

# From Compliance to Culture:

**Using a Cross-Functional Task Force to Meet  
Title II Digital Accessibility Requirements**

***Melissa McCalla, JohnT Powell  
& Tracy Washington***

*TETL Summer Conference  
JUNE 23–25, 2026  
IRVING, TX*

# MEET THE TEAM

Melissa McCalla



Chief

Technology  
Division

JohnT Powell



Director

Applications Support  
and Development

Tracy Washington



Director

Technology  
Support Services

# The Playing Field Has Changed

## Large Districts

*Must meet compliance deadlines by April 26, 2027 and build scalable governance structures across hundreds of sites and systems.*

## Small Districts

*Face the same legal obligations with fewer resources, making a smart, prioritized strategy even more critical to long-term success.  
Deadline: April 26, 2028*

**The rules are the same regardless of district size.  
What differs is the strategy, capacity, and starting point.**

# Compliance to Culture

## our approach

*The mindset and values that guided every decision*

## values + strategy

*The framework we built and why it works*

## change management

*How we aligned people, process, and systems*

## results

*What we achieved and what we're still working around*

## next steps

*Practical takeaways you can apply immediately*

*TETL Summer Conference 2026: From Compliance to Culture*



*TETL Summer Conference  
JUNE 23-25, 2026  
IRVING, TX*

# Pasadena ISD

*Understanding our scale helps frame the complexity of this work. Pasadena ISD is a large district in the Greater-Houston metro area, serving a richly diverse community across Southeast Harris County.*

## 43,500

### Students

*Across 67 schools and 10 additional facilities*

## 7,900

### Staff Members

*Teachers, administrators, and support personnel*

## 85.5

### Square Miles

*Spanning 4 municipalities on the southeast Side of Houston*



*TETL Summer Conference  
JUNE 23-25, 2026  
IRVING, TX*

# #OurPasadenaISD Digital Environment

*Our digital ecosystem spans hundreds of applications, websites, learning management systems, and communication tools — all of which must meet federal accessibility standards. Before beginning the compliance journey, we needed to understand the full landscape of what we were responsible for.*

## **District Websites**

*Public-facing sites across campuses, departments, and central offices, a primary point of contact for students and families.*

## **LMS & Instructional Tools**

*Canvas and other platforms where teachers create and share content with students daily.*

## **Forms & Communications**

*Parent letters, digital forms, notifications, and district-wide messaging distributed at scale.*



# Self-Assessment: Where Are You In Your Journey?

## Awareness

- *Do staff understand why digital accessibility matters?*
- *Basic training or guidance given?*
- *Discussed beyond IT?*
- *Is it seen as compliance work or people-centered work?*

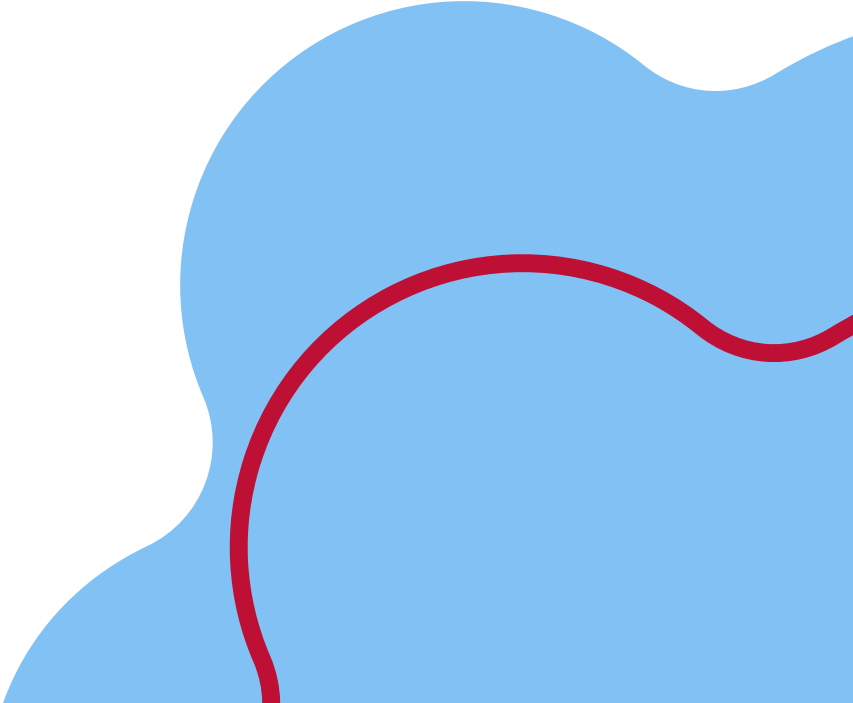
## Ownership

- *Is there a clear owner or team responsible for digital accessibility?*
- *Are multiple departments involved (IT, academics, communications)?*
- *Do leaders have a role in supporting this work?*

## Current State

- *Are you starting from scratch, or building on something already in place?*
- *Reviewed current website, documents, and systems for accessibility?*
- *Know your highest-risk content areas?*
- *Currently addressing any accessibility issues?*

## Practices

- *Are staff creating new content in accessible ways?*
  - *Do you have guidelines or expectations for accessibility?*
  - *Is accessibility built into workflows (not just fixes later)?*
- 



# **Self-Assessment: Where Are You In Your Journey?**

**Living It**

**Getting  
started**

**Not Sure**

# Values

## People Focused

*Every decision centers on access for students, families, and staff*

## Collaboration & Communication

*Cross-department alignment is essential, not optional*

## Continuous Improvement

*Accessibility is a practice, not a finish line*

# The Strategy

Set the Stage

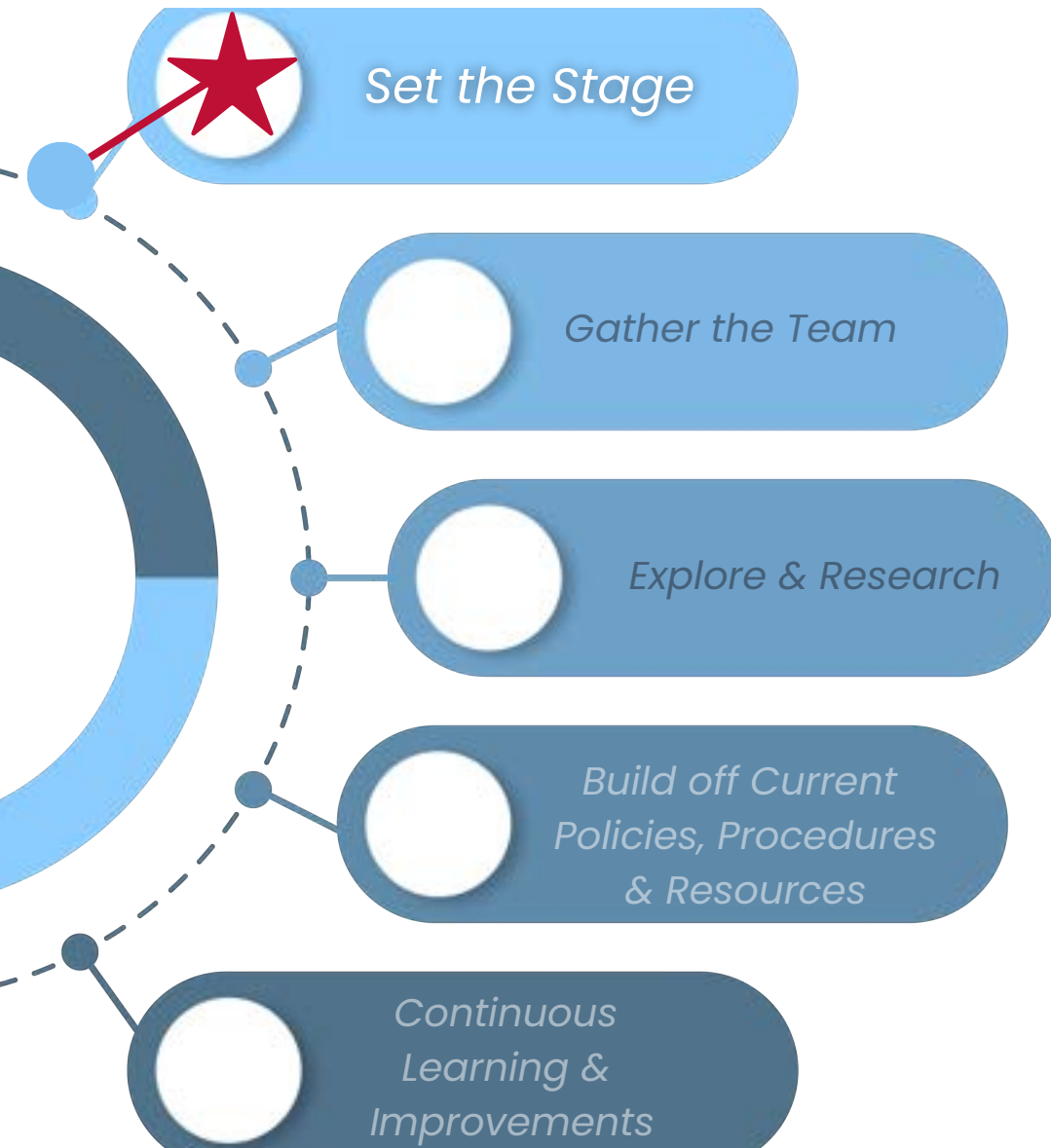
Gather the Team

Explore & Research

Build off Current Policies, Procedures & Resources

Continuous Learning & Improvements

## The Strategy



# Alignment Before Action

*Start with clarity, not tasks*

## Define the “Why”

- *Focus on access for all students and families*
- *Make the purpose clear from the start*

## Align Leadership Early

- *Engage cabinet and leadership first*
- *Identify key stakeholders across departments*

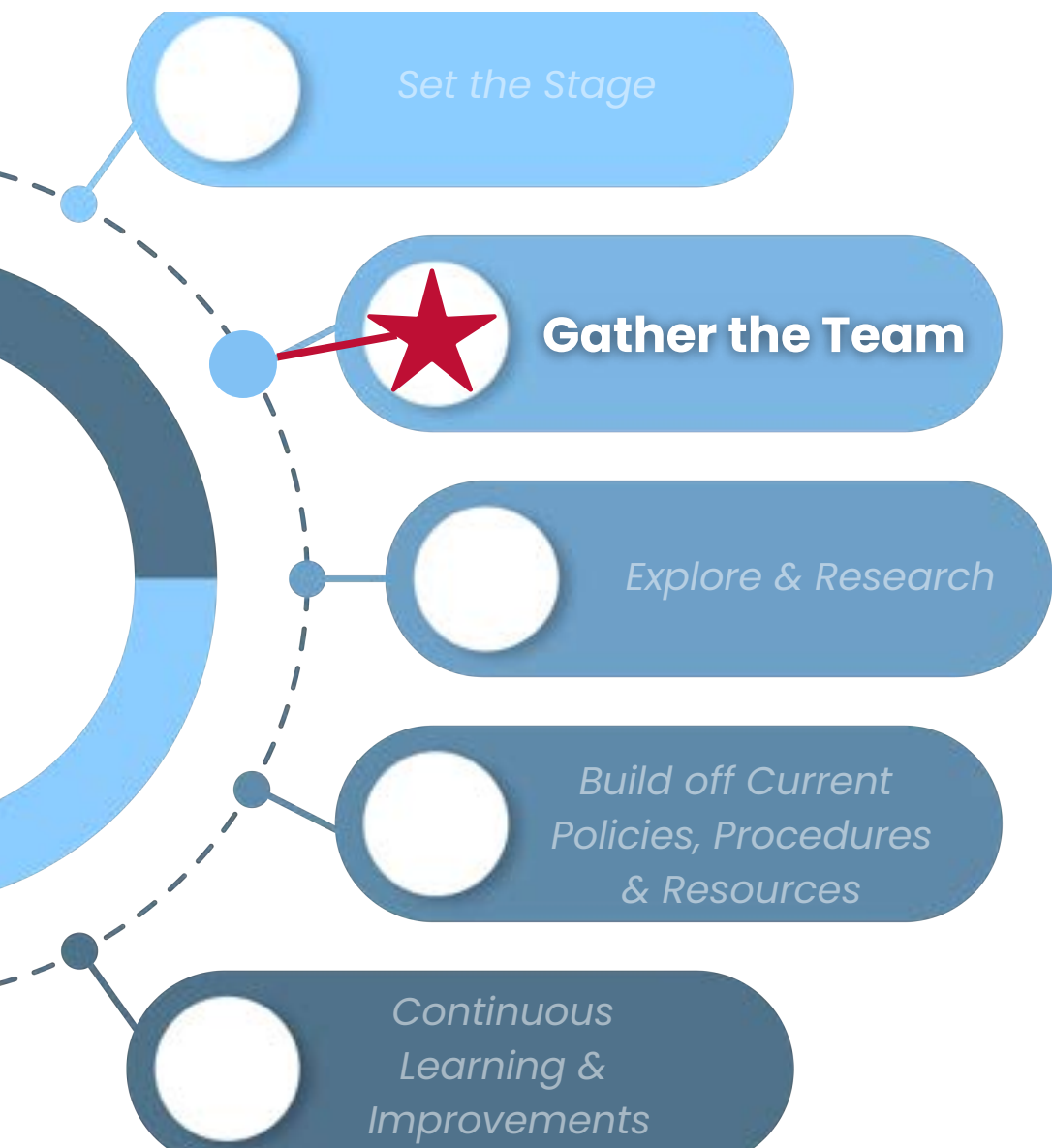
## Establish Shared Message

- *Align messaging across teams*
- *Start small, then expand intentionally*

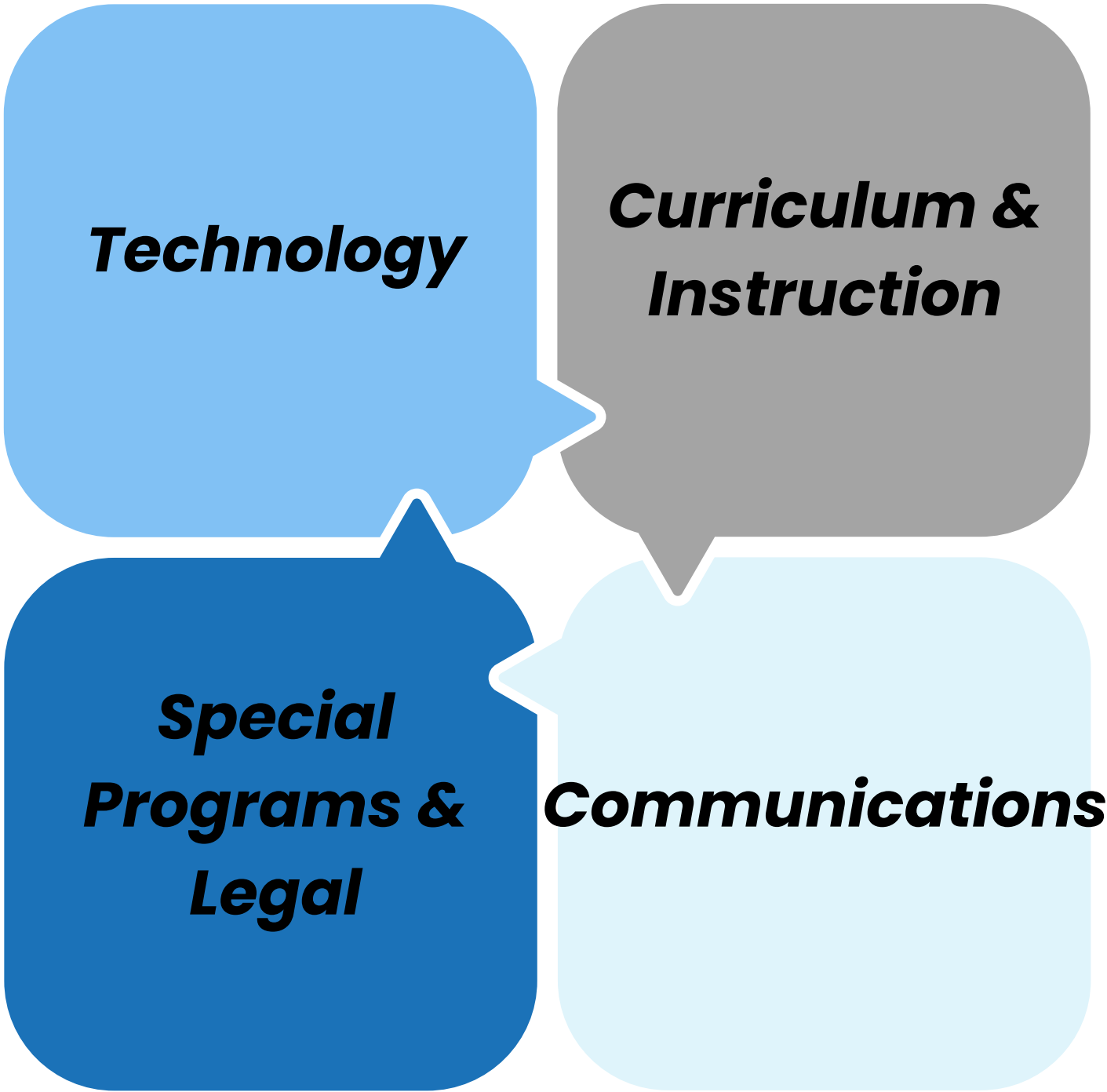


***Who needs to be aligned before you start? What would cause this to fail before it even begins?***

# The Strategy

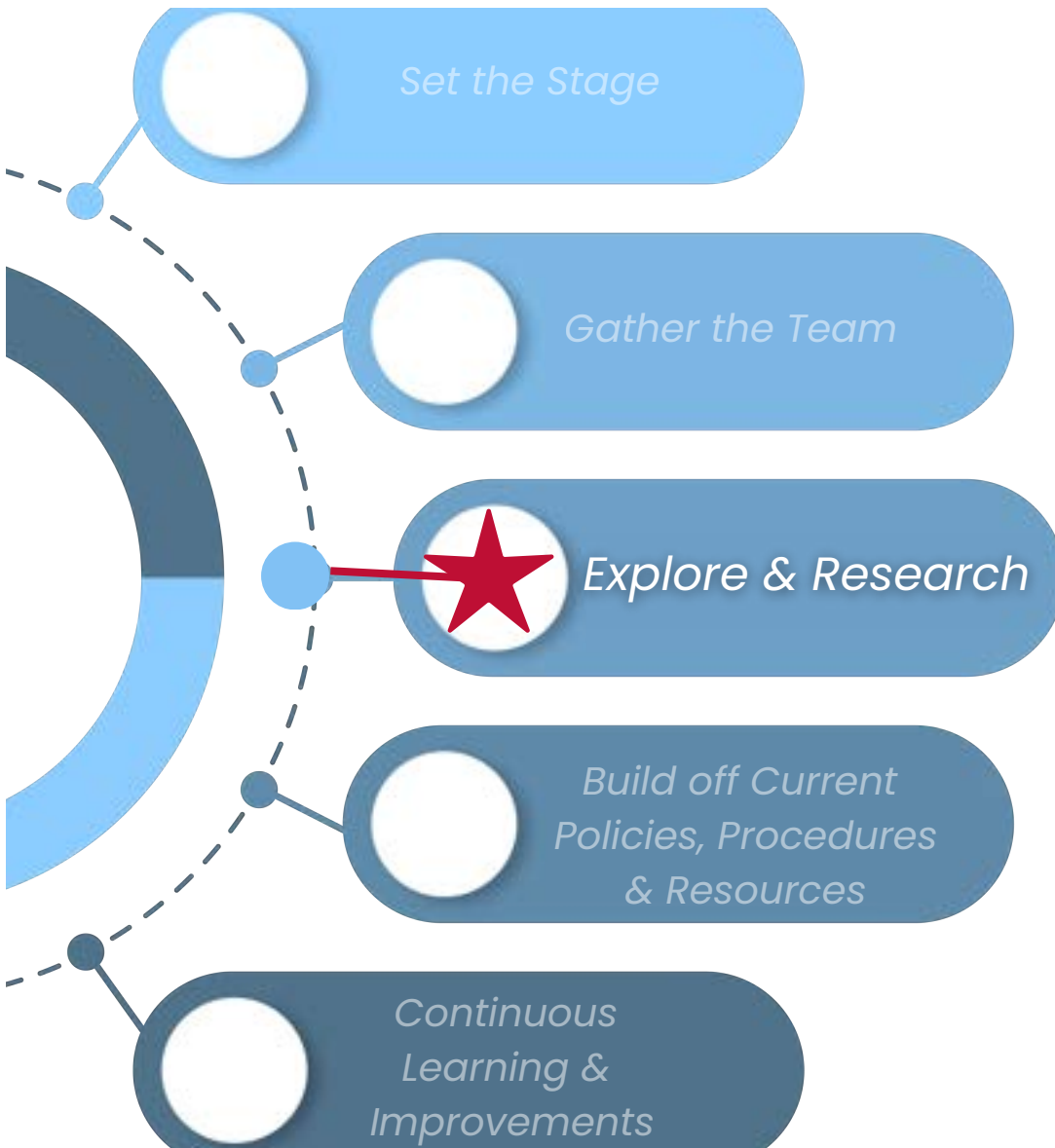


# Shared Ownership



*Who needs a seat at the table in your district?*

## The Strategy



# Know What Matters Most

## Understand the Requirements

- Review Title II updates and expectations
- Use guidance from ADA.gov and WCAG
- Learning from other district approaches

## Use Key Resources

- ADA.gov and First Steps
- WCAG 2.2 Understanding Docs
- Web Accessibility Initiative
- District examples and training

## Identify Your Risk

- Websites
- LMS and instructional tools
- Forms and parent communication

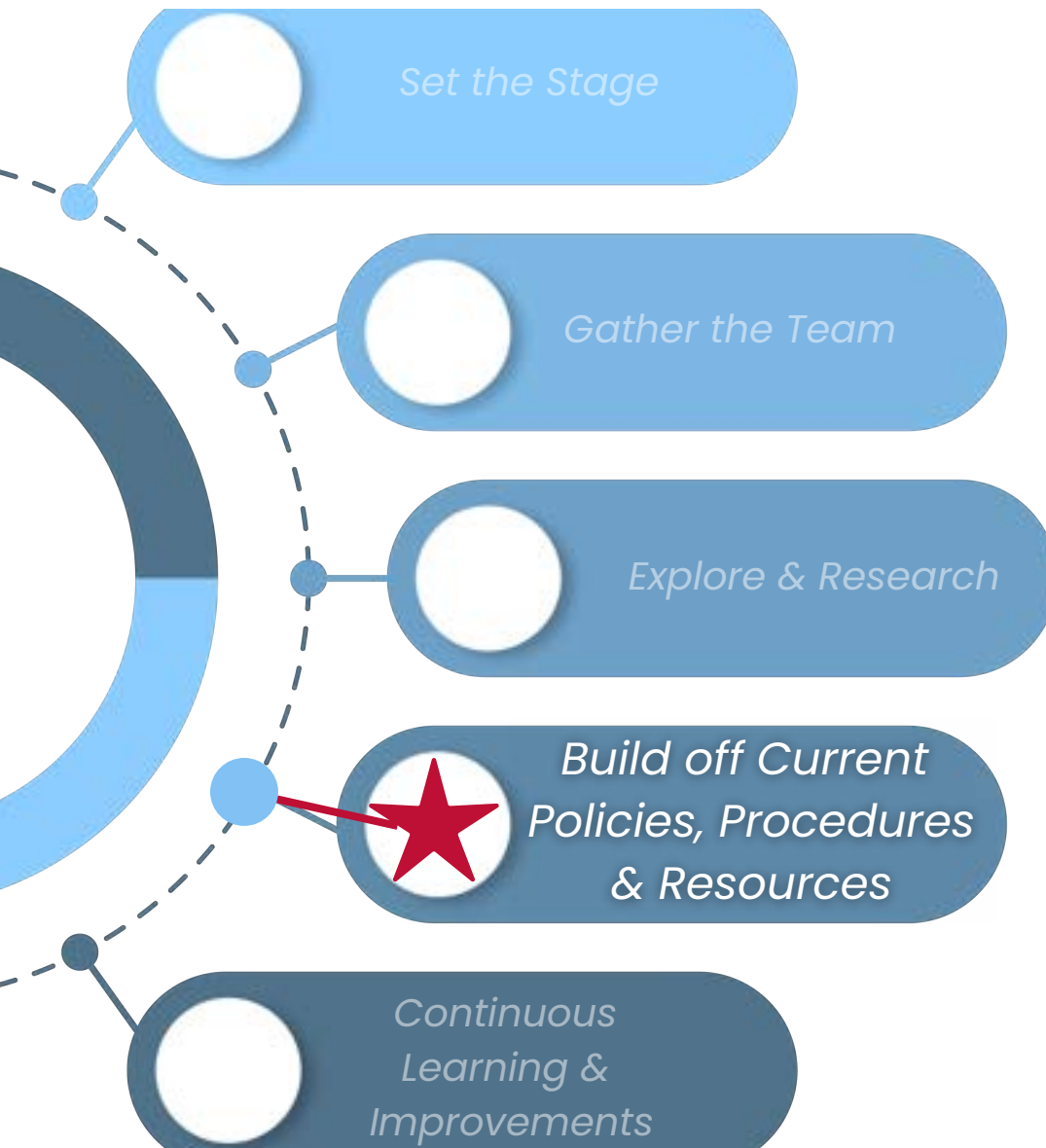
## Focus Your Work

- Quick wins vs. long-term effort
- Move from research to action



***What is your highest risk area today? Where would a parent or student struggle right now?***

## The Strategy



# Leverage Internal Systems

## Align with Existing Systems

- *Content creation & publishing*
- *Procurement processes*
- *Ticketing & support workflows*

## Leverage What You Already Have

- *Use current policies, don't reinvent them*
- *Identify and expand on what is already*
- *Embed accessibility into everyday practices*

## Real World Examples

- *Include accessibility in technology purchasing decisions*
- *Before publishing a district message, accessibility is checked as part of the approval process, in this example*



**Where can accessibility fit into systems you already use?**  
**Are you adding work, or improving processes?**



# Ensuring Digital Accessibility in Pasadena ISD

Get Started

## Equitable Access to Digital Content for ALL

Digital Accessibility means providing all individuals, including those with disabilities, the same opportunities to access information, engage in interactions, and utilize services in a way that is equally effective, equally integrated, and offers substantially equivalent ease of use in online platforms. Simply put, Digital Accessibility ensures everyone, including people with disabilities, can easily access digital information, use services, and fully participate online just like anyone else.

In Pasadena ISD, we serve a community with diverse needs, including students, staff, and families with visual, auditory, motor, and cognitive differences. As such, we are dedicated to making learning accessible, inclusive, equitable, and available to all so that every student has unlimited opportunities to engage in positive relationships, rigorous curriculum, and innovative, meaningful experiences. Inaccessible materials can create barriers. When our digital classroom materials, communications, and resources are not accessible, we unintentionally exclude members of our school community who need these materials to fully participate in the learning

## 6 PILLARS FOR ADA



ALT TEXT



LINKS



CAPTIONS



HEADINGS

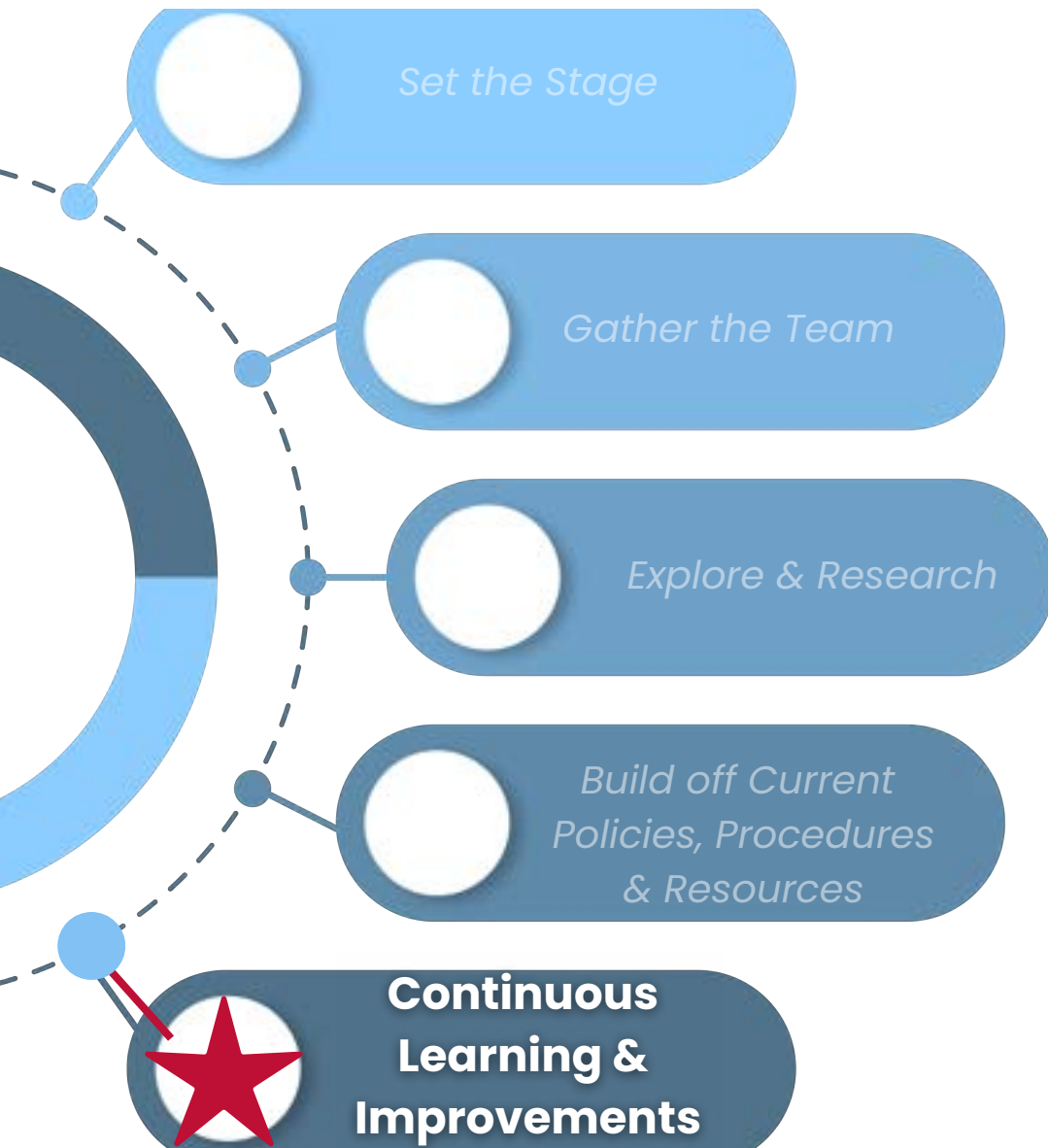


COLOR  
CONTRAST



LISTS & TABLES

## The Strategy



# Make It Stick

## Train by Role

- Content creation & publishing
- Procurement processes
- Ticketing & support workflows

## Deliver in Multiple Ways

- On-demand modules
- Canvas courses
- Face-to-face training

## Sustain the Work

- Identify owners for updates and changes
- Collect feedback and improve over time
- Keep materials and workflows current

## What This Looks Like

- Simple checklist for content creation
- Accessibility in onboarding and PD
- Updates shared through existing channels

***Under 5,000***

***12,001–25,000***

***4 Corners***

***5,001–12,000***

***25,001+***

# ***Conversation Starters***

***Where are you at in your work to move towards Title II ADA compliance?***

***What challenges are you currently facing?***

***What next steps feel right for your organization?***

# ***Pasadena ISD Core Team Leaders***



**Lauren Aragon**

Innovation &  
Development Specialist

**Contact Info:**

**[linkedin.com/in/lauren-aragon-76ab59180](https://www.linkedin.com/in/lauren-aragon-76ab59180)**

Email: Laragon@pasadenaisd.org



**Rebekka Allen**

Innovation &  
Development Specialist

**Contact Info:**

**[linkedin.com/in/rebekka-allen](https://www.linkedin.com/in/rebekka-allen)**  
Email: rallen1@pasadenaisd.org



**Kristen Gibson**

Innovation &  
Development Specialist

**Contact Info:**

**[linkedin.com/in/kristen-gibsonmed](https://www.linkedin.com/in/kristen-gibsonmed)**  
Email: Kgibson@pasadenaisd.org



**Sandy Dickerson**

Coordinator, Innovation &  
Development

**Contact Info:**

**[linkedin.com/in/sandy-dickerson-3bb126381](https://www.linkedin.com/in/sandy-dickerson-3bb126381)**  
Email: Sdickerson@pasadenaisd.org

## ***Additional Team Members from:***

Assessment  
Business & Finance  
Communications  
Curriculum & Instruction

Human Resources  
Special Education  
Special Programs

TETL Summer Conference  
JUNE 23-25, 2026  
IRVING, TX



***Thank You***

*TETL Summer Conference  
JUNE 23-25, 2026  
IRVING, TX*

# **Title II Digital Accessibility Requirements**

## **Self-Assessment:**

### **Where Are You In Your Journey?**

#### **Awareness**

- *Do staff understand why digital accessibility matters?*
- *Has basic training or guidance been given?*
- *Has digital accessibility been discussed beyond the Tech team?*
- *Is it seen as compliance work or people-centered work?*

#### **Ownership**

- *Is there a clear owner or team responsible for digital accessibility?*
- *Are multiple departments involved (IT, academics, communications)?*
- *Do leaders have a role in supporting this work?*

#### **Current State**

- *Are you starting from scratch, or building on something already in place?*
- *Have you reviewed current website, documents, and systems for accessibility?*
- *Do you know your highest-risk content areas (websites, applications, resources, documents, etc.)?*
- *Are you currently addressing any digital accessibility issues?*

#### **Practices**

- *Are staff creating new content in accessible ways?*
- *Do you have guidelines or expectations for accessibility?*
- *Is accessibility built into workflows (not just fixes later)?*

**TETL Summer Conference**  
**JUNE 23–25, 2026**  
**IRVING, TX**

**From Compliance to Culture:**

**Using a Cross-Functional Task Force to  
Meet Title II Digital Accessibility  
Requirements**

# Quick Resources

## ADA.GOV

[Fact Sheet: New Rule on the Accessibility of Web Content and Mobile Apps Provided by State and Local Governments](#)

[ADA.gov: First Steps](#)

## Web Accessibility Initiative

[Design and Development Overview](#)

[WCAG 2.2 Understanding Docs](#)

**Rockwood School District:** [Accessibility Training Course](#)

### **ADA Title II Web Accessibility: A Compliance Guide for Small K-12 Districts** **written by Suchi Rudra**

<https://edtechmagazine.com/k12/article/2026/06/ada-title-ii-web-accessibility-compliance-guide-small-k-12-districts-perfcon>

#### **Excerpted from article above:**

The Universal Design for Learning framework, developed by CAST, is one common way for schools to fulfill the ADA Title II web accessibility requirements. CAST (<https://www.cast.org/resources>) offers many resources to help schools make progress in their journey toward compliance:

[How To Create Accessible Websites](#)

[How To Create Accessible Documents](#)

[How To Create Accessible Social Media Posts](#)

[How To Create Accessible Video](#)

[AEMing for Access: Accessible Presentations](#)

[AEMing for Access: Title II Prep](#)

**TETL Summer Conference**  
**JUNE 23-25, 2026**  
**IRVING, TX**

**From Compliance to Culture:**



**Using a Cross-Functional Task Force to Meet Title II Digital Accessibility Requirements**

**Melissa McCalla, JohnT Powell & Tracy Washington**