Interactive Health Technologies (IHT) Accessibility Conformance Report Revised Section 508 Edition

Name of Product/Version: Interactive Health Technologies (IHT) Spirit System

Report Date: 4/10/2024.

Product Description: K-12 education-specific heart rate technology, assessment software, teacher and student curriculum resources, online training/professional development.

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Notes: Based on VPAT® Version 2.5

Evaluation Methods Used: Testing is based on knowledge of general product functionality

Applicable Standards/Guidelines: This report covers the degree of conformance for the following accessibility standard/guidelines:

Standard/Guideline	Included In Report
Web Content Accessibility Guidelines 2.0	Level A (Yes) Level AA (Yes) Level AAA (No)
Revised Section 508 standards published January 18, 2017 and corrected January 22, 2018	(Yes)

Terms

The terms used in the Conformance Level information are defined as follows:

- **Supports**: The functionality of the product has at least one method that meets the criterion without known defects or meets with equivalent facilitation.
- **Partially Supports**: Some functionality of the product does not meet the criterion.
- **Does Not Support**: The majority of product functionality does not meet the criterion.
- **Not Applicable**: The criterion is not relevant to the product.
- **Not Evaluated**: The product has not been evaluated against the criterion. This can only be used in WCAG Level AAA criteria.

WCAG 2.0 Report

Tables 1 and 2 also document conformance with Revised Section 508:

- Chapter 5 – 501.1 Scope, 504.2 Content Creation or Editing
- Chapter 6 – 602.3 Electronic Support Documentation

Note: When reporting on conformance with the WCAG 2.0 Success Criteria, they are scoped for full pages, complete processes, and accessibility-supported ways of using technology as documented in the WCAG 2.0 Conformance Requirements.

Table 1: Success Criteria, Level A

Criteria	Conformance Level	Remarks and Explanations
[1.1.1 Non-text Content](#) (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Web: Supports Electronic Docs: Supports Software: Supports Authoring Tool: Does Not Support	Web Accessibility: Our website utilizes color coding to represent different heart rate zones and display the effort of students in real-time, with a text-based alternative available for accessibility. Additionally, we incorporate CAPTCHA technology that is accessible to all users. Electronic Documents: Our reports are presented as intuitive visual graphics, designed to be comprehensible without relying on text. However, we also offer concise text descriptions as an alternative, ensuring that the information is accessible in both text and non-text formats. Software Design: Our software features a graphical interface engineered for ease of use, minimizing the reliance on text for navigation and functionality. Authoring Tool Accessibility: In terms of report customization capabilities, IHT's reports can be customized to output information in various ways such as customized date ranges, by grade, gender, class, school, or district level reporting. However, selections must be made using text content at this time.
[1.2.1 Audio-only and Video-only (Prerecorded)](#) (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Web and Software: Supports Electronic Docs: Supports Software: Supports Authoring Tool: N/A	Web and Software: IHT's web and software platforms interoperate with assistive technology to conform to 502. We offer a wide array of pre-recorded audio and video content to facilitate learning about our technology. We provide closed captions as an alternative for time-based pre-recorded video only content as an alternative. We provide written alternatives for audio-only pre-recorded options.

Criteria	Conformance Level	Remarks and Explanations
		Electronic Documents: IHT embeds links in our digital documents, granting every user access to alternative audio and video resources that also have closed captions in all video-only pre-recorded media. Authoring Tool: Vimeo and YouTube both haver closed captioning capabilities that can be turned on or off.
1.2.2 Captions (Prerecorded) (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Web: Supports Electronic Docs: Supports Software: Supports Authoring Tool: Supports	Web: All of our videos, available on Vimeo and YouTube, come with closed captions for enhanced accessibility in all prerecorded content. Electronic Documents: Our digital documents include links enabling all users to access captioned videos. Software & Authoring Tools: We utilize authoring platforms like Vimeo and YouTube, which support closed captioning for our prerecorded videos. We are dedicated to ensuring that all audio and video content we use is fully accessible with closed captions. Authoring Tool: IHT works continuously to adhere to the four principles of accessibility that provide the foundation for Web accessibility: perceivable, operable, understandable, and robust.
1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Web: Supports Electronic Docs: Supports Software: Partially Supports Authoring Tool:	Web: IHT offers asynchronous learning modules as an alternative to time-based media, enabling users to progress at their own pace with the support of captions, along with audio and visual indicators. Electronic Documents: Our electronic documents feature links to these asynchronous learning modules, allowing users to engage with the material at their preferred speed and benefit from various media options.

Criteria	Conformance Level	Remarks and Explanations
		Software: IHT's software is not used by students with disabilities. It is used for data collection and reporting by teachers and special education specialist who use the software to enter and report data. Our software does have accessibility features that conforms to 502.2 with both a text/written and graphical interface and video links for audio options for navigating our platform.
1.3.1 Info and Relationships (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Web: Supports Electronic Docs: Supports Software: Supports Authoring Tool: NA	Web: Our online software delivers content in multiple formats, including text, multimedia, audio, and visual graphics. This variety ensures accessibility and comprehension for all users, enhancing their ability to engage with and learn from the provided documents. Electronic Documents: We offer our content in diverse formats, maintaining consistency across visual, auditory, and textual presentations. This approach ensures that users fully grasp the information in their preferred method without compromising on content or structure. Software: Our software acts as a valuable tool for case managers responsible for overseeing disability documentation, monitoring progress, and coordinating discussions between families and educators. Moreover, our system enables the automatic and instantaneous sharing of reports with parents, ensuring they remain informed and engaged in their child's education journey.
1.3.2 Meaningful Sequence (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Web: Supports Electronic Docs: Supports Software: Supports Authoring Tool: Partially Supports	Web: IHT's platform is designed for adaptability, allowing data reporting and analysis to be tailored and sequentially arranged to suit each participant's distinctive learning style. This customizable approach ensures a deeper comprehension through a method that resonates with the individual's preferences.

Criteria	Conformance Level	Remarks and Explanations
		Electronic Documents: Our digital curriculum, though structured in a specific sequence, offers flexibility to be rearranged according to the facilitator's discretion. This adaptability Supports a guided learning experience that can be customized to provide a more personal and engaging educational journey for participants. Software: Our solution serves as an additional educational resource within classrooms for special education professionals, teachers, and advocates supporting students with disabilities. With current staffing shortages, the demand on educational staff has intensified. Our technology offers tailored teaching and services, meticulously timed as per the individual education plans of students, catering specifically to their needs. Our analytics provide detailed insights into students' self-regulation and physical health progress, capturing every moment of their development. Authoring Tool:
1.3.3 Sensory Characteristics (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Web/Software: Partially Supports Electronic Docs: Supports Authoring Tool: NA	Web and Software: Our platform extends beyond just sensory features like shape, size, visual placement, orientation, or auditory cues. We offer a suite of tools designed to serve users with visual or auditory challenges, ensuring accessibility for a diverse range of sensory requirements. Electronic Documents: Our digital documents deliver curriculum content in a flexible manner, allowing educators to employ various sensory methods. This versatility ensures that teaching and material can be tailored to meet the learning preferences of students, whether it involves learning through shapes, sizes, visuals, or sounds. Authoring Tool: NA

Criteria	Conformance Level	Remarks and Explanations
1.4.1 Use of Color (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Web/Software: Supports Electronic Docs: Supports Authoring Tool: Not Evaluated	Web: Our system and software leverage color as a key visual tool for presenting information and illustrating students' effort levels during heart rate monitoring. This use of color is intuitive for all users and serves as a distinctive feature of our program. Electronic Documents: Our electronic documents adhere to the color scheme integral to our technology, enabling participants to easily discern the significance of various colors during physical activities or emotional responses. We provide extensive documentation that incorporates color to link it directly to physical or emotional experiences in real time, assisting learners in becoming independent in managing their physical and emotional well-being.
1.4.2 Audio Control (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Web/Software: Supports Electronic Docs: Supports Authoring Tool: Not evaluated	Web: Our software employs audio controls exclusively for instructional video playback. The options available for these videos are designed to comply with standards that allow them to be managed collectively. Electronic Documents: Our electronic documents feature hyperlinks that direct facilitators or participants to external audiovisual media. These links offer full control over the media, enabling users to pause or stop the video and adjust the volume as needed.
2.1.1 Keyboard (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Web/Software: Partially Supports Electronic Docs: Supports Authoring Tool: Not Evaluated	Web/Software: Keyboard input is necessary for signing into the IHT website software, with no specific timing required for each keystroke. A secure username and password are mandatory for access, needing accurate entry. Once logged in, the need for a keyboard diminishes as the system's design intuitively guides users from one page to another using mouse clicks and visual signals on the display. Electronic Documents: Our electronic curriculum offers formats in editable PDFs or Google Docs, providing

Criteria	Conformance Level	Remarks and Explanations
		flexibility for participants to input data at their leisure. They can use a keyboard, mouse, or, if available, the touch-screen capabilities of their device to interact with the content.
2.1.2 No Keyboard Trap (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Web/Software: Partially Supports Electronic Docs: Supports Authoring Tool: Not evaluated	Web: Our IHT software is compatible with both mouse, touch screen laptop interfaces and touch pads on laptops, computers, or tablets. However, not all elements meet this accessibility criterion, as some may hinder a user's ability to navigate the entire page effectively. Given that our system is fully navigable via mouse or keyboard, the issue of keyboard traps is mostly irrelevant in our case. Electronic Documents: All our electronic documents are designed to be printable, providing participants with the option to bypass the use of a keyboard entirely. The content within these documents is accessible without the need for keyboard interaction. Authoring Tool: If the end user has a touch pad on their laptop, then the keyboard focus can be moved to this component
2.2.1 Timing Adjustable (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Web/Software: Supports Electronic Docs: Partially Supports Authoring Tool: Not Evaluated	Web/Software: Our IHT software grants facilitators the flexibility to modify timing to align with class duration. Participants are required to wear heart rate monitors during classes, with the duration set to match real-time class events. This setup ensures students aim to achieve the educator's objectives within the specified period. Nevertheless, the system accommodates unforeseen changes like shortened classes or emergencies, allowing for adjustments to the time limits. Such flexibility is crucial since class periods have predetermined durations. Teachers can also adjust when to start the class period. For example, if "period 2" has a fire drill the teacher and software is not set to begin at a certain

Criteria	Conformance Level	Remarks and Explanations
		time. Period 2 can start when the teacher is ready regardless of the permanent start time of the class. Electronic Documents: In our electronic curriculum, facilitators have the option to impose time constraints on student worksheets or allow for unlimited time. Typically, students are given the freedom to take their time in responding, fostering deep reflection, and enabling thorough, thoughtful answers. This approach is designed to optimize individual learning and comprehension at the student's own pace.
2.2.2 Pause, Stop, Hide (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Web/Software and Hardware: Partially Supports Electronic Docs: Does Not Support Authoring Tool: Not Evaluated	Web/Software: Our heart rate monitors and software display colors corresponding to the participant's level of physical activity or emotional experience. Colors indicate when a participant's heart rate is at a resting level or reaches a maximum due to intense effort or strong emotions like anxiety or fear, causing the monitor to blink. This feature aids both the participant and the facilitator in recognizing when the individual is experiencing extremes, whether at rest or in peak activity. Participants then adjust their activity—pausing, stopping, or continuing movement—to exit the blinking state. This interaction is a critical component of the learning experience, emphasizing the importance of monitoring and responding to physical and emotional signals. Electronic Docs: Our electronic documentation does not include interactive features like blinking or scrolling, and therefore this functionality is not applicable.
2.3.1 Three Flashes or Below Threshold (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool)	Web: Supports Electronic Docs: Supports Software: Supports Authoring Tool: Supports	Web/Software: Our web pages do not contain anything fat flashes more than three times in any one second.

Criteria	Conformance Level	Remarks and Explanations
• 602.3 (Support Docs)		Electronic Docs: Our electronic documents do not contain anything that flashes more than three times in any one second. Authoring Tool: As outlined in section 2.2, our heart rate monitors are equipped with flashing indicators. However, they are specifically designed not to flash more than three times within any one-second period. This design consideration ensures that the flashing does not trigger seizures or anxiety among users. Instead, the flashes serve solely as a means to signal the user's current level of physical activity or emotional state.
2.4.1 Bypass Blocks (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) – Does not apply to non-web software • 504.2 (Authoring Tool) • 602.3 (Support Docs) – Does not apply to non-web docs	Web/Software: Does Not Support Electronic Docs: Supports Authoring Tool: Not Evaluated	Web: Our website features modules designed for user-friendly navigation, enabling visitors to swiftly access necessary areas and skip over content that is not relevant to their needs. Electronic Docs: Our curriculum is organized into themed units, with lessons within each unit distinctly separated. This structure allows educators to efficiently navigate through the curriculum, skipping entire units if needed, to find the content most relevant to their instructional needs for the day. Our training guides also have navigation and the ability to bypass blocks of content that may be repeated on multiple web pages so they can easily find the documentation needed.
2.4.2 Page Titled (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Web/Software: Supports Electronic Docs: Supports Authoring Tool: Not Evaluated	Web/Software: Our website is structured with modules that include clearly labeled headings and hyperlinks, each offering detailed titles to succinctly describe their topics and objectives. Our software and software provide a documented set of accessibility services that support applications running on the platform to interoperate with assistive technology and conform to 502.3.

Criteria	Conformance Level	Remarks and Explanations
		The design of our software features a user-friendly interface, ensuring that pages and their titles are straightforward and navigable with ease. Electronic Docs: Our training modules and electronic guides are meticulously titled to accurately reflect their content and objectives, aiding facilitators in swiftly locating the information they require. Our company is frequently commended for the clarity, accessibility, and precise description of our resources, showcasing their intended use effectively. IHT applications also expose the underlying platform accessibility services.
2.4.3 Focus Order (Level A) 　Also applies to: 　Revised Section 508 　　• 501 (Web)(Software) 　　• 504.2 (Authoring Tool) 　　• 602.3 (Support Docs)	Web/Software: Supports Electronic Docs: Supports Authoring Tool: Not Evaluated	Web: Our web pages are designed for flexibility, allowing for sequential navigation or access in any order that aligns with the facilitator's teaching and curriculum requirements. Deviating from the set sequence does not compromise the content's meaning or functionality, as the components do not require a specific order to be fully comprehensible and operational. Electronic Docs: Similarly, our electronic curriculum documents are structured to support both sequential navigation and selective access based on the unique demands of the learning process. This flexibility is advantageous not only for classroom settings but also for individual learners who may benefit from accessing certain documents at specific times. Therefore, our system Supports both a structured and a customizable approach to cater to the needs of both facilitators and participants.
2.4.4 Link Purpose (In Context) (Level A) 　Also applies to: 　Revised Section 508	Web/Software: Supports Electronic Docs: Supports	Web: Every hyperlink on our website is designed to clearly convey its destination, which can be understood either from the text of the link itself or through its

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• 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Authoring Tool: Not Evaluated	context, determined programmatically. This approach ensures users can anticipate what to expect before clicking. Software: In our software interface, particularly for the heart rate monitors, each hyperlink is crafted for ease of understanding. The instructional flow and the specific purpose of each link are designed to assist facilitators in navigating and utilizing the software effectively. Our system intentionally embeds meaningful navigation cues throughout. Electronic Docs: The links within our electronic documents, especially those related to our curriculum, are intentionally descriptive. Each unit and lesson is organized in a logical sequence that enhances usability and clarity. The structure is straightforward, eliminating any potential confusion for users.
3.1.1 Language of Page (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Web/Software: Partially Supports Electronic Docs: Partially Supports Authoring Tool: Not Evaluated	Web: Developed using Google Workspace, our website Supports easy translation via Google Translate, allowing content to be adapted to the language preferences of the user. While English is the default language, Google Translate facilitates seamless conversion to a variety of other languages as specified by the user. Electronic Docs: Our electronic documents are created in Google Docs, enabling the use of Google Translate for those who are not proficient in English. This feature allows users to convert the content into additional languages of their choosing. Software: The instructional and warranty documents for our heart rate monitors are available in multiple languages, catering to users from 36 countries who utilize our technology. This multilingual support ensures accessibility and ease of use across a diverse user base.

Criteria	Conformance Level	Remarks and Explanations
3.2.1 On Focus (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Web/Software: Supports Electronic Docs: Supports Authoring Tool: Not Evaluated	Web: Adjusting the settings of any interface element on our website will not trigger an unexpected context change unless users have been informed about such behavior prior to interacting with the component. Electronic Docs: The operation of content is designed to be consistent and predictable for users. Software: IHT guarantees that inputting data or engaging with a form control yields consistent and anticipated outcomes.
3.2.2 On Input (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Web/Software: Supports Electronic Docs: Partially supports. Authoring Tool: Not Evaluated	Web/Software: Our software maintains interface settings consistently, without initiating automatic adjustments or context changes. However, we've implemented an alert system to notify facilitators if any heart rate monitors are not returned completely. The system prevents a full shutdown through multiple prompts and context changes, alerting the facilitator to missing hardware. This feature aims to minimize equipment loss. Electronic Docs: End users cannot change the settings of our electronic documents.
3.3.1 Error Identification (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Web/Software: Supports Electronic Docs: Does Not Support Authoring Tool: Not Evaluated	Web/Software: On our assessment platform, facilitators input fitness testing data in accordance with the FitnessGram protocols established by the Cooper Institute and adopted by numerous states and regulatory bodies. Our system includes an error detection feature that alerts facilitators to input mistakes, ensuring data accuracy and integrity. This automatic verification helps prevent the inclusion of erroneous data, thereby enhancing the overall quality and reliability of reports.

Criteria	Conformance Level	Remarks and Explanations
		Our technology features multiple error detection mechanisms within both the hardware and software. For instance, if a heart rate monitor is not returned, the system alerts the facilitator about the missing device. This precaution aims to reduce the risk of equipment loss or misplacement. Electronic Docs: if an input error is put into our electronic documents our system does not automatically detect it. They are writable fields and there is no right or wrong answer. The fields are for student reflection and input. The input will be graded by the teacher.

3.3.2 Labels or Instructions (Level A)
Also applies to:
Revised Section 508
    • 501 (Web)(Software)
    • 504.2 (Authoring Tool)
    • 602.3 (Support Docs)
	Web/Software: Supports
	Electronic Docs: Supports
	Authoring Tool: Partially Supports
		Web: Our web-based software enhances user experience by featuring clickable icons on each instructional element. These icons offer additional information and guidance, particularly useful when user input is required or when users seek more detailed instructions for data entry components.
		
		Similarly, our heart rate monitoring software includes clearly labeled icons that reveal informative bubbles when clicked. These provide in-depth explanations and instructions, enabling facilitators to acquire a better understanding of specific functionalities. This design choice promotes a self-guided, user-friendly interface.
		
		Electronic Docs: labels and instructions are provided when content requires user input these are both in a written instructions there's also video instructions as well as graphical.
		
		Authoring Tool: Our application runs on windows-based platforms that do allow user preferences from platform

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		settings for color, contrast, font type, font size, and focus cursor.
4.1.1 Parsing (Level A) Also applies to: WCAG 2.0 – Always answer 'Supports' Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Supports	For WCAG 2.0 and the 508 standards, the September 2023 errata update indicates this criterion is always supported. See the WCAG 2.0 Editorial Errata.
4.1.2 Name, Role, Value (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Web/Software: Support Electronic Docs: Does Not Support Authoring Tool: Not Evaluated	Web/Software: The name and function of IHT components can be identified programmatically. Furthermore, any stats, properties, and values that users can modify are also programmatically adjustable. Whenever there are changes to these aspects, user interfaces including those designed for accessibility, are promptly notified. This ensures compliance with Level A standards. IHT creates its user interface elements, adhering to existing standards for accessibility. Utilizing standard HTML controls in accordance with their specifications naturally satisfies this criterion for success.

Table 2: Success Criteria, Level AA

Notes:

Criteria	Conformance Level	Remarks and Explanations
1.2.4 Captions (Live) (Level AA) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Web/Software: Does Not Support Electronic Docs: Does Not Support Authoring Tool: Not Evaluated	Web/Software: captions are not provided for all live video audio content in synchronized media. HT does provide live video conferencing, however it is mainly for teacher trainings done at the beginning of using the system and for refresher information. Students with disabilities take instruction from these well-trained

Criteria	Conformance Level	Remarks and Explanations
		teachers who will provide the proper instruction based on the needs of student with disabilities. Electronic Docs: Our electronic document do not have live captioning they are writable PDF and Google Docs that provide a variety of ways to understand such as written text, hyperlinks with video instructions, and graphical representation for instructions.
1.2.5 Audio Description (Prerecorded) (Level AA) Also applies to: Revised Section 508 501 (Web)(Software) 504.2 (Authoring Tool) 602.3 (Support Docs)	Web/Software: Does Not Support Electronic Docs: Non-Applicable Authoring Tool: Not Evaluated	Web/Software: HTC does not provide an audio description for our prerecorded video content in our synchronized media. Our videos do have closed captions but there is no audio description other than closed captioning.
1.4.3 Contrast (Minimum) (Level AA) Also applies to: Revised Section 508 501 (Web)(Software) 504.2 (Authoring Tool) 602.3 (Support Docs)	Web/Software: Partially Supports Electronic Docs: Partially Supports Authoring Tool: Not Evaluated	Web/Software: Our platform through the use of all web browsers has the ability to make the visual presentation of text and images to have a contrast ratio of at least 4.5:1. This is not a function of our platform it is a function of the web browser to make large text in images of large scale. Electronic Docs: The same web browser functionality applies to our electronic documents which allow the end user to zoom in or out or make text large scale.
1.4.4 Resize text (Level AA) Also applies to: Revised Section 508 501 (Web)(Software) 504.2 (Authoring Tool) 602.3 (Support Docs)	Web/Software: Partially Supports Electronic Docs: Partially Supports Authoring Tool: Not Evaluated	Web/Software: does not have the ability to resize text however the text can be resized through a web browser up to 200% without loss of content functionality. Since the web browser is needed, we do not consider this assistive technology as it an integral piece of viewing our platform. Electronic Docs: Our electronic documents also have the ability to be resized through any web browser up to 200% without the loss of content's functionality.

Criteria	Conformance Level	Remarks and Explanations
1.4.5 Images of Text (Level AA) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Web/Software: Partially Supports Electronic Docs: Partially Supports Authoring Tool: Not Evaluated	Web/Software: our software can achieve the visual presentation and text is also used to convey information rather than images. Our heart rate reports, and information have both graphical and text to allow the end user to digest and understand the data in a way that adheres to their learning preference. The particular presentation of text is essential to the information being conveyed. For example, the heart rate graph corresponds to the time of day, and it is essential for this information to stay In Sync to allow the student to understand how their heart rate fluctuated in various parts of the day and at specific moments in time. Electronic Docs: our electronic documents have both text and graphical visual representation to convey information. However not in every piece of documentation so we partially support these criteria.
2.4.5 Multiple Ways (Level AA) Also applies to: Revised Section 508 • 501 (Web)(Software) – Does not apply to non-web software • 504.2 (Authoring Tool) • 602.3 (Support Docs) – Does not apply to non-web docs	Web: Partially Supports Electronic Docs: Does Not Support Authoring Tool: Not Evaluated	Web/Software: we offer multiple ways to locate our software platform. It can be accessed through our main website or through a direct link at www.ihtspirit.com. Once in our software platform there is only one way to enter into each module.
2.4.6 Headings and Labels (Level AA) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Web/Software: Supports Electronic Docs: Supports Authoring Tool: Not Applicable	Web/Software: the headings and labels of our software are clear and understandable with information links as well to provide even further information describing the topic and purpose. Electronic Docs: Our electronic documents, whether they are our training documents or our teacher and student curriculum resources provide very clear and understandable headings and labels that clearly describe the topic and purpose of the document. In addition to headings and labels we provide graphical representations to assist in understanding each document. Often in our training documents these are

Criteria	Conformance Level	Remarks and Explanations
		actual screenshots of the technology that provide a step-by-step walkthrough of how to access and navigate our software making it easy for teachers and students to learn and optimize our technology quickly.
2.4.7 Focus Visible (Level AA) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Web/Software: Does Not Support Electronic Docs: Does Not Support Authoring Tool: Not Evaluated	Web/Software: a keyboard is used to log into our software and then a touch screen or touch pad can be used to navigate beyond that we do not have a keyboard user interface that has a mode of operation where the keyboard focus indicator is visible however it does not apply to our technology. Our software is used by teachers only who relay and navigate the program as students take direction from the teacher who can customize how fast and how they move through our program. 3
3.1.2 Language of Parts (Level AA) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Web/Software: Electronic Docs: Authoring Tool: Not Evaluated	Web/Software: our software can be translated using Google Translate or another alternative language technology. However, IHT does not at this time have a way to program our software interface or our electronic documentation to a language other than English. Our certification documentation for our heart rate monitor is in multiple languages in order to understand our warranty terms and the purchasing information when receiving our heart rate monitors.
3.2.3 Consistent Navigation (Level AA) Also applies to: Revised Section 508 • 501 (Web)(Software) – Does not apply to non-web software • 504.2 (Authoring Tool) • 602.3 (Support Docs) – Does not apply to non-web docs	Web/Software: Supports Electronic Docs: Not Applicable Authoring Tool: Not Applicable	Web/Software: we have designed our software interface to be familiar in the layout on every module page. This allows for consistent navigation that are repeated on multiple web pages that occur in the same order every time a teacher switches module. For example, when setting up something new such as adding a student to the rosters or creating a new class, or a new activity the green AD button is in the exact same place on all pages so various tasks have the exact same process and consistent navigation for a more user-friendly interface that becomes familiar regardless of

Criteria	Conformance Level	Remarks and Explanations
		which module a teacher is on. Our support services, including our help desk, and training services are also easy to find through consistent navigation.
3.2.4 Consistent Identification (Level AA) Also applies to: Revised Section 508 • 501 (Web)(Software) – Does not apply to non-web software • 504.2 (Authoring Tool) • 602.3 (Support Docs) – Does not apply to non-web docs	Web: Supports Electronic Docs: Supports Authoring Tool: Not Evaluated	Web/Software: 3 point 2.3 our consistent identification supports components that have the same functionality within our web pages and are identified consistently. Our heart rate information has modules on our blue navigation bar. Creating something new has a green button on the right-hand upper placement of our website, doing assessments has an orange button identification for examples. This allows for familiarity and a very user-friendly navigation and consistent identification. Electronic Docs: Our electronic documents are organized in a manner that flows from getting started to understanding the data reports to teacher and student curriculum resources all in place in a very consistent navigation and consistent identification process.
3.3.3 Error Suggestion (Level AA) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Web/Software: Supports Electronic Docs: Does Not Support Authoring Tool: Supports	Web/Software: IHT has several ways for error identification. In our software if an input error is automatically detected the item that is an error is identified in the error is described to the user through text. Our heart rate monitors also have an error identification notification. If a student mistakenly leaves the class with our heart rate monitor on when the teacher tries to close the program, they will receive an error identification that not all of the monitors are back and will notify the teacher on which monitors are missing. This allows for teachers not to lose the technology and optimizes classroom management.

Criteria	Conformance Level	Remarks and Explanations
		Finally, for students where in the actual monitors if heart rate becomes undetected which can happen because of poor fit improper fit or placement. The heart rate monitor will display a heart with three dashes allowing the student to visually see that there is an error in their heart rate reading. The student will then correct the placement or fit until they see the colored light piping and the beats per minute of their heart in real time in the middle.

3.3.4 Error Prevention (Legal, Financial, Data) (Level AA)
Also applies to:
Revised Section 508
   • 501 (Web)(Software)
   • 504.2 (Authoring Tool)
   • 602.3 (Support Docs)
	Web/Software: Not Applicable
	Electronic Docs: Not Applicable
	Authoring Tool: Not Applicable
		Web/Software: NA
		Electronic Docs: NA
		Authoring Tool: NA

Table 3: Success Criteria, Level AAA

Notes: Section of criteria does not apply or are deemed by the customer as not applicable.

Revised Section 508 Report

Notes:

Chapter 3: Functional Performance Criteria (FPC)

Notes:

Criteria	Conformance Level	Remarks and Explanations
302.1 Without Vision	Partially Supports	Software: Our IHT software has the Brockport measures preloaded into our software, which are the national standards

Criteria	Conformance Level	Remarks and Explanations
		for students with disabilities, including measures for students without or with limited vision. These are the adapted Fitnessgram® norms for all students with disabilities, that allow them to preform fitness testing. Hardware: for students without vision IHT offers a version of our heart rate monitor that includes beeps to indicate to students when they move from one heart rate zone to another period it also alerts them in a customizable way to beep when they're in that zone every 5 to 20 seconds to remind them which zone they're in. For example, if students are within their "resting heart rate" zone, visually seen as the "blue" zone, they hear one beep. As they move to the "elevated heart rate" zone, which is our "yellow" zone, they hear 2 beeps. When they move to vigorous heart rate, which is our "red" zone they hear 3 beeps. If their heart rate gets near their "maximum" heart rate, they get notified with a series of fast beeps. Not all of our student resources have an audible component. They are in both text and graphical form. We do have some resources with video examples and instructions which can assist students with no or limited vision on these resources.
302.2 With Limited Vision	Partially Supports	Where our visual mode of operation is provided, IHT does also provide our audible heart rate monitor as an alternative mode of operation that does

Criteria	Conformance Level	Remarks and Explanations
		not require user vision. We also have Brockport measures preloaded into our software. We have some student resource documentation with video explanations but not all resources.
302.3 Without Perception of Color	Partially Supports	As with supporting students with no or limited visions, our heart rate monitor provides a visual representation of where their heart rate is in real time in their beats per minute. The face of our heart rate monitor has both light piping in color and the beats per minute to assist students without perception of color. Also, in our software our graphical cardiogram of these students workout has the colors with also the text of beats per minute of where their heart rate was at any given moment within their session. This allows students without perception of color to visually see exactly which heart rate zone they were in during the activity.
302.4 Without Hearing		Our heart rate monitor provides a bright visual display on the face of the monitor. This allows students without hearing to see not only their beats per minute but also the light piping of which heart rate zone they are in in real time. Our software also includes preloaded Brockport testing supports students without hearing or with limited hearing.
302.5 With Limited Hearing	Supports	As stated in 302.4, the same applies for students with limited hearing with our bright light pipe visual display on the face of our monitor and preloaded Brockport

Criteria	Conformance Level	Remarks and Explanations
		testing to support students with limited hearing in their fitness testing efforts.
302.6 Without Speech	Supports	student without speech have the option to either view our bright face of our heart rate monitor or read the beats per minute. The software also has text and graphics to explain the student's efforts and progress towards their heart rate goals.
302.7 With Limited Manipulation	Supports	The wrist-based and the option for chest-based wear of our heart rate support students with limited manipulation. Our software also has preloaded Brockport measures that support students with limited manipulation in their fitness testing efforts.
302.8 With Limited Reach and Strength	Supports	Our easy user-friendly device is really easy to put on and where for those students with limited reach and strength. The device sits on the wrist, so it is very easy to see real time effort with a glance on the wrist which makes it much easier for students to keep track of their effort with minimal movement and reach and strength needed. The Brockport testing measures also account for students with limited reach and strength so that students can be supported through these measures preloaded in our software.
302.9 With Limited Language, Cognitive, and Learning Abilities		our three color display is easy to understand and simple this supports students with limited language, cognitive and learning abilities. Reports are sent home to parents as well so that they could be part of the learning process and assist

Criteria	Conformance Level	Remarks and Explanations
		students further their understanding of their effort and the reports. The preloaded Brockport measures are also supportive of these students abilities

Chapter 4: [Hardware](#)

Notes:

Criteria	Conformance Level	Remarks and Explanations
[402 Closed Functionality](#)	Heading cell – no response required	Heading cell – no response required
402.1 General	Heading cell – no response required	Heading cell – no response required
402.2 Speech-Output Enabled	Heading cell – no response required	Heading cell – no response required
402.2.1 Information Displayed On-Screen	Supports	our heart monitors have various informative information displayed on the screen such as bright light piping to indicate which heart rate zone students are currently in. It also has their beats per minute and allows them to see their progress towards the goal. The monitor also provides a marker that allows students to mark a specific moment in time whether that is to indicate a physical or emotional trigger in which they would like to review on their heart rate graph with their teacher or parents for review.
402.2.2 Transactional Outputs	Partially Supports	The display screen can be either visually viewed or can have audible sounds for use by individuals with either vision impairments or audible impairments. When students are finished with their workout, they receive a journal entry which can either be completed using an audible option or written to complete the journal entry.

Criteria	Conformance Level	Remarks and Explanations
402.2.3 Speech Delivery Type and Coordination	Non-Applicable	
402.2.4 User Control	Non-Applicable	
402.2.5 Braille Instructions	Does No Support	
402.3 Volume	Heading cell – no response required	Heading cell – no response required
402.3.1 Private Listening	Partially Supports	Heart rate monitors are individualized for each student and if using the "beeping monitor" version, the sounds are private for that individual student. Our visual monitor is also private and customized for each student, but no sound is output from this device. With the markers on the wrist it is very private to the individual student as data is not displayed to the group which allows for a more individualized and personalized learning experience for the student.
402.3.2 Non-private Listening	Partially Supports	within our software teachers have the option to do group fitness testing with audible queues this provides a non-private listening environment such as when students are doing the mile run or pacer test in which sound notifications alert students when to run the next lap of the pacer test. Our device can have incremental volume control to a level of at least 65 DB. This is done through a Bluetooth speaker at the discretion of the teacher on an alternative device such as a mobile phone tablet or radio.
402.4 Characters on Display Screens	Partially Supports	for heart rate monitors do not supply display any characters in a sand serif font and the screen does not have an enlargement feature. However in our curriculum the text on each electronic document does provide a screen

Criteria	Conformance Level	Remarks and Explanations
		enlargement feature through the teachers web browser where characters can be 3/16 inches
402.5 Characters on Variable Message Signs	Does Not Support	
403 Biometrics	Heading cell – no response required	Heading cell – no response required
403.1 General	Supports	The IHT monitors collects various biometric data, however biometrics are not the only means for user identification. HT also uses measures such as student ID, first and last name, and e-mail for examples.
404 Preservation of Information Provided for Accessibility	Heading cell – no response required	Heading cell – no response required
404.1 General	Supports	In our transmission and communication of information we do not remove nonproprietary information since data is going to the individual student and their parents or teachers with specific entitlements to the data. When data is rolled up from the individual student to the class, district or statewide state level data reporting HT does remove nonproprietary information to keep student data and information secure
405 Privacy	Heading cell – no response required	Heading cell – no response required
405.1 General	Supports	Our heart rate monitor and software is set up for every individual to have the same degree of privacy. Our monitors are individualized for the health of the particular student so that we can customize the zones based on each individual student the outputs which are our data reports and journaling go to the specific student and their parents as an option and to teachers who can see the data based on entitlements. Privacy of

Criteria	Conformance Level	Remarks and Explanations
		data is paramount to both our hardware and software solutions.
406 Standard Connections	Heading cell – no response required	Heading cell – no response required
406.1 General	Supports	When data is inputted or reported in output, IHT provides one of each type of connection that conforms to industry standard nonproprietary formats OK
407 Operable Parts	Heading cell – no response required	Heading cell – no response required
407.2 Contrast	Non-Applicable	
407.3 Input Controls	Heading cell – no response required	Heading cell – no response required
407.3.1 Tactilely Discernible	Non-Applicable	
407.3.2 Alphabetic Keys	Non-Applicable	
407.3.3 Numeric Keys	Non-Applicable	
407.4 Key Repeat	Non-Applicable	
407.5 Timed Response	Non-Applicable	
407.6 Operation	Supports	Our heart rate monitor has no buttons to turn on, and our bracelet-style strap makes it easy to slip on and adjust with one hand. It does not require tight grasping, pinching, or twisting of the wrist.
407.7 Tickets, Fare Cards, and Keycards	Does Not Support/Non-Applicable	
407.8 Reach Height and Depth	Heading cell – no response required	Heading cell – no response required
407.8.1 Vertical Reference Plane	Non-Applicable	
407.8.1.1 Vertical Plane for Side Reach	Non-Applicable	
407.8.1.2 Vertical Plane for Forward Reach	Non-Applicable	
407.8.2 Side Reach	Non-Applicable	
407.8.2.1 Unobstructed Side Reach	Non-Applicable	
407.8.2.2 Obstructed Side Reach	Non-Applicable	
407.8.3 Forward Reach	Non-Applicable	
407.8.3.1 Unobstructed Forward Reach	Non-Applicable	
407.8.3.2 Obstructed Forward Reach	Non-Applicable	
407.8.3.2.1 Operable Part Height for ICT with Obstructed Forward Reach	Non-Applicable	

Criteria	Conformance Level	Remarks and Explanations
407.8.3.2.2 Knee and Toe Space under ICT with Obstructed Forward Reach	Non-Applicable	
408 Display Screens	Heading cell – no response required	Heading cell – no response required
408.2 Visibility	Non-Applicable	
408.3 Flashing	Supports	The monitor flashes to alert students when they are at the very low end of their individualized heart rate zone and also at the very maximum, this alerts both students and teachers to help students remain in a safe, health enhancing way. When the monitor emits these flashes, they do not exceed the general flash red flash thresholds and are one flash every 2 seconds.
409 Status Indicators	Heading cell – no response required	Heading cell – no response required
409.1 General	Supports	A student's "progress thus far" in relation to the teacher's goal set for the day allows students to know where they are in relation to the goal set by the teacher. This is discernible visually. Our optional audible heart rate monitor is discernable by sounds (beeps).
410 Color Coding	Heading cell – no response required	Heading cell – no response required
410.1 General	Supports	IHT's model is built around a color-coding philosophy, However, color coding is not used as the only means of conveying information, indicating an action, prompting a response, or distinguishing a visual element. The monitor also does this through actual beats per minute of heart rate.
411 Audible Signals	Heading cell – no response required	Heading cell – no response required
411.1 General	Supports	IHT's audible heart rate monitor provides beeps for audible signals to notify students which heart rate zone they are in and also

Criteria	Conformance Level	Remarks and Explanations
		when they move from one zone to another. It is not the only option used in conveying this information. IHT also offers a visual display monitor.
412 ICT with Two-Way Voice Communication	Heading cell – no response required	Heading cell – no response required
412.2 Volume Gain	Heading cell – no response required	Heading cell – no response required
412.2.1 Volume Gain for Wireline Telephones	Non-Applicable	
412.2.2 Volume Gain for Non-Wireline ICT	Non-Applicable	
412.3 Interference Reduction and Magnetic Coupling	Heading cell – no response required	Heading cell – no response required
412.3.1 Wireless Handsets	Non-Applicable	
412.3.2 Wireline Handsets	Non-Applicable	
412.4 Digital Encoding of Speech	Non-Applicable	
412.5 Real-Time Text Functionality	Reserved for future	Reserved for future
412.6 Caller ID	Non-Applicable	
412.7 Video Communication	Non-Applicable	
412.8 Legacy TTY Support	Heading cell – no response required	Heading cell – no response required
412.8.1 TTY Connect ability	Non-Applicable	
412.8.2 Voice and Hearing Carry Over	Non-Applicable	
412.8.3 Signal Compatibility	Non-Applicable	
412.8.4 Voice Mail and Other Messaging Systems	Non-Applicable	
413 Closed Caption Processing Technologies	Heading cell – no response required	Heading cell – no response required
413.1.1 Decoding and Display of Closed Captions	Supports	IHT's videos with synchronized audio does provide closed captions that conform to 413.1.1.
413.1.2 Pass-Through of Closed Caption Data	Non-Applicable	
414 Audio Description Processing Technologies	Heading cell – no response required	Heading cell – no response required
414.1.1 Digital Television Tuners	Non-Applicable	
414.1.2 Other ICT	Does Not Support	
415 User Controls for Captions and Audio Descriptions	Heading cell – no response required	Heading cell – no response required
415.1.1 Caption Controls	Non-Applicable	
415.1.2 Audio Description Controls	Non-Applicable	

Chapter 5: Software

Notes:

Criteria	Conformance Level	Remarks and Explanations
501.1 Scope – Incorporation of WCAG 2.0 AA	See WCAG 2.x section	See information in WCAG 2.x section
502 Interoperability with Assistive Technology	Heading cell – no response required	Heading cell – no response required
502.2.1 User Control of Accessibility Features	Supports	Our software can include pre-loaded Brockport measures. Our platform provides user control features to access measures for students with disabilities.
502.2.2 No Disruption of Accessibility Features	Supports	Our software does not disrupt platform features that are defined in the platform documentation as accessibility features.
502.3 Accessibility Services	Heading cell – no response required	Heading cell – no response required
502.3.1 Object Information	Supports	With measures pre-loaded for Brockport, teachers can select specific measures to meet the needs of adaptive student being tested.
502.3.2 Modification of Object Information		Teachers can program their own templates for each class period with the specific Brockport measures. These templates serve as the master data collection template for all fitness testing and can be modified at anytime by the teacher to add or delete measures or change data collection for an individual student.
502.3.3 Row, Column, and Headers	Supports	When teachers input data, they can customize the headings and rows of their data table for easy collection based on their individual preferences. On our reports - IHT provides 5 customizable reports for teachers to choose from, all of which can be exported

Criteria	Conformance Level	Remarks and Explanations
		via PDF or Excel. Student reports can also be emailed to both students and parents. The reports feature the measurement data collected based on a customizable time frame or historical student data daily-to-yearly. Once exported to Excel, the data table's rows and columns and any headers associated can be programmatically determinable.
502.3.4 Values	Partially Supports	Brockport measures have research-backed metrics based on a student's gender and age. These measures cannot be modified. IHT does allow teachers to create unique measures that are important to them and input values/rubrics in a customizable way, This allows values to be set by the user.
502.3.5 Modification of Values	Partially Supports	As stated above, Teachers have the ability to modify measures they create and control. They cannot modify the values of set measures that have become state or national standards with research-backed rubrics.
502.3.6 Label Relationships	Supports	Teachers have the autonomy to label reports with titles and labels that convey optimal understanding for students and parents. They can create a similar report that may have a relationship to another component but can be programmatically determinable.
502.3.7 Hierarchical Relationships	Supports	Our software can roll data up from the individual student, class, school, district or to state-level data collection and reporting. These parent-child relationships can be programmatically determined so data is unified and can be customized to

Criteria	Conformance Level	Remarks and Explanations
		meet the needs of the hierarchical relationships.
502.3.8 Text	Partially Supports	IHT's reports can be have text that is programmatically determinable as can customized measures created by the teacher.
502.3.9 Modification of Text	Partially Supports	See 502.3.8
502.3.10 List of Actions	Partially Supports	Our interface provides easy navigation that displays all actions that can be executed on an object (data measure) and the software allows teachers to program these properties and the format or data collection and reporting to be programmatically determinable.
502.3.11 Actions on Objects	Partially Supports	The Brockport measure data collection has some measures such as all cardio timed measures, curl-ups and push-ups that are programmable to execute exact actions for the measure based on timing of notifications for students to preform the next task. For example, the 20-meter Pacer test is set to beep every 9 seconds to alert students to complete their next lap. The IHT software automatically programs the beeps to the exact cadence, so teachers do not have to manually notify. Student rosters correlate to make it easy for teachers top collect data in an automated way.
502.3.12 Focus Cursor	Non-Applicable	
502.3.13 Modification of Focus Cursor	Non-Applicable	
502.3.14 Event Notification	Partially Supports	As explained in the example in 502.3.11, all cardio and timed measures, along with curl-ups, and push-up measures provide notification to students on when to

Criteria	Conformance Level	Remarks and Explanations
		perform the next fitness task. In addition to the beeps in the 20-meter Pacer test, the modified curl-ups and push-ups also have automated, programmed notifications that alert students when to push up or down or sit up or back down.
502.4 Platform Accessibility Features	Partially supports	IHT partially conforms to these criteria. We do allow users to choose visual alternative for audio output, we provide display closed captions in all our videos, and we provide two options for our heart rate monitor: one for visual display and one for audible output.
503 Applications	Heading cell – no response required	Heading cell – no response required
503.2 User Preferences	Does Not Support	
503.3 Alternative User Interfaces	Non-Applicable	
503.4 User Controls for Captions and Audio Description	Heading cell – no response required	Heading cell – no response required
503.4.1 Caption Controls	Partially Supports	All our videos, whether training videos or instructional videos have closed caption through the Vimeo and YouTube platforms. These user controls are provided for volume adjustment at the same menu level as the caption control.
503.4.2 Audio Description Controls		
504 Authoring Tools	Heading cell – no response required	Heading cell – no response required
504.2 Content Creation or Editing (if not authoring tool, enter "not applicable")	See WCAG 2.x section	See information in WCAG 2.x section
504.2.1 Preservation of Information Provided for Accessibility in Format Conversion	Supports	When converting content from one format to another or saving content in multiple formats, IHT preserves the information required for accessibility to the extent that the information is supported by the destination format.
504.2.2 PDF Export		

Criteria	Conformance Level	Remarks and Explanations
504.3 Prompts	Does Not Support	
504.4 Templates	Supports	IHT's templates for data collection can be customized by the teacher to meet their individual needs, allowing them o be provided with a range of options for our supported features.

Chapter 6: Support Documentation and Services

Notes:

Criteria	Conformance Level	Remarks and Explanations
601.1 Scope	Heading cell – no response required	Heading cell – no response required
602 Support Documentation	Heading cell – no response required	Heading cell – no response required
602.2 Accessibility and Compatibility Features	Supports	IHT's documentation in electronic format and in our training materials conform to Level A and Level AA Success Criteria and Conformance Requirements in WCAG 2.0, in that we list and explain how to use the accessibility and compatibility features of our software, which is specifically focused on collecting and reporting Brockport measures.
602.3 Electronic Support Documentation	See WCAG 2.x section	See information in WCAG 2.x section
602.4 Alternate Formats for Non-Electronic Support Documentation	Supports	In cases where support documentation is provided in non-electronic formats, such as in person training sessions with paper hand-outs or one-to-one online webinars, IHT provides alternate formats useable by teachers. They then instruct students with disabilities.
603 Support Services	Heading cell – no response required	Heading cell – no response required
603.2 Information on Accessibility and Compatibility Features	Supports	IHT has support services such as a help desk, a dedicated customer support manager, training services and an

Criteria	Conformance Level	Remarks and Explanations
		automated self-service technical support chat that conforms to 602.2. Also, presently, the growing discrepancy between the increasing number of students qualifying for special education services and the critical shortage of specialized teachers exacerbates the strain on educational quality. Our IHT Spirit system is designed to mitigate some of these challenges by offering personalized, individualized learning experiences to each student, regardless of their disability, thus reducing the workload on teachers.
603.3 Accommodation of Communication Needs	Supports	Our extensive support services provide information directly to the teacher through a dedicated customer success manager who accommodate the communication needs of teachers who work with students with disabilities.