



Interactive
Accessibility

Introduction to Online Accessibility

About Us

Greg Kraus

Director of Accessibility
Services
Principal Accessibility
Specialist



Previously: IT Accessibility Coordinator
and Software developer

Steve Wahlbin

Project Manager
Document Accessibility
Specialist



Previously: software consulting, project
management, accessibility

Agenda

Introduction to Accessibility

Planning for People with Disabilities

Video Accessibility

Accessible Documents

What is Accessibility?

AN OVERVIEW OF WEB ACCESSIBILITY & PEOPLE WITH DISABILITIES



Question:

What comes to mind when you hear the word accessibility?

How have you dealt with accessibility in your work?



Quote:

The power of the Web is in its universality. Access by everyone regardless of disability is an essential aspect.

- Tim Berners-Lee, W3C Director and inventor of the world wide web



Accessibility Defined

"Accessible" means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an **equally effective** and **equally integrated manner**, with substantially **equivalent ease of use**. The person with a disability must be able to obtain the information as fully, **equally and independently** as a person without a disability..."

Source: Resolution Agreement South Carolina Technical College System OCR Compliance Review No. 11-11-600 - Department of Justice and the Department of Education's Office for Civil Rights

What is Digital Accessibility?

Practice of making websites, mobile applications, documents, emails and any other electronic information technology (EIT) usable by people with disabilities

Goal is to ensure equal access to information and functional for everyone

Ensuring content work with the tools that people with disabilities use

Accessible Content

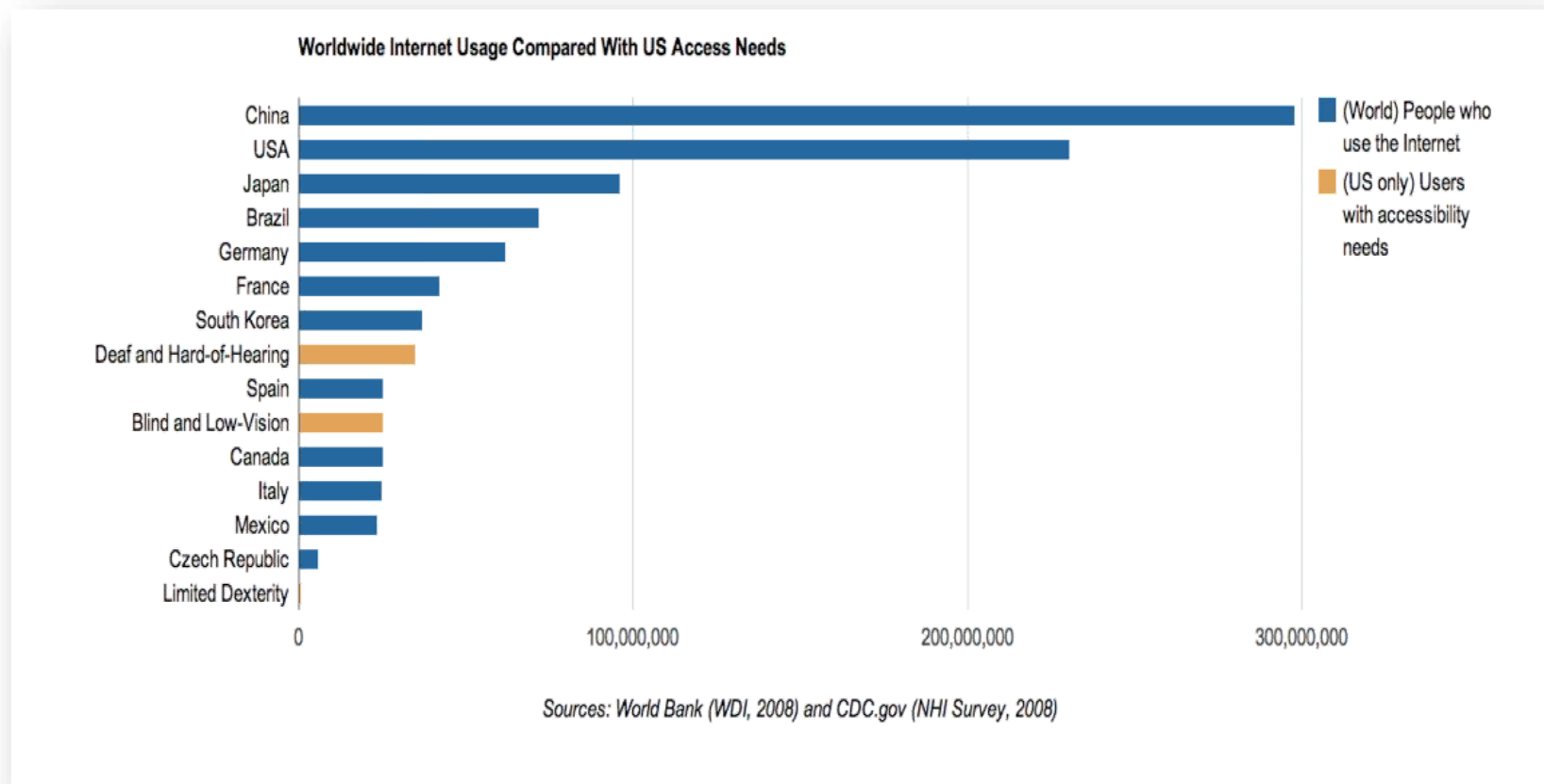
Accessible if all users can access the information that they need

Usable by people who have **visual, auditory, mobility,** and **cognitive** disabilities

20% of the US Population has a Disability

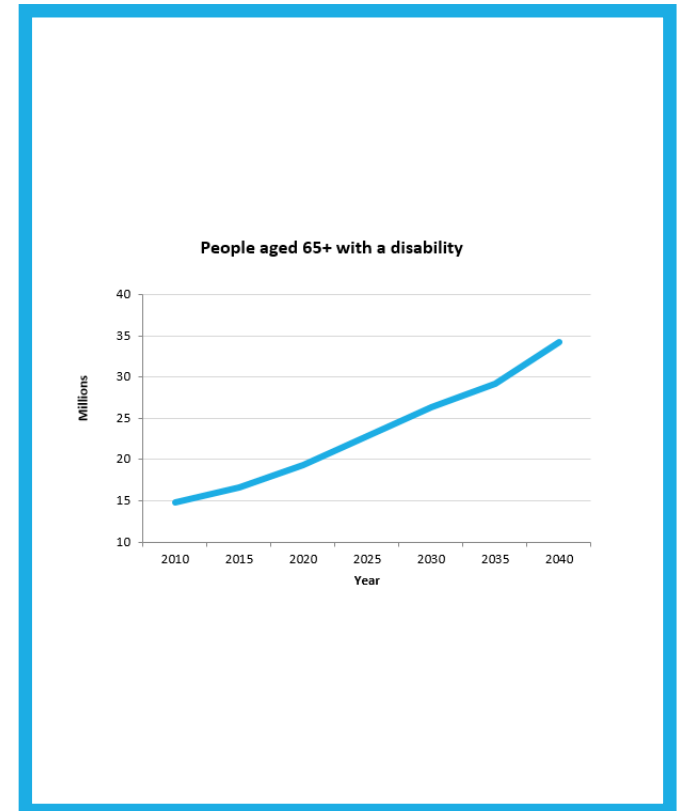
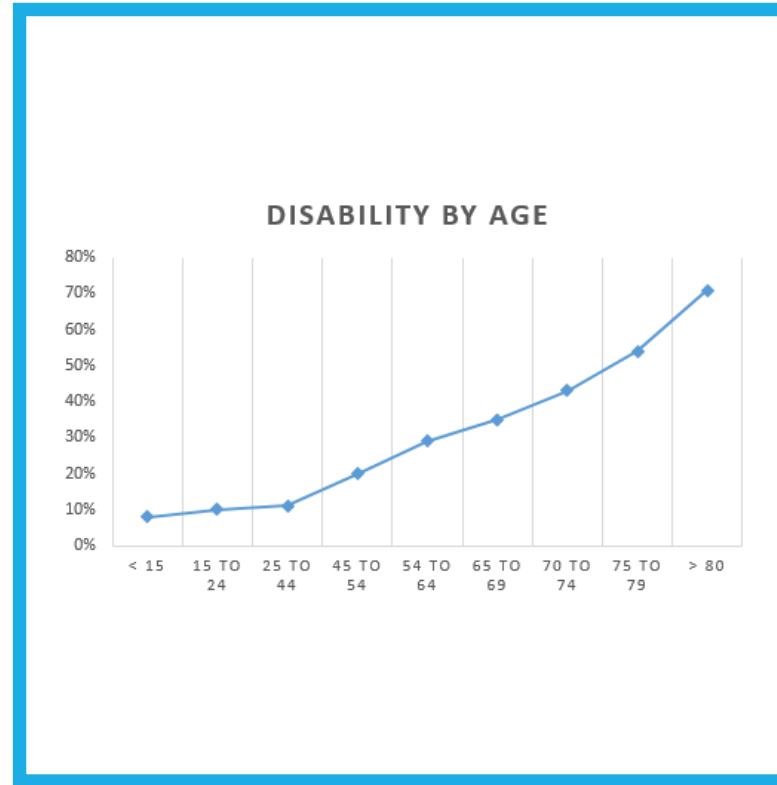


Source: US 2010 Census.

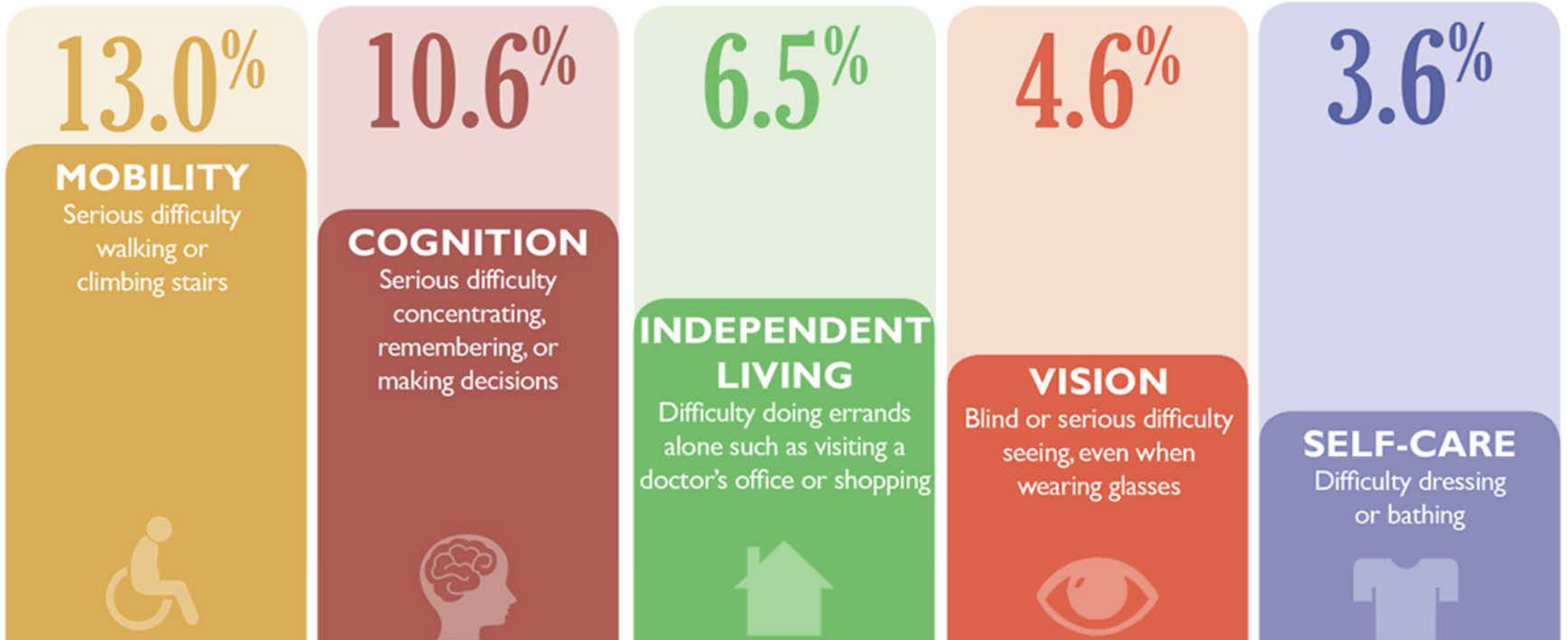


Sources: World Bank (WDI, 2008) and CDC.gov (NHI Survey, 2008)

Prevalence by Age (U.S. Statistics)

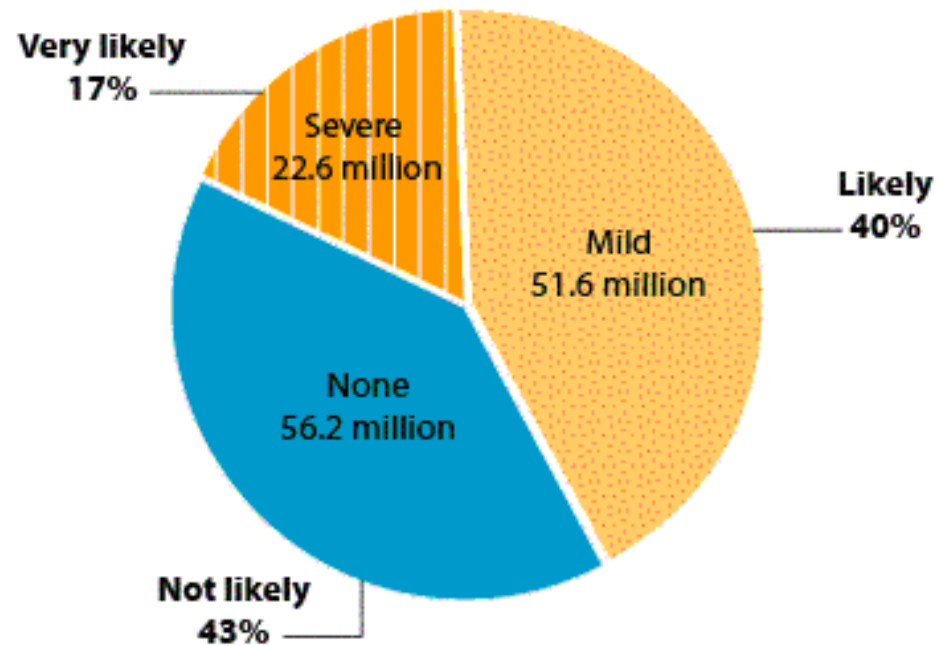


Percentage of adults with select functional disability types



Source: Centers for Disease Control and Prevention 2015

57% of Computer Users Benefit



Base: US 18- to 64-year-old computer users

Source: Study commissioned by Microsoft, conducted by Forrester Research, Inc. 2004

Accessibility Helps Everyone!



People with Disabilities and the Web



Having a Disability is not Disabling

Assistive technologies have been developed to assist those with disabilities in leading productive lives

Work with everything on the computer

Can translate information into readable, understandable content on the desktop, web, mobile devices and much more!

Types of Disabilities

Blind

Low-vision

Color Blind

Mobility Impaired

Deaf and Hard-of-hearing

Cognitive / Learning Disability

Gabi

Use tools to produce an auditory version of the digital media called screen readers

- Available both on the PC and the Mac (mobile, too!)

Some users use refreshable Braille devices

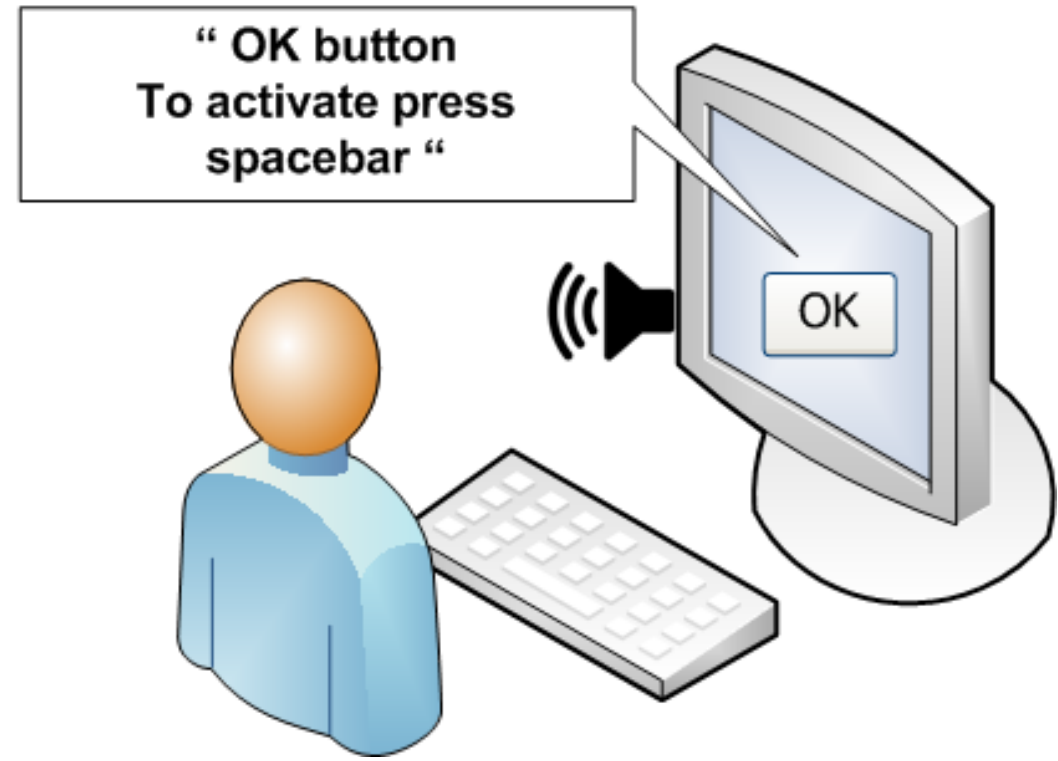
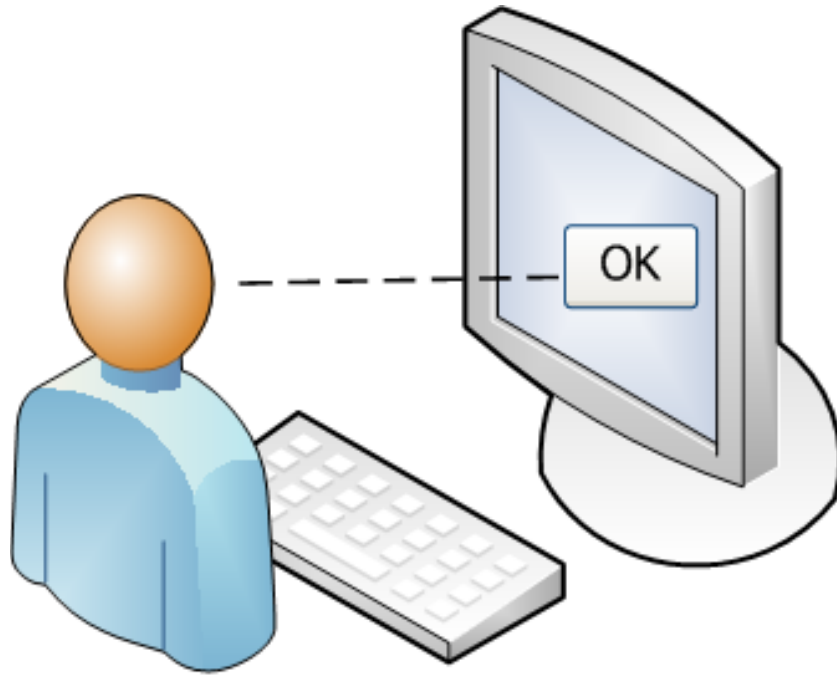
Screen readers rely on well structured and valid code



What is a Screen Reader?

A software program that produces an auditory version of what a visual user sees on the screen

- Reads text
- Announces links, buttons, and other controls
- Reads descriptions of images (if provided)



What do screen readers do?

JAWS Demo: Meet Jason



https://www.youtube.com/watch?v=q_ATY9gimOM

Jeremy and his Guide Dog Darren



Use tools and browser functions to magnify the screen called screen magnifiers

Sometime use a screen reader with the screen magnifier

May use alternative stylesheets to make text easier to read

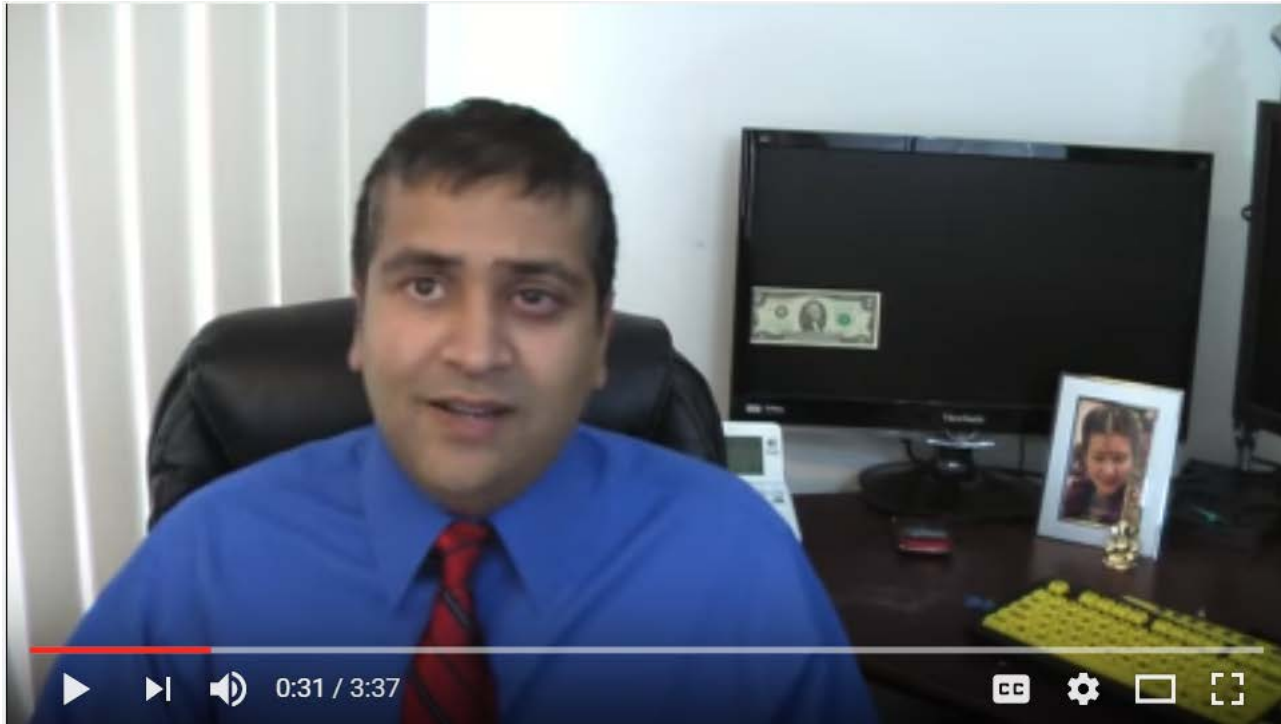


Screen Magnifiers

Provide the following functions:

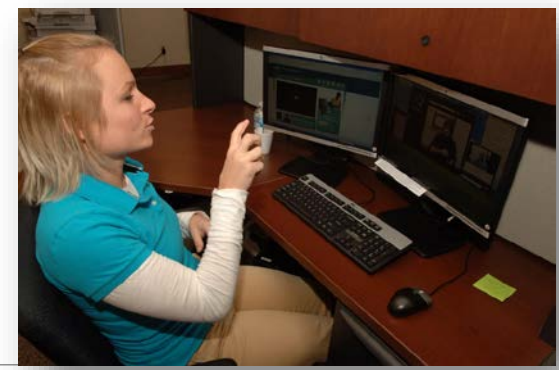
- Screen magnification
- Change the mouse cursor
- Customize focus indicators
- Change the color schemes
- Can also read text on the screen

ZoomText Demo: Meet Sameer Doshi



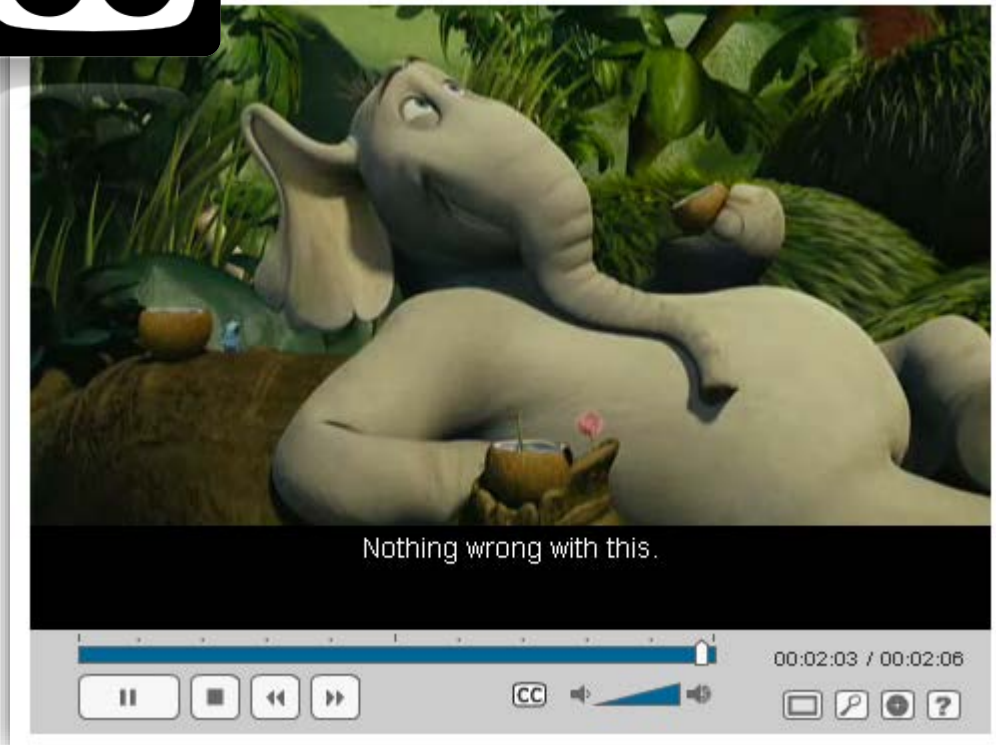
<https://www.youtube.com/watch?v=VBeu01ztoZE>

Julie



Cannot hear audio
content in multimedia

Auditory cues will be
missed



Shawn

Use alternative methods for input

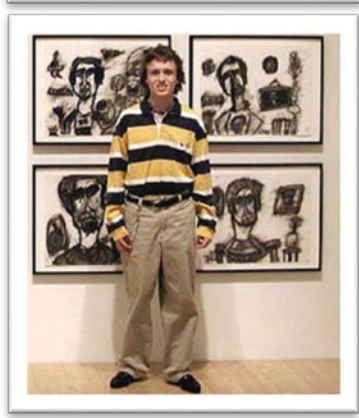
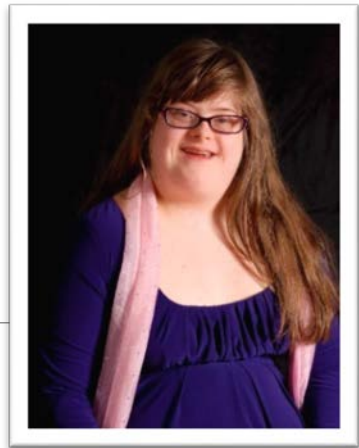
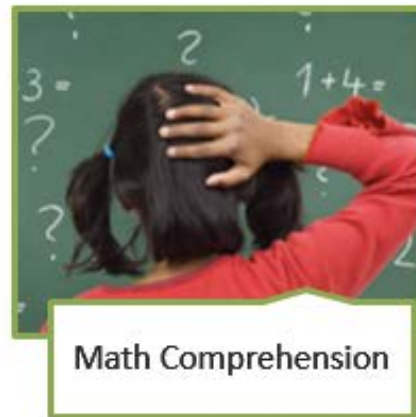
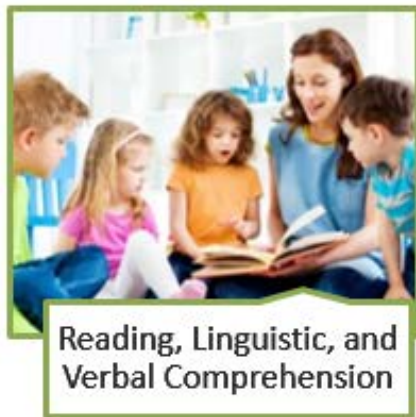
Can use

- Tools which mimic the mouse
- Speech recognition software
- Head wand

Often rely on the keyboard alone



Sara, Eric, Jonathan



Assistive Technologies for Learning Impairments

Literacy software

- Highlight text as it is read to user
- Provide in-context definitions
- Remove clutter from a Web page to concentrate on one part at a time
- Use more readable fonts

Rules and Regulations

WHAT IS REQUIRED IN THE UNITED STATES?

Section 504 and ADA Title II

No otherwise qualified individual with a disability in the United States...shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...

Accessibility Standards

Section 508

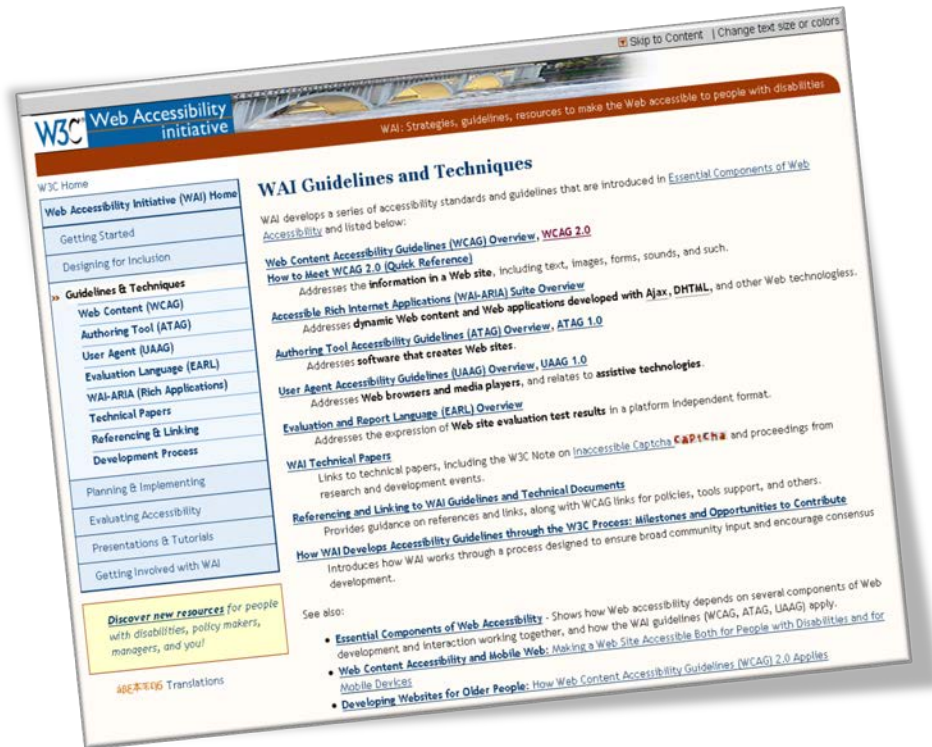
WCAG 2.0 Level AA

(Web Content Accessibility Guidelines)

At this point they basically both require the same things

W3C WCAG 2.0

Focuses on user needs
Independent of technology



Make text **readable and understandable**

Make content appear and operate in **predictable** ways

Help users **avoid and correct mistakes**

Give users **enough time** to read and use content

Help users **navigate and find content**

Make all functionality available from a **keyboard**

Levels of WCAG 2.0 Conformance

Level A conformance corresponds to the most basic requirements for displaying Web content

Level AA conformance provides for a stronger level of accessibility

Level AAA conformance comprises the highest level of accessibility within the WCAG guidelines

WCAG Applies to ...

Web-based sites and applications

Documents

Mobile sites & native applications

All digital communications & programs

Planning for People With Disabilities

DOCUMENT STRUCTURE, IMAGES, CHARTS, COLOR, FORMS,
INTERACTIVE COMPONENTS

Document Structure

Visual information is presented to all users

Headings


Lists

Page sections

Identifying Headings

THE SCHOOL DISTRICT OF PHILADELPHIA

Warren G. Harding Middle School ⁶⁻⁸



Principal
Mary Sanchez
2000 Wakeling St.
Philadelphia PA 19124
Phone: 215-537-2528
[Get Directions](#)

For Students

- Home
- About Us
- News & Events
- Our Faculty & Staff
- Policies
- For Parents
- For Students**
- Contact Us

Other Resources

- SchoolNet
- FamilyNet
- Parent Resources
- Student Resources
- Pa Department of Education
- Teaching & Learning PTRN
- Redbird Advanced Learning
- Reading Plus
- Lexia Learning

Information & Resources

The asset this shortcut is linked to no longer exists. You need to delete this shortcut.

Graduation and Promotion Requirements

Permission Forms

Use these links to print the following useful forms:

- [EH-80](#) Parental Permission Slip
- [EH-80](#) Parental Permission Slip (Spanish)
- [Permission Form](#) – Use of Student Media on SDP Website
- [Permission Form](#) – Use of Individual Media on SDP Website

Extracurricular Activities

Harding offers varied after school activities:

Web Resources for Students

- [Accelerated Reader](#)
- [Achieve 3000](#)
- [Adaptive Curriculum](#)
- [Gale Virtual Reference Library](#)
- [Harding Leadership for Change](#)
- [Study Island](#)

Identifying Headings

Visually, we see where each section of the page is because of

- Changes in fonts
- Changes in colors
- Use of whitespace

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What do screen readers see?

This page contains some heading markup, so screen readers can understand where headings are and how important they are

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Education and Promotion Requirements

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What do screen readers see?

Screen reader users can access a heading outline to understand the structure

It is a way they can skim the page for content

The screenshot shows the website for Warren G. Harding Middle School 6-8, part of The School District of Philadelphia. The page has a green header with the school name and a navigation menu with two main sections: 'For Students' (green) and 'Information & Resources' (orange). The 'For Students' section includes links for Home, About Us, News & Events, Our Faculty & Staff, Policies, For Parents, For Students, and Contact Us. The 'Information & Resources' section includes a message about a broken shortcut, 'Graduation and Promotion Requirements', 'Permission Forms', 'Extracurricular Activities', and 'Web Resources for Students'. The 'Web Resources for Students' section lists links for Accelerated Reader, Achieve 3000, Adaptive Curriculum, Gale Virtual Reference Library, Harding Leadership for Change, and Study Island. An 'Elements List' overlay is visible on the right, showing a tree structure of the page's content. The overlay has a 'Type' section with radio buttons for 'Links', 'Headings' (selected), and 'Landmarks'. The tree structure shows the following hierarchy: Warren G. Harding Middle School 6-8, For Students, Other Resources, Information & Resources, Graduation and Promotion Requirements, Permission Forms, Extracurricular Activities, and Web Resources for Students. At the bottom of the overlay, there is a 'Filter by:' input field and 'Activate' and 'Move' buttons.


Understanding Lists

Identifies items as lists

- Tells users how many items are in a list
- Allows easy navigation between list items

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Understanding sections of the page

We can easily identify the

- Header
- Main content
- Navigational areas

Can screen reader users understand these sections too?

The screenshot shows the website for Warren G. Harding Middle School. The header area is highlighted in green and contains the school name, principal information, and a 'Get Directions' button. The main content area is highlighted in orange and contains a welcome message, office hours, and registration information. The navigation area is highlighted in purple and contains a list of links. A banner image of the school building is also visible.

2016-2017 Uniform and Parent Letter 2016-2017 Uniform and Parent Letter
THE SCHOOL DISTRICT OF PHILADELPHIA

header

Warren G. Harding Middle School 6-8

Principal
Mary Sanchez
2000 Wakeling St.
Philadelphia PA 19124
Phone: 215-537-2528
Get Directions

At Harding we are **One School, One Community**, and we have **One Goal**

Home navigation

- About Us
- News & Events
- Our Faculty & Staff
- Policies
- For Parents
- For Students
- Contact Us

Other Resources

- SchoolNet
- FamilyNet
- Parent Resources
- Student Resources
- Pa Department of Education
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Warren G. Harding Middle School

main content

Welcome to Warren G. Harding Middle School!!!


Message from Principal Sanchez

Welcome to the Warren G. Harding Middle School Website. In preparation for the 2016 - 2017 school year. Please use the following links to prepare your student and family for the start of this school year at Harding.

Office Hours: 8:45 a.m to 11:00 a.m. for registrations.

- [Registration Requirements](#)
- [Parent Portal Registration Instructions](#)
- [Internet Essentials Program Comcast](#)

Harding Banners

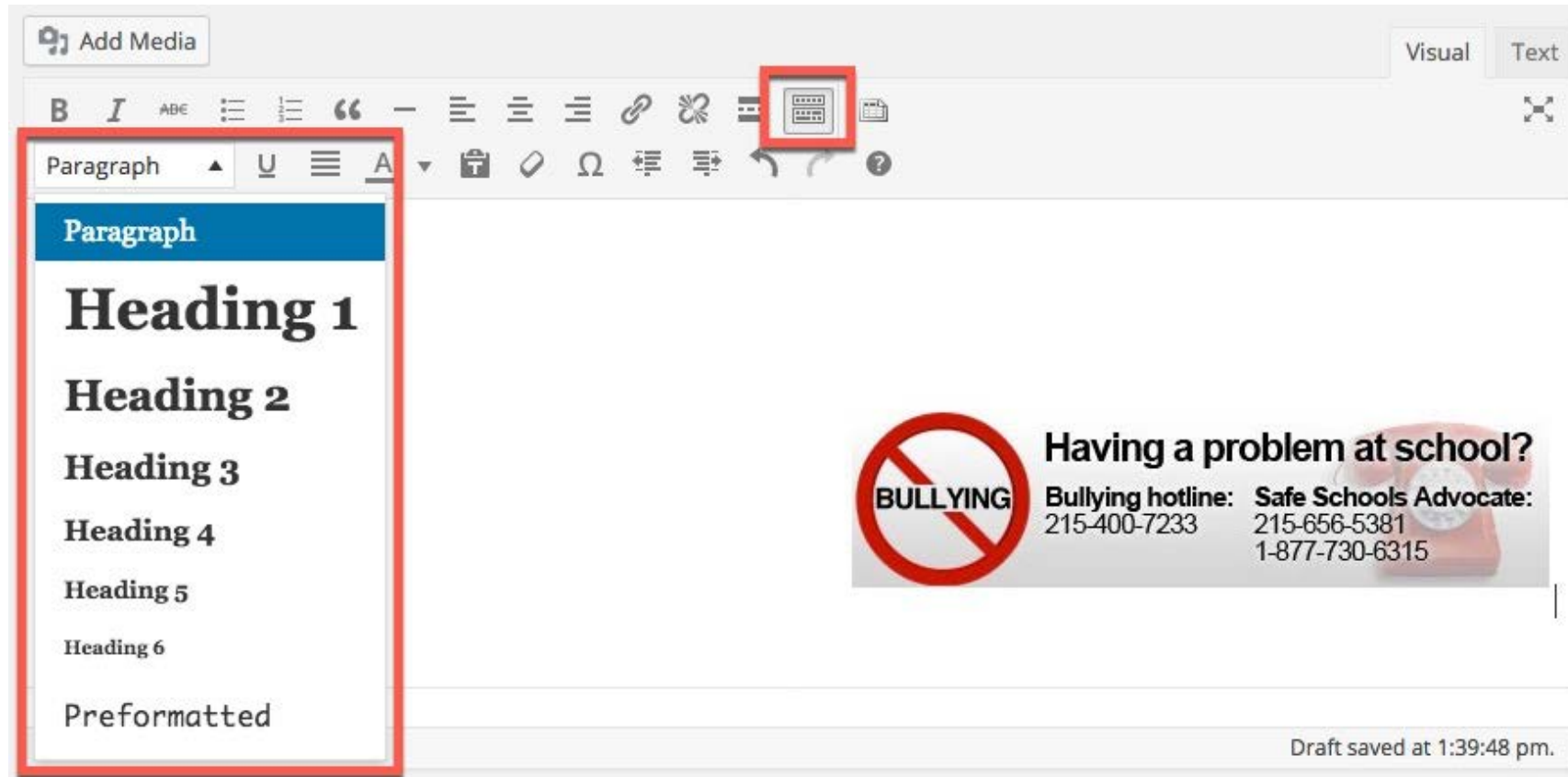


Announcement

Summer Registration begins **August 18, 2016**. Registration hours will be from 8:30 a.m to 12:45 p.m. Please make sure you have all the necessary

Nationally Certified AVID School

Setting Styles in WordPress



Images

Alternative Text on the Web

Every image must have an alt attribute

Some images are

Functional (click on them)

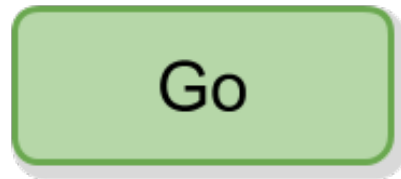
Informational

Decorative

How Text Alternatives Are Used

Provides equivalent information for users who cannot access the information in the image

- Screen readers use this to communicate the meaning or function of the image for those who cannot see the screen
- Speech to text applications such as Dragon NaturallySpeaking use this to identify what element the user is talking about
 - “Click Go”



Tips For Writing Good Alternative Text

Ask

“What message am I trying to convey?”

“What function does this image play?”

If the description is over 100-125 characters (20-30 words) reconsider your approach

Many alt attributes are significantly shorter (3-8 words)

Things to avoid with alt text

Don't use verbs like "click here to", "go", or "return"


Don't include words like "image of", "graphic", or "link to"

Informational Images

Does this image convey information that needs alt text?

alt="No Bullying: hitting, Cyber bullying, gossiping, pushing, rumors, lies, name calling, teasing, mean words, threats"

Bullying Prevention



Bullying Prevention Resources and Information

Students or parents/guardians of students who have been bullied or witnessed bullying in or around school should immediately report such incidents to the school principal or other adult staff.

If there is no response, then the incident should be reported to the District's Bullying Hotline at 215-400-SAFE (7233).

Welcome

Welcome to the School District of Philadelphia's page on **Bullying Prevention**. Here you can find the District's official policy on student bullying and some useful resources for preventing bullying and reporting it when it occurs.

- [Bullying Policy and Procedures](#)
- [Facts for Educators](#)
- [Facts for Parents](#)
- [Facts for Students](#)

Functional Images

What will screen readers hear?



Make an impact today.
Teach here.

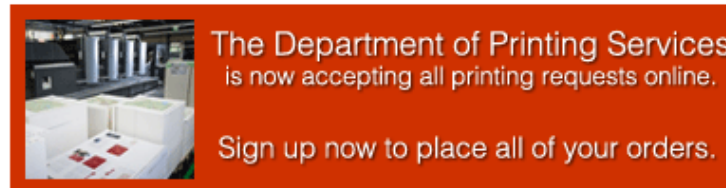
THE SCHOOL DISTRICT OF
PHILADELPHIA

apply now at JOBS.PhilaSD.org



2017
Parent & Guardian
Survey

Your Child. Your Voice. Shape Your School!



The Department of Printing Services
is now accepting all printing requests online.

Sign up now to place all of your orders.



BULLYING Having a problem at school?

Bullying hotline: 215-400-7233

Safe Schools Advocate:
215-656-5381
1-877-730-6315



The School District of Philadelphia

Parent & Family Portal

Stay Connected



Kindergarten Registration

Begins February 28 through May 31, 2017

Open House May 8 - 12th, Click here for the date & time at your local school



PREKINDERGARTEN REGISTRATION

Submit Your Application NOW!



Summer Programs



Resources for Promoting
Dialogue

Post-Election 2016



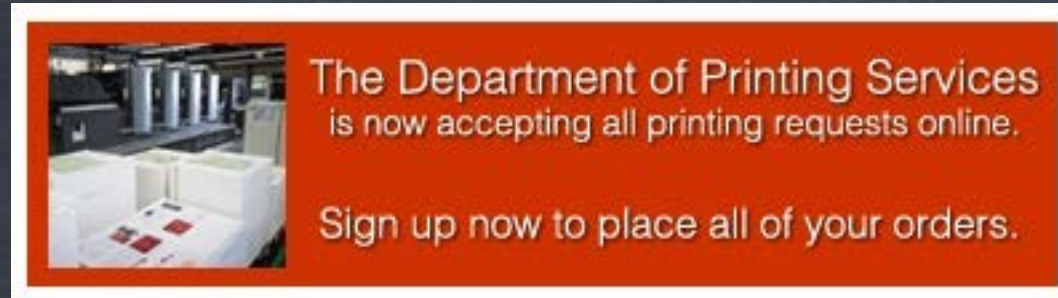
SYSTEM OF GREAT SCHOOLS

creating great schools close to where all children live

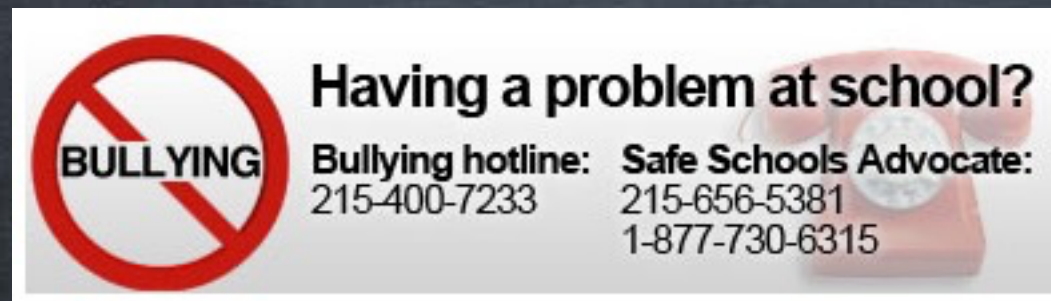
School Year 2016-17 Focus Schools
Recommendations

Only get partial descriptions

alt="Printing Services"



alt="Having a Problem at School? Bullying Hotline: 215-400-7233"



Decorative Images

These images only add visual interest and don't convey significant information

They can be ignored by screen readers

Use alt=""



Images of Text

Images of text cause problems because of pixelization when zoomed in

Images of text can only be used for logos



Adding alt text in WordPress

ATTACHMENT DETAILS

2017-05-04_06-07-33.jpeg
May 4, 2017
20 kB
395 x 112
[Edit Image](#)
[Delete Permanently](#)

URL

Title

Caption

Alt Text

Description

ATTACHMENT DISPLAY SETTINGS

Alignment

Link To

Size

Media Library

Add Media Visual **Text**

b *i* [link](#) **b-quote** ~~del~~ **ins** **img** **ul** **ol** **li** **code** **Table** **more** **close tags**

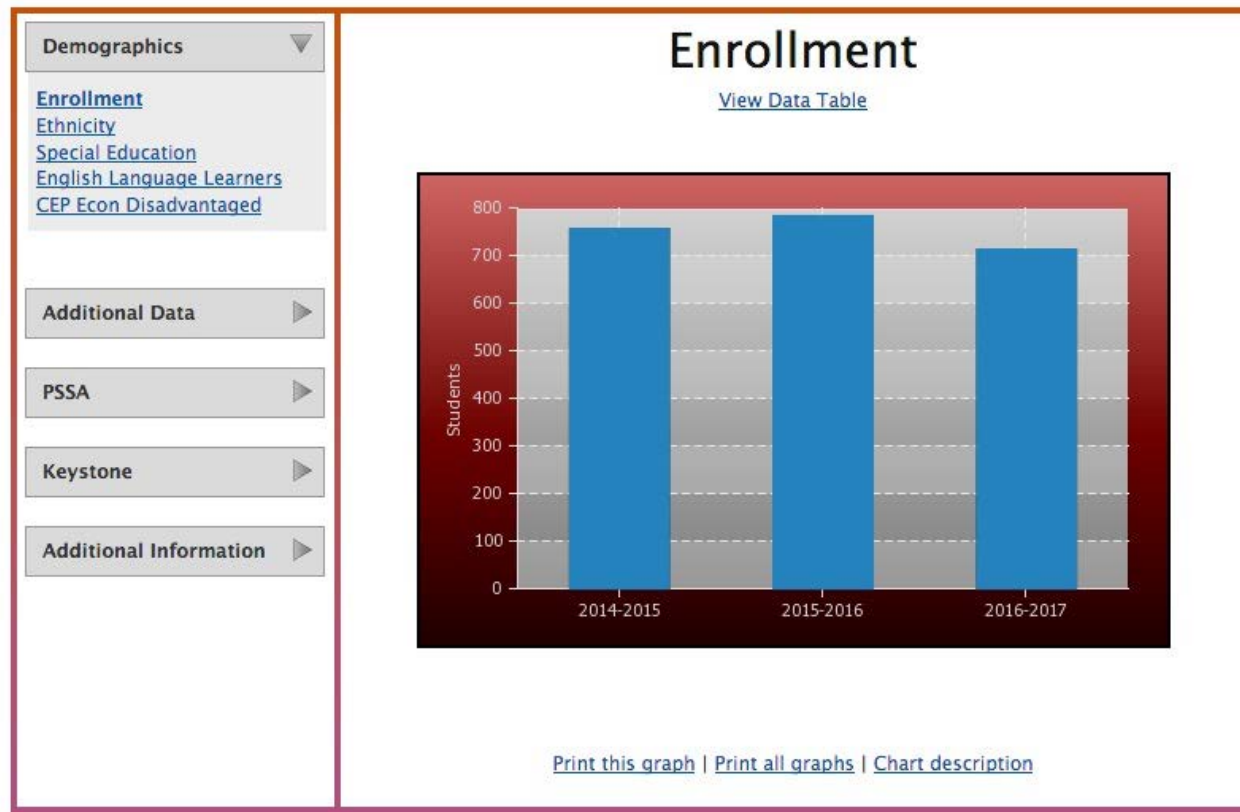
```
<h1>Welcome!</h1>
This is my great new site.
```

Word count: 7 Draft saved at 1:38:33 pm.

Code editor

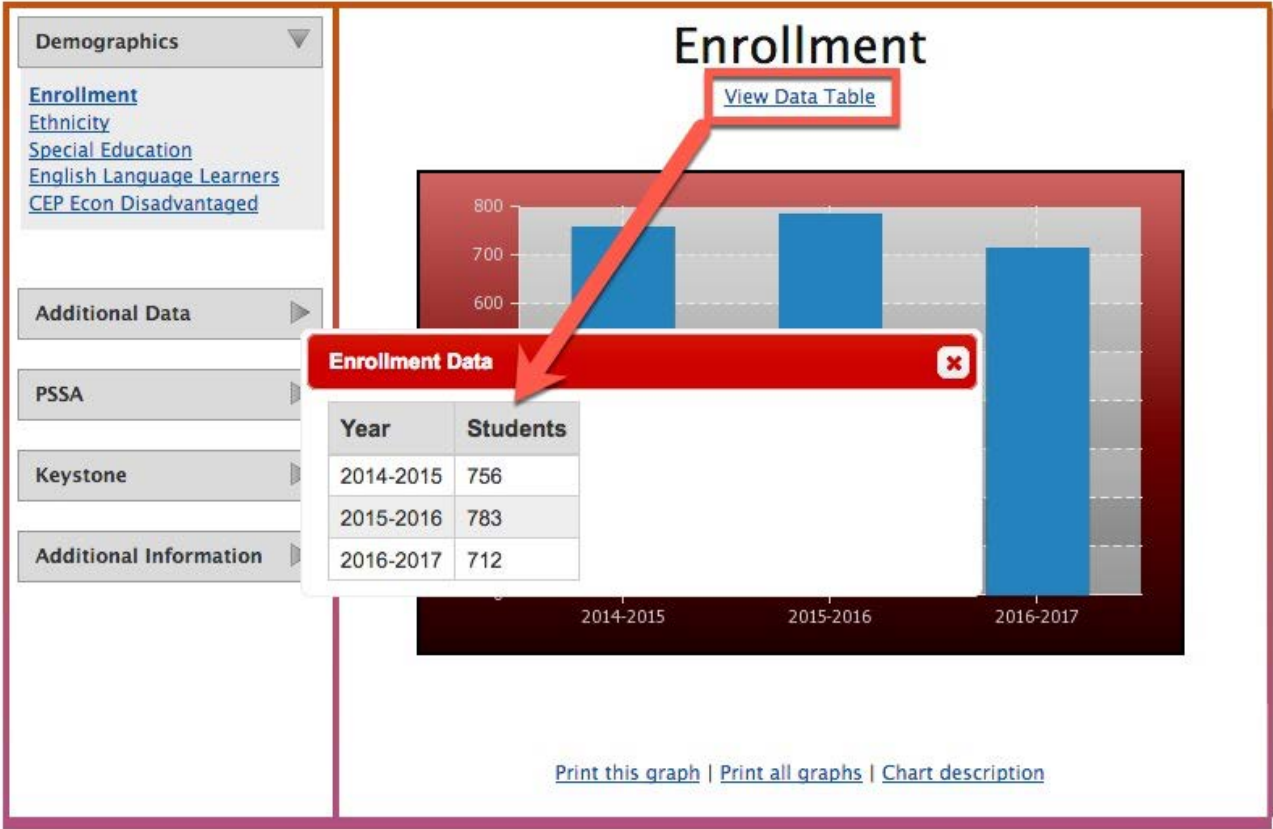
Graphs and Charts

Graphical representation of data



How does a blind user understand this information?

Providing the information in another way



Color

Question to ask about color accessibility

Given moderate visual acuity loss, can a person read this content without the aid of assistive technologies?

WCAG 2.0 defines formulas for determining color combinations that have sufficient contrast

Which parts of the screen have contrast problems?

Some problems will be more obvious

Some will be difficult to determine without testing tools

Bottom line: Don't trust your own eyes to determine pass/fail

THE SCHOOL DISTRICT OF PHILADELPHIA

Warren G. Harding Middle School⁶⁻⁸

Principal
Mary Sanchez
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Phone: 215-537-2528
[Get Directions](#)

Contact Us | **Comments or Questions**

[Home](#)
[About Us](#)
[News & Events](#)
[Our Faculty & Staff](#)
[Policies](#)
[For Parents](#)
[For Students](#)
[Contact Us](#)

[Other Resources](#)
[SchoolNet](#)
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[Pa Department of Education](#)
[Teaching & Learning](#)
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[Reading Plus](#)
[Lexia Learning](#)

Comments or Questions

- From is required.
- First Name is required.
- Last Name is required.
- Role is required.
- Grade Level is required.
- Feedback Comments is required.

If you have a comment or question please complete the following form. When you have finished please press the **Save** button on the bottom left of the window to submit the form.

From: *
Your email address

Subject: Your area of concern

First Name: *

Last Name: *

Topic:
Your area of concern.

Role: Select One
Student
Teacher
Parent
Administrator *

Academy: STARS WAVES Not Applicable

Grade Level: Six Seven Eight Not Applicable *

Feedback Comments: *
Type your comments here.

Warren G. Harding Middle School · [About Us](#) · [News & Events](#) · [Our Faculty & Staff](#) · [Policies](#) · [For Parents](#) · [For Students](#) · [Contact Us](#)

Warren G. Harding Middle School
2000 Wakeling St., Philadelphia PA, 19124 Phone: 215-537-2528
© The School District of Philadelphia

What passes and what fails

Only the highlighted text has sufficient contrast with the background colors

SCHOOL DISTRICT PHILADELPHIA

Warren G. Harding Middle School

Principal
Kerry Wreches
2200 Wainwing St.
Philadelphia PA 19124
Phone: 215-537-2525
✉ [k.wreches](mailto:k.wreches@sdpa.edu)

Contact Us | **Comments or Questions**

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Subject Your area of concern

First Name

Last Name

Topic Your area of concern

Role Select One
Student
Teacher
Parent
Administrator *

Academy STARS WAMES Red Apple e

Grade Level 8x 8xx 8g1 New Academy

Feedback Comments

Save

Warren G. Harding Middle School - About Us - News & Events - Our Faculty & Staff - Policies - For Parents - For Students - Contact Us

Warren G. Harding Middle School
2200 Wainwing St. Philadelphia PA 19124 Phone: 215-537-2525
✉ [The School District of Philadelphia](mailto:k.wreches@sdpa.edu)

Forms

What information goes in each input?

Which one is the first name and which one is the last name?

Which fields are required?

Comments or Questions

If you have a comment or question please complete the following form. When you have finished please submit the form.

From	<input type="text"/> *
	Your email address
Subject	<input type="text"/>
First Name	<input type="text"/> *
Last Name	<input type="text"/> *
Topic	<input type="text"/>
	Your area of concern.
Role	<div style="border: 1px solid black; padding: 2px;">Select One Student Teacher Parent Administrator *</div>
Academy	<input type="radio"/> STARS <input type="radio"/> WAVES <input type="radio"/> Not Applicable
Grade Level	<input type="radio"/> Six <input type="radio"/> Seven <input type="radio"/> Eight <input type="radio"/> Not Applicable *
Feedback Comments	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> *
	Type your comments here.

Will errors be apparent to users?

Comments or Questions

- From is required.
- First Name is required.
- Last Name is required.
- Role is required.
- Grade Level is required.
- Feedback Comments is required.

If you have a comment or question please complete the following form. When you have finished please press the **Save** button on the bottom left of the window to submit the form.

From	<input type="text"/> *
	Your email address
Subject	<input type="text" value="Your area of concern"/>
First Name	<input type="text"/> *
Last Name	<input type="text"/> *
Topic	<input type="text"/>
	Your area of concern.
Role	<div style="border: 1px solid black; padding: 2px;">Select One Student Teacher Parent Administrator</div> *
Academy	<input type="radio"/> STARS <input type="radio"/> WAVES <input type="radio"/> Not Applicable
Grade Level	<input type="radio"/> Six <input type="radio"/> Seven <input type="radio"/> Eight <input type="radio"/> Not Applicable *
Feedback Comments	<input type="text"/>
	* Type you comments here.

save

Interactive Components

Interacting with content

Can users interact with these custom components?

Can't they change the slides?

Can they pause and change the rotating headline?

The screenshot shows a website interface with a navigation bar at the top containing links for 'Calendar', 'Directory', 'Schools', 'Careers', and 'Login'. The main content area features a news article with a photograph of several men in suits gathered around a podium. The article title is 'Energy efficient pilot program announced at Lankenau High'. The text below the title mentions Superintendent Dr. William R. Hite, City Council President Darrell L. Clarke, Councilman Bobby Henon, Councilman Curtis Jones, Jr., the Philadelphia Energy Authority, and representatives of labor. A quote from Superintendent Hite is partially visible. A 'Read more..' link is at the end of the article. Below the article is a language selection bar with icons for various languages: Español, 汉语, Việt, Русский, SHQIP, عربي, Français, and others. At the bottom of the page, a red banner displays the headline 'GOOD NEWS: 7th Grade Students Learn About CTE Programs' with up and down arrow icons.

Notifications of updates

Keyboard users and screen reader users can get to these controls

But some screen reader users will not know what their function it

Screen reader users won't know that something changed after clicking an arrow button



The screenshot shows a website header with navigation links: Calendar, Directory, Schools, Careers, and Login. On the right side of the header, there is a page indicator '3/5' and a set of navigation arrows (left and right) enclosed in a red rectangular box. Below the header is a news article titled 'Energy efficient pilot program announced at Lankenau High'. The article includes a photograph of a group of men in suits at a podium, with a banner in the background that reads 'LANKENAU HIGH SCHOOL' and 'GROW WITH US!'. The text of the article mentions Superintendent Dr. William R. Hite, City Council President Darrell L. Clarke, and Councilman Bobby Henon. A 'Read more..' link is visible at the bottom right of the article content.

Keyboard access

Mouse users can rotate the contents

But keyboard users cannot get to the controls to rotate the message

There is also no way to pause the message



GOOD NEWS: Six teachers selected as Yale Teacher Fellows

Video Accessibility

Three aspects

Captioning

Audio Description

Accessibility of the Player

Captions

Captions present spoken text and other significant sounds from the video

- Dialog (including who is speaking)
- Non-speech information ("door slams", "music playing")



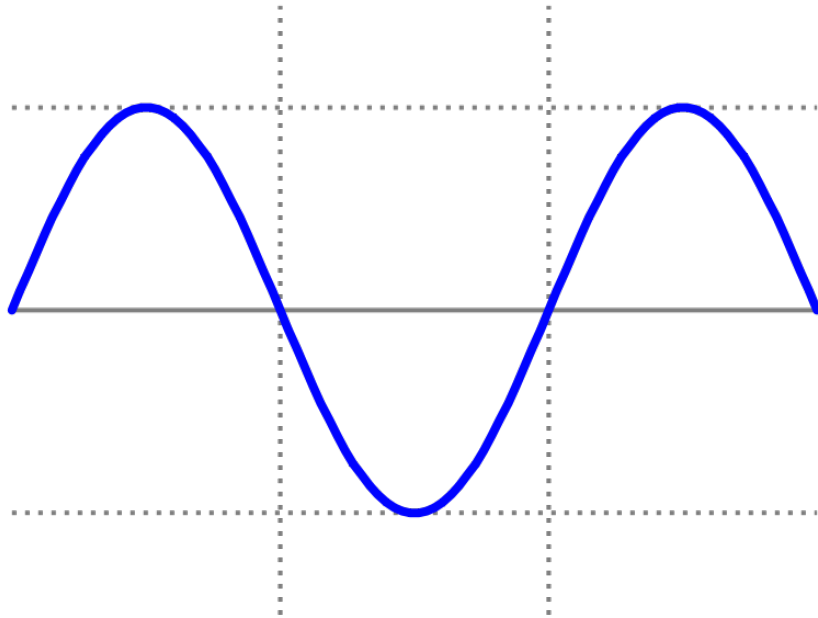
Creating Captions

It requires a human creating the transcript of the text

Machine-generated captions contain too many errors

Which is it?

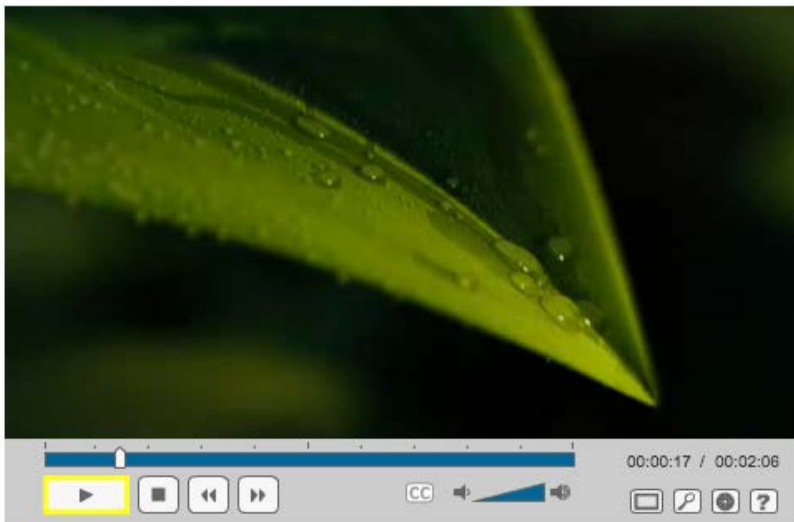
Is this a cosine or a cosign?



Audio Description

Describes what is happening in the video for those who cannot see the video

Add an extra audio track describing the significant information being conveyed



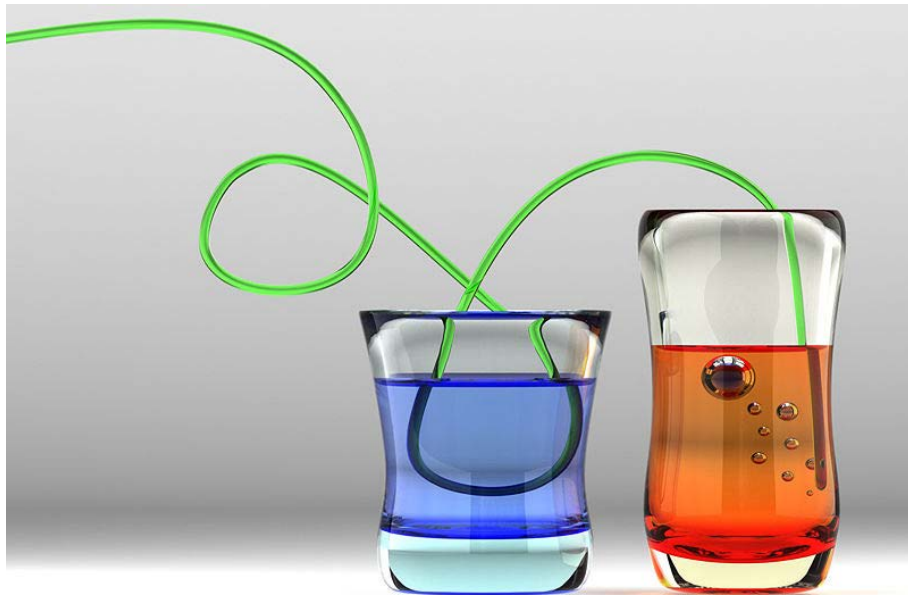
"Tiny droplets of water trickle down its surface forming one large drop"

<http://main.wgbh.org/wgbh/pages/mag/description.html>

Audio Description Strategy

Avoid the need for audio description

- Describe what is happening in the video while it is happening



Incorrect: “Look what happens when a tube enters the liquid.”

Correct: “Where a green tube enters some glass containers, the tube appears to be broken and appears to start over again from a little ways away. The same thing appears to happen again, inside the glasses, as the green tube enters either liquid. ”

[Image from Mehran Moghtadai and Wikipedia Commons](#)

Video Player Accessibility

Can a non-mouse user control the video?

- Play
- Pause
- Adjust volume
- Change the time position
- Turn on captions



Accessible Documents

BEST PRACTICES, TIPS, AND TECHNIQUES FOR ACCESSIBILITY

Goals

Look at the most common tools: Word and PowerPoint

Consider design for accessibility

- A format or style might be inaccessible
- It might require more work to make accessible
- It could be more complicated for all users

How to make most documents accessible with minimal effort

Summary of additional steps for PDFs

Microsoft Word

Versions 2013 or 2016 produce best results

Use the built-in accessibility checker on the File menu

Main take-away points

- Use styles! It is easy and powerful and.... stylish? (to Word geeks)
- Add alternative text to images and make their wrap style in-line
- Never fake it! Use the built-in features to make it:
 - Lists
 - Headings
 - Links (by default it autocorrects to create them)
 - Tables
 - Multiple columns
 - Footnotes / endnotes

Generate PDF with bookmarks, TOC links, properties and accessibility tags

Check Design and Adjust

Color contrast

Using color alone for meaning

Font size

Font style

Table design

Simulating rather than using built-in features

Avoid images of text

Page header/footer is ignored by screen readers

Color Contrast

Meet the requirements described earlier

Look for text that is harder to read, especially if small

Difficult color combinations

- Orange/white
- Yellow/white
- Light blue/white
- Gray/white
- Pastels

Orange/white

Blue/white

Gray/white

Yellow/white

Good Orange? Orange/white

Good Blue Blue/white

Good Gray Gray/white

Good Yellow? Yellow/white

Color Alone

Don't use color by itself to convey meaning

Color is ok, just use something else as well

Schools in red are participating:

Adaire, Alexander School

Alcorn, James School

Allen, Dr. Ethel School

Allen, Ethan School

Amy 5 At James Martin

Amy Northwest

Anderson, Add B. School

Arthur, Chester A. School

Bache-Martin School *

Baldi, C. C. A. Middle School

Font Size

Try to use 10 to 12 depending on the font

It should be easy to read

- Small can be difficult for all users, particularly those with low vision

- Small text is hard

Font Style

Use fonts that are easy to read and clear, such as:

- Calibri
- Helvetica (not in default Windows)
- Tahoma
- Verdana
- Times New Roman

Note: all but Helvetica are 24 point here

Avoid hard-to-read or artistic fonts:



Note: these may not come over well to PDF as real text, either

Tables Headers

They should have header cells top and/or left
Should repeat across pages

ROW	Length of Uninterrupted Service to July 1
1	If appointed between January 1 and April 30
2	6 months to 4 years
3	4 years to 8 years
4	8 years to 15 years
5	More than 15 years

Table Properties

Table Row Column Cell Alt Text

Rows

Size

Specify height: 0.23" Row height is

Options

Allow row to break across pages

Repeat as header row at the top of each page

Previous Row Next Row

Select top row only then check

Avoid This

Length of Uninterrupted Service to July 1	Vacation
If appointed between January 1 and April 30	5 days
6 months to 4 years	10 days

4 years to 8 years	15 days
8 years to 15 years	20 days
More than 15 years	22 days

Do This

Length of Uninterrupted Service to July 1	Vacation
If appointed between January 1 and April 30	5 days
6 months to 4 years	10 days

Length of Uninterrupted Service to July 1	Vacation
4 years to 8 years	15 days
8 years to 15 years	20 days
More than 15 years	22 days

Table Rows Don't Span Page Breaks

ROW	Length of Uninterrupted Service to July 1	Vacation
1	If appointed between January 1 and April 30	5 days
2	6 months to 4 years. This row has some other longer text that causes the row to expand to the	10 days

	next page. You can tell this since there is no row number shown to the left on this page.	
3	4 years to 8 years	15 days
4	8 years to 15 years	20 days
5	More than 15 years	22 days

ROW	Length of Uninterrupted Service to July 1	Vacation
1	If appointed between January 1 and April 30	5 days

ROW	Length of Uninterrupted Service to July 1	Vacation
2	6 months to 4 years. This row has some other longer text that causes the row to expand to the next page. You can tell this since there is no row number shown to the left on this page.	10 days
3	4 years to 8 years	15 days
4	8 years to 15 years	20 days
5	More than 15 years	22 days

Table Properties

Table Row Column Cell Alt Text

Rows

Size

Specify height: 0" Row height is: At least

Options

Allow row to break across pages

Repeat as header row at the top of each page

Previous Row Next Row

Select whole table then uncheck

OK Cancel

Keep Tables Simple

If possible, avoid:

- Multiple levels of header cells with merged cells
- Merged rows dividing table into sections
- Merged header cells on left
- Table titles and other information inside the table
- Footnotes from header cells – can you put the note before the table?

Always avoid merged data cells

Simple Table Examples

The **approved** providers for the School District's 403(b) and 457(b) Plans are:

AXA Advisors	Ernest L. Repice (610) 660-4108
MetLife	Sheena Garetson (215) 640-3851
Lincoln Investment Planning	Deb Zasada (215) 885-7115 x.1321 Kelly Ochotny (800) 242-1421 x 1435
TIAA-CREF	Calvin Thompson (267) 675-8119 Online Enrollment: www.TIAA-CREF.ORG <ul style="list-style-type: none"> • 403(b) Access Code: 500644 • 457(b) Access Code: 500645
VALIC	Elizabeth Gehl (877) 889-1589

Length of Uninterrupted Service to July 1	Vacation
If appointed between January 1 and April 30	5 days
6 months to 4 years	10 days
4 years to 8 years	15 days
8 years to 15 years	20 days
More than 15 years	22 days

Table with Title and Footnote * Inside

The premium rates for this plan are as follows:

Wage Continuation Premium Rates* <i>PFT & SPAP Employees</i>			
<u>Accumulated Sick Leave</u>	<u>Total Annual Waiting Period</u>	<u>Employee Share After 3 years of Employment</u>	<u>Employee Share First 3 years of Employment</u>
Less than 10 days	7 work days	\$4.43	\$2.95
10 but less than 30 days	6 work days	\$3.15	\$2.10
30 but less than 60 days	5 work days	\$0.31	\$0.31
60 but less than 90 days	4 work days	\$0.00	
90 but less than 120 days	3 work days	\$0.00	
120 but less than 150 days	2 work days	\$0.00	
150 but less than 180 days	1 work days	\$0.00	
180 days and over	0 work day		

*Rates are per \$100 each pay and are effective 2/01/1999.

The premium rates are as follows:

Wage Continuation Premium Rates
PFT & SPAP Employees

Rates are per \$100 each pay and are effective 2/01/1999

Accumulated Sick Leave	Total Annual Waiting Period	Etc.	...
Less than 10 days			
Etc.			

This simplifies reading in Word and in the PDF, which must otherwise be altered so that the table is announced correctly and the footnote is ready properly by screen readers.

Complex Table

Allowed, but harder for screen reader users

Not as good support for reading in Word

Leads to much more work in PDF than simple tables

Would it be possible to split into multiple tables and simplify?

	2016		2017	
	Fall	Spring	Fall	Spring
North	<i>a "Divider row"</i>			
School 1	1	2	3	4
School 2	5	6	7	8
South				
School 3	9	10	11	No merged cells
School 4	12	13	14	

Avoid These

Empty paragraphs from pressing enter – use space before/after ¶

Fake bullets and lists instead of using built-in styles ¶

Simulating multiple columns ¶

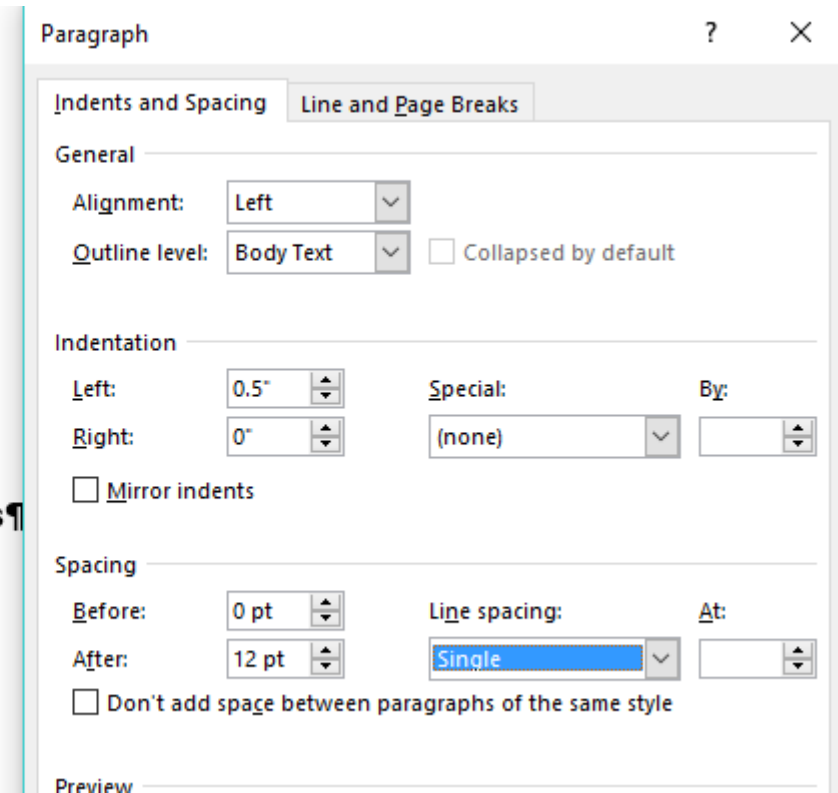
¶
Column1 → → → → Column-2 ¶
.....Indent-with-spaces → → → 1.Fake-list ¶
----Fake-bullets→ → → → 2.Is-just-text ¶

The premium rates are as follows:..... ¶
Pressed enter to get some vertical space ¶

¶
Wage Continuation Premium Rates ¶
PFT & SPAP Employees ¶

Rates are per \$100 each pay and are effective 2/01/1999 ¶

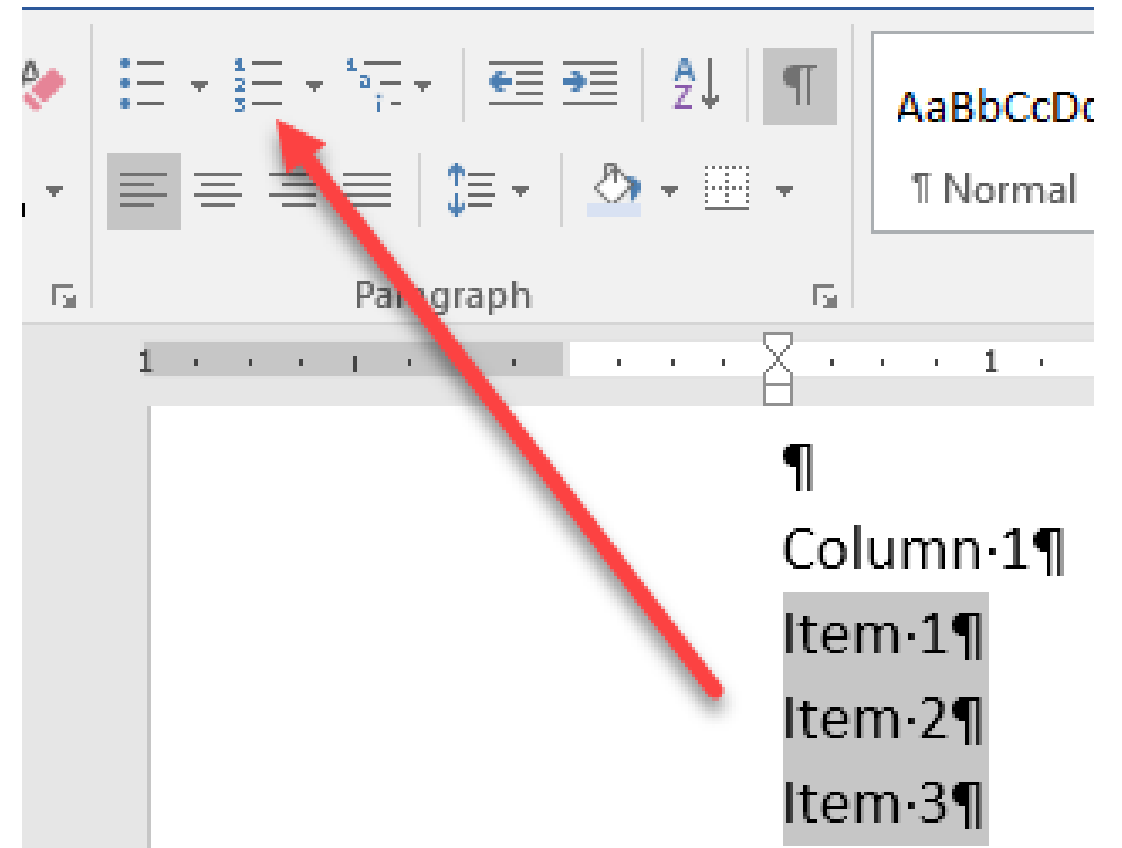
¶
¶



Fix List

Remove any manually entered bullets (fakes)

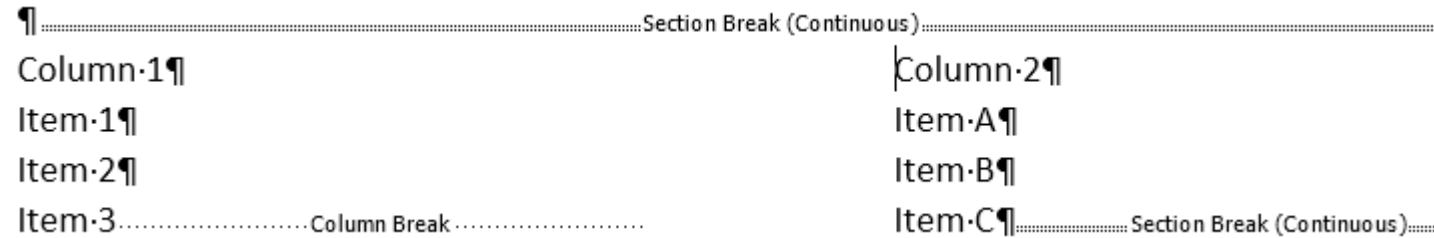
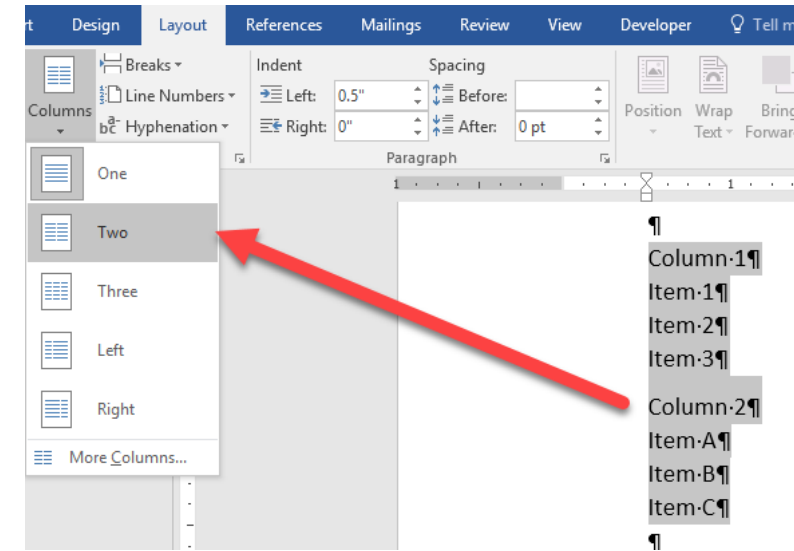
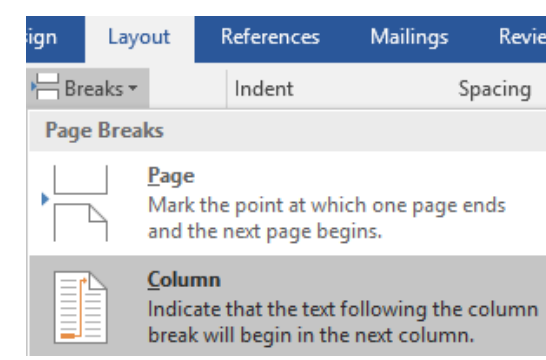
Highlight list and select list tool or a list style



Fix Simulated Multiple Columns

Select text then Layout > Columns

Use Layout > Breaks > Page > Column to force text to top of next column

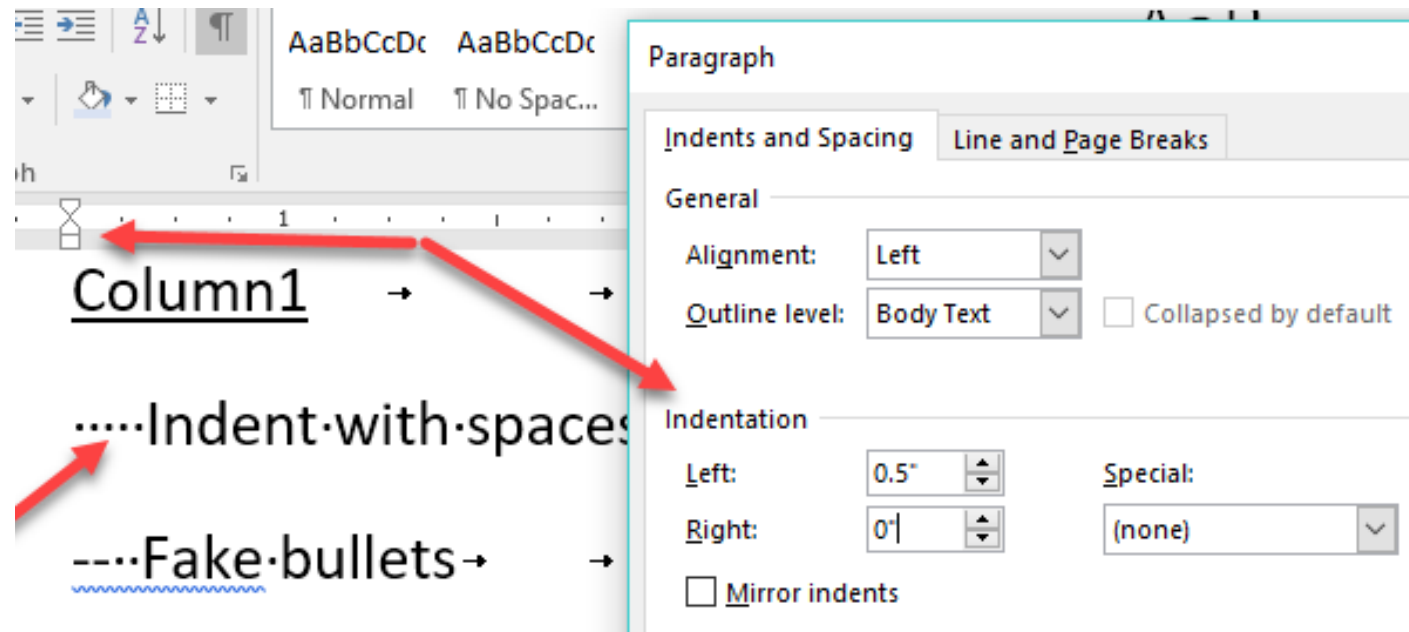


Fix Indentation by tab or spaces

Remove indentation
spaces or tabs

Adjust ruler or Paragraph
> Indentation

You could even make a
new style to save time
later



Avoid Images of Text

It is just a picture.
The text cannot be
read by a screen
reader

It magnifies poorly

Is there another
way to present?



EMPLOYEE RIGHTS AND RESPONSIBILITIES UNDER THE FAMILY AND MEDICAL LEAVE ACT

Basic Leave Entitlement

FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- for incapacity due to pregnancy, prenatal medical care or child birth;
- to care for the employee's child after birth, or placement for adoption or foster care;
- to care for the employee's spouse, son, daughter or parent, who has a serious health condition; or
- for a serious health condition that makes the employee unable to

a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave

An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave

Employees may choose or employers may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, employees must comply with the employer's normal paid leave policies.

Employee Responsibilities

Employees must provide 30 days advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days notice is not possible, the employee must provide notice as soon as practicable and generally must comply with an employer's normal call-in procedures.

Employees must provide sufficient information for the employer to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform the employer if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities

Covered employers must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the employer must provide a reason for the ineligibility.

Covered employers must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the employer determines that the leave is not FMLA-protected, the employer must notify the employee.

Unlawful Acts by Employers

FMLA makes it unlawful for any employer to:

- interfere with, restrain, or deny the exercise of any right provided under FMLA; and
- discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

FMLA section 109 (29 U.S.C. § 2619) requires FMLA covered employers to post the text of this notice. Regulation 29 C.F.R. § 825.300(a) may require additional disclosures.

Definition of Serious Health Condition
A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

Benefits and Protections

During FMLA leave, the employer must maintain the employee's health coverage under any "group health plan" on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.

Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

Eligibility Requirements

Employees are eligible if they have worked for a covered employer for at least 12 months, have 1,250 hours of service in the previous 12 months*, and if at least 50 employees are employed by the employer within 75 miles.

*Special hours of service eligibility requirements apply to airline flight crew employees.

Definition of Serious Health Condition

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and



For additional information:
1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627
WWW.WAGEHOUR.DOL.GOV

U.S. Department of Labor | Wage and Hour Division



OSHD Publication 1429 - Revised February 2015

Steps in Word

Check design and modify as appropriate – DONE

Add document properties

Use styles

Verify headings

Add image with alt text

Run accessibility checker

Create PDF

Add Document Properties

The screenshot displays the Microsoft Word interface for a document titled "Document Accessibility Webinar Outline". The left-hand navigation pane is visible, with the "Info" tab selected. The main content area shows the document title and path: "C: » Users » steve_000 » Dropbox (IA) » IA Clients » Philadelphia School District". Below the title, there are three main sections: "Protect Document", "Inspect", and "Manage Document".

Overlaid on the interface is a "Properties" dialog box for the document "Document Accessibility Webinar Outline.docx Pr...". The dialog has tabs for "General", "Summary", "Statistics", "Contents", and "Custom". The "General" tab is active, showing the following fields:

- Title: Shows in PDF window title
- Subject: Short sentence/phrase summarizing content
- Author: Philadelphia School District
- Manager:
- Company:
- Category:
- Keywords: optional - search engines can see
- Comments:

On the right side of the interface, a "Properties" dropdown menu is open, showing "Advanced Properties" and "See more document properties". Below this, a list of document properties is displayed:

Total Editing Time	2015 Minutes
Title	Add a title
Tags	Add a tag
Comments	Add comment
Related Dates	
Last Modified	Yesterday, 10:
Created	4/27/2017 12:
Last Printed	
Related People	

Red arrows indicate the flow of information: one arrow points from the "Info" tab in the left pane to the "Properties" dropdown, and another arrow points from the "Advanced Properties" option to the "Properties" dialog box.

Use Styles

They make your editing much easier

Faster than direct formatting (using the toolbar)

Allow you to format all similar types of content together

Shortcut keys make them fast to use, especially for headings

You can set it up once and save to a template for your group

Easy to modify later – “I want all my level 2 headings to be dark blue, bold, and a bit bigger”. No problem, just a few clicks.

Define or Update a Style

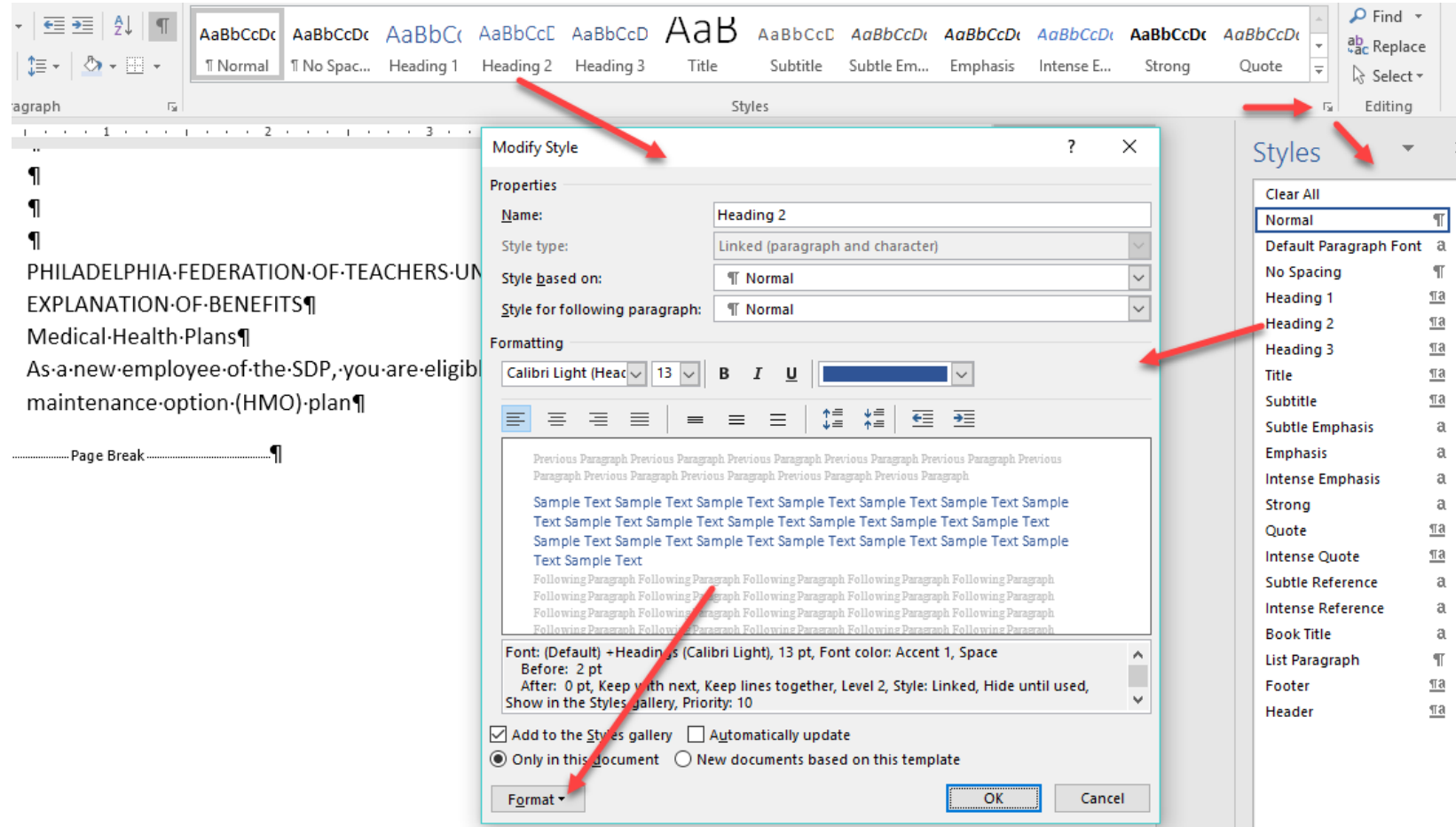
Right click > Edit on Styles toolbar or select edit on right

Format style

Assign shortcut key if you want under Format

Apply style to text

- Place cursor on line
- Select heading style



Or: Update Style to Match Text

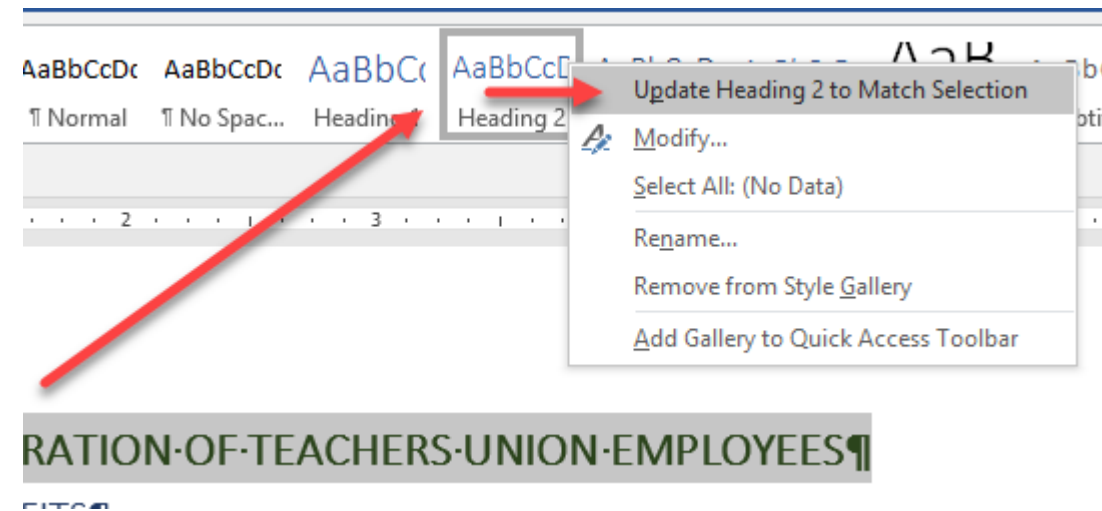
Format text using direct formatting

Select it

Right click the style or select dropdown on right

“Update Heading 2 to match selection” (or whatever style you picked)

Also assigns that style to the text at the same time



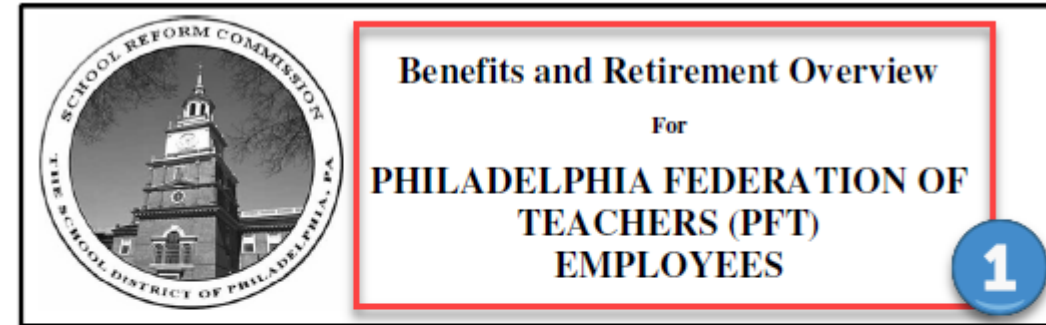
Verify Headings

Heading represent the document structure

Table of Contents is a useful guide to the structure, if present

If it looks like a heading, should it be one? If so, apply a heading style

You would override formatting for some text in this heading



Not a heading - just text

Welcome to the School District of Philadelphia

Table of Contents for Headings

TABLE OF CONTENTS

HEALTH PLAN COVERAGE OPTIONS

Medical Health Plans	PAGE 3
Opt Out.....	PAGE 4
Dental, Prescription, & Vision.....	PAGE 4
Life Events and Open Enrollment.....	PAGE 4

VOLUNTARY BENEFITS

Life Insurance (Basic and Supplemental).....	PAGE 5
Short Term Disability (Wage Continuation).....	PAGE 6
403(b) and 457(b) Retirement Savings Plans.....	PAGE 7

OTHER PROGRAMS

Mandatory Pension Plan with PSERS.....	PAGE 14
Leave Policy.....	PAGE 15

REQUIRED HANDOUTS

COBRA.....	PAGE 11
FMLA.....	PAGE 15
PPACA Exchange Notice.....	PAGE 16

TABLE OF CONTENTS

1 Introduction

1.1 Handbook Disclaimer

1.2 School District Philosophy, Mission, and Goals

1.3 General Policies

- A. Equal Employment Opportunity
- B. Code of Ethics
- C. Sexual Harassment Prevention
- D. WH/ADP/...

Use one Heading 1

Make the document title the single use of Heading 1

Use the built-in heading 1 style. Don't make a new one

Make next major headings level 2



1 SCHOOL DISTRICT OF PHILADELPHIA
EMPLOYEE HANDBOOK

TABLE OF CONTENTS

- 1 Introduction
 - 1.1 Handbook Disclaimer
 - 1.2 School District Philosophy, Mission, and Goals
 - 1.3 General Policies
 - A. Equal Employment Opportunity
 - B. Code of Ethics
 - C. Sexual Harassment Prevention

1 INTRODUCTION **2**

1.1 HANDBOOK

All employees shall have access to understand that it cannot anticipate contained in the Handbook is intended as a benefits described therein are subject to change. Employment is at-will and for no specific term of employer-employee relationship at any time. conditions established by contracts or agreements.

1.2 SCHOOL DISTRICT

The School District of Philadelphia is an organization of education. Its mission is founded on the belief

1.3 GENERAL POLICIES **3**

A. EQUAL EMPLOYMENT OPPORTUNITY **4**

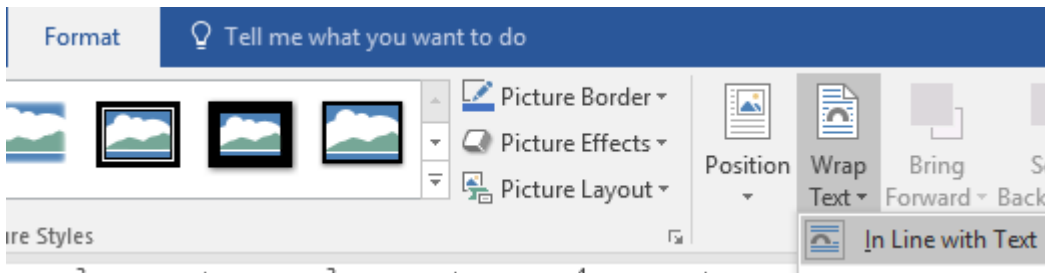
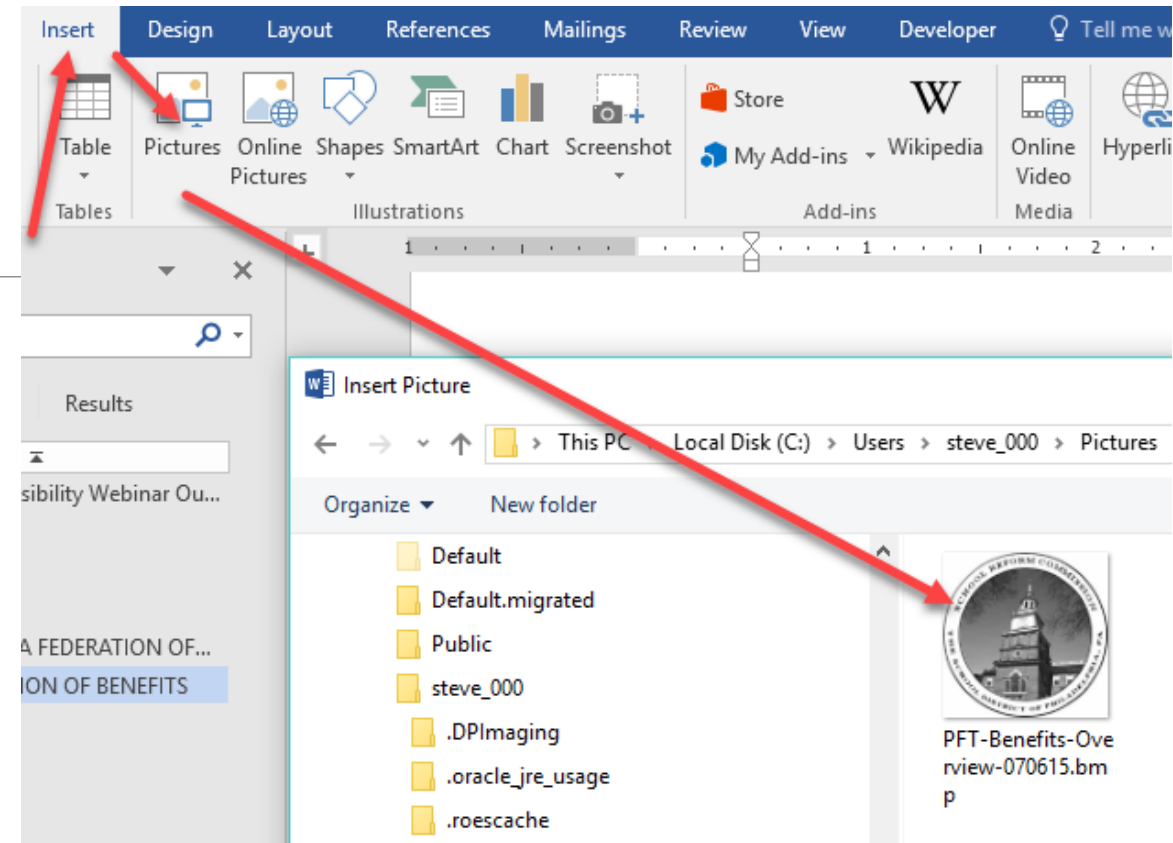
The School District of Philadelphia has been and remains committed to the principle of equal employment opportunity for all persons without regard to race, color,

Add Images

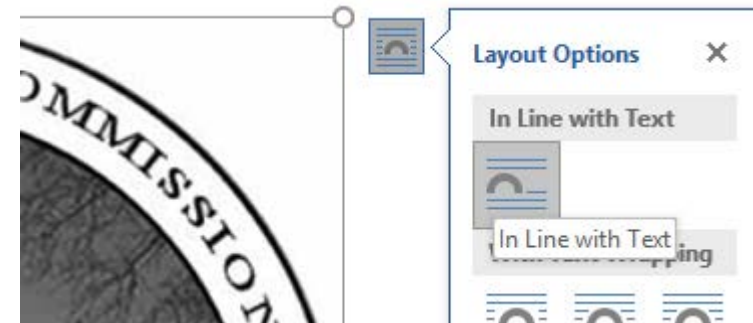
Insert > Pictures

Select wrap style “in line” for proper reading order

“With text wrapping” causes problems with reading order



OR



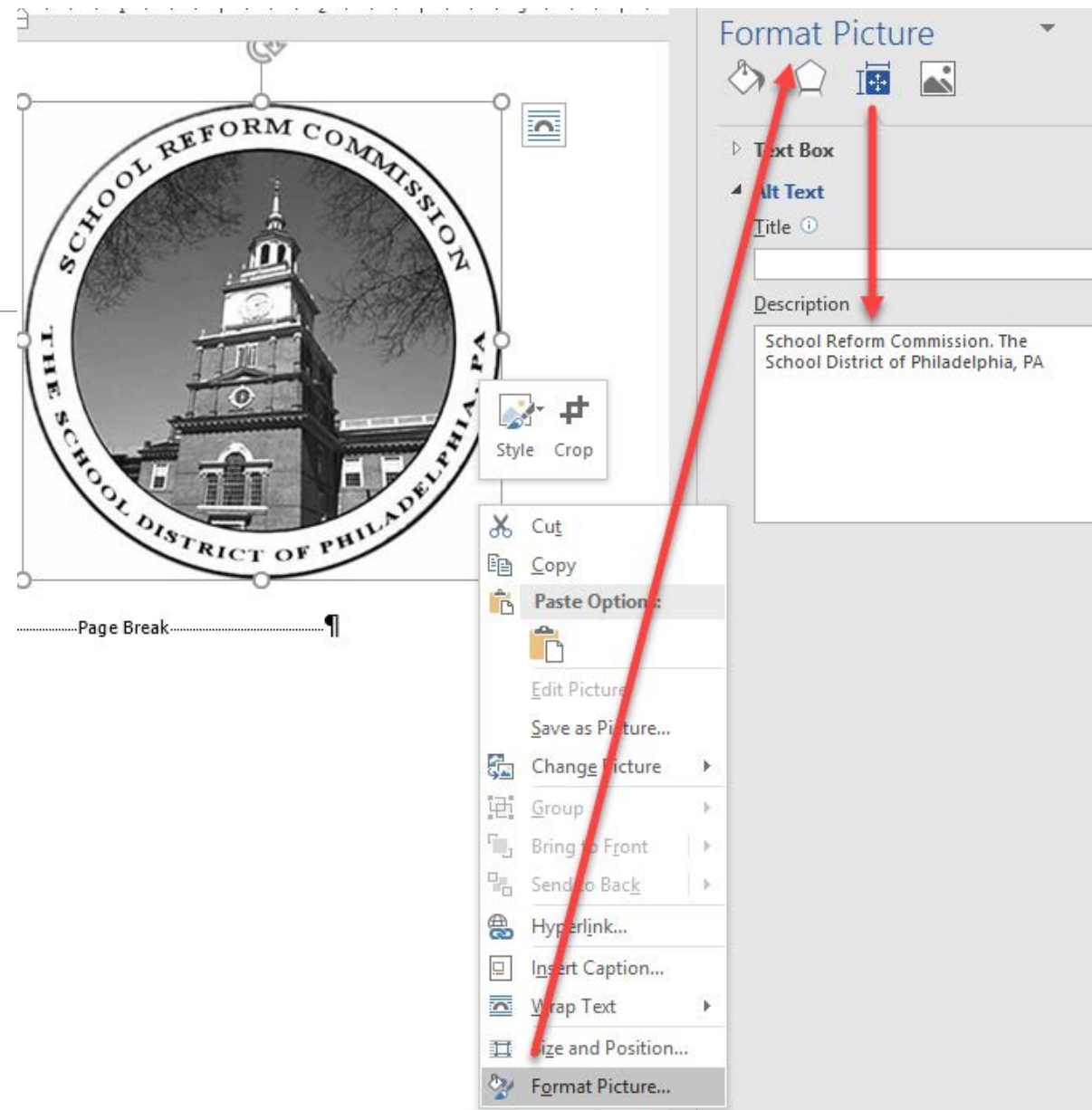
Add Alternative Text

Text that conveys the information equivalent to the picture

Right click > Format on the picture > Size and position > Description

Usually, use the exact text of the image for logos

- Avoid describing as logo, seal, photo of, image of, etc.
- Screen reader will tell user it is an image
- “School Reform Commission. The School District of Philadelphia, PA”

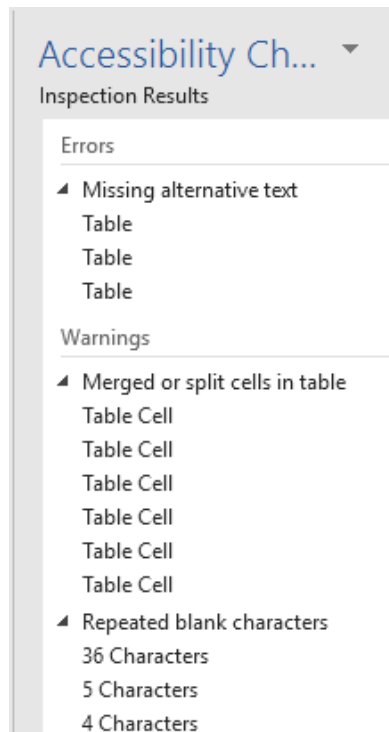
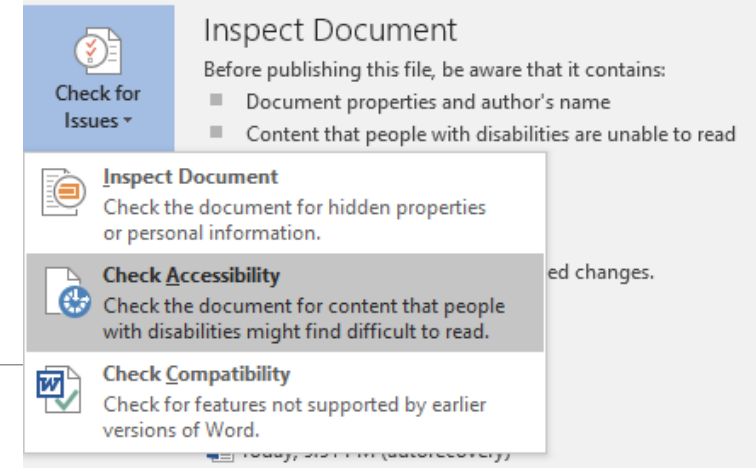


Accessibility Checker

File > Inspect

Correct errors

Consider warnings



Produce PDF

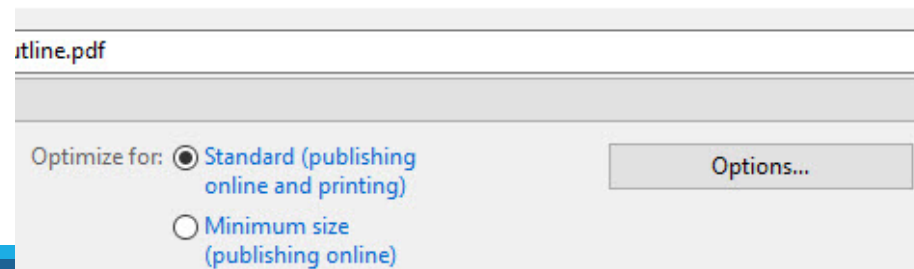
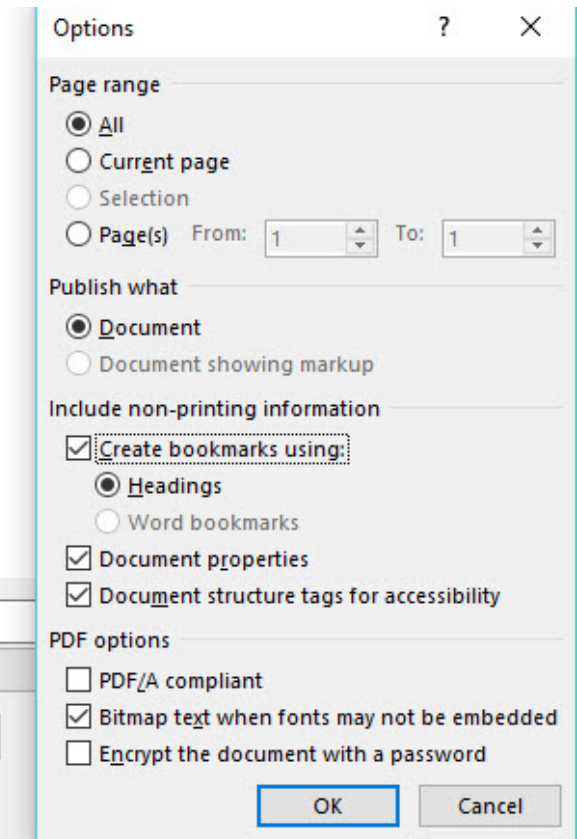
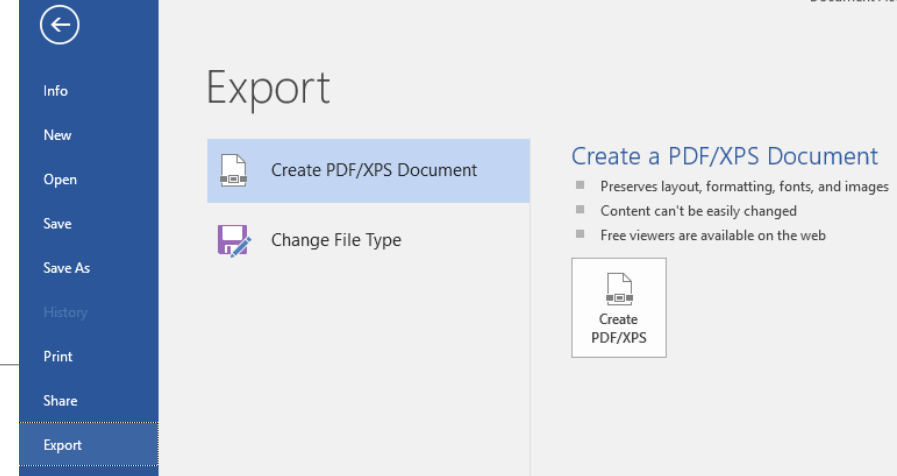
Depending on version:

- File > Export as PDF
- File > Save as PDF
- On ribbon, PDF Maker, if installed with Acrobat

Do not print to PDF – inaccessible

Check Options settings

- Properties
- Bookmarks
- Accessibility tags



PowerPoint

Similar to Word in many ways described

Make user of Master Slide layouts and save as a template

Use content placeholders in layouts, not textboxes

Check reading order in selection pane

Layouts

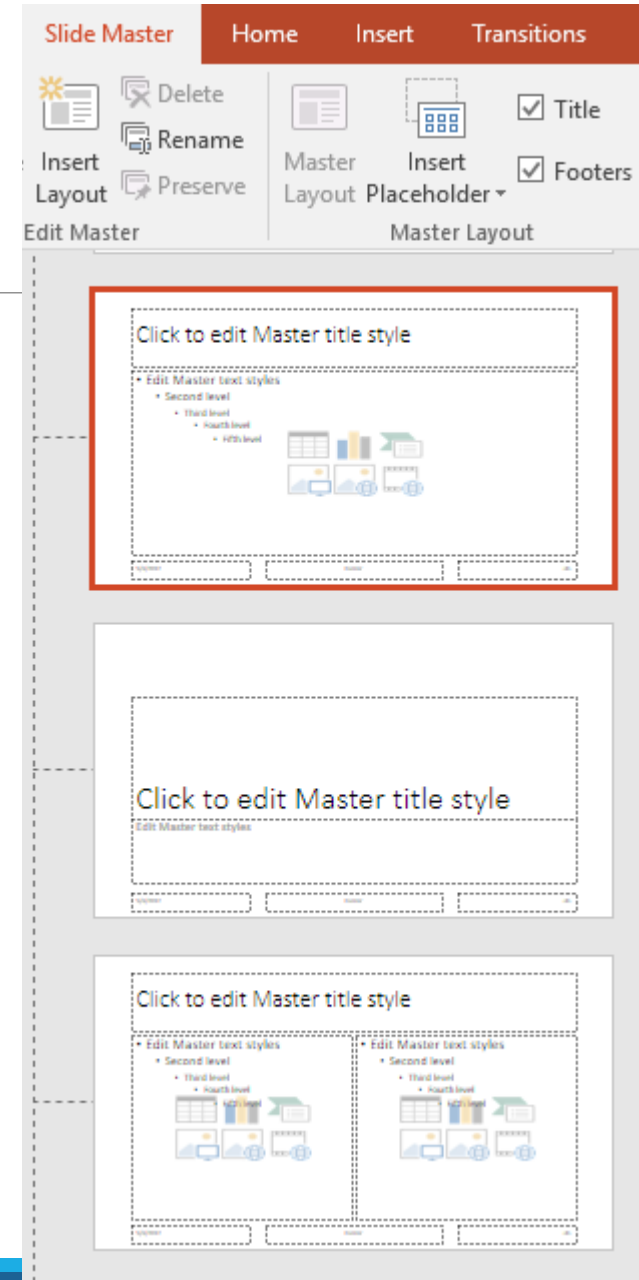
Consider how content should be laid out

Using default layouts or only slightly modifying is simplest

Do not put content meant to be read on master – it is ignored.

- Repeating logos and copyright, etc. are fine but should appear at least once on a regular slide so they are read.

Set the proper reading order of elements in the layout (details later)



Images

Add alternative text

After adding images, check and adjust the reading order

Reading Order

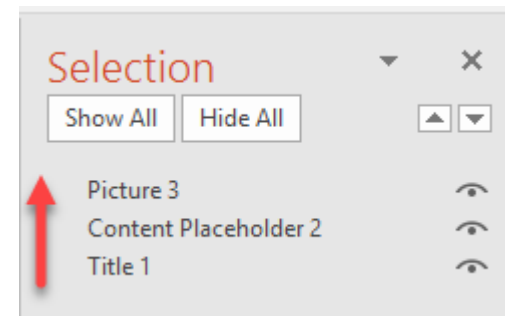
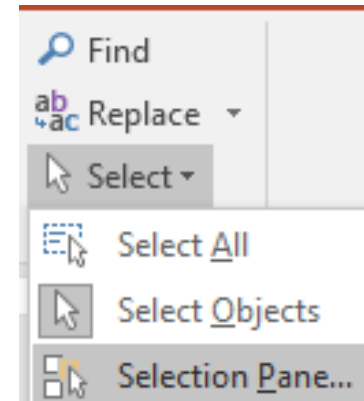
Shown in Selection Pane

Is from bottom to top of the list

- Footer
- Images in appropriate order
- Content placeholders
- Title

Move elements up/down as necessary

Re-check after adding images



Accessibility Checker

Same as in Word

Produce PDF

Same as in Word

PDF Steps

The work you have done in Word and PowerPoint make a generated PDF mostly accessible

Most screen reader users will be able to successfully read and interact with your content and many would consider it 80-90% accessible

Need more steps in Acrobat to complete the PDF remediation

- Are technical in nature
- Require Acrobat Professional
- They are summarized here for your information but this is not a tutorial

Document Properties

Verify/adjust title, author, subject, keywords

Verify “tagged PDF”

Enable screen reader access if security is enabled

Document title shown in window title

Reading language set

Document Properties

Description Security Fonts Initial View Custom Advanced

Description

File: Handbook-Update-3-9-2017.pdf

Title: SCHOOL DISTRICT OF PHILADELPHIA EMPLOYEE HANDBOOK

Author: Full Name

Subject:

Keywords:

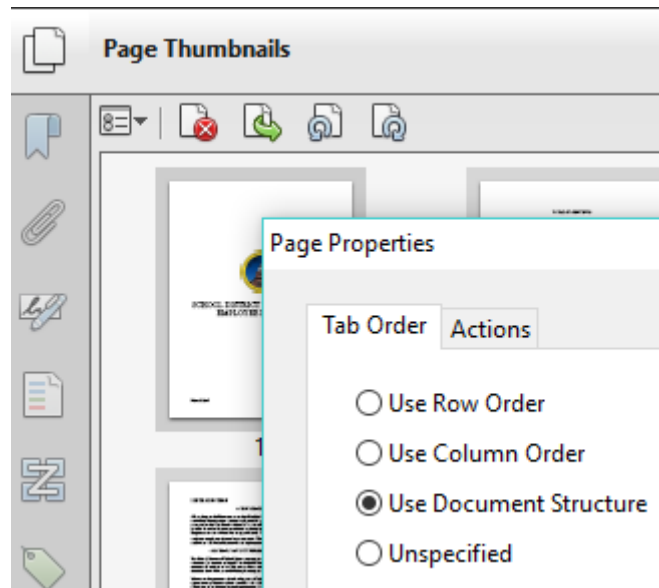
Reading Options

Binding: Left Edge

Language: English

Tab Order

Set to Document Structure



Content Reading Order

Verify the Order pane reading order – adjust as necessary

Look for empty paragraphs and remove

Check for content that should be ignored by screen readers

Example of Order Pane

Order Pane:

- Handbook-Update-3-9-2017.pdf
 - Page 1
 - [1]
 - [2]
 - [3]
 - [4]
 - [5]
 - [6]
 - [7]
 - [8]
 - [9]
 - [10]
 - [11]
 - [12]
 - [13]
 - [14] Image
 - [15]
 - [16]
 - [17]
 - [18] SCHOOL DISTRICT OF PHILAD
 - [19]
 - [20]
 - [21]
 - [22]
 - [23]
 - [24]
 - [25]
 - [26]
 - [27]
 - [28]
 - Page 2
 - [1]
 - [2]
 - [3]
 - [4] TABLE OF CONTENTS
 - [5]
 - [6] 1 Introduction
 - [7] 1.1 Handbook Disclaimer
 - [8] 1.2 School District Philosophy, I

Table of Contents:

- 1 Introduction
- 6 1.1 Handbook Disclaimer
- 7 1.2 School District Philosophy, Mission, and G
- 8 1.3 General Policies
 - 10 A. Equal Employment Opportunity
 - 11 B. Code of Ethics
 - 11 C. Sexual Harassment Prevention
 - 12 HIV/AIDS Infection
 - 13 Freedom of Speech in Non-Instr
 - 14 F. Political Activities
 - 15 G. Use of Tobacco Products
 - 16 H. Intern Policy on Employee Sub
 - 17 I. Computing and Internet Accepta
 - 18 J. What to Do During Inclement W
 - 19 Safety and Security
 - 20 Dress Code
 - 21 1.4 Int Contact Information
- 22 sences
- 24 2.1 Approval Requirement
- 25 2.2 General Guidelines
- 26 2.3 Personal Leave
- 27 2.4 Personal Illness
- 28 2.5 Illness in Family
- 29 2.6 Death
- 30 2.7 Vacation
- 31 2.8 Sabbatical
- 32 2.9 Military
- 33 2.10 Parental
- 34 2.11 Disability
- 35 2.12 Graduation
- 36 2.13 Court Appearances
- 37 2.14 Jury Duty
- 38 2.15 Religious
- 39 Uncompensated
- 40 Unexcused Absence
- 41 Charter School Leave
- 42
- 43
- 44
- 45
- 46
- 47
- 48

Check Tags

Order – for screen readers

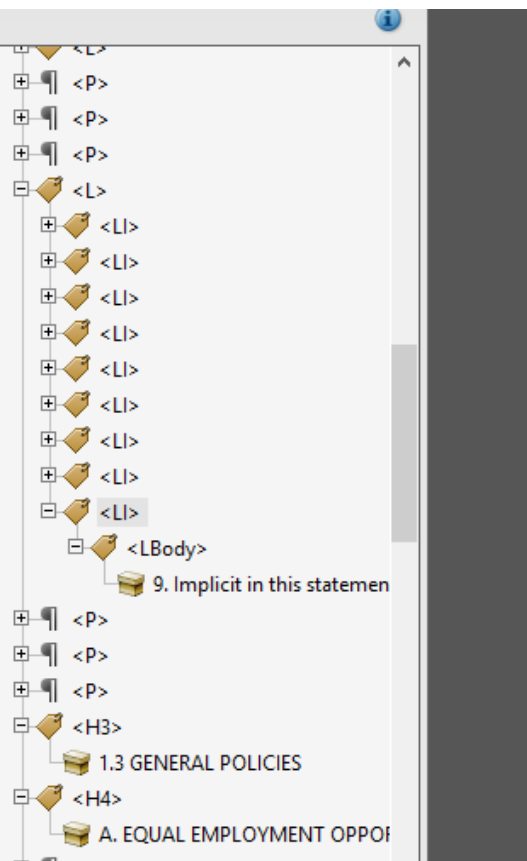
Types of tags used

Alt text and images to be ignored

Heading structure

Correct tagging of lists, tables, links, etc.

Example of Tags



The achievement of the above goals requires that the School District:

1. Provide a variety of educational programs to meet the specific needs of individual students, including Special Education, Early Childhood, *Bi-lingual* and Alternative Programs
2. Provide multi-racial and multi-cultural opportunities for all students
3. Implement a comprehensive program in career education
4. Improve staff performance at managerial, instructional, and supportive service levels
5. Encourage improvement in student and staff attendance and punctuality
6. Provide a safe, clean, supportive physical, social, and emotional environment for learning
7. Develop and promote greater economy, efficiency, and effectiveness throughout the School system
8. Provide for the meaningful involvement of parents and the total community in the educational process
9. Implicit in this statement is the requirement that each staff member accept responsibility for the accomplishment of these goals.

Implicit in this statement is the requirement that each staff member accept responsibility for the accomplishment of these goals.

1.3 GENERAL POLICIES

A. EQUAL EMPLOYMENT OPPORTUNITY

The School District of Philadelphia has been and remains committed to the principle and practice of equal employment opportunity for all persons without regard to race, color, religion, age, sex, sexual orientation, ancestry, national origin, handicap, or disabled or Vietnam-era veteran status, consistent with job qualifications and safe performance of work requirements.

The School District seeks to recruit, hire, and place into available jobs the most qualified persons and to administer personnel matters such as compensation; benefits; promotion; transfer; training; layoffs; discipline; termination; and School District sponsored educational, social, and recreational programs in accordance with this policy.

In addition to applying equal employment principles in all its personnel decisions, the School District is committed to affirmative action to assure equal opportunity. It shall take positive steps to make its policy known and to encourage all qualified minorities, women, handicapped persons, and covered veterans to seek employment with or advancement within the School District.

All administrators, supervisors and managers shall be made aware of this policy and shall fulfill their responsibilities in a manner which reflects and fosters the School District's equal employment policy. All other employees are expected to conduct themselves at work in a way consistent with this policy.

All employees are expected to deal fairly and courteously with one another to ensure a work environment free of intimidation and harassment. Ethnic, racist, or sexist slurs or other personal derogation not related to legitimate factors concerning work are offensive and unacceptable employee behavior. Sexual harassment is also a form of unlawful and unacceptable sex discrimination and includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

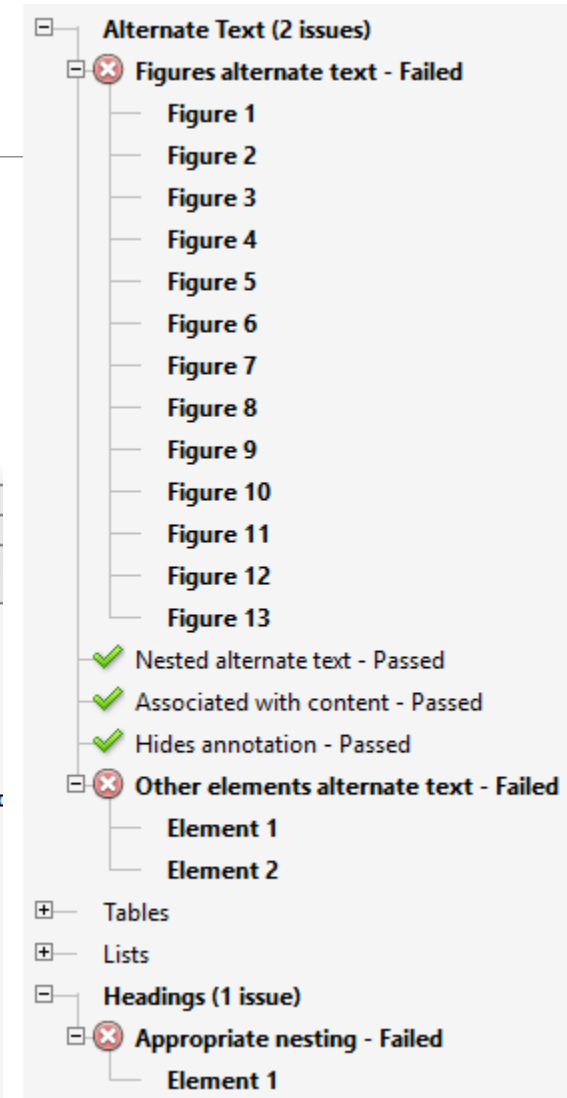
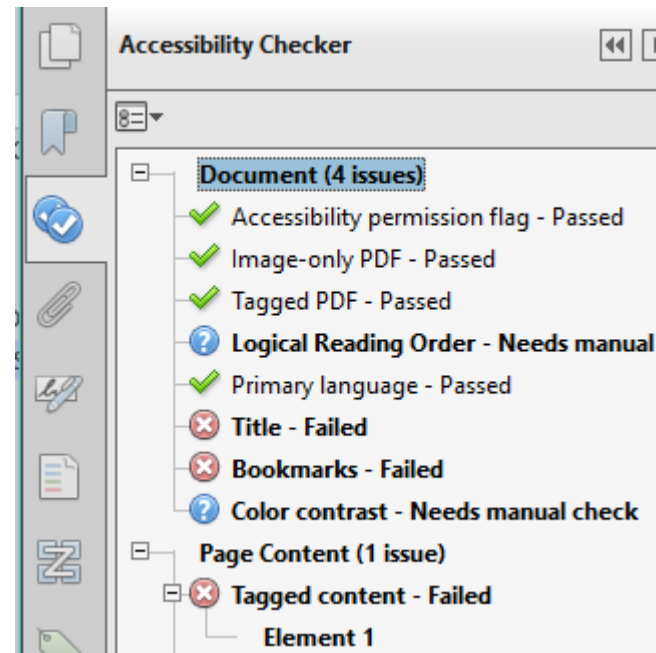
Any employee who violates this policy commits misconduct for which appropriate discipline may be imposed, up to and including termination. Any employee who believes he/she has been subjected to unlawful discrimination or harassment should make a complaint to his/her

Accessibility Checker

Checks against Section 508 and WCAG 2.0 AA guidelines

Correct Issues

Verify proper reading with a screen reader





Questions?



Interactive Accessibility

Greg Kraus



Steve Wahlbin



Thank you!
