



Digital Accessibility Transition Plan

Introduction

In Poudre School District (PSD), we believe in creating and maintaining spaces for learning and working in which every person feels like they belong. We have a legal and moral obligation to ensure that we take steps to meet, communicate, and share PSD's plan for digital accessibility to everyone, regardless of ability. The following is PSD's digital accessibility transition plan, our guide for continuous improvement to make PSD digital resources accessible.

This plan will be updated quarterly as we continue to improve our efforts in digital accessibility. **This plan was updated most recently as of January 2, 2025**

Overview

In accordance with rules set forth by the state of Colorado's Office of Information Technology (OIT), PSD is responsible for ensuring that four guiding principles are emphasized across all digital products and the departments and services where they reside. These key principles are:

1. **Perceivable:** Content should be perceivable through at least one of the senses. For example, people who are blind can use screen readers to access web content.
2. **Operable:** Interactive elements should be usable regardless of the user's method of interaction. For example, individuals who can't use their hands should still be able to click buttons using dictation software.
3. **Understandable:** Content should be clear and predictable. Users, regardless of their device or assistive technology, should be able to identify links and understand their purpose.
4. **Robust:** Websites and digital resources should be designed following best practices and to current standards ensuring that they work seamlessly across different devices and assistive technologies.

This plan addresses digital products across various domains of PSD where they may reside, including:

- ◆ **Websites** – ensuring internal and external facing websites are accessibility compliant.
- ◆ **Software** – accessibility evaluation and review of software products being used in the district.

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- ◆ **Digital Hardware** – ensuring all hardware products in the district meet accessibility guidelines.
- ◆ **Purchases/Procurement/Business** - integrating accessibility into Contracts and Requests for Proposal (RFP) and communicating expectations for accessibility to Suppliers.
- ◆ **Staff Expectations and Education** - building awareness and support for PSD’s community and stakeholders.
- ◆ **Accessibility Request Process** – offering channels for all members of the PSD community to request appropriate accommodation(s) or modification(s).
- ◆ **Measuring and monitoring progress**– Our ongoing accessibility efforts, fueled by community feedback and progress tools, will enhance educational and job opportunities for all.

Shared Understanding

Some important terms and shared understanding are essential to this work.

Web Content Accessibility Guidelines (WCAG), which are based on international web standards set by the [World Wide Web Consortium \(W3C\)](#), apply to all software applications that use the web for hosting and distributing their software. We strongly recommend that these applications complete a [Voluntary Product Accessibility Template \(VPAT\)](#) that aligns with the [WCAG 2.1 A and AA \(or higher\) standards](#).

If a software vendor does not distribute their product on a website platform, they are required to meet the [Rehabilitation Act Section 508](#) compliance standards. This also includes all digital hardware. These are the current Colorado Standards.

For mutual understanding, a **platform** is “what the website or application is built on.” (*Office of Information Technology*, n.d.) For example, district-supported school websites and district websites are built on the Drupal platform, which is maintained by PSD’s IT Department.

Content owners are “individuals and teams that create, publish, and maintain online content like text, links, images, forms, PDFs, documents, and embedded third-party applications.” (*Office of Information Technology*, n.d.) This more generally refers to government agencies.

According to the Centre for Excellence in Universal Design, “**Universal Design (UD)** is the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability, or disability.” (*Center for Excellence in Universal Design*, n.d.)

Classroom Technology, as defined by PSD, is the digital tools, devices, and software used to enhance teaching, learning, and communicating. It encompasses everything from screens, student devices, and educational applications.

This plan was developed by the **PSD Accessibility Workgroup**, composed of staff from multiple departments including Information Technology, Integrated Services, Communications, Professional Learning, Curriculum, Risk Management, and School Administration. Its purpose

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was to meet the needs of all individuals in the PSD community by enhancing digital accessibility across the district. This group worked together throughout the 23-24 school year, and a new workgroup is being established in the 24-25 to continue the work moving forward.

Current Colorado Accessibility Standard

The Current [Colorado Accessibility Standard](#) is outlined by the Colorado Office of Information Technology.

Because this standard will continue to evolve with new technologies and standards, web-based software shall comply with the WCAG 2.2 A and AA (or higher) standards by October 1, 2025.

With the passage of the new HB24-1454, the Current Colorado Accessibility Standard must be met by July 1, 2025, with all other deadlines still standing.

Roles and Responsibilities

PSD represents a diverse community, and consequently, the roles and responsibilities within our community play a crucial role in advancing accessibility efforts. By fostering a collective understanding of the functions and obligations associated with each department, we can align our efforts through a unified process, ultimately creating an inclusive environment accessible to all.

- **Information Technology (IT):**
 - IT plays a crucial role in supporting software and digital hardware across the district.
 - Responsibilities include reviewing software to ensure compliance with accessibility guidelines for third-party vendors.
 - IT maintains records of all software used in the district through the Software Catalog.
 - Additionally, IT facilitates digital hardware purchases, ensuring accessibility for students and staff.
- **Human Resources (HR):**
 - HR supports staff district-wide, ensuring they have the necessary resources to perform their jobs effectively.
 - Responsibilities encompass various aspects, including recruitment, onboarding, and employee relations.
- **Communications:**
 - Communications is responsible for ensuring that all digital content available on district websites adheres to accessibility standards. This includes various forms of media such as videos, written copy, and photographs.
- **Purchasing and Procurement:**
 - Purchasing and procurement ensures that all Requests for Proposal (RFPs) are accessible by community members for procuring equipment. RFPs are detailed documents issued to prospective vendors, outlining specific project

requirements. By making RFPs accessible, community members can review and participate in the procurement process effectively.

- Purchasing and procurement also works with IT, Curriculum and the Accessibility Coordinator to review software requests prior to purchase, ensuring that proposed software solutions align with the district's requirements, security standards, and strategic goals.
- **Professional Learning:**
 - a. Professional Learning informs the district about accessibility responsibilities across the district including the District Accessibility Request Process, creating accessible lessons, and guidance on creating digital materials.
 - b. Coordinates the collaboration of other departments to create content, tips, and best practices for designing lessons that cater to the diverse learning needs of students and staff across the district.
- **Curriculum:**
 - Curriculum ensures that teachers have the tools and understanding that they need to provide accessibility to students across the district.
 - They provide ongoing support, answering questions related to accessibility and troubleshooting any challenges.
- **Risk Management:**
 - Risk Management owns the Accessibility Request process, serving as the central point of contact for all requests related to accessibility accommodations.
 - Risk Management navigates requests to the right channels, directing the request to the relevant department or person to ensure that the request is promptly addressed.
 - Risk Management directly supports staff district-wide by overseeing the employee interactive process under the Americans with Disabilities Act (ADA).
 - **Accessibility Coordinator:**
 - The Accessibility Coordinator plays a critical role in ensuring that accessibility requests are efficiently managed and addressed for students, staff, and community members.
 - The Accessibility Coordinator works in Risk Management to review Accessibility Requests, assessing the nature of each request, considering factors such as the type of accommodation needed and the urgency.
 - By thoroughly examining and understanding the requirements, the Accessibility Coordinator can effectively direct requests to the appropriate department or individual.
- **Integrated Services (IS):**
 - Integrated Services supports students to obtain the accommodations they need to be successful in their classes.
 - Often, IEPs will be the tool used to inform the accommodations required for students.

- Further software or digital hardware accessibility accommodations can be requested through the Accessibility Request process and routed to the correct department for support.
- **Statewide Assistive Technology, Augmentative & Alternative Communication (SWAAAC) Team:**
 - The SWAAAC Team is part of the Integrated Services department, and they provide software and hardware accessibility or accommodations for Integrated Services students through their Loan Library.
 - The SWAAAC Team provides a range of services including assessment for evaluating individual needs and making recommendations, supporting the integration of Assistive Technology (AT) into the classroom, and providing AT interventions that are based on research and best practices.
- **Student Services:**
 - Like Integrated Services, Student Services consists of professionals within the school and District at large, including administrators, mental health professionals, health services professionals, school counselors, classroom teachers, school nurses, and others with relevant information and expertise to support student success.
 - **504 Team:**
 - The 504 Team supports students to obtain the accommodation(s) they need to be successful in their classes.
 - A student's 504 will inform the 504 Team of the specific accommodations that a student will need and make that request to the Accessibility Request process.
- **Administration:**
 - The administration at every level supports staff in getting what they need to do their jobs effectively and in addressing accessibility concerns and getting accommodations for students as required through the Accessibility Request Process.
- **Licensed Staff:**
 - Individualized Education Programs (IEPs) and 504s:
 - Teachers must follow the guidelines outlined in IEPs and 504 Plans for students with disabilities.
 - These personalized plans provide specific accommodations and support to help students succeed in the classroom.
 - Digital Content Accessibility:
 - Beyond IEPs and 504s, Licensed Staff must ensure that all students can access digital content effectively. For instance, a student without an IEP or 504 may require preferred seating for better hearing.
 - The IT-provided Classroom Technology supports teachers by utilizing microphones and on-screen captioning to assist students.

- Licensed staff have access to software and digital hardware accessibility guidelines through the [Software Catalog](#), [PSDepot](#), and the [IT Tech Hub](#).
- **Classified Staff:**
 - Classified staff have access to software and digital hardware accessibility guidelines through the [Software Catalog](#), [PSDepot](#) and the [IT Tech Hub](#).

District Websites

Summary

Poudre School District maintains a central district website, and in most cases, a website for each district school using the Drupal platform. Some schools and departments have opted to use a different software platform to distribute content and information. In all these cases, we are committed to ensuring that the content provided by Poudre School District is accessible by all community members who use it.

Success Criteria

For PSD websites using the Drupal platform, we use a tool called [SiteImprove](#) to regularly scan and alert IT and Communications staff, and PSD's Accessibility Coordinator, to items that do not meet the current web accessibility guidelines.

Our current district target for school and district websites is a 90% or better score on SiteImprove. Any community member may request accessibility documentation on any district-maintained website through the Accessibility Request Process.

Any websites in PSD that are not using the Drupal platform must meet current Colorado standard (or higher) guidelines for accessibility and display that information clearly on their website for their intended audience. This includes Google Sites or other supplemental websites teachers have created for their communities. They must also provide a contact who can provide accommodation should it be requested through the Accessibility Request Process. An accessibility statement outlining our process for additional accommodation requests must also be prominently featured on the website. The content that must be included is in Appendix A of this document.

Deliverables

- All websites used for district business or purposes must:
 - Include the standard **PSD Accessibility Statement** (Appendix A)
 - Be added to this inventory <link> (To Be Developed in 24/25 school year)
 - Name of district site – the district site's name should reflect the department, site, or school where the website is located.
 - Purpose of the website – the purpose of the website should be clear and easily understandable
 - How it meets or exceeds the standard – what tools are being used to assess the website to ensure the standard is being met?

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- Who to contact for accessibility issues or accommodation requests – this person should be in the department, site, or school where the website is being hosted or purchased.

Projected Timeline

Accessibility is an ongoing and evolving process. As such, we will work to develop the district site inventory in the 24/25 school year.

Responsible Departments and Roles

- IT – technical support of the district and school site infrastructure using Drupal, content management and support for school sites
- Communications – content management and support for district sites
- All administrators, educators, and staff who maintain websites across the district
- Accessibility Coordinator – process Accessibility Requests and provide the necessary information to Website managers to continue to update and improve accessibility

Software

Summary

Software accessibility refers to software products that accommodate the needs of all users, ensuring equal access and usability for individuals with disabilities, including hearing, visual, cognitive, physical, and speech limitations. When we refer to software in PSD, we are referring to desktop software and software applications that may be hosted on a website. This software is provided, in most cases, by third-party vendors, and as such, they are required to investigate and document their accessibility to PSD.

Success Criteria

Any software application used through a website must be compliant with current Colorado standard (or higher) standards. Software vendors can show this through a Voluntary Product Accessibility Template (VPAT) that aligns with those standards. Software products used in the district fit into one of three categories created by PSD:

A – The software has a VPAT with comprehensive Accessibility guidelines aligned with WCAG 2.1 A and AA (or higher) standards or the Rehabilitation Act Section 508 standards. Status: Approved for use in the district.

B – The software vendor has a VPAT, but the accessibility guidelines are not comprehensive. They have a roadmap for providing more comprehensive accessibility guidelines. Status: Pending approval for use in the district.

C – The software does not have a VPAT or accessibility guidelines and does not have a roadmap for being compliant with Colorado accessibility standards. Status: Not approved for use in the district.

If desktop software is required for a specific purpose, the software vendor must provide accessibility guidelines that align with the Rehabilitation Act Section 508 standard.

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Software exceptions are common in any industry. In certain situations, we may have software that has a curricular requirement, and the software does not meet the state or district standards for accessibility. In this case, a person or persons in the district will be documented as responsible for providing accessibility to students, staff, or the public who may need accommodation.

Deliverables

The [Software Catalog](#) is under development to display accessibility of software products used in the district including:

- Software product name
- Software product VPAT
- Software Review Date
- Software Accessibility Rating (A, B, or C)
- Software Status (Pending Review, Under Review, Approved)

Projected Timeline

An initial review of software applications used in the district has been conducted, and all approved software is displayed in the [Software Catalog](#).

After this initial review, an annual review of software applications used in the district will be conducted to ensure that software vendors are maintaining accessibility compliance and mapping toward evolving standards.

Any new software product or service requested for purchase in the district must be reviewed through the district software review process prior to purchase or implementation. At that time, it will be assessed for its compliance with current accessibility standards.

As of October 1, 2024, a Software Review team has been established and is meeting bi-weekly. This team includes representatives from IT, Curriculum, and Purchasing & Procurement, as well as the Accessibility Coordinator.

Responsible Departments and Roles

Everyone across PSD is responsible for ensuring that the software and services in use are accessible by those who use them. PSD has a software request process in place to ensure that all software used in the district meets PSD requirements. The first place to look for software that meets PSD's software requirements is the [Software Catalog](#). If the software desired is not in this software catalog, the software may be requested through the PSD Ticketing System.

Information Technology – IT reviews software used in PSD annually to ensure legal compliance. If software being used in the district has not been approved, it is expected that this software will not be used in the district using district resources. The Chief Technology Officer may, if necessary, remove software or services from district technology or the network if the software is determined not to meet current accessibility requirements. Approved software is documented in the [Software Catalog](#).

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Digital Hardware

Summary

Digital hardware refers to devices and equipment including (but not limited to) computers, laptops, smartphones, tablets, and wearable devices. There are many considerations that go into ensuring accessibility for these devices:

- Physical interfaces – this includes buttons and switches that are easy to locate and easy to operate.
- Display and Visual Elements – this includes font sizes, monitor settings that include contrast, and screen readers
- Input Devices – This could include keyboard accessibility, voice commands, and other non-traditional input methods
- Connectivity and Compatibility – this includes compatibility with assistive technologies like screen readers, interfaces, and braille displays, ensuring seamless communication between hardware and software components.

Success Criteria

PSD has outfitted all classrooms in the district with technology that will allow teachers to provide accessible lessons to students. Every PSD standard classroom is supported through the installation and maintenance of the following technology items:

- Front of Classroom Display, 65” or larger
- ScreenBeam wireless HDMI connection
- EPIC (Executives Partnering to Invest in Children) Intercom Classroom Set
- MS-500 intercom kit
- Pendant, Teacher Microphone
- Handheld, Student Microphone
- Wireless Internet Access
- SRP Wall Clock with alerting capacity
- Document Camera

Students with an Individualized Education Plan (IEP) or Section 504 Plan are provided with specific accommodations to their needs provided by Integrated Services and their school site.

Deliverables

Classroom technology is one of the deliverables that IT has implemented to create a classroom environment that is inclusive for all through Universal Design. IT also knows that there may be exceptions to this technology.

IT has digital equipment available for staff to choose from in the [PSDepot](#), which may help to provide accommodations for students and staff who require them. All hardware and related peripherals made available through PSDepot are reviewed to ensure compliance with current

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accessibility standards when applicable. If different equipment is required, an accessibility request may be submitted to ensure that digital equipment accommodations are met.

Projected Timeline

All classrooms in PSD are currently outfitted with the digital hardware specifications as stated in the Summary section for Digital Hardware. All staff are provided with a computing device, which is modifiable for the specific accommodation required upon request.

Further implementations of hardware accessibility are continually adapted to ensure Universal Design across the district. Hardware devices are researched and purchased based on many factors including modifiability.

Responsible Departments and Roles

- Information Technology (IT) Department – Research and purchase hardware as required for accessibility
- Integrated Services (IS) Department- Identifies student needs for accessibility requests or accommodations
- Risk Management Department – Identifies staff needs for accessibility requests or accommodations

Purchases/Procurement/Business

Summary

PSD's Purchasing, Procurement, and Business departments all play a vital role in ensuring that PSD follows the state guidelines for accessibility, which is essential for diversity, equity, inclusion, and belonging.

Success Criteria

As a district, we have a responsibility to only buy digital products that are accessible to everyone in the PSD community.

Purchasing and Procurement has implemented processes that ensure review of products for accessibility before purchasing.

Purchasing and Procurement ensures that all Requests for Proposal are accessible to members of the community for bidding.

Purchasing and Procurement ensures that Contracts are accessible to product vendors.

Deliverables

- Accessible documents, learning environments and digital experiences for our students, staff, and community.
- Clear communication across PSD Departments and suppliers that clarifies roles and responsibilities and a commitment to accessibility.
- Clarity on what software is in use, how it is supported, and how to access accommodation for it if necessary.

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Projected Timeline

Ongoing work with current vendors and providers to align their offerings and updates around continued compliance with current standards as outlined by OIT.

Responsible Departments and Roles

- Human Resources (HR) - Human Resources plays a significant role in ensuring that staff have the equipment they need to be able to do their jobs effectively.
- Finance – including Contracts and Procurement, provide all Requests for Proposals (RFPs), contracts, and purchasing for departments across the district. We work to ensure that our community has access to documents needed to bid on proposals, request pricing, and make purchases as required.
- IT – Supports all departments to ensure digital accessibility of products under review for use or purchase.
- Accessibility Coordinator – processes accessibility requests and requests for accommodation and distributes those requests to the required department for resolution.

Staff Expectations and Education

Summary

Accessibility is the responsibility of everyone in PSD. We are committed to bringing awareness, training, and collaboration around accessibility to empower staff members to recognize and apply accessibility principles to their work and classrooms. We expect all staff members of the PSD community to complete the required minimum training to have a general awareness of their role and responsibility in ensuring all members of the PSD community have access to digital content, applications, and hardware.

Success Criteria

Accessibility training is a collective effort that will empower all community members to integrate Universal Design principles and request accommodations for themselves and their communities.

PSD expects that every staff member be aware of the Colorado and federal accessibility laws. In addition, PSD expects that all staff members know where to get support for providing accessibility to students and staff. All PSD staff must complete the minimum required training to meet the PSD accessibility standards.

Deliverables

- Awareness
 - Staff members should be aware of accessibility and the requirement for PSD to provide accessible products.
 - Staff members should recognize the importance of accessibility for the inclusion of all individuals.

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- Staff members should understand that accessibility benefits everyone in our community.
- Training Content
 - Training will include information on accessibility standards, PSD’s Accessibility Request Process, WCAG Guidelines, assistive technologies, and inclusive practices.
- Training Opportunities
 - Required minimum teacher and classified annual training through Vector (Annually beginning in August and upon start of employment for staff hired after the beginning of school each year) (To be developed in the 24/25 school year.)
 - Website Editor Accessibility Online Training (Ongoing for Web managers)
 - Optional Classified Training Days (Two Planned Days per Calendar Year, One in the Fall, One in the Spring)
 - Optional Educational Technology Group coordinated through Professional Learning for the 2024-2025 school year.
 - Required New Employee Orientation (Licensed and Classified)
 - Optional Summer Institute led by teachers and staff through Professional Learning (Annually in June)

Projected Timeline

- Professional Development is ongoing throughout the year by PSD’s Professional Learning Team, the Association of Classified Employees, and Human Resources.
- Minimum required online training will be developed in the 2024-2025 school year.

Responsible Departments and Roles

- Professional Learning Team - Professional Learning provides professional development to all departments across PSD. They coordinate the EdTech Leaders Collaborative, Summer Institute, and Professional Learning Days throughout the year.
- Association of Classified Employees - Classified Employees can also take professional development to expand their skills and training.
- Human Resources – Human Resources provides required training through Vector, and they also provide New Employee Orientation for Licensed and Classified staff.
- Information Technology (IT) - IT provides technology-specific training for PSD staff, which includes accessibility of digital hardware and software used in the district.

Accessibility Request Process ([Rules Reference](#))

Summary

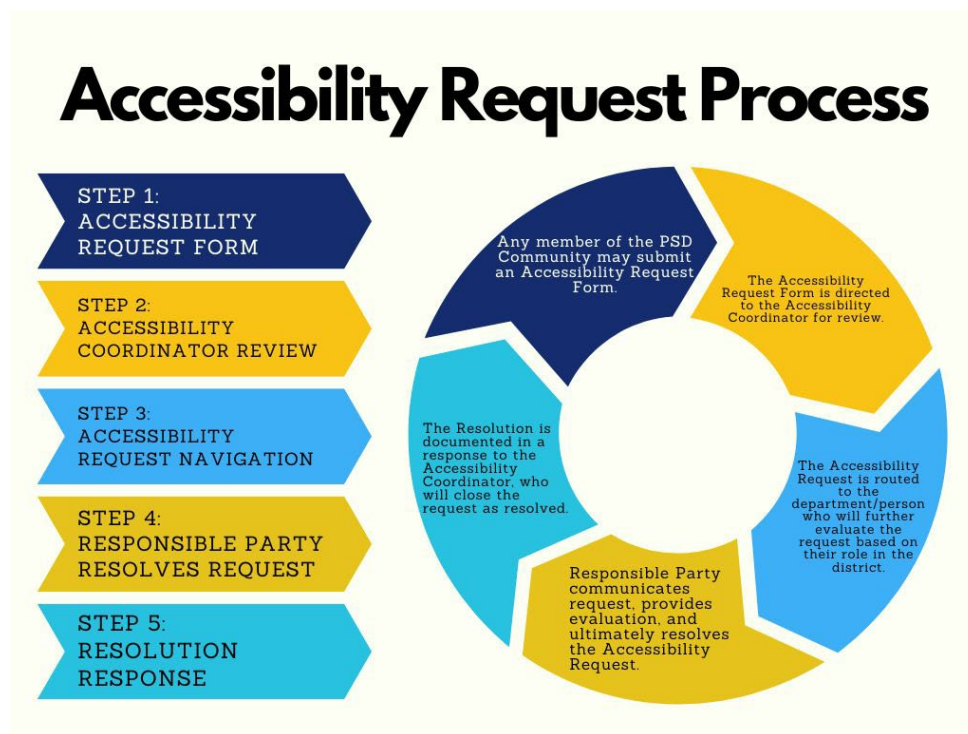
PSD currently has multiple processes for handling issues and concerns related to digital accessibility and accommodation requests. A review of several current processes and policies has illuminated the need for consolidation and alignment of these requests into a consistent process.

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Deliverables

The Accessibility Request Form will be posted within PSD's Accessibility Statement included on all district-supported websites. This process will be further defined and developed in the 24/25 school year.

1. Any member of the PSD Community may submit an Accessibility Request Form.
2. The Accessibility Request Form is directed to the Accessibility Coordinator in Risk Management.
3. The Accessibility Coordinator will review the request to ensure that the information is accurate and direct the request to the appropriate department or person to address.
4. The Accessibility Request is fulfilled by the appropriate department or person as required by the request.
 - a. Communication and feedback with the requestor may happen at this step.
 - b. There may be an iterative process here depending on the needs of the requestor and the department addressing the request.
 - c. Further information may be required including assessments, evaluations, or additional information for follow-up.
5. The appropriate department or person then completes the request, sending their resolution response to the Accessibility Coordinator to close the request as completed.



Responsible Departments and Roles

- Accessibility Coordinator (Risk Management) - reviews all Accessibility Requests and routes them to the appropriate department for resolution.
- SWAAAC (Statewide Assistive Technology, Augmentative & Alternative Communication) - provides technical accessibility services and accommodations for students across PSD.

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- Information Technology – reviews software and digital hardware used in the district for accessibility.
- Human Resources – ensures that all employees in PSD have what they need to do their job effectively, including accessible digital hardware and software.
- Risk Management – provides accommodations for employees across PSD.
- Student Services – provides accommodations for students across PSD.
- Integrated Services (IS) – oversees the IEP process for students across PSD.

Measuring and Monitoring Progress for this Plan

PSD continually monitors progress toward accessibility goals through its websites, software reviews, hardware reviews, education and awareness, and purchase processes. Some of the ways that we will continue to measure and monitor progress to maintain compliance:

- Continue to use SiteImprove to monitor our websites for accessibility compliance.
- Using the Accessibility Request Process to inform our decisions on software and hardware purchases as well as documenting accommodations as required by individuals in our community.
- Proactively seeking out innovative technologies that will help to build a more inclusive digital community.

At PSD, our approach extends beyond accessibility compliance. We actively embrace growth and learning, guided by community feedback and the adoption of new technologies. By integrating universal design principles into our classrooms and practices, we are dedicated to fostering an inclusive environment that evolves alongside our dynamic community.

To ensure that PSD continues to align with accessibility best practices and the current Colorado state and federal standards, this plan will be reviewed quarterly to ensure that roles and responsibilities are aligned to the requirements outlined in the Accessibility Transition Plan and that the Accessibility Request Process is an effective feedback tool for maintaining compliance.

As of October 1, 2024, we have hired an Accessibility and ADA Coordinator to oversee the Accessibility Request Process and coordinate accessibility efforts and compliance across the district.

Appendix A

This statement is required on all PSD websites whether they are built on the Drupal platform or not. If you have questions about this accessibility statement or need further clarification, please contact PSD's Accessibility Coordinator, by emailing accessibility@psdschools.org, ada@psdschools.org, or by phone at 970-490-3507.

Accessibility Statement

At Poudre School District, we are dedicated to ensuring that our digital products and services are accessible to all students, staff, and community, regardless of ability. We acknowledge and

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understand the importance of providing equal access to information, communication, and educational resources.

We adhere to the Current [Colorado State Accessibility Standards](#) guidelines to create an inclusive digital environment. We regularly assess and enhance our digital offerings. We provide alternative formats for any digital offerings on request, and requests for accommodations are addressed promptly.

If you encounter any accessibility barriers or have suggestions for improvement, please submit an Accessibility Request, which will be routed to our Accessibility Coordinator for response. We value your input and are committed to making our digital presence accessible to everyone.

Our Digital Accessibility Plan is available for review and updated quarterly.

Citations

Office of Information Technology. (n.d.). *Accessibility Law for Colorado State and Local Government*. Retrieved from <https://oit.colorado.gov/accessibility-law>

Centre for Excellence in Universal Design. (n.d.) *About Universal Design*. Retrieved from <https://universaldesign.ie/about-universal-design>

Gertel, J., & McCarty, T. (2004). *Creating Inclusive Learning Environments: A Guide to Universal Design for Educational Environments*. Retrieved from https://audioenhancement.com/wp-content/uploads/2018/06/Gertel-and-McCarty-CEFPI_Nov2004.pdf