Introduction to Online Accessibility
About Us

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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

Percentage of adults with select functional disability types

13.0% MOBILITY
Serious difficulty walking or climbing stairs

10.6% COGNITION
Serious difficulty concentrating, remembering, or making decisions

6.5% INDEPENDENT LIVING
Difficulty doing errands alone such as visiting a doctor's office or shopping

4.6% VISION
 Blind or serious difficulty seeing, even when wearing glasses

3.6% SELF-CARE
Difficulty dressing or bathing

Source: Centers for Disease Control and Prevention 2015
57% of Computer Users Benefit

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

- Memory
- Problem-Solving
- Attention
- Reading, Linguistic, and Verbal Comprehension
- Math Comprehension
- Visual Comprehension
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
Identifying Headings

Visually, we see where each section of the page is because of
- Changes in fonts
- Changes in colors
- Use of whitespace
What do screen readers see?

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

Identifies items as lists
- Tells users how many items are in a list
- Allows easy navigation between list items
Understanding sections of the page

We can easily identify the

◦ Header
◦ Main content
◦ Navigational areas

Can screen reader users understand these sections too?
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 Naturally Speaking 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"
Functional Images

What will screen readers hear?
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

Media Library

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
What passes and what fails

Only the highlighted text has sufficient contrast with the background colors
Forms
What information goes in each input?

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

Which fields are required?
Will errors be apparent to users?
Interacting with content

Can users interact with these custom components?

Can they change the slides?

Can they pause and change the rotating headline?
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
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
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

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:

- Windsong
- Adine Kirnberg Script

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

Avoid This

<table>
<thead>
<tr>
<th>Length of Uninterrupted Service to July 1</th>
<th>Vacation</th>
</tr>
</thead>
<tbody>
<tr>
<td>if appointed between January 1 and April 30</td>
<td>5 days</td>
</tr>
<tr>
<td>6 months to 4 years</td>
<td>10 days</td>
</tr>
<tr>
<td>4 years to 8 years</td>
<td>15 days</td>
</tr>
<tr>
<td>8 years to 15 years</td>
<td>20 days</td>
</tr>
<tr>
<td>More than 15 years</td>
<td>22 days</td>
</tr>
</tbody>
</table>

Do This

<table>
<thead>
<tr>
<th>Length of Uninterrupted Service to July 1</th>
<th>Vacation</th>
</tr>
</thead>
<tbody>
<tr>
<td>if appointed between January 1 and April 30</td>
<td>5 days</td>
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<tr>
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<td>15 days</td>
</tr>
<tr>
<td>8 years to 15 years</td>
<td>20 days</td>
</tr>
<tr>
<td>More than 15 years</td>
<td>22 days</td>
</tr>
</tbody>
</table>
Table Rows Don’t Span Page Breaks

<table>
<thead>
<tr>
<th>ROW</th>
<th>Length of Uninterrupted Service to July 1</th>
<th>Vacation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>If appointed between January 1 and April 30</td>
<td>5 days</td>
</tr>
<tr>
<td>2</td>
<td>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.</td>
<td>10 days</td>
</tr>
<tr>
<td>3</td>
<td>4 years to 8 years</td>
<td>15 days</td>
</tr>
<tr>
<td>4</td>
<td>8 years to 15 years</td>
<td>20 days</td>
</tr>
<tr>
<td>5</td>
<td>More than 15 years</td>
<td>22 days</td>
</tr>
</tbody>
</table>

Select whole table then uncheck
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:

<table>
<thead>
<tr>
<th>Provider</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>AXA Advisors</td>
<td>Ernest L. Repice (610) 660-4108</td>
</tr>
<tr>
<td>MetLife</td>
<td>Sheena Garetson (215) 640-3851</td>
</tr>
<tr>
<td>Lincoln Investment Planning</td>
<td>Deb Zasada (215) 885-7115 x 1321</td>
</tr>
<tr>
<td></td>
<td>Kelly Ochotry (800) 242-1421 x 1435</td>
</tr>
<tr>
<td>TIAA-CREF</td>
<td>Calvin Thompson (267) 675-8119</td>
</tr>
<tr>
<td></td>
<td>Online Enrollment: <a href="http://www.TIAA-CREF.ORG">www.TIAA-CREF.ORG</a></td>
</tr>
<tr>
<td></td>
<td>• 403(b) Access Code: 500644</td>
</tr>
<tr>
<td></td>
<td>• 457(b) Access Code: 500645</td>
</tr>
<tr>
<td>VALIC</td>
<td>Elizabeth Gehl (877) 889-1589</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Length of Uninterrupted Service to July 1</th>
<th>Vacation</th>
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<td>10 days</td>
</tr>
<tr>
<td>4 years to 8 years</td>
<td>15 days</td>
</tr>
<tr>
<td>8 years to 15 years</td>
<td>20 days</td>
</tr>
<tr>
<td>More than 15 years</td>
<td>22 days</td>
</tr>
</tbody>
</table>
The premium rates for this plan are as follows:

<table>
<thead>
<tr>
<th>Accumulated Sick Leave</th>
<th>Total Annual Waiting Period</th>
<th>Employee Share After 3 years of Employment</th>
<th>Employee Share First 3 years of Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10 days</td>
<td>7 work days</td>
<td>$4.43</td>
<td>$2.95</td>
</tr>
<tr>
<td>10 but less than 30 days</td>
<td>6 work days</td>
<td>$3.15</td>
<td>$2.10</td>
</tr>
<tr>
<td>30 but less than 60 days</td>
<td>5 work days</td>
<td>$0.31</td>
<td>$0.31</td>
</tr>
<tr>
<td>60 but less than 90 days</td>
<td>4 work days</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>90 but less than 120 days</td>
<td>3 work days</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>120 but less than 150 days</td>
<td>2 work days</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>150 but less than 180 days</td>
<td>1 work days</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>180 days and over</td>
<td>0 work days</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

The premium rates are as follows:

Wage Continuation Premium Rates

*FPT & SPAP Employees*

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

<table>
<thead>
<tr>
<th>Accumulated Sick Leave</th>
<th>Total Annual Waiting Period</th>
<th>Etc.</th>
<th>...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10 days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>North</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School 1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>School 2</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>South</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School 3</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>School 4</td>
<td>12</td>
<td>13</td>
</tr>
</tbody>
</table>
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 to 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?
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
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

Headings 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.
# 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

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

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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
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
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
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
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, Bilingual and Alternative Programs.
2. Provide multi-racial and multi-cultural opportunities for all students.
3. Implement a comprehensive program in career education.
4. Improve student performance at 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. Promote 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.

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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 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 programs in accordance with this policy.

In addition to applying equal employment principles in all personnel decisions, the School District is committed to affirmative action to ensure 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?
Thank you!