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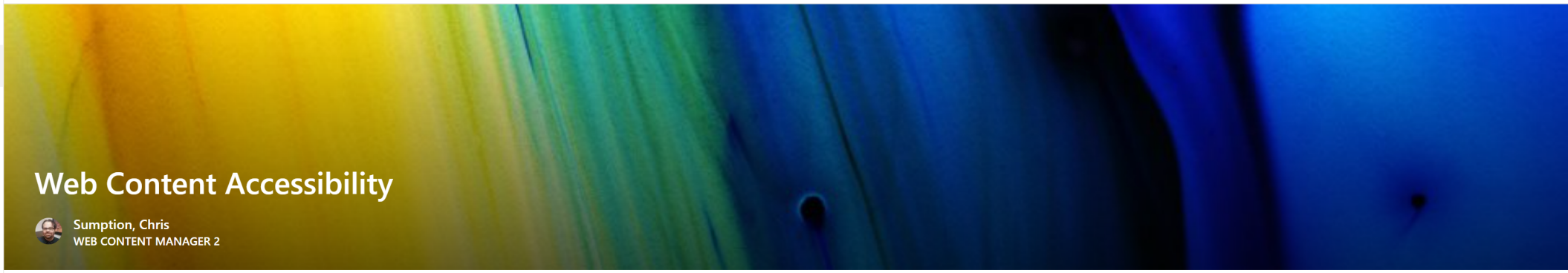

"The District is committed to addressing inequities and biases towards students and families whose voice or access has been marginalized in conjunction with their disabilities..." In order to meet that commitment from our Equity and Accountability policy, all content on the district website should strive to meet Web Content Accessibility Guidelines (WCAG) 2.1, Level AA.

What is web accessibility?

Web accessibility means that websites, tools, and technologies are designed and developed so that people with disabilities can use them. More specifically, people can:

- perceive, understand, navigate, and interact with the Web
- contribute to the Web

Why is web accessibility important?

Many websites and web tools are developed with accessibility barriers that make them difficult or impossible for people with disabilities to use. The below W3C Web Accessibility Initiative resources provide an introduction to web accessibility and how people with disabilities use the web:

- Introduction to Web Accessibility
- How People with Disabilities Use the Web
- Stories of Web Users

How do we make sure the content we produce is WCAG compliant?

The following is a listing of the most common WCAG 2.1 AA requirements that typically apply to BSD content producers.:

- Requirements for Accessible Web Pages
- Requirements for Accessible Word Documents
- Requirements for Accessible PowerPoint Presentations
- Requirements for Accessible PDF Files

A complete listing of WCAG guidelines can be found at the W3C Web Accessibility Initiative Web Content Accessibility Guidelines (WCAG) Overview page.

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Requirements for Accessible Web Pages

Sumption, Chris
WEB CONTENT MANAGER 2

Content hosted on all BSD websites should strive to meet the following requirements. The listing below includes the most typical requirements encountered by BSD website editors. A complete listing of WCAG guidelines can be found at the W3C Web Accessibility Initiative Web Content Accessibility Guidelines (WCAG) Overview page.

All images have alternate text that can be read by screen reader software

Images must have text alternatives that describe the information or function represented by them. This ensures that images can be used by people with various disabilities.

Use the resources below for guidance on how to meet this requirement:

- What is alternate text and why is it important?
- An alternate text decision tree
- The Ins and Outs of Image Accessibility Standards
- Moz SEO Learning Center Alt Text Page
- How to add alternate text in WordPress?
- When uploading image files to district websites, the name of the image file should be human readable, be descriptive, and use dashes where spaces would be. Example: "rendering-clyde-hill-front-entry.jpg"
- When using Icomoon or Font Awesome icons on district websites, make sure that the aria-hidden="true" attribute is used in the icon tag.

Links and buttons are clearly and logically named

Links are more useful when they make sense out of context.

These are the key points to remember:

- Authors should avoid non-informative link phrases such as: link, click here, here, more, read more, link to [some link destination], and info.
  - Screen reader users can generate a list of links and navigate them alphabetically. Redundant or ambiguous link text such as "More" is meaningless in this context.
  - Screen readers typically add a "link" statement each time they encounter a link.
  - Avoid using the URL as the link.
- Do not underline text that does not provide a link.

Additional things to consider when creating links:

- If the link takes you to a different website or opens an application (like a PDF viewer), configure the link so that it opens in a new browser tab.
- When linking to a PDF, "(PDF)" has been added to the end of the link.
  Example: "For more information see Policy 0130 Equity and Accountability (PDF)."

For more information and additional guidance on how to meet this requirement, please visit the WebAim Links and Hypertext page. You can also view an example of how a screen reader processes links.

Images of text are not used where text can achieve the same purpose

Genuine text is much more flexible than images:

- It can be resized without losing clarity
- background and text colors can be modified to suit the reading preferences of users
- it can be translated by the district website translation tool

In contrast, images are more likely to distort and pixelate when resized.

A good example of this requirement would be event flyers. It's easy to only publish a JPEG image of an event flyer on a school webpage. The problem is that screen reader software cannot communicate any of the text from that flyer image. A visually impaired community member would not be able to read the dates of your event. Best practice in this case would be to transcribe the information from the flyer to a web page or post, then add a link to that flyer and/or display the image.

For more information and additional guidance on how to meet this requirement, please visit the Princeton University Images of Text page.

The page title clearly and succinctly describes the page content

The title of each web page should:

- Identify the subject of the web page
- Make sense when read out of context, for example by a screen reader, in a site map or a listing of search results
- If possible, be short

It may also be helpful for the title to:

- Identify the site or other resource to which the web page belongs
- Be unique within the site or other resource to which the web page belongs

For more information and additional guidance on how to meet this requirement, please visit the W3C - G88: Providing descriptive titles for Web pages page.

Page headings are presented in a logical order

When encountering a lengthy web page, sighted users often scroll the page quickly and look for big, bold text (headings) to get an idea of the structure and content of the page. Screen reader and other assistive technology users also have the ability to navigate web pages by heading structure, assuming true headings are used (as opposed to text that is styled to be big and/or bold).

These are the key points to remember:

- Do not use text formatting, such as font size or bold to give the visual appearance of headings - use actual heading (<h1> through <h6>) for all content headings.
- Do not use headers to achieve visual results only

Additional things to consider related to the logical ordering of headings:

- Unordered and ordered lists should always contain more than one list items.
- Lists should never be used for merely indenting or other layout purposes.

For more information and guidance on how to meet this requirement, please visit the WebAim Semantic Structure page.

Contrast ratio between text and page backgrounds is at least 4.5-to-1

People with low vision often have difficulty reading text that does not contrast with its background. This can be exacerbated if the person has a color vision deficiency that lowers the contrast even further.

Use the resources below for guidance on how to meet this requirement:

- WebAim Color Contrast Checker
- W3C Web Accessibility Initiative: Colors with Good Contrast
- What is Color Contrast and Why Does it Matter For Website Accessibility? (AudioEye)
- WebAim Contrast and Color Accessibility

Presentation does not rely solely on color

While color can be useful to convey information, color should not be the only way information is conveyed.

Use the resources below for guidance on how to meet this requirement:

- Harvard University - Online Accessibility - Avoid reliance on color
- W3C Web Accessibility Initiative: Tips for Getting Started Designing for Web Accessibility
- W3C - Use of Color: Understanding Success Criterion 1.4.1

Tables should not be used for content layout purposes

As a general rule, tables should not be used for layout purposes. They are meant to organize data with a logical relationship in grids. On a mobile device, a community member will frequently need to pan right and left to see all the data in the table. This can lead to a poor user experience.

Learn more about the accessibility of tables:

- W3C Web Accessibility Initiative (WAI) Table Tutorial
- Code Magazine - Eliminate HTML Tables for Better Mobile Web Apps

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Text in languages other than English can be identified by screen reading technologies

The human language of each passage or phrase in the content can be programmatically determined except for proper names, technical terms, words of indeterminate language, and words or phrases that have become part of the vernacular of the immediately surrounding text.

For more information about this requirement, please visit the W3C H58: Using language attributes to identify changes in the human language page

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Captions must be made available with pre-recorded and live video content

Captions should include words that are spoken, who is speaking when it is not evident, and important sounds like music, laughter, and noises.

More information and guidance on how to meet this requirement can be found on these pages:

- W3C Web Accessibility Initiative Video Captions
- WebAim Captions, Transcripts, and Audio Descriptions

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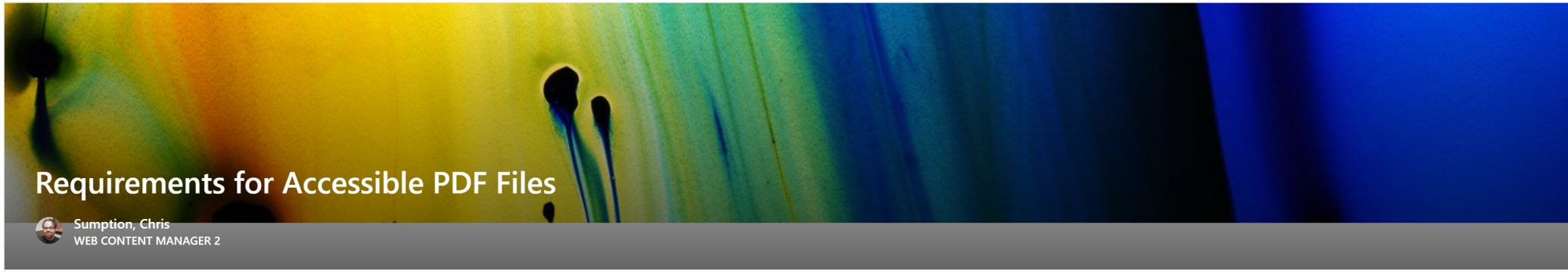

Requirements for Accessible PDF Files

Sumption, Chris
WEB CONTENT MANAGER 2

Adobe Acrobat has built in tools that can help content producers create accessible documents. Information about these tools can be found on the WebAim PDF Accessibility page.

Below is a listing of accessibility requirements that must be addressed prior to publishing PDF documents to the district website:

- **Online PDF documents have the same requirements as web pages.**
- **Online PDF documents must meet these additional requirements:**
  - The file name of the document:
    - Is human readable (so it can be found later by using search)
    - Only contains lowercase letters and numbers
    - Provides a short, relevant description (so it can be found later by using search)
    - Uses dashes where spaces would be
      - Examples:
        - "osdv-message-spanish.pdf"
        - "eek-parent-info-night-presentation-2019.pdf"
  - A Title has been added to the PDF's Properties section and:
    - Matches the title that is used in the content of the document
    - Must be in the same language as the title in the content of the document
  - The Language of the PDF has been set
    - If the language is not available in your PDF editor, use the ISO 639-1 code instead
    - **Important:** any alternate text (alt tags) must be in the same language as the document
  - Fillable form fields have labels and legends that can be read by screen reader software
    - **Important:** any labels and legends must be in the same language as the document

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Requirements for Accessible Word Documents

Sumption, Chris
WEB CONTENT MANAGER 2

Microsoft Word has built in tools that can help content producers create accessible documents. Information about these tools can be found on the WebAim Microsoft Word Creating Accessible Documents page.

Important: *Microsoft Word documents should always be converted to PDFs prior to publication on any district website.*

Below is a listing of accessibility requirements that must be addressed prior to publishing Word (and PDF) documents to the district website:

- **Online Word (and PDF) documents have the same requirements as web pages**
- **Online Word documents must meet these additional requirements:**
  - The file name of the document:
    - Is human readable
    - Only contains lowercase letters and numbers
    - Provides a short description
    - Uses dashes where spaces would be
      - Examples:
        - "osdv-message-spanish.docx"
        - "eek-parent-info-night-presentation-2019.docx"
  - A "Title" has been added to the Word file's "Properties" section
    - The title matches the title that is used in the content of the document
  - Alternate text for images (alt tags) must be in the same language as the document

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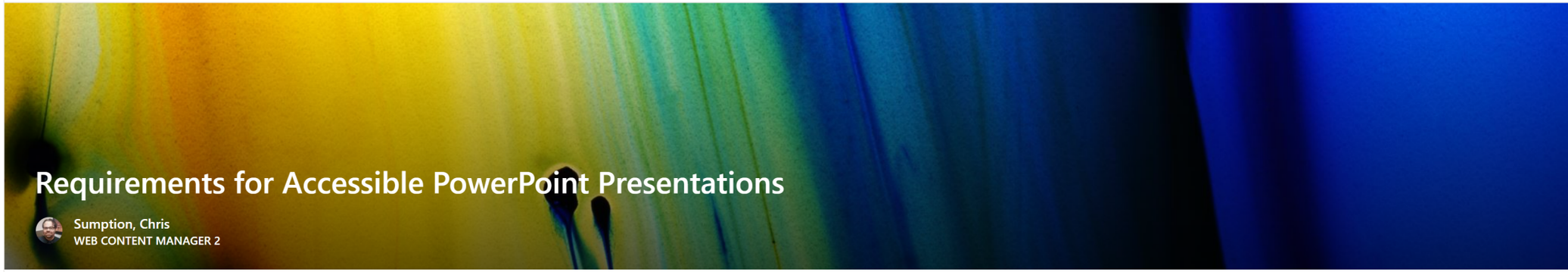

Requirements for Accessible PowerPoint Presentations

Sumption, Chris
WEB CONTENT MANAGER 2

Microsoft PowerPoint has built in tools that can help content producers create accessible documents. Information about these tools can be found on the WebAim PowerPoint Accessibility page.

***Important:** Microsoft PowerPoint documents should always be converted to PDFs prior to publication on any district website.*

Below is a listing of accessibility requirements that must be addressed prior to publishing PowerPoint (and PDF) documents to the district website:

- **Online PowerPoint (and PDF) documents have the same requirements as web pages**
- **Online PowerPoint documents must meet these additional requirements:**
  - The file name of the document:
    - Is human readable
    - Only contains lowercase letters and numbers
    - Provides a short description
    - Uses dashes where spaces would be
      - Examples:
        - "strategic-plan-presentation.pptx"
        - "eek-parent-info-night-presentation-2019.pptx"
  - A "Title" has been added to the PowerPoint file's "Properties" section
    - The title matches the title that is used in the content of the document
  - Alternate text for images (alt tags) must be in the same language as the document

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