents.

Heading 3: A Hierarchy, not a Strict Sequence

A level 2 heading can follow a level 3 heading because headings represent a hierarchy, not a strict sequence. The key is to understand their role in structuring content.

Heading 4: Assistive Technologies

Screen readers and other assistive technologies rely on properly ordered headings to navigate content. If the headings are out of order (like jumping from Heading 1 to Heading 3 without a Heading 2), it can confuse these tools and make the content harder for visually impaired users to follow.

Heading 5

Heading 6

Heading 7

Heading 8

Heading 9

Content Headings

PowerPoint

Slides are designed with pre-styled content boxes.

[MDE Word and PowerPoint Templates \(2026\)](#)

Section title

Slide title

Slide subtitle

Normal size text:
Inter / Regular / 36pt

Normal size text:
Inter / Regular / 36pt

Normal size text:
Inter / Regular / 36pt



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Manual Checks

* Table attributes or merged cells

- Use simple table structures (no merged or blank cells).
- Identify column and row headers clearly.
- Use the Header Row option and repeat headers on each page.
- Use table styles in available MDE Templates.

Data Elements	Collection	Impact
LEA Sharing section <ul style="list-style-type: none">• Sharing from LEA• Sharing to LEA• Inactive date• Share Type (one-way or dual)• Program type	Entered manually by MDE	<ul style="list-style-type: none">• Personnel• Course Section• Accreditation• CTE

Table Styles

A variety of table styles are available in the new document and slide deck templates.

[MDE Word and PowerPoint Templates \(2026\)](#)

Tables

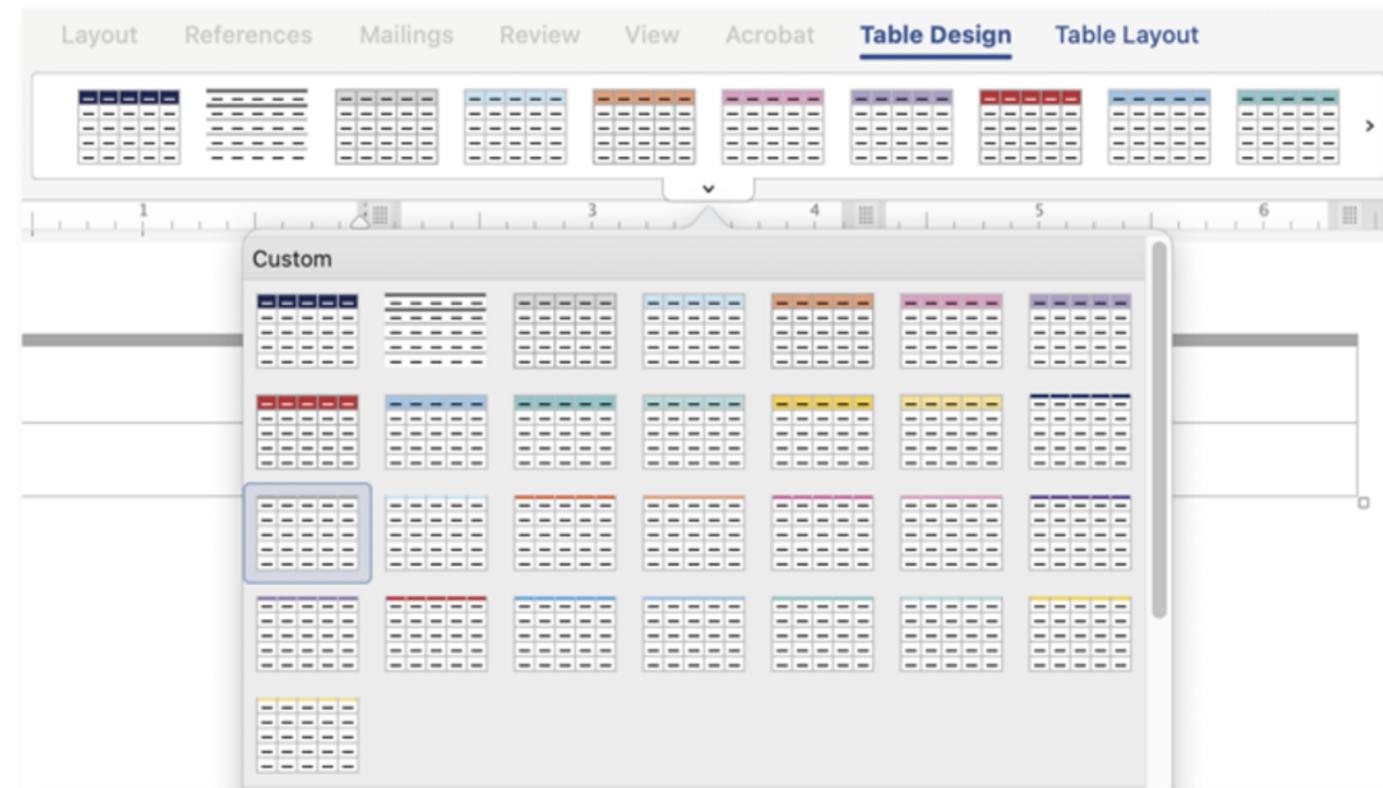
Tables vs. Columns for Layouts

Tables should **never be used** for layout purposes as it causes accessibility issues. If you need a multi-column layout, use the Columns feature found in the Layout tab.

Table Styles

There are a variety of custom table styles to choose from. They can be found in the "Table Design" tab once you insert your table.

Tables with a **shaded header row** use color combinations that meet contrast requirements. Do not use other color combinations.



Manual Checks

* Reading order

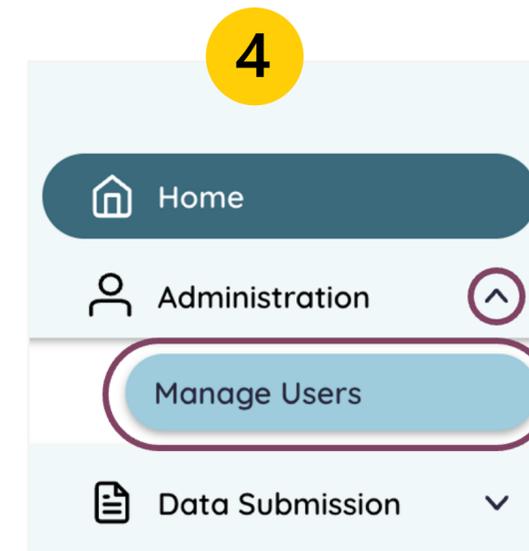
May not apply to emails, Excel documents, or simple documents with text only (no images, text boxes, or tables).

- Documents: Use built-in text and table styles.
- Documents: Avoid text wrap features of "behind text" or "in front of text" for images or text boxes.
- Slides: Identify reading order in the reading order pane.

1 Manage Users (Assigning Permissions)

2 The MSIS Primary or Secondary can view the status of each MSIS user in the district or assign/update users' permissions in the Administration Portal.

3 **Step 1:** In the left-hand navigation, click the **arrow** next to 'Administration.' Select **Manage Users**.



Manual Checks

* Color Contrast

- If the text color or background color deviate from the standard black and white, check the color contrast using a [color contrast checker](#).
- Avoid using only color to convey meaning.

Primary Colors & Shades

 **MDE Blue:** #00205C

Shades

-  MDE **Dark Blue:** #08173A
-  MDE Blue **80%:** #324D7D
-  MDE Blue **60%:** #66799D
-  MDE Blue **40%:** #99A5BD

 **MDE Red:** #CE0E2D

Shades

-  MDE **Dark Red:** #9C1C26
-  MDE Red **80%:** #D83E57
-  MDE Red **60%:** #E26F81
-  MDE Red **40%:** #EB9FAB

Secondary Colors

 **Sky Blue:** # 32ACE2

 **Light Blue:** # BEE6F5

 **Teal:** # 6DC9CA

 **Orange:** # EF5B27

 **Yellow:** # FFCE07

 **Purple:** #5D3B91

 **Pink:** # E458A0

Color Contrast Checker

The image shows a color contrast checker interface. On the left, a 'Theme Colors' palette has a teal color selected. A red arrow points from this color to the 'Text color' input field in the main checker, which contains the hex code #6DC9CA. The 'Background color' input field contains #FFFFFF. Below these, the 'Contrast' section displays a score of 1.93, labeled 'Very poor' with a 1-star rating. A table below the score shows 'Small text' with a 3-star rating and 'Large text' with a 3-star rating. At the bottom, a message states 'Poor contrast for all text sizes. [Click to fix](#)'. To the right, a 'Tip of the Day' box contains the text: 'Typography gives language a visual voice, shaping rhythm, hierarchy, and readability.'

Color Contrast Checker

[Colors.co free contrast checker](https://www.colors.co)

High Contrast Only

Theme Colors

Text color: #00205C

Background color: #FFFFFF

Contrast: 15.43 Super ★★★★★

Small text: ★★★ Large text: ★★★

Great contrast for all text sizes.

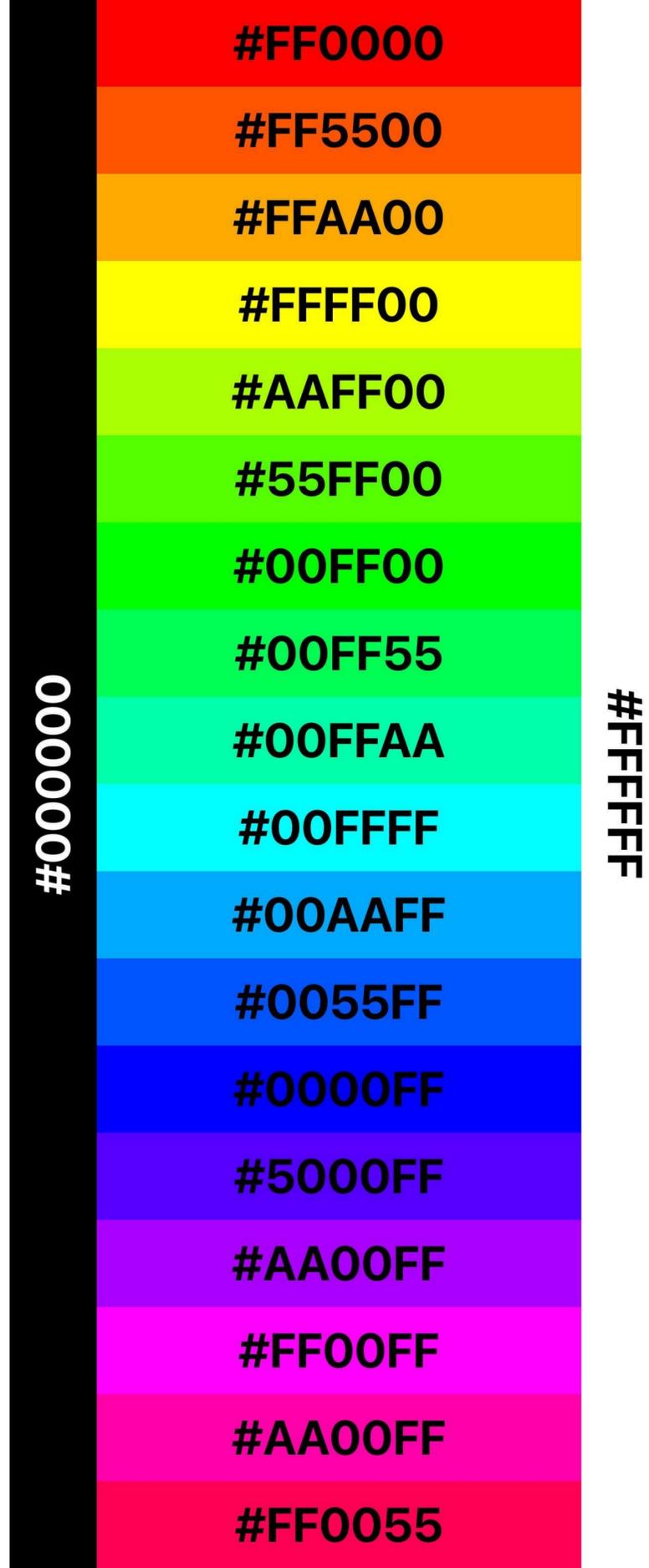
Tip of the Day

Typography gives language a visual voice, shaping rhythm, hierarchy, and readability.

Color Contrast

All colors are identified by HEX codes (# + a 6-digit alphanumeric code).

- **White** = #ffffff
- **Black** = #000000



Color Contrast

Use MDE Brand Guidelines to find the Hex Codes of approved colors.

Primary Colors

CONTROLLING THE CONSISTENT USE OF COLOR in all applications is crucial to maintaining the power of the MDE brand. The standard for matching color across various applications is the Pantone Matching System (PMS). The approved coated brand identity colors are PMS 186 C Red and PMS 281 C Blue.

When necessary, these colors may be converted to a 4-color process or RGB version.

MDE BLUE PANTONE: 281 C HEX: #00205C RGB: 0, 32, 92	MDE RED PANTONE: 186 C CMYK: 5-100-90-10 HEX: #CE0E2D RGB: 206, 14, 45
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Tints & Shades

Our color system extends beyond a single, fixed value. Through tints and shades, our primary and secondary colors gain range while remaining unmistakably on brand. These variations allow us to create hierarchy, depth, and contrast across layouts. Lighter values bring clarity and openness; darker values add emphasis and structure. Together, they support everything from backgrounds and user interface elements to data visualization, without overpowering the content.

MDE BLUE 02 CMYK: 100-90-41-56 HEX: #08173A RGB: 8, 23, 58	MDE BLUE 40% CMYK: 42-31-11-0 HEX: #8A3C1 RGB: 152, 163, 193	MDE BLUE 60% CMYK: 64-50-19-1 HEX: #6B7BA2 RGB: 107, 123, 162	MDE BLUE 80% CMYK: 89-74-27-11 HEX: #344E7C RGB: 52, 78, 124	MDE RED 02 CMYK: 25-100-93-22 HEX: #9C1C26 RGB: 156, 28, 38	MDE RED 40% CMYK: 7-53-32-0 HEX: #E48E91 RGB: 228, 142, 145	MDE RED 60% CMYK: 9-77-47-0 HEX: #DE606C RGB: 222, 96, 108	MDE RED 80% CMYK: 11-93-62-1 HEX: #D53853 RGB: 213, 56, 83
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Secondary Colors

Secondary colors are used to add emphasis, energy, and visual contrast through graphic elements such as rules, icons, shapes, charts, and highlights. They are not intended for body copy, and should very rarely be used for headings. This ensures clarity, consistency, and accessibility across all communications.

SKY BLUE CMYK: 68-14-0-0 HEX: #33ACE3 RGB: 51, 172, 227	LIGHT BLUE CMYK: 23-0-2-0 HEX: #C0E7F5 RGB: 192, 231, 245	TEAL CMYK: 54-0-24-0 HEX: #6DC9C9 RGB: 109, 201, 201	ORANGE CMYK: 0-80-97-0 HEX: #F15A26 RGB: 241, 90, 38
YELLOW CMYK: 1-18-100-0 HEX: #FDCE07 RGB: 253, 206, 7	PURPLE CMYK: 78-93-3-0 HEX: #5E3A92 RGB: 94, 58, 146	PINK CMYK: 4-81-0-0 HEX: #E557A0 RGB: 229, 87, 160	

TINTS & SHADES, CONT.

SKY BLUE 02 CMYK: 78-30-10-0 HEX: #2391C1 RGB: 35, 145, 193	LIGHT BLUE 02 CMYK: 72-28-22-0 HEX: #4796B2 RGB: 71, 150, 178	TEAL 02 CMYK: 65-0-24-15 HEX: #39A9B0 RGB: 57, 169, 176	ORANGE 02 CMYK: 3-80-97-17 HEX: #C74C20 RGB: 199, 76, 32
SKY BLUE 80% CMYK: 54-12-0-0 HEX: #6ABBE7 RGB: 106, 184, 231	LIGHT BLUE 80% CMYK: 19-0-2-0 HEX: #CAEBF5 RGB: 202, 235, 245	TEAL 80% CMYK: 43-0-20-0 HEX: #8SD3D1 RGB: 141, 211, 209	ORANGE 80% CMYK: 0-84-77-0 HEX: #F47C49 RGB: 244, 124, 73
SKY BLUE 60% CMYK: 41-9-0-0 HEX: #8FC6EC RGB: 143, 198, 236	LIGHT BLUE 60% CMYK: 14-0-2-0 HEX: #D8EFF6 RGB: 216, 239, 246	TEAL 60% CMYK: 32-0-14-0 HEX: #AADDDD RGB: 170, 221, 221	ORANGE 60% CMYK: 0-48-57-0 HEX: #F79A70 RGB: 247, 154, 112
SKY BLUE 40% CMYK: 27-6-0-0 HEX: #B5D7F2 RGB: 181, 215, 242	LIGHT BLUE 40% CMYK: 9-0-1-0 HEX: #E5F4FA RGB: 229, 244, 250	TEAL 40% CMYK: 22-0-9-0 HEX: #A4E7E7 RGB: 166, 231, 231	ORANGE 40% CMYK: 0-32-39-0 HEX: #FB9997 RGB: 251, 185, 151
YELLOW 02 CMYK: 13-30-100-0 HEX: #E0B025 RGB: 224, 176, 37	PURPLE 02 CMYK: 86-98-21-8 HEX: #4C2E76 RGB: 76, 46, 118	PINK 02 CMYK: 24-91-19-0 HEX: #C13C81 RGB: 193, 60, 129	
YELLOW 80% CMYK: 0-14-79-0 HEX: #FFD852 RGB: 255, 216, 82	PURPLE 80% CMYK: 62-73-4-0 HEX: #775DA1 RGB: 119, 93, 161	PINK 80% CMYK: 5-64-0-0 HEX: #E57CB2 RGB: 228, 124, 178	
YELLOW 60% CMYK: 1-11-60-0 HEX: #FDE77F RGB: 254, 222, 127	PURPLE 60% CMYK: 47-56-3-0 HEX: #917AB2 RGB: 145, 122, 178	PINK 60% CMYK: 4-48-0-0 HEX: #E99BC3 RGB: 233, 155, 195	
YELLOW 40% CMYK: 2-7-40-0 HEX: #FAE6A8 RGB: 250, 230, 168	PURPLE 40% CMYK: 32-38-2-0 HEX: #ADD9C7 RGB: 173, 157, 199	PINK 40% CMYK: 2-32-0-0 HEX: #F1BDD6 RGB: 241, 187, 214	

Color Contrast Checker

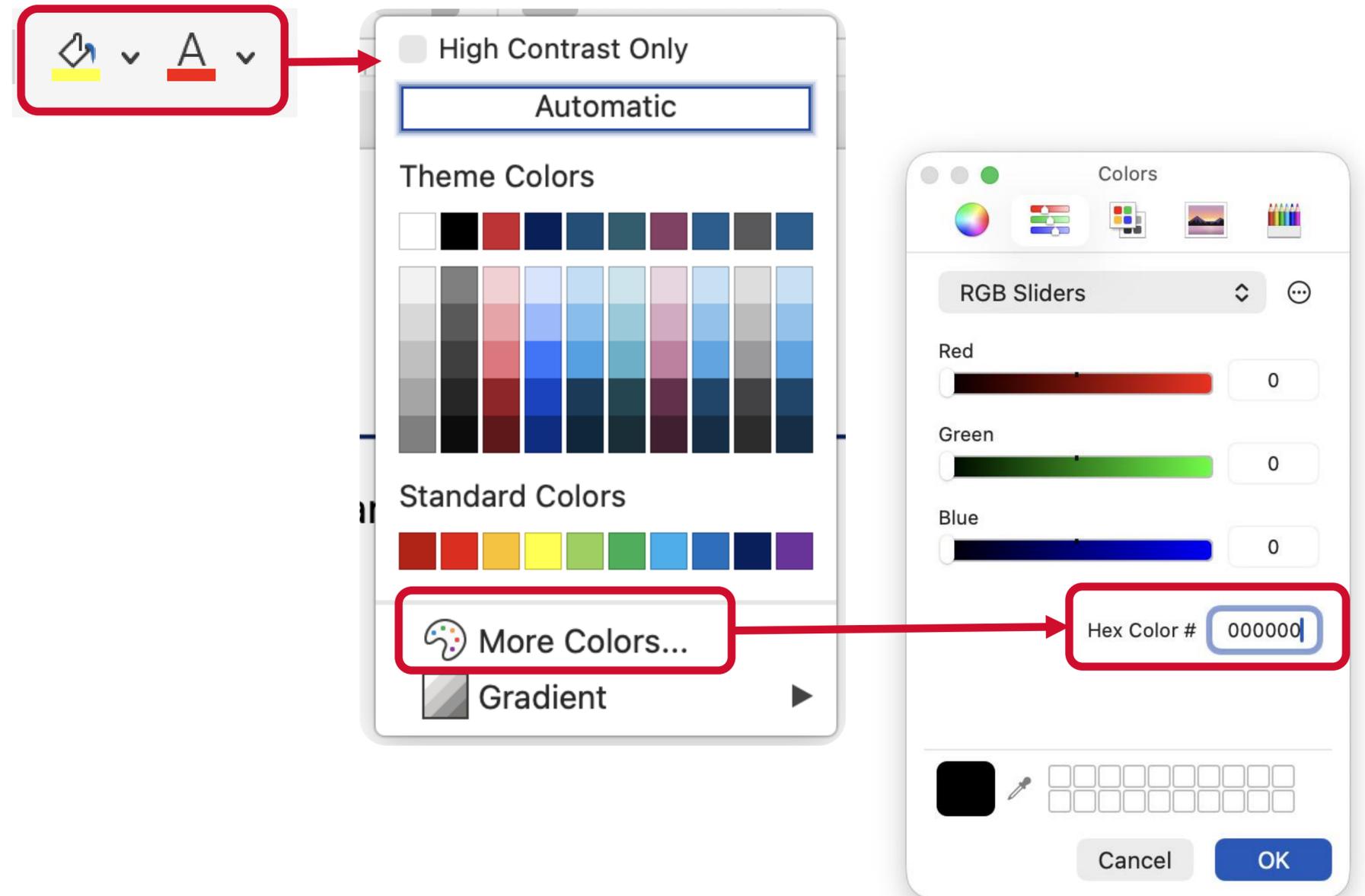
[Colors.co free contrast checker](https://www.colors.co)

The image displays a color contrast checker interface. At the top, there are two input fields: "Text color" with the value #00205C and a dark blue color swatch, and "Background color" with the value #FFFFFF and a white color swatch. Below these is a "Contrast" section with a large green box containing the score "15.43" and the label "Super" with five green stars. Underneath, there are two sub-sections: "Small text" with three stars and "Large text" with three stars. At the bottom of the checker, it says "Great contrast for all text sizes." To the right of the checker is a "Tip of the Day" box with a close button in the top right corner. The tip reads: "Tip of the Day" followed by "Typography gives language a visual voice, shaping rhythm, hierarchy, and readability."

Color Contrast

Add approved colors in Word, Excel, or PowerPoint:

- Click on the Font Color or Fill Color menus.
- Click "More Colors".
- Type the Hex Code.



Manual Checks

* Text Size and spacing

- Use MDE Templates when possible to guide text size and spacing.
- Documents/Emails: Text no smaller than 10 pts, line spacing no smaller than 1.0.
- Slides: Text no smaller than 24 pts, line spacing no smaller than 1.0.

Responsibilities of the Role

Each school district must designate two staff members as **MSIS Primary** and **MSIS Secondary** contacts. These individuals are appointed by the district Superintendent and are integral to the district's data management processes and communication about these data.

While the MSIS Primary and Secondary lead the technical coordination, submission, and certification of data, they do not work in isolation. Individual district departments serve as subject-matter experts in their respective fields. Each department is responsible for knowing pertinent content knowledge, attending specialized MSIS training, and ensuring the ultimate accuracy and integrity of its data.

Although specific day-to-day tasks may vary by district, the Mississippi Department of Education (MDE) expects these roles to fulfill the following core responsibilities:

1. **Communication Liaison**

The MSIS Primary and Secondary serve as the main points of contact for MSIS-related communication, tasks, and inquiries from both the MDE and other school districts.

2. **Security and Access Management**

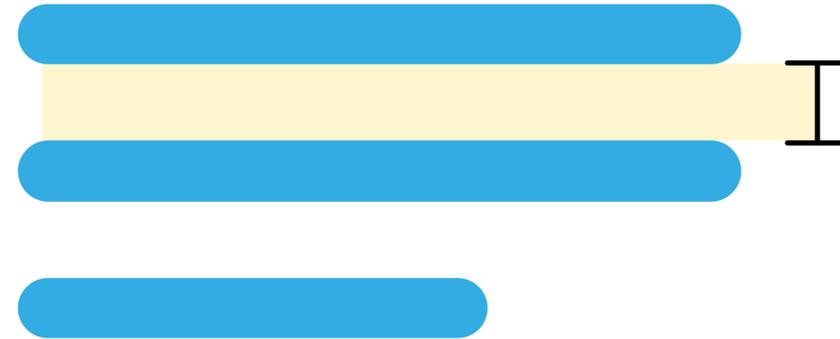
The MSIS Primary and Secondary are responsible for managing users' access to MSIS within the district. This oversight ensures data integrity and student privacy and includes:

Text size and spacing

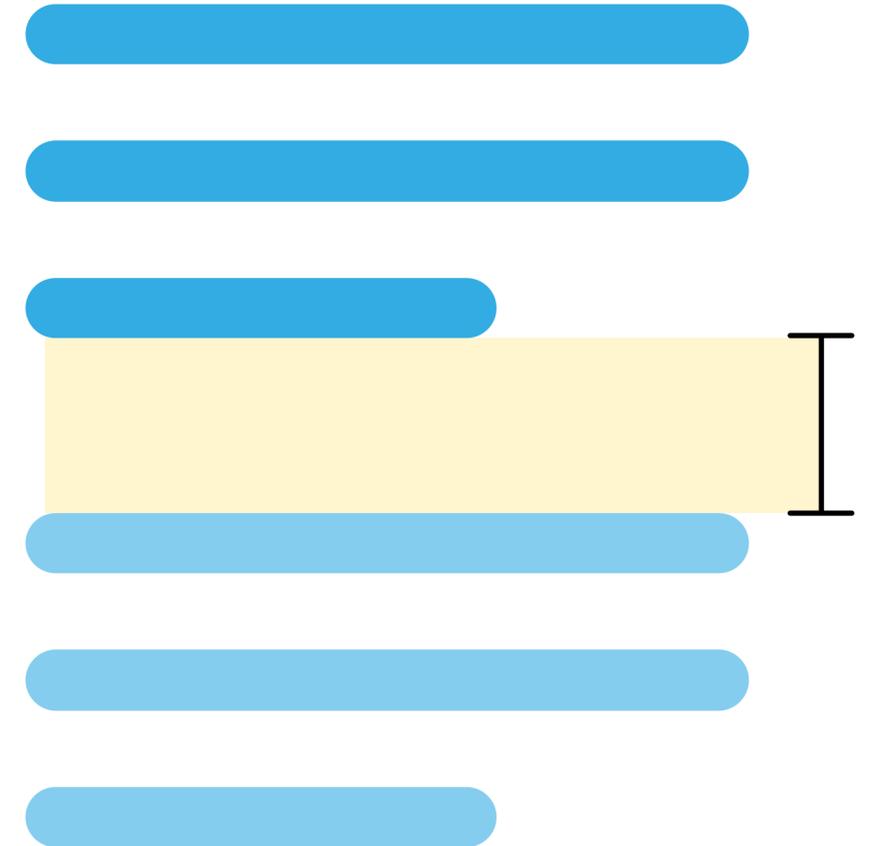
Text size



Line Spacing



Paragraph Spacing



Text size and spacing

Line Spacing (too close)

Lines of text that are too close together begin to merge and make the text illegible.

Line Spacing (too far apart)

Lines of text that are too far apart appear as separate paragraphs.

Line Spacing (just right)



Lines of text that are spaced appropriately make reading easier.

MDE Templates

MDE Word and PowerPoint Templates (2026) have built in styles that set the text size and spacing.

Presentation Title, no more than two lines

Presentation Subtitle
Date / Location (optional)

Presenter(s) name and title

Document Title Style (Heading 1)

Section Heading Style
This is an example of the "Body Paragraph" style. This is the default style and should be used for all paragraph text.

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nullam maximus fermentum risus, sed rhoncus nisi. Etiam malesuada luctus molestie. Duis feugiat ex nec pulvinar viverra. Etiam ac pharetra dolor. Aliquam ipsum elit, convallis sit amet tortor et, auctor fermentum erat. Morbi non eros vulputate, vulputate erat quis, efficitur nibh. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Maecenas facilisis dolor tincidunt eros ullamcorper feugiat. Sed id rutrum nisl, nec consequat nulla. Ut et mauris risus. Sed vitae leo eu sem faucibus viverra ac at lacus.

Subsection Heading Style

Aenean fermentum lacinia malesuada. Aliquam sem nulla, consequat ut porttitor a, porta sed lectus. Mauris a dolor et nisl pellentesque ornare id sed mauris. Aliquam a tellus id ex condimentum consequat. Duis maximus vehicula fringilla. Sed ultrices purus non velit ultrices, sit amet pulvinar nibh efficitur. In ornare ultricies elit eget sodales. Sed a tempor turpis. Pellentesque justo mauris, congue eu velit eu, volutpat convallis turpis.

- List Item
- List Item
- List Item

Section Heading Style

Aliquam ipsum elit, convallis sit amet tortor et, auctor fermentum erat. Morbi non eros vulputate, vulputate erat quis, efficitur nibh. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Maecenas facilisis dolor tincidunt eros ullamcorper feugiat. Sed id rutrum nisl, nec consequat nulla. Ut et mauris risus. Sed vitae leo eu sem faucibus viverra ac at lacus.

MISSISSIPPI DEPARTMENT OF EDUCATION

MISSISSIPPI DEPARTMENT OF EDUCATION

Office or Department Name
Publish Date

Title
Subtitle

MISSISSIPPI DEPARTMENT OF EDUCATION

MISSISSIPPI DEPARTMENT OF EDUCATION
Insert Office Name
Insert Document Title
Insert Date

Manual Checks

Flashes and animations

Applies to videos and slide decks only.

- Limit animations and movement to avoid distractions.

Manual Checks

Hyperlink text and provide the purpose of the linked text

- If the resource will be accessed digitally (someone will click a link to access the webpage), avoid listing the URL.
- Add descriptive link text to URLs.
- Avoid linking directly to a PDF within another document. Instead, link to the website or landing page where that file is located.

Assigning a New District MSIS Primary or Secondary

If district leadership assigns a new MSIS Primary or Secondary, MDE should be promptly notified. District staff should:

- Complete the MSIS LEA Contact Update Form on the [MSIS Security Documents](#) webpage to update the district's MSIS Primary or MSIS Secondary. (This form must be signed by the district Superintendent.)
- Complete the Oath of Confidentiality (All Users) on the [MSIS Security Documents](#) webpage.
- Email both forms to the [Help Desk](#). MDE will grant the MSIS Primary or Secondary appropriate permissions and notify the MSIS Primary or Secondary that permissions have been granted.
- Enter the new MSIS Primary or Secondary information on the LEA Management screen in MSIS. (See the [LEA Management section](#) in Section II for more information on this manual input screen.)

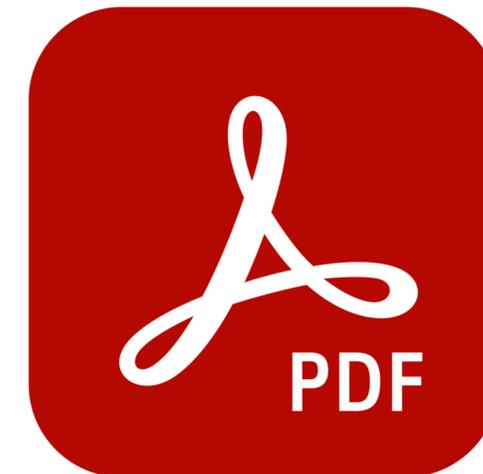
Ensuring Accessibility

Complete
automated
accessibility
checks.

2

Automated Checks

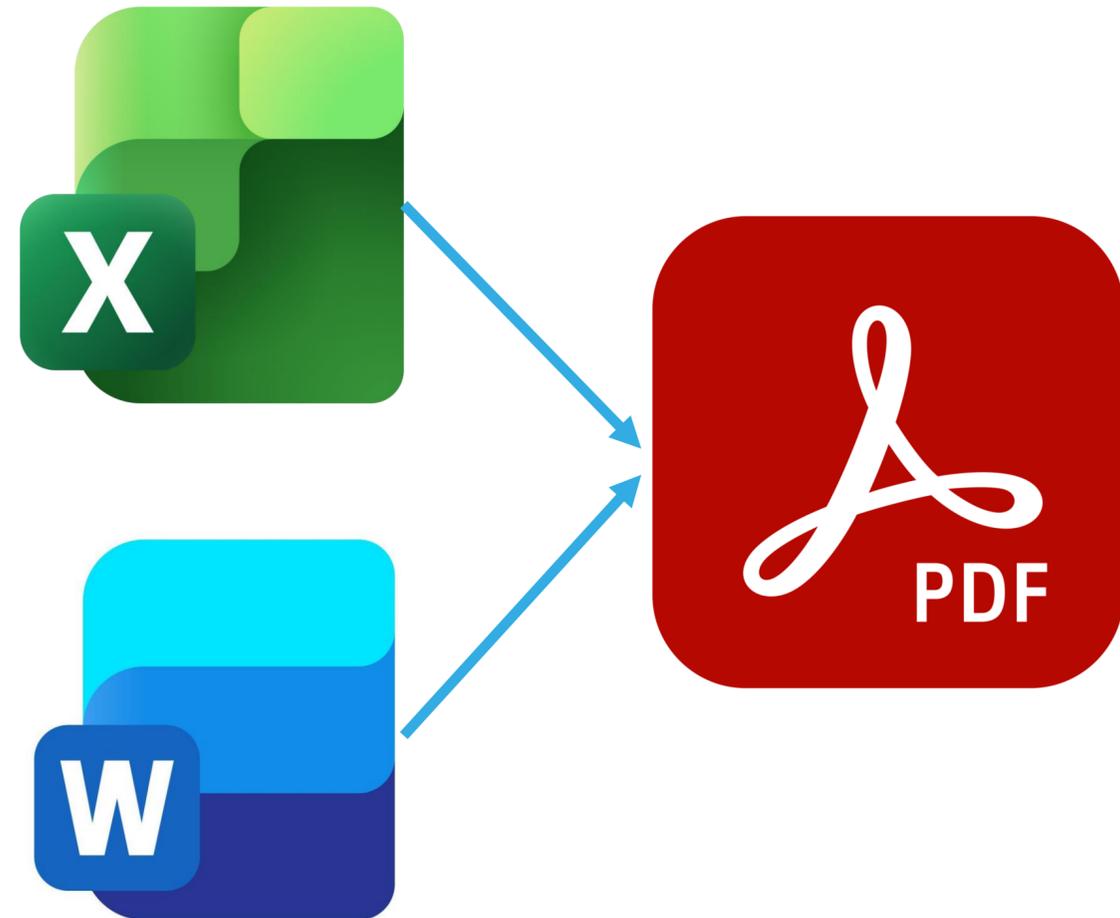
- ✓ Content headings*
- ✓ Table attributes or merged cells*
- ✓ Alt text for images
- ✓ Reading order*
- ✓ Color Contrast*



*Perform manual checks to verify automated checks

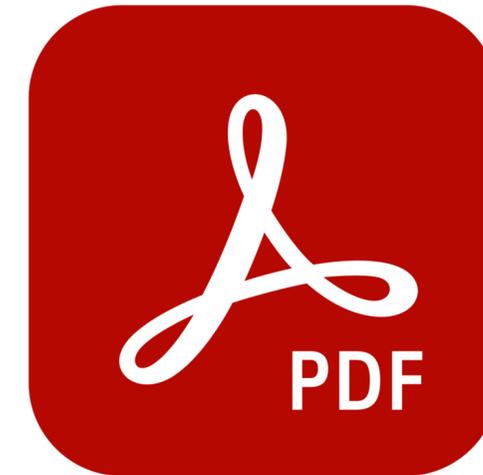
Automated Checks

- **Word and Excel documents** should be checked compliance using built-in accessibility checks within Word/Excel.
- **If documents or workbooks are saved as PDFs** to be distributed electronically, the PDF should be checked for compliance again using built-in accessibility checks within Acrobat.



Automated Checks

- ✓ **Content headings***
- ✓ **Table attributes or merged cells***
- ✓ **Alt text for images**
- ✓ **Reading order***
- ✓ **Color Contrast***

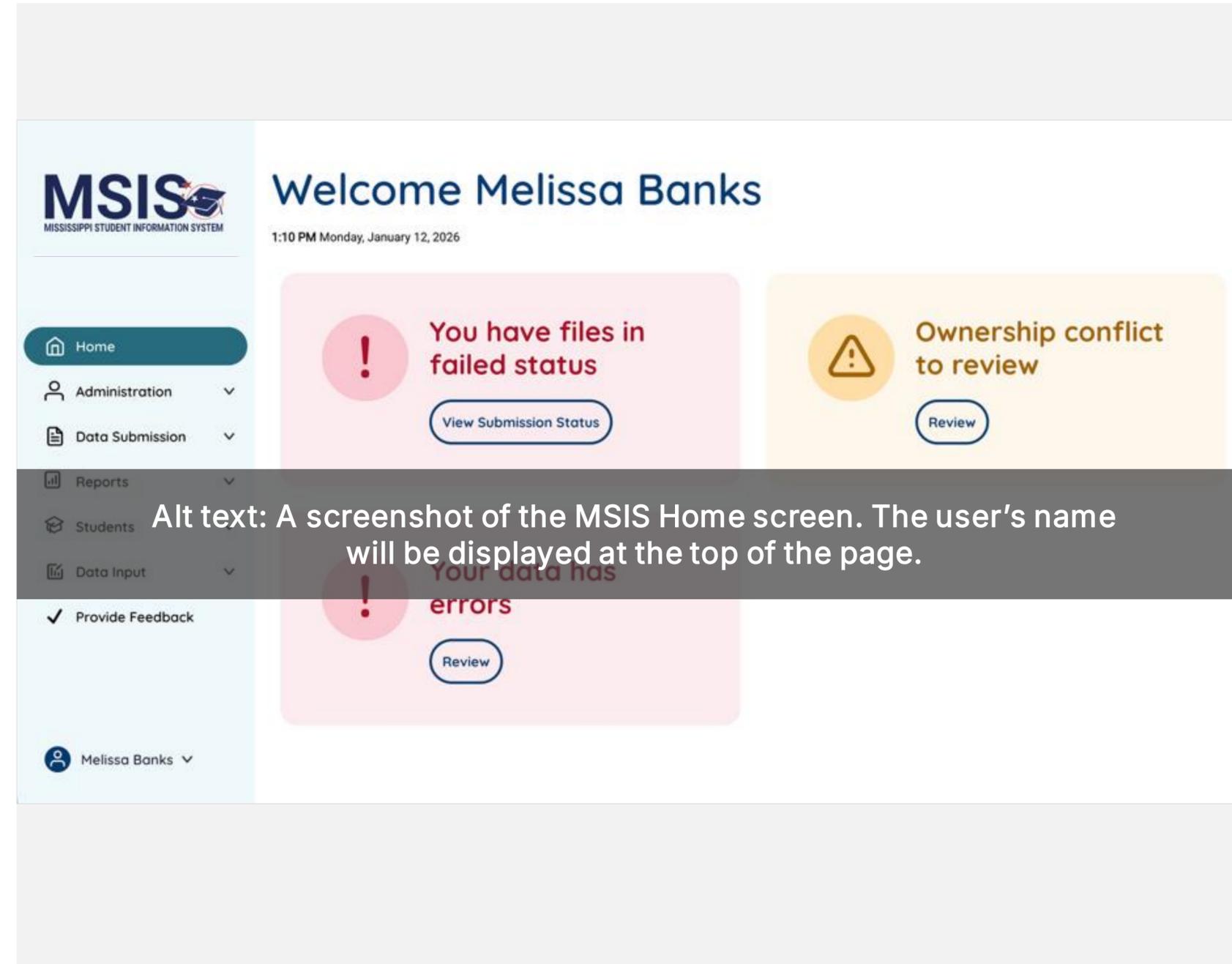


*Perform manual checks to verify automated checks.

Automated Checks

* Alt text

- ❑ Ensure all images, charts, and graphs have alt text that can be read aloud by screen readers.
- ❑ Carefully write alt text to convey the images' purpose.
- ❑ If the image does not convey important information or have a functional purpose, mark it as decorative.



When is alt text needed?

Require alt text

Conveys information useful for interacting with or understanding the content.

- Includes pictures, clip art, illustrations, graphs, charts, and text saved as an image.
- Screen readers will read the provided alt text aloud.

Do NOT require alt text

Strictly decorative and do not provide any meaning or purpose.

- Mark these images as “decorative.”
- Screen readers will skip over them.

Writing Alt Text

The alt text should be functional and provide an equivalent user experience, not necessarily describe the image.

If you were helping someone read and interact with a document and they couldn't see it, what would you say about the image?



Writing Alt Text



Functional images

Provide alt text that is the functional equivalent to inform users of the required action.

- "Print" for a printer icon
- Do not include the words "button", "link", or "image of". Screen readers automatically provide that information.



Image contains text

Provide the text contained in the image in the alt text.

- "Mississippi Department of Education logo"



Charts or graphs

Provide brief text to identify the image and then provide a detailed description of the information elsewhere.

- "A chart depicting graduation rates."

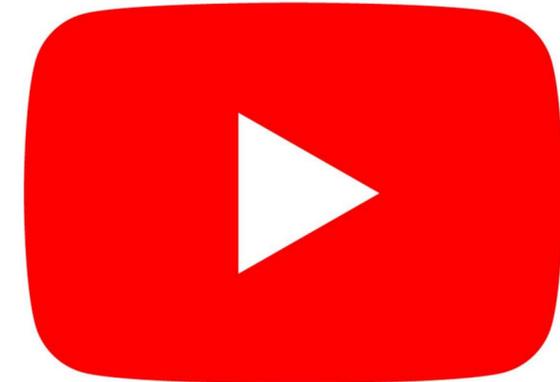
Automated Accessibility Check - DEMONSTRATION



Automated Checks

* Transcripts and closed captioning

- Send videos to mdenet@mdek12.org to be posted to MDE's YouTube
- Closed Captions will be autogenerated
- Review captions for accuracy



Automated Checks - Advanced Training Required



Thursday, April 2 @ 10:00 a.m.

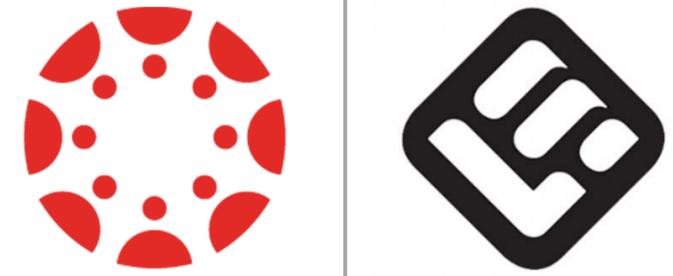
[Register Now!](#)

Tuesday, April 7 @ 2:00 p.m.

[Register Now!](#)



Email
mebanks@mdek12.org
to schedule a
training session.



Email
mebanks@mdek12.org
to schedule a
training session.



**What is your role in digital
accessibility compliance?**

Digital Accessibility Compliance (ADA Title II)

Any **NEW** digitally-accessed documents, media, or posts must be compliant by **April 24**.

- ✓ Emails AND attachments (PDFs, Word, Excel, etc.)
- ✓ Constant Contact messages
- ✓ Slide decks
- ✓ Documents or other media posted to the MDE website
- ✓ Videos or other recordings posted to YouTube
- ✓ EdUpdate or social media posts

Compliance Exceptions

1. **Archived web content**, including content not currently used.
2. **Pre-existing conventional electronic documents**, **unless** such documents are currently used to apply for, gain access to, or participate in the public entity's services, programs, or activities.
3. **Content posted by a third party**, **unless** the third party is posting due to contractual, licensing, or other arrangements with the Title II entity.
4. **Conventional electronic documents** that are about a specific individual, their property, or their account and **that are password-protected or otherwise secured**.
5. **Social media posts** that are made by a Title II entity **before the date** the entity must comply with this rule.

28 CFR 35.201

Roles & Responsibilities

MDE Employees

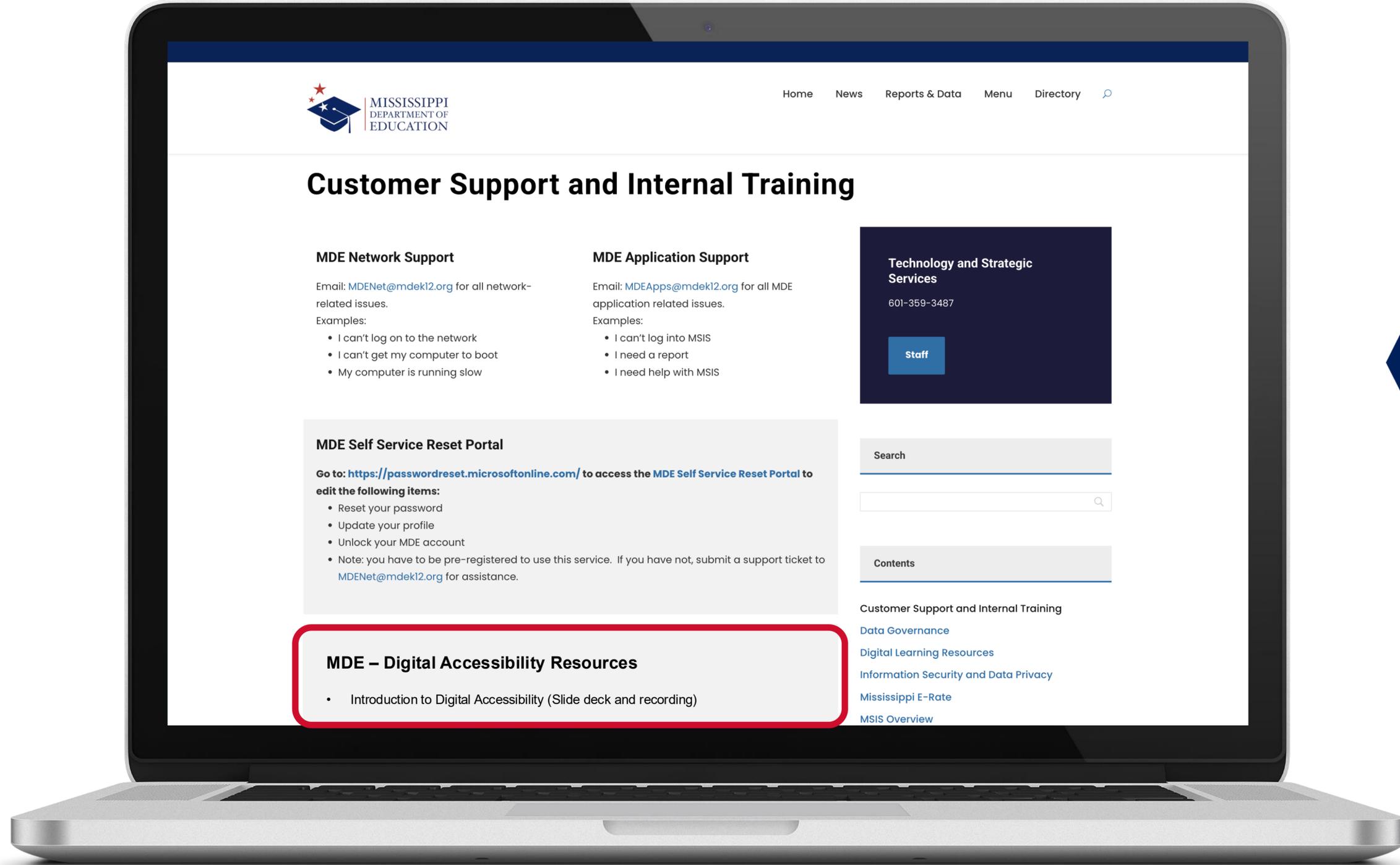
- **Participate** in Accessibility training based on your role (Basic and/or Advanced).
- **Ensure** accessibility compliance of digital resources **before** emailing, posting, or sharing.
- **Email** mdenet@mdek12.org with any issues when attempting to ensure accessibility compliance.

Office of Technology & Strategic Services

- **Provide** Accessibility training.
- **Post recording, slide deck, and other resources** on the [Customer Support and Training](#) webpage.
- **Provide** assistance to any tickets received at mdenet@mdek12.org.

Office of Communication & Government Relations

- **Review** any digital resources before posting them to EdUpdate, the MDE website, or social media. **Resources that are out of compliance will be returned to the requestor to correct.**
- **Upload videos** to YouTube and ensure close captions are generated.



Home News Reports & Data Menu Directory

Customer Support and Internal Training

MDE Network Support

Email: MDENet@mdek12.org for all network-related issues.

Examples:

- I can't log on to the network
- I can't get my computer to boot
- My computer is running slow

MDE Application Support

Email: MDEApps@mdek12.org for all MDE application related issues.

Examples:

- I can't log into MSIS
- I need a report
- I need help with MSIS

Technology and Strategic Services

601-359-3487

Staff

MDE Self Service Reset Portal

Go to: <https://passwordreset.microsoftonline.com/> to access the MDE Self Service Reset Portal to edit the following items:

- Reset your password
- Update your profile
- Unlock your MDE account
- Note: you have to be pre-registered to use this service. If you have not, submit a support ticket to MDENet@mdek12.org for assistance.

MDE – Digital Accessibility Resources

- Introduction to Digital Accessibility (Slide deck and recording)

Search

Contents

Customer Support and Internal Training

[Data Governance](#)

[Digital Learning Resources](#)

[Information Security and Data Privacy](#)

[Mississippi E-Rate](#)

[MSIS Overview](#)

Accessibility Resources

[Customer Support & Training webpage](#)

- Slide deck and recording
- Checklists & Instructions for performing accessibility checks
- Resources for understanding color contrast and alt text

Accessibility Checks: Word



In accordance with Title II of the Americans with Disabilities Act (ADA), all digital content must be carefully reviewed to ensure compliance with digital accessibility guidelines. This review requires a two-phase approach: first, complete a manual review to ensure the document is functional for all users, then use Word's automated Accessibility Checker to catch additional technical errors.

The following steps outline which accessibility standards must be checked manually and how to use Word's built-in tools to complete an automated review.

1: Manual Accessibility Checks

Manual checks require users to personally verify that the document's logic, layout, and visual elements meet accessibility standards.

Content headings

Use pre-defined styles to identify titles, subtitles, or heading levels within documents for screen readers. *(This manual check may not apply to simple documents with a few paragraphs.)*

- Use built-in styles (Heading 1, Heading 2, etc.) in a logical order.
- For longer documents, ensure the Table of Contents is updated and reflects the logical order of sections identified by predefined heading styles.

Table attributes or merged cells

Table headers, columns, and rows should be identified for screen readers.

- Use simple table structures (no merged, split, or blank cells).
- Identify column and row headers clearly.
- Use the Header Row option and repeat headers on each page.
- Use table styles in the MDE Templates.



Accessibility: Alt Text

Text alternatives (alt text) allow users with visual impairments to understand the context and purpose of images via screen readers. Images come in a variety of formats, including photos, clip art, illustrations, graphs, charts, and text saved as an image, and can be used in documents. However, not all images require alt text.

Visuals that convey information useful for interacting with or understanding the content should be **assigned alt text**. Screen readers will read the provided alt text aloud.

Visuals that are strictly decorative and do not provide any meaning or purpose **do not require alt text**. These images should be marked as "decorative" so that screen readers will skip over them.

When writing alt text, consider: if you were helping someone read and interact with a document and they couldn't see it, what would you say about the image? Do not simply describe what the image *looks like*. Alt text should be functional and provide an equivalent user experience, not necessarily describe the image. Carefully write alt text to convey the image's purpose.

Provide alt text that is the functional equivalent to inform users of the required action. NOTE: Do not include the words "button", "link", or "image of". Screen readers automatically provide that information. <i>Alt text example: "Print" for a printer icon.</i>	Provide the text contained in the image in the alt text. <i>Alt text example: "Mississippi Department of Education logo."</i>	Provide brief text to identify the image and then provide a detailed description of the information elsewhere. <i>Alt text example: "A chart depicting graduation rates."</i>
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Let us know how we did!



forms.office.com/r/2ZQAFLxKzT

Title II ADA Accessibility Compliance

Melissa Banks | mebanks@mdek12.org

