Middlesex County Creating Accessible Documents Guide

Request Accessible Format and/or Communication Supports

Table of Contents

Purpose

The purpose of this guide is to provide step-by-step instructions on how to create accessible documents and posts in:

- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel
- Adobe PDF
- Adobe InDesign
- Canva
- Social Media

Resources

Accessible Web Content Requirements:

Web Content Accessibility Guidelines (WCAG) 2.0

Accessible Social Media Posting:

Tips for Making Social Media More Accessible -Ryerson University
Social Media Accessibility -University of Guelph
Accessible Digital Media Guidelines -GBH

Accessible Adobe Documents:

Create and Verify PDF Accessibility (Acrobat Pro)
Creating Accessible PDFs
Three Steps to Creating an Accessible PDF file (without Adobe Acrobat)
Adobe Accessibility Resources
Adobe InDesign Accessibility
Adobe Acrobat Pro DC -Common Accessibility Issues

Accessible Microsoft Documents:

Microsoft Accessibility
Microsoft Accessibility Resources
Microsoft Accessibility Overview Guidelines
Creating Accessible Office Documents
Make Your Word Documents Accessible
Make Your Excel Spreadsheets Accessible
Make Your PowerPoint Presentations Accessible

Accessible Canvas:

Creating Accessible Canvas Content
Canvas Accessibility

Creating Accessible Word Documents

For the full details on how to create accessible documents in Microsoft Word, go to the following: <u>Make Your Word Documents Accessible</u>
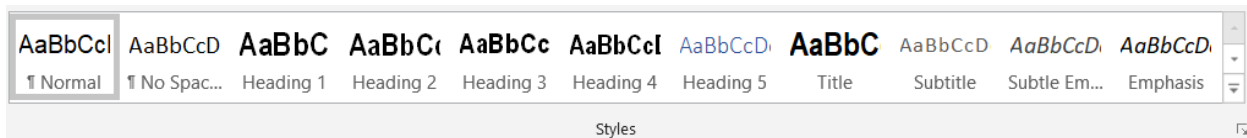
Styles

Referencing the **Headings** section above, the **Styles** should be used to make the document easier to navigate for users with assistive technology.

Word has built in styles available. The Normal style is the default paragraph style for all text in the document.

Other ones that may be used include:

- No Spacing
- Heading 1 – 5
- Title
- List Paragraph

To modify the Styles in a Word document, follow the instructions under the **Headings** section.
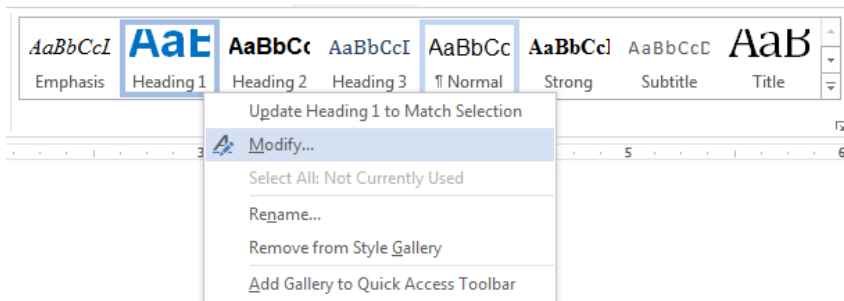
The font selected should align with the list of **Accessible Fonts** provided in this document.

Headings

Documents that have several paragraphs should include the use of headings. Headings create logical divisions between paragraphs and are structural elements that provide meaningful sequence to users with assistive technology.

Headings are found under the Styles ribbon. It is important that headings are nested properly in the document.

Example of appropriate use of headings:

⟨h1⟩ Exotic Birds

⟨h2⟩ Parrots

⟨h3⟩ Behaviour

⟨h3⟩ Diet

⟨h3⟩ Intelligence and learning

⟨h4⟩ Sound imitation and speech
⟨h4⟩ Cooperation

⟨h3⟩ Breeding
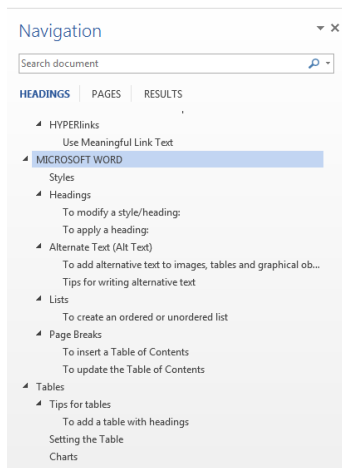
⟨h2⟩ Macaws

⟨h3⟩ Conservation Status

⟨h3⟩ Hybrids

To apply a heading:

1. Highlight the text you wish to apply the heading to
2. Select the appropriate heading from the Styles list

Word provides a **Navigation** menu that can be used to look at the **headings**, **pages**, and **results**. Under the headings tab you can see if the sequential order of the headings has been done appropriately. You can move headings or text up or down to rearrange the sequence.

1. Click on the **View** ribbon
2. In the **Show** section, click the check box beside the **Navigation Pane**
3. The **Navigation** pane will open to the left of the document
4. Click the **Heading** menu to see all the heading levels in the document
5. You can review the levels to ensure you have not skipped any or that they are nested appropriately so users with assistive technology will be able to access the headings

Navigation

Search document

HEADINGS | PAGES | RESULTS

◢ HYPERlinks
    Use Meaningful Link Text
◢ MICROSOFT WORD
    Styles
◢ Headings
    To modify a style/heading:
    To apply a heading:
◢ Alternate Text (Alt Text)
    To add alternative text to images, tables and graphical ob...
    Tips for writing alternative text
◢ Lists
    To create an ordered or unordered list
◢ Page Breaks
    To insert a Table of Contents
    To update the Table of Contents
◢ Tables
◢ Tips for tables
    To add a table with headings
    Setting the Table
    Charts

Alternative Text

Per the instructions on **Alt Text** it is important to note that you do not fill in the Title column, only put a description, if applicable.
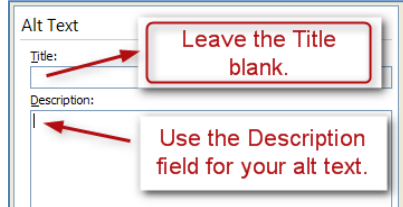
Right click the **object (image)**
Select **Format Picture** (the Format Picture window opens on the right side)
Select **Layout & Properties**
Select **Alt Text**
Fill in the Alterative Text under **Description** (leave the "Title" blank)

Information conveyed in the image must be available in another format for those that cannot access the image. The Alt Text is not intended to describe all the information contained in the image. It is best practice not to use images that provide a lot of details, **or** to ensure that the details are included in the caption, or below the image.

When setting up the Alt Text try to answer the question **"what information is the image conveying?"**

If the meaningful information in the image cannot be included elsewhere, ensure that the Alt Text includes **all** the meaningful information.

Avoid using excessive amounts of images when possible, especially decorative ones.

Example of image with meaningful text:

Information that must be available in another format (text):

> *Wash Your Hands: wash them often with soap for at least 20 seconds*

> *Coughing Etiquette: cover your mouth when you cough or sneeze with tissue or the inside of your elbow*

> *Wear Mask: make sure your mask fits well with the nose clip*

> *Avoid human Contact: keep a distance of 1 meter away from others*

The same information provided in the image should be available to all people, with or without a disability.

The reason it should not be summarized is because the person with a disability will not have the option to determine what is meaningful and what is not meaningful to them. This may differ from one individual to the next.

As the document author, you must decide if the image contains information that is useful to the reader of the document. If it is meaningful information, it must have an **Alt Text** and the information must be available in another format.

If the image is complex or has a lot of information that cannot fit in an alt text, provide the information or describe the image (example: graph) in the space below the image.

Long Descriptions should be used when alt texts are insufficient to answer the question what information is the image conveying.

Lists

The **List Paragraph** style can be used when inserting a list in the document. It is important that it is formatted as a real list or the assistive technology may not interpret the list appropriately and instead it will read as a series of short separate paragraphs.

Using the **List Paragraph** style allows assistive technologies to identify and interpret lists in a way that is easier to understand for the user.

If the list is ordered, meaning it must be read in a specific order, use **numbers**. If it is unordered, meaning it can be read in any order, use **bullets**.

Ordered:

1. First you must open X
2. Then you should locate Y
3. Lastly you must find out how to connect X and Y to Z

Unordered:

- Use accessible language
- Avoid gendered pronouns
- Use up-to-date terminology

Page Breaks and Blank Spacing

The **Page Break** feature helps users that require assistive technology.

When starting a new page, select the **Page Break** feature instead of repeated hard returns (enter key). Assistive technology interprets hard returns as content. With too many hard returns, assistive technology users may think that there is no more content in the document and miss the valuable information you are providing.

Page Breaks can be found under the **Insert** tab, or for other types of **Breaks**, click on the Page Layout tab and choose the down arrow beside **Breaks.**
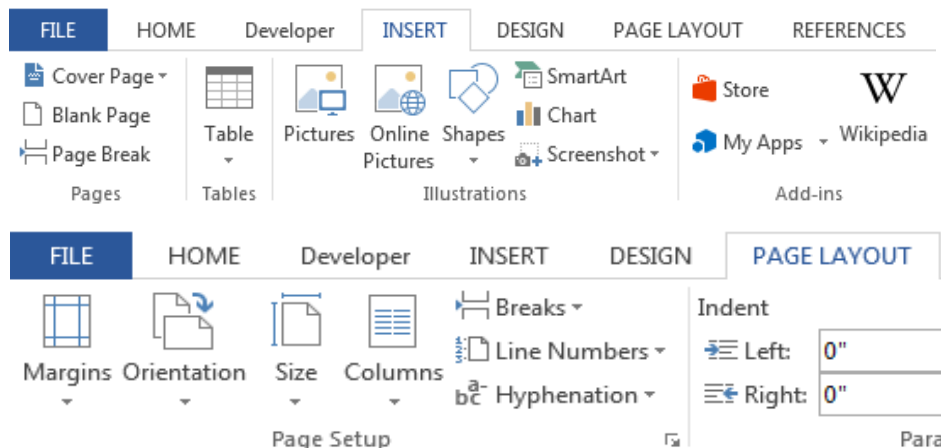
Alternatively, right click on the paragraph or heading that you want to move to the next page, and select **Paragraph**

Click on **Line and Page Breaks** and check the box that says **page breaks before** to insert a page break
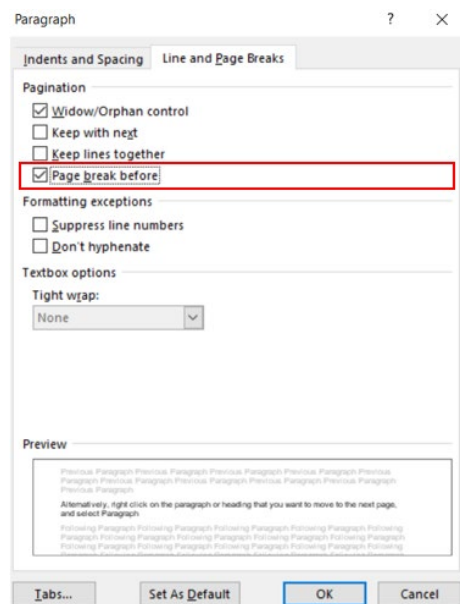
If you have too many blank spaces in the document, it will show up as an warning under the accessibility checker, called: **repeated blank characters**

Avoid using the enter key to make blank spaces throughout the document. If you do not want to create a page break but need to put space between sections on the same page, do the following:

1. Right click at the end of the text where you want the space to begin
2. Select **Paragraph** and go to **Indents and Spacing**
3. Find the section called **Spacing**
4. Using the up and down buttons add spacing either **before** or **after** to create a blank/white space between sections
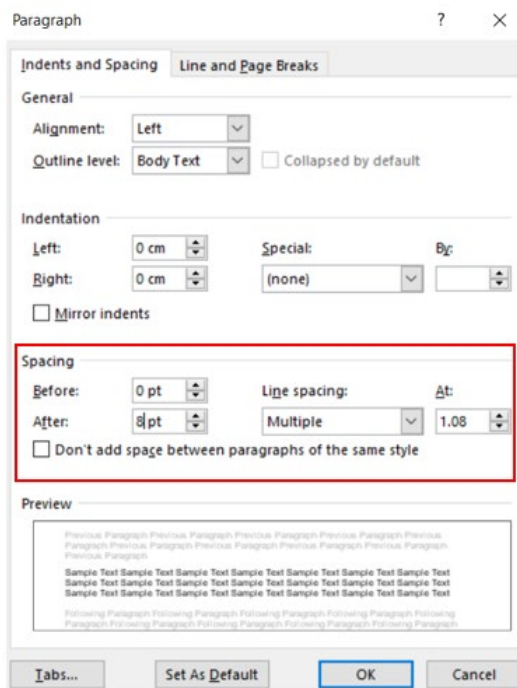
Table of Contents

Creating an index or table of contents can help provide information on how to navigate the document and what topics the document will provide details on.

To insert a **Table of Contents**

1. Place the cursor in your document where you want to create the table of contents
2. Go to the Ribbon: **References**
3. In the **Table of Contents** section, select **Table of Contents**
4. Select the style that you want to use

Change the **Table of Contents** to match the headings throughout the rest of the document to ensure consistency.

To **update** the Table of Contents

1. Select the **Table**
2. Go to the ribbon: **References**
3. In the **Table of Contents** section, select the **Update Table** button

The table will automatically update the page numbers and heading titles. You can manually change the table to include only the sections you want.
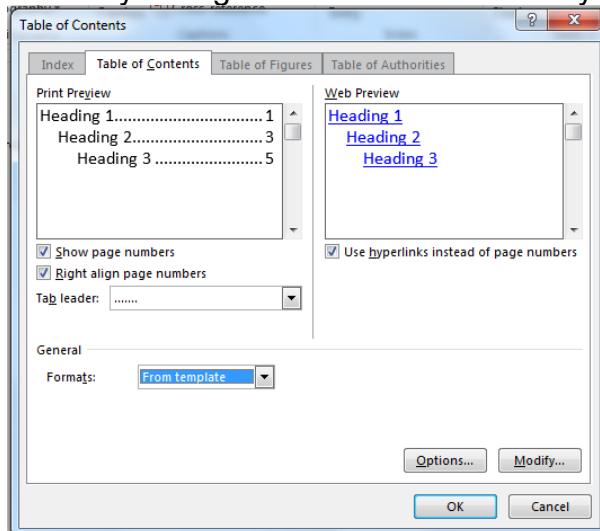
Tables

Tables can be beneficial when presenting data, but it is not ideal to use for formatting other content that does not need to go in a table.

It is important to ensure tables are clear and appropriately structured. This ensures all users can understand the content in the table and that assistive technologies can interpret the table in the way it is intended.

Tips for Tables

- Use 'real tables' rather than text formatted to look like a table
- Keep tables simple and avoid merging or splitting cells
- Use just one row of headings when possible
- Create a table summary of the essential table contents
  - Abbreviations should be explained in the summary
- Table captions or descriptions should answer the question "what is the table's purpose and how is it organized"
- Table cells should be marked as table headers when they serve as labels to help interpret the other cells in the table
- Table header cell labels should be clear and concise
- Do not control spacing in your table with blank rows or columns, instead adjust line spacing

Adding Tables

1. Go to the **Insert** tab
2. Select the **Tables** icon
3. Select the number of columns and rows you want
4. Select the table and **Table Tools** menu item should appear
5. Go to menu item **Table Tools > Design**
6. In the **Table Style Operations** section, select the **Header Row** check box
7. If adding an **Alt Text** right click on the table and select **Table Properties**
8. Click on the **Alt Text** tab and provide details on the table

Identify the Header Row

1. Select just the top row of your table, right click and choose **Table Properties**
2. Select the **Row** tab
3. Check the box labelled Repeat as header row at the top of each page

Using Colour
It is better to avoid using colour when possible, however if you are going to use colour for the table, ensure that the colour is selected from the colour options in this guide.

Charts

Charts, graphs, and complex images are difficult to describe in an alt text. To resolve this, consider:

- If it is possible to simplify the chart or split it into multiple charts
- If the image is still too complex, provide a text description elsewhere and consider including "Full text description is provided below" in the alt text section

For the example below, you can include an **Alt Text** that says "Average Ontario Works caseload per year spanning from 2011 to 2015."
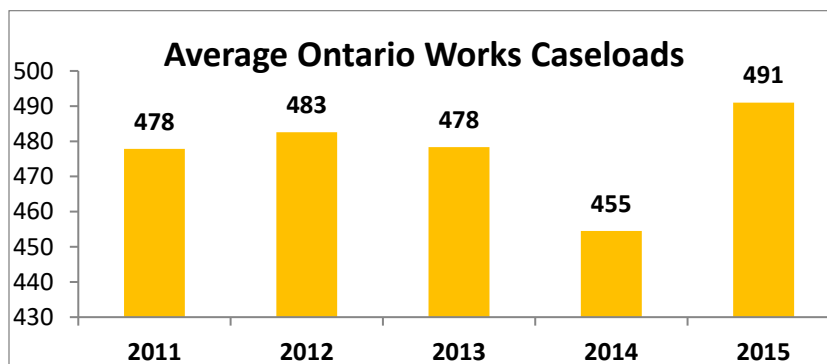
Links

Use descriptive links, do not just copy and paste the link into the document.

Avoid using words like **click here**, **read more**, **visit this link** etc. as it is not clear what page the users is being redirected to.

The name of the hyperlink should match the title of the page that the user is visiting to make it easier to identify if the page is the correct one that the user wants to visit.

Inaccessible Links:

If you are looking to access more information on making word documents accessible, click the link: https://www.mtu.edu/accessibility/training/documents/microsoft-word/

To read more on this topic, click here.

Accessible Links:

If you are looking to access more information on making word documents accessible, visit the Michigan Tech page on Creating Accessible Microsoft Word Documents

To read more about using screen readers in Microsoft, check out the following page, Screen Reader Support for Word

Note: **it is important to minimize putting several of the same links in the same section**. This is considered a **redundant link** and can be confusing to screen reader users. Only include the link once in the same section on the page. If the link is being mentioned in different places throughout the document, then it can be included multiple times as long as it is spread out and not side-by-side.

Accessibility Checker

Using the instructions provided in the guide, check the accessibility of the document. For more help, visit: Improve accessibility with the Accessibility Checker

The Accessibility Checker will categorize the issue as an error, warning, or tip.

Error: content that makes the document difficult or impossible to read and understand for people with disabilities

Warning: content that in most (but not all) cases makes the document difficult to understand for people with disabilities

Tip: content that people with disabilities can understand but that could be presented in a different way to improve the user's experience

Intelligent Services: content that is automatically made accessible by AI, and that you should review for accuracy and context

For more information on this, go to Rules for the Accessibility Checker

It is important to note that the accessibility checker will not always capture every accessibility issue in the document. Once the document is converted to PDF it will need to be screened again to ensure it is accessible. Making it accessible in Word should reduce potential errors that could be flagged in PDF. There are some errors that can occur in either Word or PDF that need manual checking.
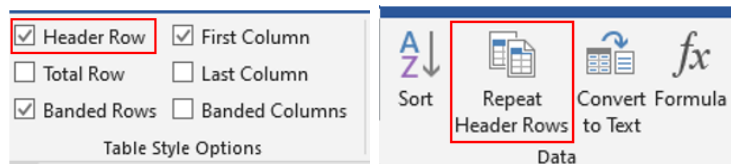
Common Accessibility Issues and How to Fix It in Word

No Header Row

This happens when the table header row is not specified or clear.
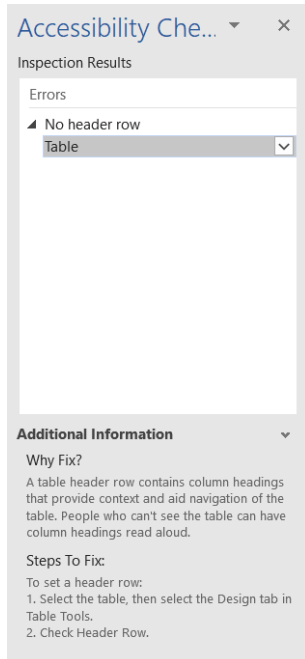

Ensure the **Header Row** is checked off under the **Design** tab for the table. If this does not work, in the **Layout** menu, highlight the first row and select **Repeat Header Rows**.

Note: if the table goes onto more than one page, it will repeat the header row on each new page. To avoid this from happening, click on the first column in the first row on the new page and select **Insert** > **Page Break**

Then highlight the first row on the same page and select **Repeat Header Rows.** You will have to do this for each page the table is on to avoid having repeated header rows. It will break the table up into sections but still look connected.

Missing Alternative Text
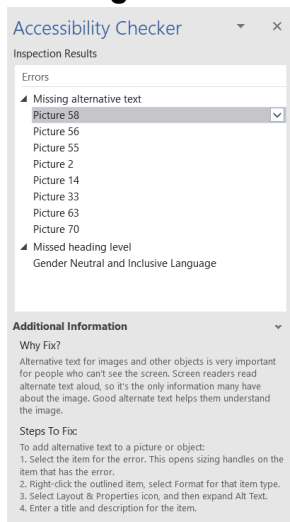
If the image does not have an Alt Text, it will be flagged as an error.

If the picture is inserted by using **Insert > Pictures** then it should give the option to fix the alternative text by clicking on the image in the Accessibility Checker, and using the dropdown menu select either **Add a Description** or **Mark as Decorative**.

Click **Add a Description** if the image is not decorative, it will open the **Alt Text** menu where a description can be added.
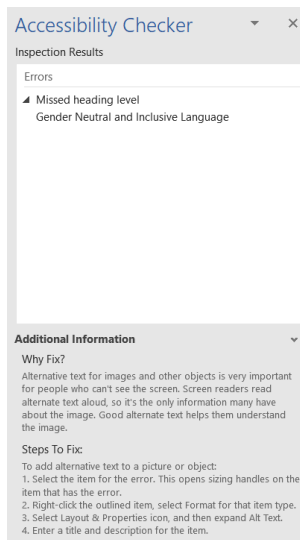
Alternatively, right click on the **image** and select **Edit Alt Text** from the menu.

If the image is decorative, select **Mark as Decorative** or check the box for this in the **Alt Text** menu.
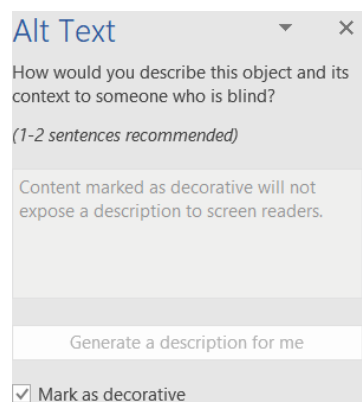

Missing Heading Level

It is important for headings to be in order from H1-H9 and on. If a heading level is skipped, the accessibility checker will flag this as an error.
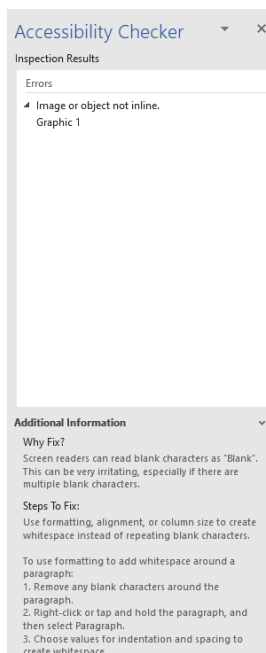
To fix it, click on the heading in the Accessibility Checker and using the dropdown menu, click **Verify Heading Order**.

Once determining which heading level the header should be, go to the **Home** menu, highlight the **header**, and select the correct **heading**.
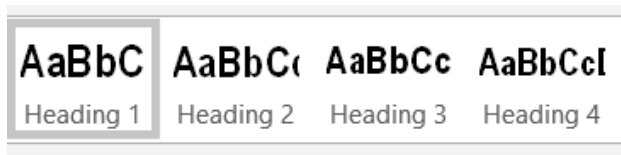
Image or Object Not Inline

If the image is not inline with the text it will be flagged as an accessibility error.

To fix this, click on the graphic (image, or object) that is not inline, using the dropdown menu, click **Place This Inline**. This will move the image to be inline with the text.

Although this seems like an easy fix, there are times when the image being placed inline will distort the layout of the page. If using an image in a header, consider using a table.

First click the **header row** of the document and **Insert** a **Table** with **2 columns** and **1 row**. Using the mouse, hover over the **middle line** of the table to readjust the cell sizes to fit the image and the title. Add the **image** to the first column, and the **title** of the document to the second column.

Use the **Title** style if applicable, and add an **Alt Text** to the image.

Use the **align right** option for the title to move it to the right side of the cell. Once the font, format, and layout are done, highlight the table and using the option in the **Paragraph** box on the **Home** menu, select **No Border** to remove the table lines.
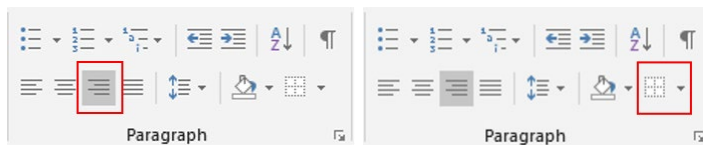
Merged of Split Cells in Table

Although this is a warning, it is best practice not to use merged or split cells in a table if it will not be accurately interpreted by screen reader technology.
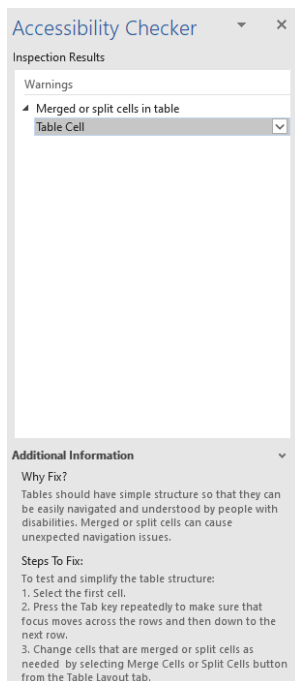
To fix this, click on the **Table Cell** results in the accessibility checker, and using the dropdown menu select either **Split Cells** or **Merge Cells** depending on which is being flagged, ensure the suggested number of rows and columns is correct, and click **Ok**.
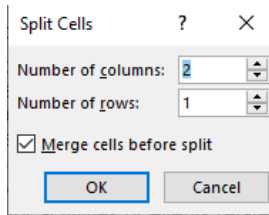
Alternatively, split or merge the cells by highlighting the cell that is causing the warning and right click to show the menu options. Select **Split Cells** or **Merge Cells** from that menu.

The text may incorrectly readjust, you might have to copy and paste the information back into the correct cell when splitting or merging the cells.

Repeated Blank Characters
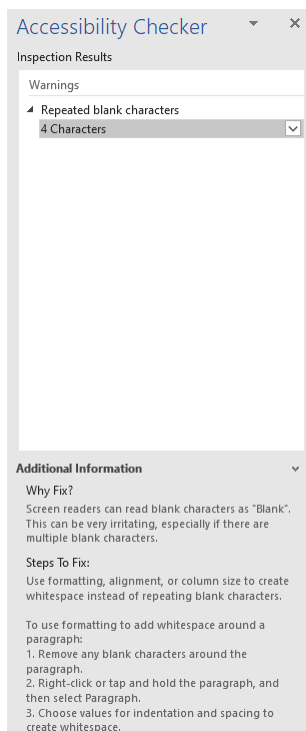
This is a warning that creates white spacing on the page, which could be done by using other methods to spread out the content without creating extra white space that screen readers will pick up.

To fix this one can remove the blank characters by clicking on the **characters** in the accessibility checker menu, and using the dropdown menu select **Remove Blanks**.

However, sometimes the blanks are necessary for the document. There are a few ways to fix this. If the **blank characters** are showing up between text or images that are not supposed to be close together but cannot be separated with a page break, try removing the blank spacing manually until you get the layout you want but without blank spacing.

If the layout with the blank spacing is similar to a **table (see below)** and you are using the **tab key** to space it out, consider using a table and **removing the borders**.

Subject:	County Accessibility Policy
HR Policy Number:	5.01
Date Approved:	September 25, 2012
Date of Last Revision:	November 22, 2016, May 5, 2022
Code:	A
Section:	2

To add blank space on the same page without using a page break, go to the section called **Page Breaks and Blank Spacing** on page 39 for instructions.

Hard-To-Read Text Contrast

Colour contrast is a requirement that must be met under the WCAG 2.0 Level AA. The guide outlines the colours that can be used under the **Font Colour Options** on page 6-7 and in **Appendix H**.
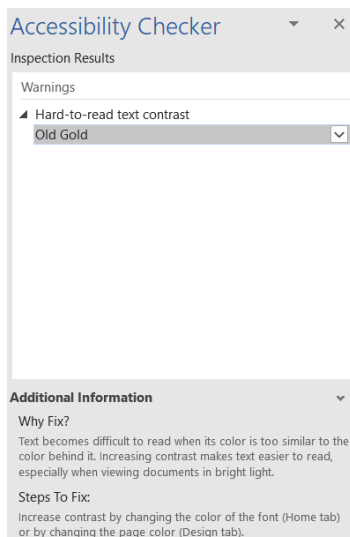
The background colour must ensure compliance with this requirement. Use the **Colour Checker** (instructions on page 12-14) to determine if the colour contrast is accessible.

To fix the colour contrast, select the font that comes up as a warning in the accessibility checker, and using the dropdown menu change the **font or background colour**.

Other Potential Warnings

Unclear Hyperlink Text -this is when the link needs to have a clear title. **The title should match the page title that the user is being redirected to.**

Check Table Reading Order -this requires a manual check to ensure the table reading order will be interpreted by screen readers. **Use the tab key to check the order.**

Blank Rows or Columns in Table -put **n/a** or **no data** in the blank column/row. To hide the text, **make the font colour the same as the background colour**.

Creating Accessible PowerPoints

For the full details on how to create accessible documents in Microsoft Word, go to the following: <u>Make Your PowerPoint Presentations Accessible</u>

Use Built-In Layout and Styling Features

PowerPoint does not offer the Styles panel that allows heading customization like Word does. Instead of creating each slide by starting from a blank slide, check if there is a suitable built-in layout.

For presentations created by the County of Middlesex, use the accessible PowerPoint template that uses the County logo and colours.

For slides that do not have to use the County template, apply a layout to the slides:

1. Go to the menu item **Home**
2. In the **Slides** section select the **Layout** button
3. Select the layout using the drop-down menu and apply it to the slides
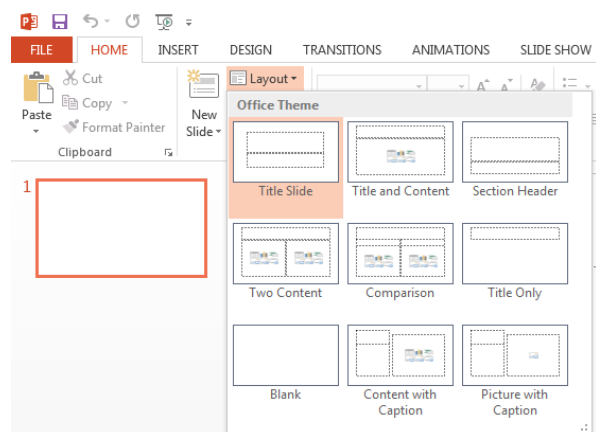
4. Alternatively, click on the **Design** tab and select the **Theme** from that menu
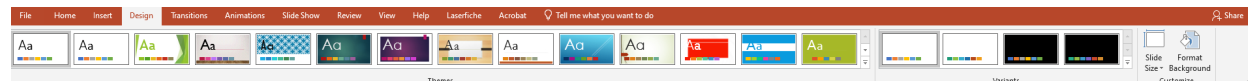
Customize Using Master Slides

If a layout must be customized, it is recommended that Master Slides be used.

Every slide layout in a presentation is defined by its master slide. A master slide determines the formatting style for various elements of the slide layout. This includes font styles, character formatting, and the positioning of elements. Essentially, each master slide acts as a design template for the slide layout.

If you edit any aspect of the slide layout in the master slide, the change will affect all slides that were created based on it. For this reason, it is good practice to edit the master slide and use the slide layouts before building individual slides. It is essential that you create and use master slides that meet the accessibility requirements outlined in this document.

To create or customize a master slide:

1. Go to menu item: **View**
2. In the **Presentation Views** section, select the **Slide Master** icon
3. The current slide master with its associate layouts appears
   Note: If you have the **Normal** view open, the slide master is the larger slide image in the slide thumbnail pane. The associated layouts are positioned beneath the slide master.
4. Customize the existing master slide and its associated layouts to suit your needs (e.g., apply a design, theme-based colors, fonts, effects, backgrounds) ensuring that your changes meet accessibility requirements
5. Go to menu item: **Office > Save As > Other Formats**
6. In the **File name** box, type a file name
7. In the **Save as type** list, select **PowerPoint template**
8. Select **Save**
9. On the **Slide Master** tab, in the **Close** section, select **Close Master View**
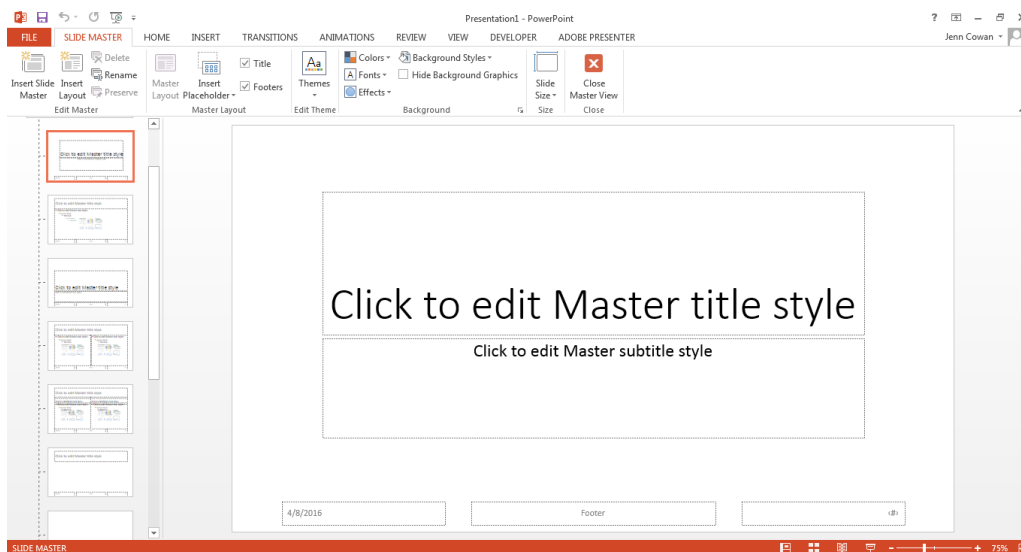
Logical Tab Order

Many presentations create content that is composed of 'floating' objects. This means they avoid transitions between in-line content and secondary 'floating' objects (text boxes, images, etc.) that can create accessibility issues.

When working with 'floating' objects, it is important to position it in a logical order. The order the content is navigated is called the **Tab Order** because the tab key can be used to navigate from one object to the next.

Setting the Tab Order

1. Go to menu item: **Home**
2. In the **Drawing** section, select **Arrange > Selection Pane…**
3. In the **Selection and Visibility** pane, all the elements on the slide are listed in reverse chronological order under **Shapes on this Slide**

4. Elements can be re-ordered using the **Re-order** buttons located at the bottom of the **Selection and Visibility** pane
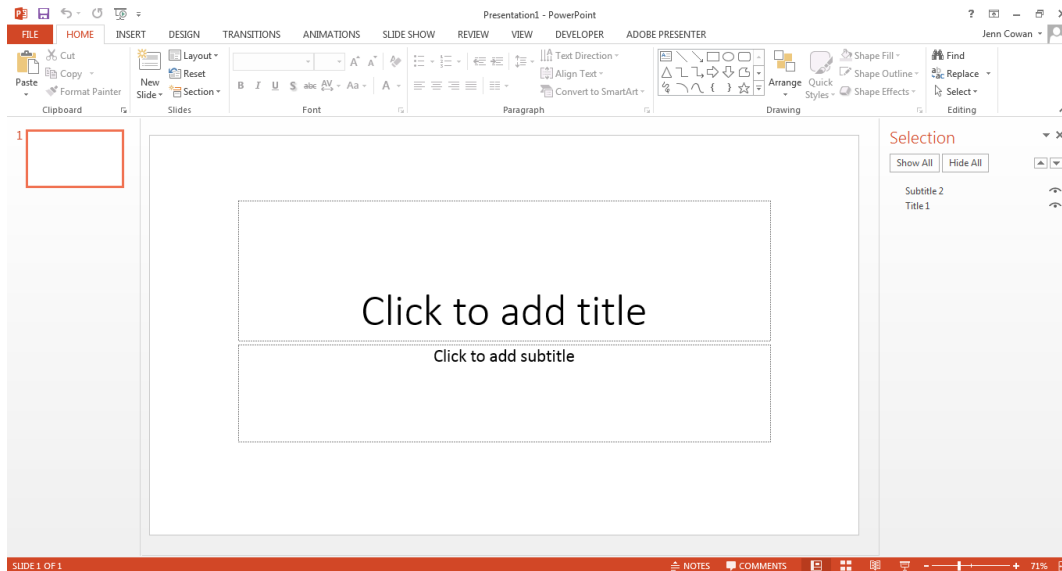
Slide Notes

PowerPoint offers the option to add notes to each slide. This can be read by assistive technologies and provides more content regarding the text on the screen. It is also a good option when using images that contain meaningful content that is too long to include in an **Alt Text**.

Adding Notes

1. Go to menu item: **View**
2. In the Presentation Views section, select **Normal** to ensure that the notes panel is in view
3. **Note**: You can then select menu item Home, to access text formatting options
4. The Notes Pane can be found at the bottom of the window, below the slide
5. Put a unique title on every slide
    a. Since PowerPoint does not provide a document heading structure, people using screen readers will use the slide titles when looking for a specific page in the slideshow
    b. if duplicate slide titles are found on multiple slides, it will be much harder to locate a specific slide
6. Type and format your notes within the **Notes Pane** below each slide

Motion, Blinking, Transitions and Animations

Blinking, flashing and moving content can create accessibility issues. Do not use elements that flash, blink or have repetitive motion faster than 3 times per second.

Slide **transitions** are effects used to move from one slide to the next. An example of a transition is when the slide slowly fades away and the next slide slowly appears.

An example of an **animation** is when you have bullet points appear one at a time on a page until the entire slide is displayed.

Use transition and animation effects sparingly. While they can be useful during live presentations they can create accessibility issues or may create distractions. Screen readers do not work well with transitions and it can lead to confusion for the user.

Multimedia and Figures

If you include multimedia content such as audio or video, it must be accessible

- Video content must have closed captions
- Audio content must have transcripts

If embedding YouTube videos into the slideshow, select a video that has captions available already.

Insert a Video

1. In your web browser, locate the video you want
2. Copy the URL of the web page from the Address bar of your browser
3. Switch back to PowerPoint and select the slide where you want to place the video
4. On the **Insert** tab of the ribbon, select **Video > Online Video**
5. In the **Online Video** dialog box, paste the **URL** you copied in step 2
6. Select **Insert**

If a video is inserted successfully, you can play it either in Normal view or Slide Show.

- A Play button appears on the video in Normal view
- In Slide Show, you can interact with videos just as you would in a web browser
- By default, videos from YouTube and Vimeo can play by clicking the spacebar
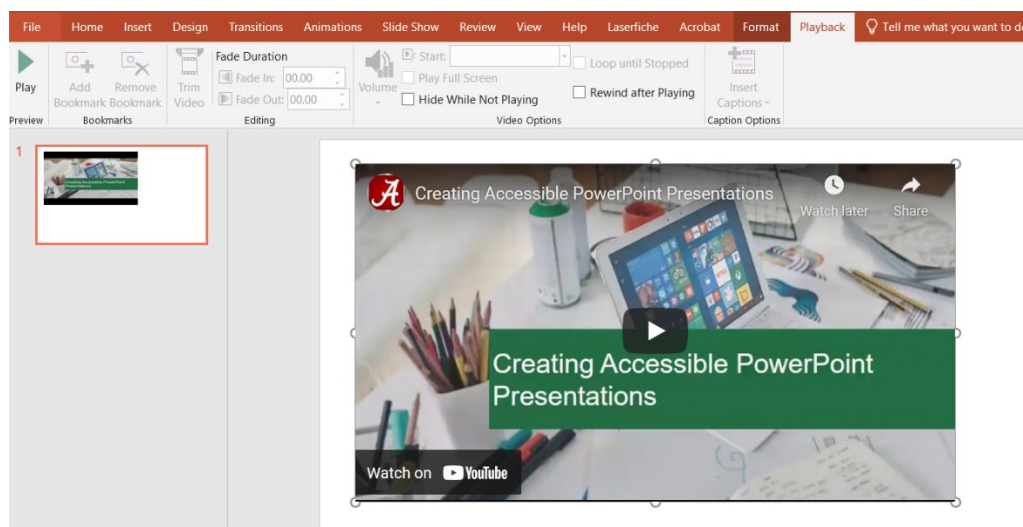
Subtitles

If you're in the middle of giving a presentation and want to turn the feature on or off, click the **Toggle Subtitles** button from Slide Show View or Presenter View, on the toolbar below the main slide:

In **Slide Show View**:

In **Presenter View**:

You can also toggle subtitles from the right-click menu, or with the shortcut key **Alt+J**.

To have subtitles always start up when a Slide Show presentation starts, from the ribbon you can navigate to **Slide Show** > **Always Use Subtitles** to turn this feature on for all presentations. (By default, it's off.) Then, in Slide Show and Presenter View, a live transcription of your words will appear on-screen.

Shapes

PowerPoint allows shapes to be added to a page. The Insert Shapes dialog has several geometric shapes, arrows, equations, signs, symbols etc. that can be used.

A screen reader will treat shapes the same as other content on the slide. However, **Alt Text** should be added to the shape. If the shape is decorative, select the decorative option in the Alt Text section.

Title

People who are blind, low vision, or have a reading disability rely on slide titles to navigate the content. When skimming or using a screen reader they can quickly scan through the list of slide titles and select the slide they want to go to.

- All slides should have a unique title that describes the content the slide contains.
- Repetitive titles will be flagged in the Accessibility Checker

Font Size and Colour

People with disabilities can find text hard to read if it is too small or too busy

- Use a font size of 18pt or higher in any of the accessible fonts listed in the guide
- Avoid having too much white space or areas that look crowded or illegible
- Ensure the colour contrast is compliance with the WCAG 2.0 Level AA
- Select font and slide colours from the colour options provided in the guide

Creating Accessible Excel Spreadsheets

For the full details on how to create accessible documents in Microsoft Word, go to the following: Make Your Excel Documents Accessible

Common Practices in Excel

These practices are aimed at making all spreadsheets more accessible and legible.

Worksheet Names and Table Titles

To change the name of the worksheet tab or for each table, double click on the tab name and type in a new name. The name can only have 31 characters.
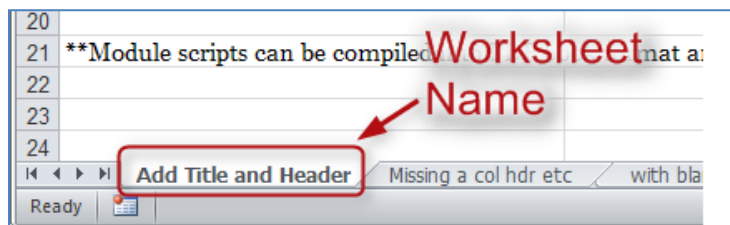
Row and Column Headers

Each table should have a row and column headers for each column and row to ensure it makes sense. Do not leave any headers blank, even if the meaning seems obvious.

No Blank Data Cells

Cells should not be left blank either, if the cell has no data put "this cell is intentionally left blank" or "no data." This can be in normal text or change the font colour to match the background so only screen readers will read it.
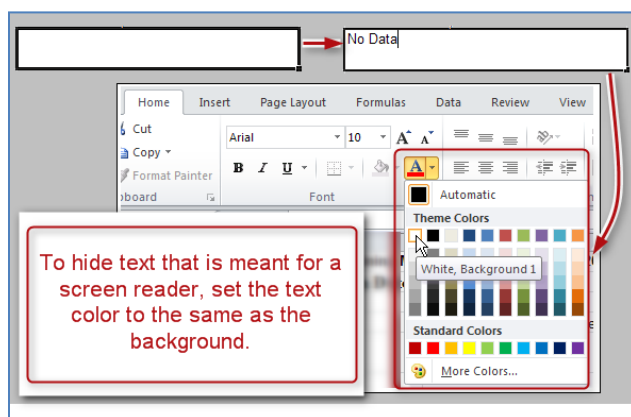
Remove Comments

Remove extra comments before publishing (example: notes you were using when reviewing the spreadsheet). Screen readers cannot read the notes and so if the information is important, copy and paste it into a cell.
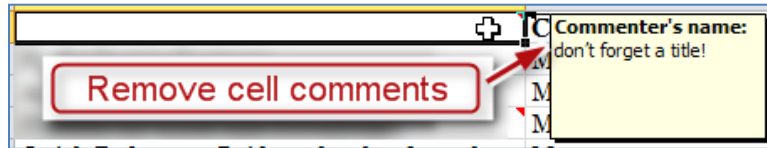
Set Print Area

Ensure print areas is set correctly.

1. Highlights the entire areas of the table including titles and other information
2. In the ribbon, select **Print Layout**
3. In the **Page Setup** group, select **Print Area**, and then click **Set Print Area**
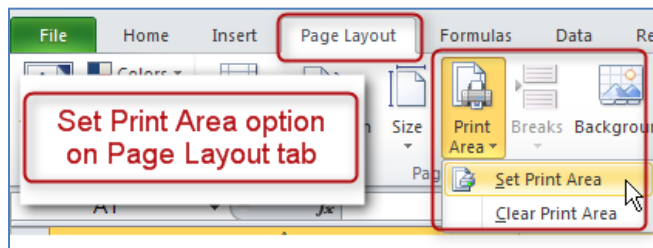
Hide Unused Rows and Columns

Hide extra rows and columns that are outside the print area making the worksheet look less cluttered and prevents screen reader users and keyboard navigators from wasting time scrolling through blank cells.
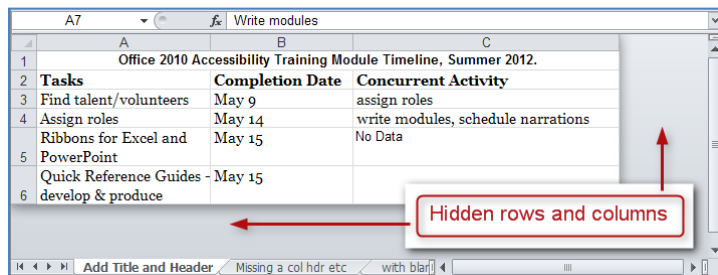
Hide Columns:

1. To begin, select the first column you want to hide
2. While holding down the **Shift** key, press and release the **End** key on your keyboard
3. Still holding down the **Shift**, now choose the **right arrow key**
   a. this selects all columns from the first one you selected all the way to the right end of the spreadsheet
4. Now, with your cursor hovering in the selected area, right-click and choose **Hide**

Hide Rows

1. To hide unused rows below your data, follow a similar procedure
2. Leave one blank row below your data, then select the first row you want to hide
3. Hold **Shift** as you press and release **End** and then press and release the **down arrow key**
4. Right-click and choose **Hide**

If you need to unhide these cells later follow these steps:

1. Select the last visible column
2. Hover just to the right of the right edge of the column header
   a. Your cursor should turn from a single cursor with arrows into a double cursor with arrows
3. Click and drag to the right, exposing the very last column
4. Select the new, final column, and right-click and choose **Unhide**

Delete Unused Worksheets

Delete unused worksheets by right-clicking on the tab of the unused worksheet and select **Delete**.

Note: this cannot be undone, ensure you are deleting the correct worksheet.

Table Titles

Table titles should be placed in the first column so screen readers can find them easily.

Avoid Blank Rows and Columns

- Resize your rows and columns to give the spacing that helps make the table readable rather than using blanks to create your spacing
- One common mistake is leaving column A blank (because it makes it look like a margin)
- Avoid merging cells
- Type **End of Worksheet** in the row immediately after the last row of your table

Colour

When using colour in Excel, the same rules apply in that it must be accessible, the contrast must meet the WCAG 2.0 Level AA requirements, and it must be selected from the list of colour options in this guide and **Appendix H**.

Minimize use of colour in spreadsheets, when possible.

Creating Accessible PDFs

For the full details on how to create accessible PDFs in Adobe, go to the following:
Create and Verify PDF Accessibility (Acrobat Pro)
Creating Accessible PDFs

Note: the **Accessibility Checker** is only available in the paid version of Adobe. The free version does not include the features needed to make the document accessible.

The key to ensuring the PDF document has minimal to no accessibility issues is to ensure the original document (in Word, PowerPoint, Excel, Canva, etc.) is accessible.

After converting the document to **Adobe PDF** you will want to run the **Accessibility Checker**.

Two issues that are flagged in all PDFs under **Document** are:
- Logical Reading Order
- Color Contrast
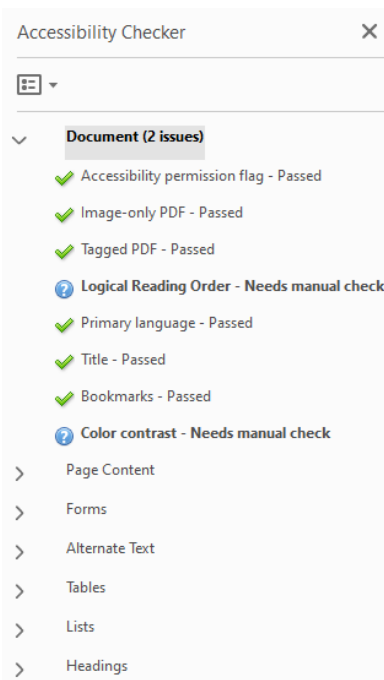
These both require manual check to ensure they are accessible. Most of the time, if the document is accessible in Word or any other software before being converted, these will have been checked beforehand. **You can right-click on both and select Pass.**

If you are not sure, you can check these by using the tab key or a screen reader to check the reading order, and using the Contrast Checker to ensure the colour contrast is accessible.

Document Title

The document title may not be properly set up prior to converting it to PDF.

To fix this, click on **Document** and right click on **Title -Failed**, and select **Fix.** Click the check box that says **Leave As Is** under **Title** and enter in the document title. Click **OK**.
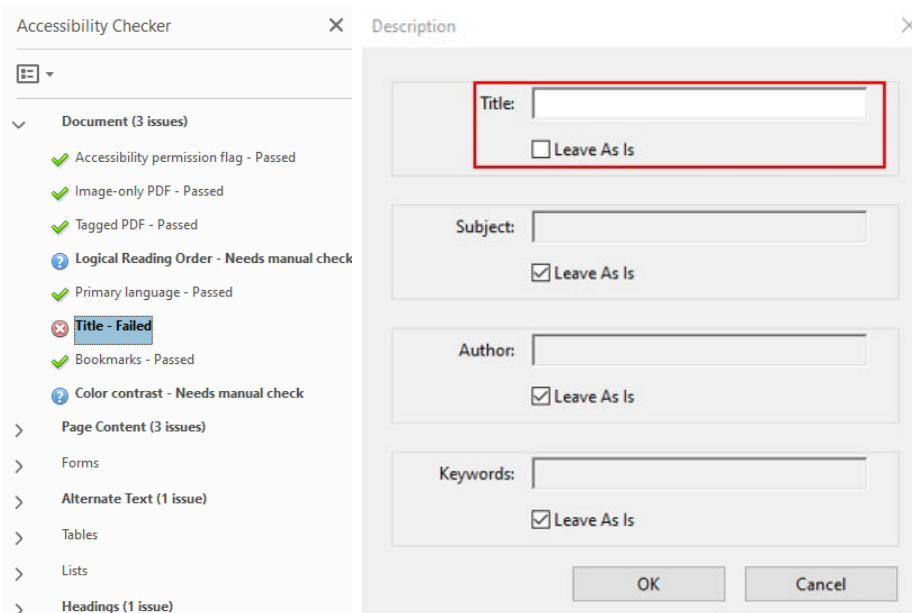
Document Language

Sometimes the PDF document will flag the language as an error. To fix this, click on **Document** then right click on **Primary Language** and select **Fix**.

A box should appear showing the language as **English**, click **OK**.
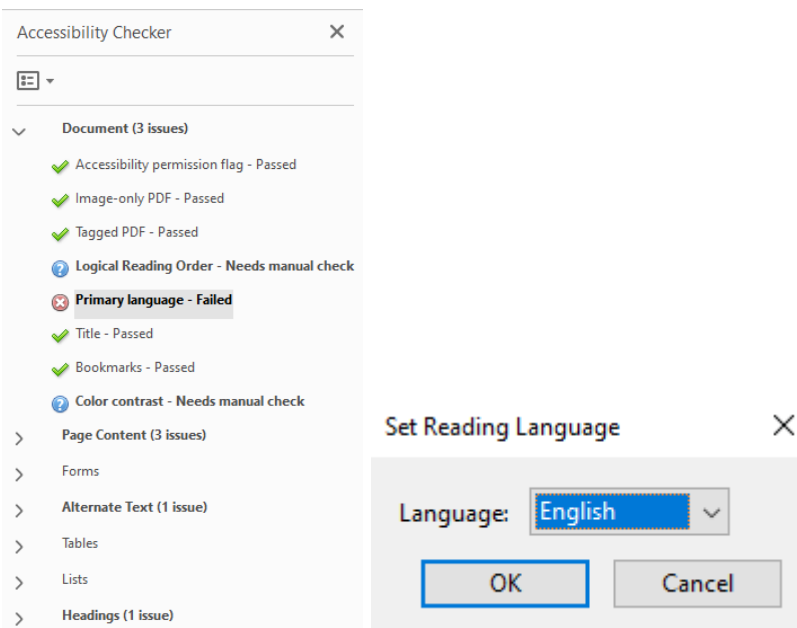
Tables and Table Summary

The most common issue for tables is that it does not have a **Summary.**
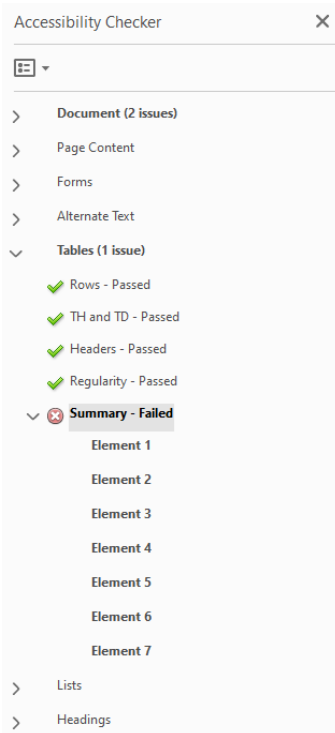
To make sure that you are screening for this, click on the **Table** option in the Accessibility Checker menu. If it shows that it has been **Skipped**, right click on **Summary** and click **Skip Rule**. If there are no summaries it will say **Failed.**
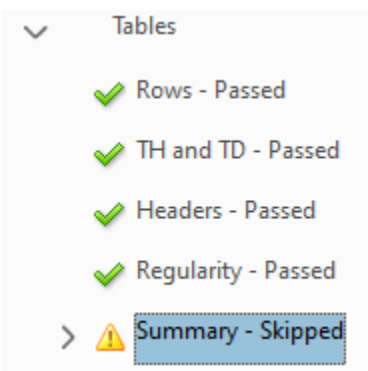
To fix the error, click on each **Element** to identify the tables that need a summary.

On the **right navigation menu** click on **Reading Order** and go to the first table under **Element 1**. Right click on the actual **Table** and select **Edit Table Summary**.
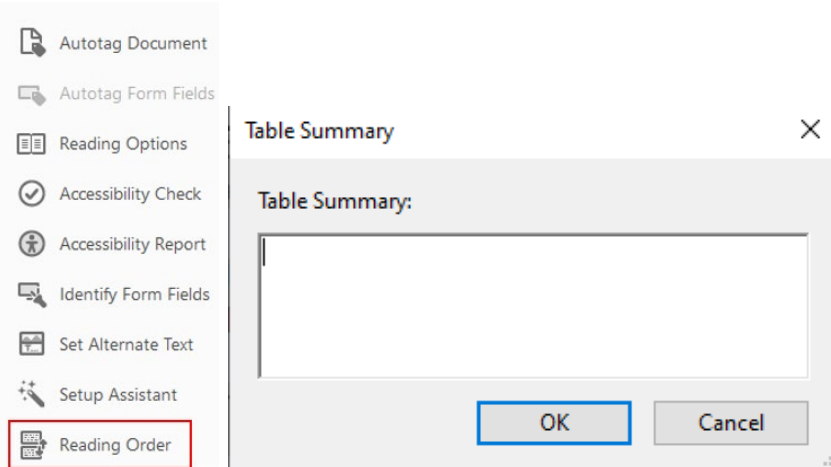
Enter a description of the table in the **Table Summary** in the box and click **OK**. **Repeat this step for all Elements shown in the Accessibility Checker under Summary.**

Close the **Reading Order** box after adding a summary to all the tables that require one.

Once you have closed the reading order box, right click on **Summary -Failed** and select **Check Again**. It should say **Passed** if you have edited all the elements correctly.

Table Headers

If a Table is missing a header row or the header row is not specified, the Accessibility Checker will flag it.
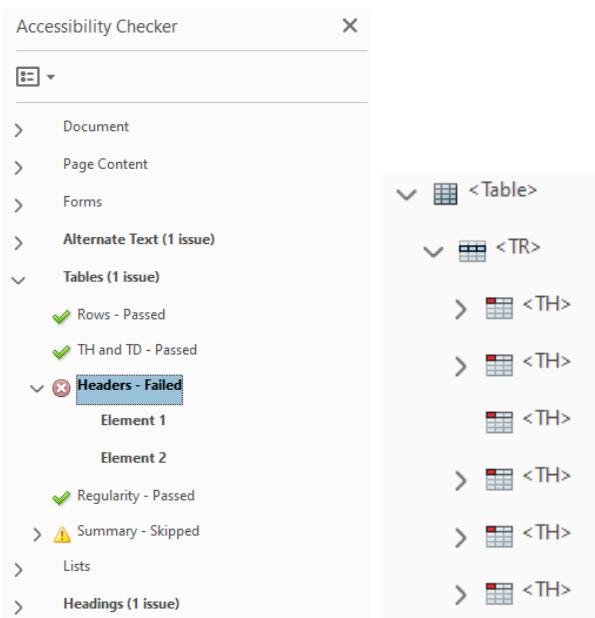
To fix this, right click on the **Element 1** and select **Show in Tags Panel**. Once you see the table in the tags panel, click the drop-down arrow to show all the rows (see above).

Select the first **TR tags** to show all the **TD tags**. Double click on the **TD tags** and change them all to **TH tags**.

Go back and do the same for all other **Elements** under **Headers**. Once finished, right click on **Headers -Failed** and select **Check Again**. It should say **Passed.**

Note: this can sometimes lead to other errors, it is best to set the header row in Microsoft Word before converting the document to Adobe PDF.

Regularity

This will fail if the table does not contain the same number of columns in each row or rows in each column. This has to be fixed in Word before converting to PDF.

Tagged Content

If the content in the PDF is not tagged correctly, the Accessibility Checker will flag it.
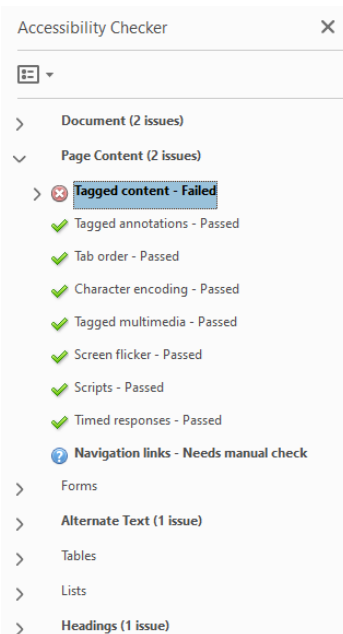
To fix this, go to the right navigation menu and click **Autotag Document**. In most cases this should resolve the **Tagged Content** issue.

Accessibility Checker button
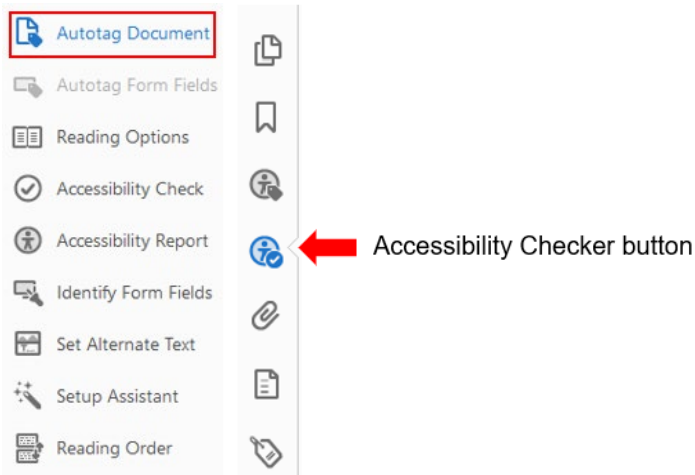
To check, click the **Accessibility Checker** button on the left navigation menu to go back to the checker, and right click on **Tagged content** and select **check again**.

The **Tagged content** should say **passed**. However, it may result in the **Tagged annotations** failing.

Tagged Annotations

If there are links throughout the document that are not correctly tagged, even after using the Autotag Document option, the Accessibility Checker will show the **Tagged Annotations** has **failed**.
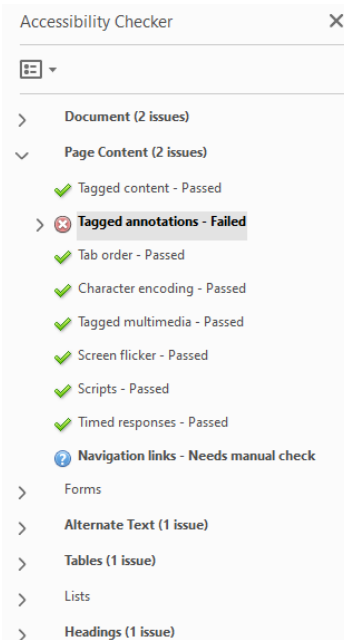
To resolve this, it needs to be tagged manually.

Click the drop-down arrow for **Tagged annotations** and it should show all the **Elements** that are missing tags.
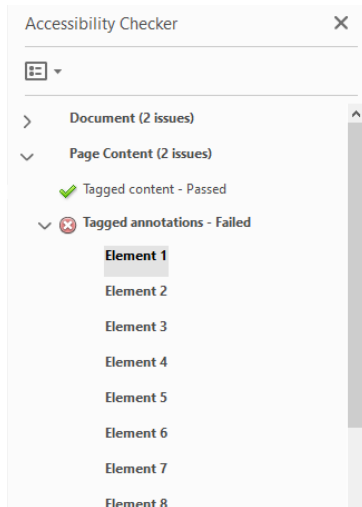
Then click on the **tags icon** in the left navigation menu to open the tagged content.
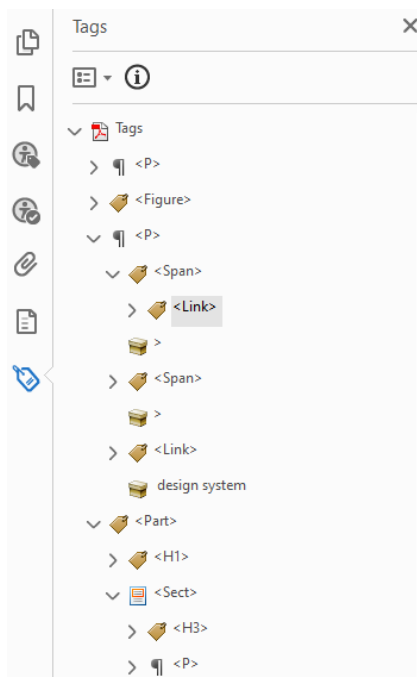
Once the **Tags menu** has opened, right click on any of the tags and select **Find…**

This opens a new box that is called **Find Element**. In the drop-down menu click **Unmarked Links** and select **Search Document** then click **Find**.
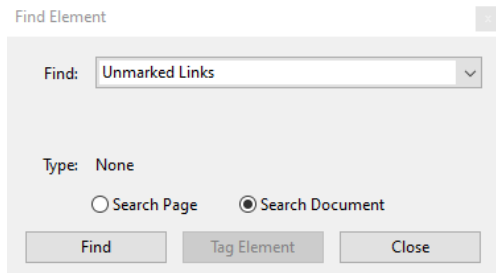
This is going to identify all the untagged links in the document. The first one will show up with **a purple box around it**. Click **Tag Element** in the same find box as above. It should mark it as a **Link** and then go to the next unmarked link.
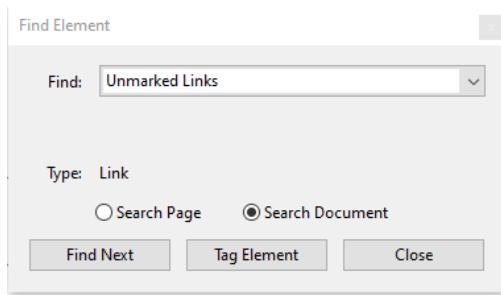
- <u>Summary of changes</u>

Continue clicking **Tag Element** until all unmarked links are tagged.

Once completed, close the **Find Element** box and go back to the **Accessibility Checker**, right click on **Tagged annotations** and select **Check Again**. It should say **Passed** if all the untagged links were properly tagged.

Navigation Links

Sometimes this will show that it needs manual checking. This means determining if links are redirecting to the correct page. Check that all links redirect to the correct page.

Once completed, right click on **Navigation Links** and select **Pass**.

Figures Alternate Text

When images are used in a PDF document they need to have an **Alternate Text** tag. If they are missing an **Alt Text** tag the Accessibility Checker will flag it.
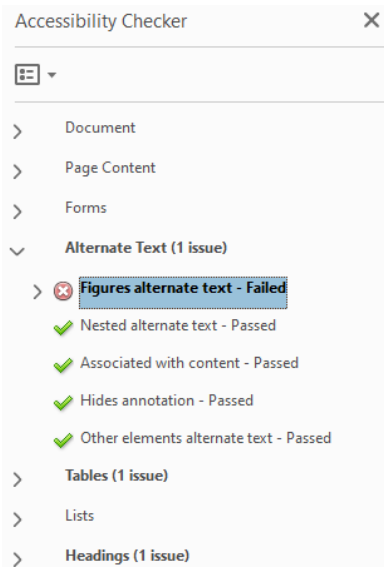
To fix this, open the **Figures alternate text -Failed** and it will show a list of all the **Figures** missing **Alt Text** tags.

Right click on **Figure 1** and select **Fix**. This should open the **Set Alternate Text** box.
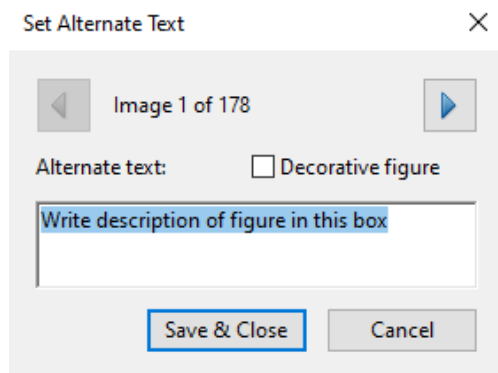
If the image is decorative, click **Decorative Figure**, if it contains meaningful information or is not decorative, write a description in the **Alternate Text** box, and click the **right arrow** to go to the next image.

Do this for all the figures that are missing an **Alt Text** and then click **Save & Close**.

Right click on **Figures alternate text -Failed** and select **Check Again**. It should say **Passed** if you have correctly added an **Alt Text** tag to all figures that required it.

Headings Appropriate Nesting

If the headings tags are not done in the correct order the Accessibility Checker will flag it and indicate that the appropriate nesting failed.
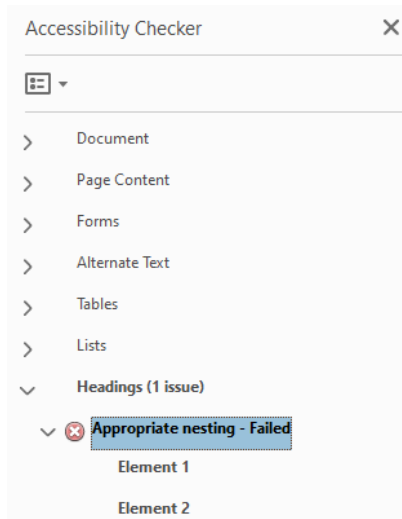
To fix this, right click on the **Element 1** and select **Show in Tags Panel**.

It should show the order of headings under that section. In this example it says **H1** and then **Element 1** is tagged as **H3**.
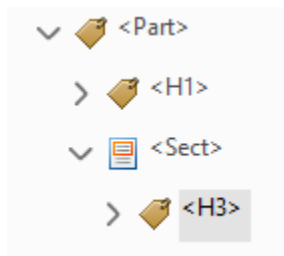
Once you have identified the order it should go in, double click on the heading that is creating the issue and change the tag to the correct one.

In this example, it should be **H2** not **H3**, so change the tag to **H2**. Make sure there are no other headings that get flagged once the heading is changed.

Once all **Elements** are fixed, go back to the Accessibility Checker and right click on **Appropriate nesting -Failed** and select **Check Again**. It should say **Passed**.

Forms Field Description

If there is no description in the tooltip section of a form field, it will flag Field Description as a failed accessibility error
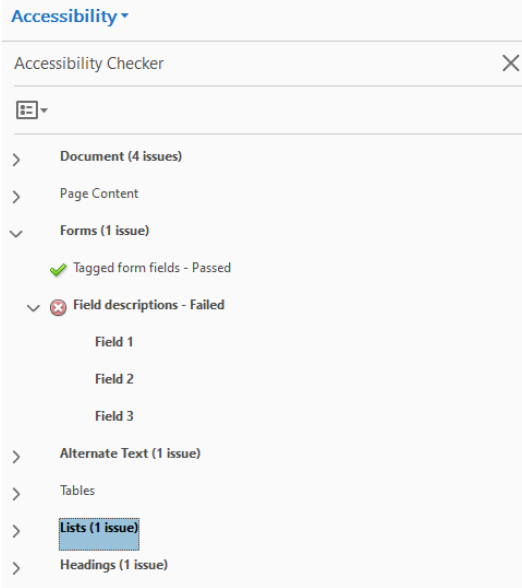
To add a text description to a form field select one of the **Form** tools (**Prepare Form**), and then right-click the form field

Choose **Properties** from the context menu, and click the **General** properties tab

Enter a description of the form field in the **Tooltip** field

Note: the description in the Tooltip field should explain what should go in the form field. It can be the same as the name if it properly describes the field.
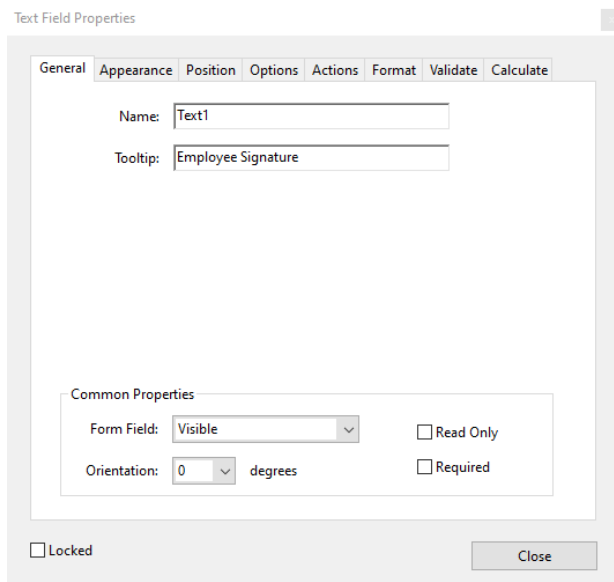
When the document is auto-tagged it may accurately take most form fields, but there may be some that do not get named correctly. In this case, you can change the name to match the Tooltip when editing it in the **General Properties** box.
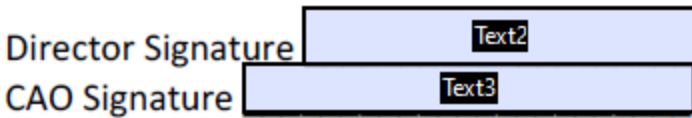
For the above image, you can change the name of Text2 to Director Signature, and the name of Text3 to CAO Signature.

Tagged Form Fields

When form fields are not correctly tagged, it will flag it as an accessibility error.
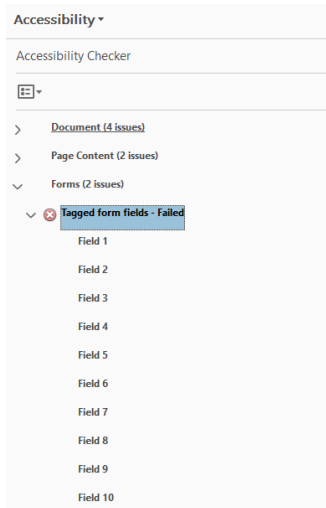
To fix this, first see if you can select **Autotag Form Fields** in the right navigation menu
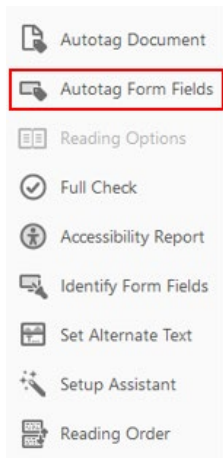
This may not resolve all of the issues, in which case, try selecting **Autotag Document** above the **Autotag Form Fields** in the right navigation menu and then right click on **Tagged Form Fields** and select **Check Again**. It should resolve remaining tag issues.

Creating Accessible InDesign Documents
For details on making InDesign accessible, visit <u>Accessibility Products InDesign</u>

InDesign CC supports accessible cross-media publication, allowing you to export InDesign documents to PDF, XHTML, and XML. Users can add tags and alternative text attributes to InDesign documents that support the production of accessible content in these exported formats. Now you can easily map styles to PDF tags.

When InDesign exports the tagged PDF, those mapped tags automatically define the role map in Acrobat. You can create articles from a combination of existing page items within a layout, including images, graphics, or text. Once an article has been created, page items can be added, removed, or reordered. While articles can be created manually by dragging one or more page items to an article in the Articles panel, there are also mechanisms for adding bulk content to an article, including adding all selected content to an article or adding an entire document to an article.

The Articles panel is designed to be simpler and easier to use for people without XML skills. Note that the ability to use the XML Structure panel has not been removed; it is now an additional option that complements the use of the Articles panel during the export process.
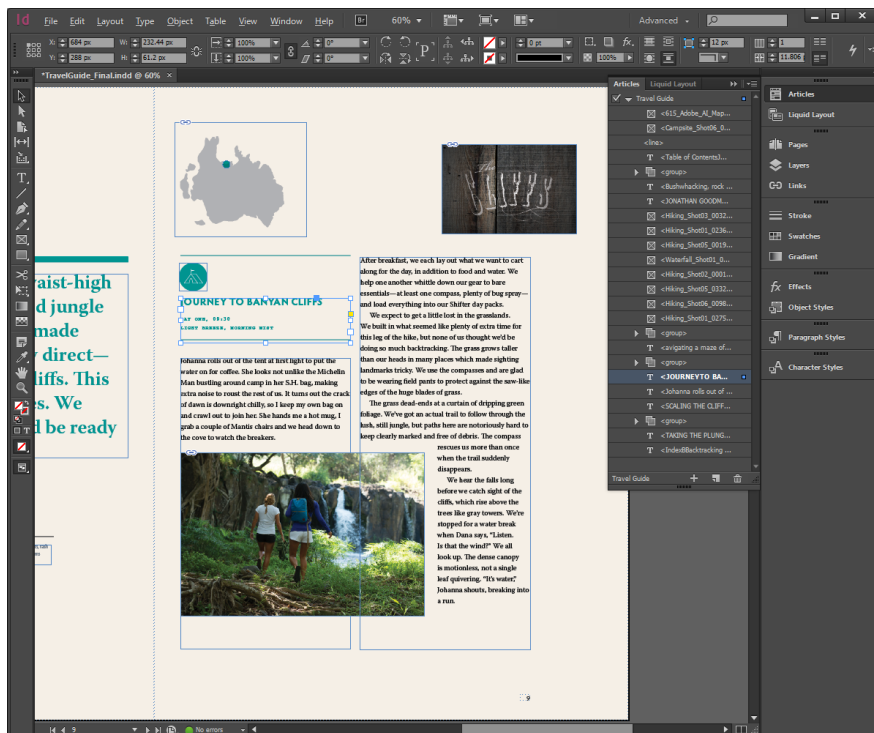
Mapping Style Tags
The **Paragraph** and **Character Style** dialog box has the option to use **Export Tagging.**

Export Tagging is found in the **Paragraph Styles Options** menu, and it can be used to define how text with InDesign Styles should be marked before converted to PDF. The

markup is displayed in a dropdown menu that has common tags such as <H1> to <H6>, <P> or Artifact. Export Tagging cannot be previewed within the InDesign layout, but it will be marked up in the exported **PDF** file.
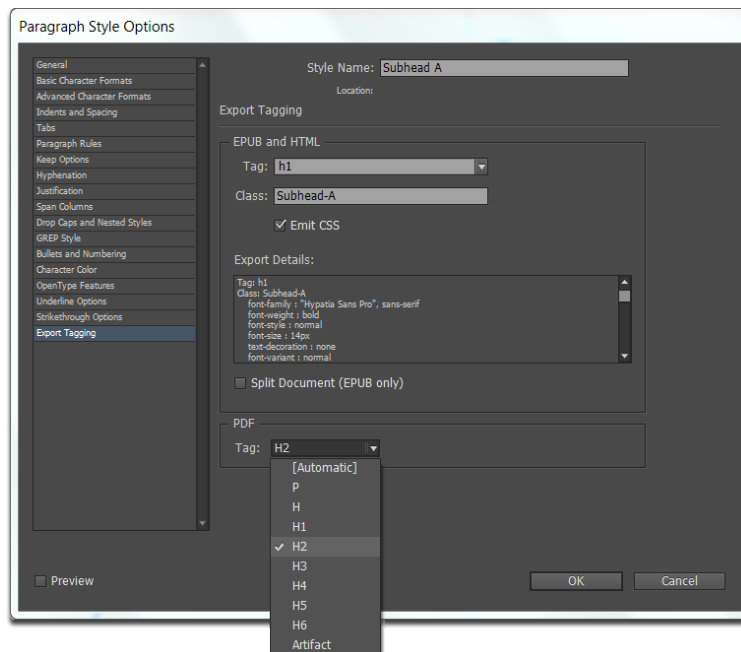
Alternative Text

The Object Export Options dialog box provides four options for adding alt text to frames in InDesign CC:

From Microsoft Word: When InDesign users import Word documents with graphic images that have had the alt text assigned in Word, the alt text descriptions from Word are converted to native InDesign alt text. (Note: Currently supported only on the Windows® version of Word).

From Structure: This option is for legacy INDD files where users have already created all of the alt text using the Structure pane.

From XMP (Title | Description | Headline): Common XMP metadata fields are used to capture text about the image or graphic. If the XMP data is updated in another application like Adobe Bridge, updating the link in InDesign results in the alt text string being updated.

To add alt text by typing it directly into InDesign:
1. Select an image that does not have an alt text tag
2. With the **Selection Tool**, select the image
3. Choose **Object > Object Export Options**
4. Select the **Alt Tab** in the **Object Export Options** box
5. Choose **Custom** from the **Alt Text Source** menu
6. Enter the description in the field and click **Done**
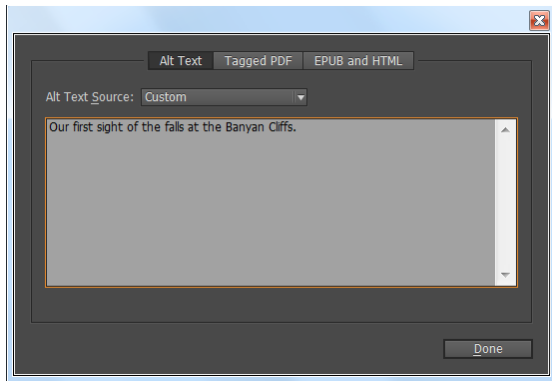
Artifact Objects

Apply artifact tags to object styles for any elements that should be tagged as an artifact:

- Decorative blocks of colour
- Decorative elements such as rules
- Decorative background images
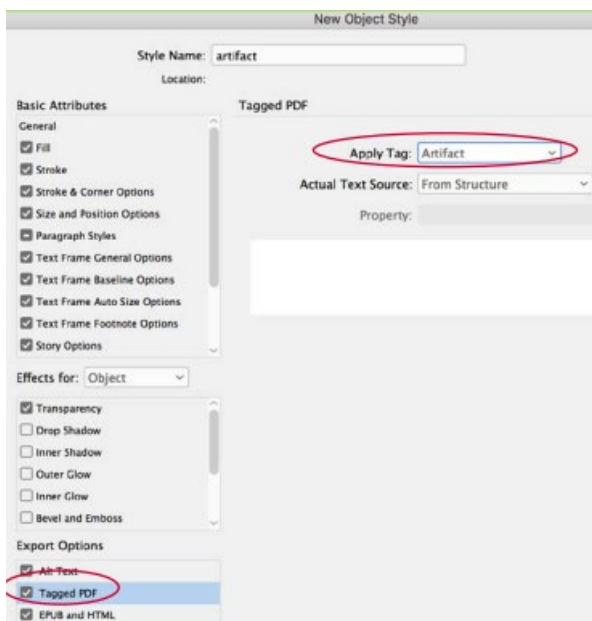
Alternatively, right-click on the object and select **Object Export Options** and select **Tagged PDF > Artifact**

For more in-depth instructions on accessible InDesign documents, go to the presentation on <u>Using Adobe InDesign to Create Accessible PDF Documents</u>

Canva Accessibility

<u>Canva</u> is a **free** easy-to-use design tool which makes graphic design easy to use for learners with all levels of abilities, from complete beginners to experienced designers.

Canva's simple drag and drop function combined with thousands of pre-made layouts enables users to quickly and easily create a wide range of different designs. Choose a template to create:

- A4 posters
- Blog graphics
- Social media posts
- CVs
- Infographics

Canva also allows users to customize and create their own templates.

Canva does not have a built-in accessibility checker. Although it is useful for making graphic content or posters, flyers, brochures, it is important to use the accessibility checkers in Adobe or Microsoft to ensure that it is accessible.

General Tips for Creating an Accessible Canva
- Use as few text boxes as possible
  - It is easier to have several separate paragraphs in one text box versus several individual text boxes per paragraph
- Design with the reading order in mind
  - It may be attractive to put the title in the middle of the page with an image blended into the background but it is not going to be accessible
- Group together decorative elements
  - When grouping together decorative elements you can ensure they have a decorative tag rather than needing to provide an Alt Text description (this can only be done for images that are purely decorative)

To learn how to check accessibility for Canva in Adobe or Microsoft, visit the article by Fresh Spectrum **Canva Accessibility is Bad, Here is How You Fix Your Design**

Alternatives to Canva
- Photoshop and InDesign – part of the Adobe suite, these programmes are paid-for alternatives
- Pixlr – Pixlr Editor allows you to edit images in a similar way to Photoshop using layers while Pixlr Express enables you to quickly edit images and create collages
- Inkscape – free vector graphics software available on Mac, Windows and Linux

Creating Accessible Social Media Posts

Facebook

Facebook has an accessibility page that provides details for users who have a disability or for creators who want to make their page more accessible: **Facebook Accessibility**

Alternative Text for Facebook Images

Facebook has a built-in Alternative Text generator, to understand how this works go to: **How Does Automatic Alt Text Work on Facebook?**

However, you can edit the **Alt Text** to ensure it is accurately conveying the information you want it to show to other users. To learn more about how to edit the **Alt Text** on Facebook, go to: **How Do I Edit the Alternative Text for a Photo on Facebook?**

It is important to note this can only be done on a laptop as it is not available on a phone.
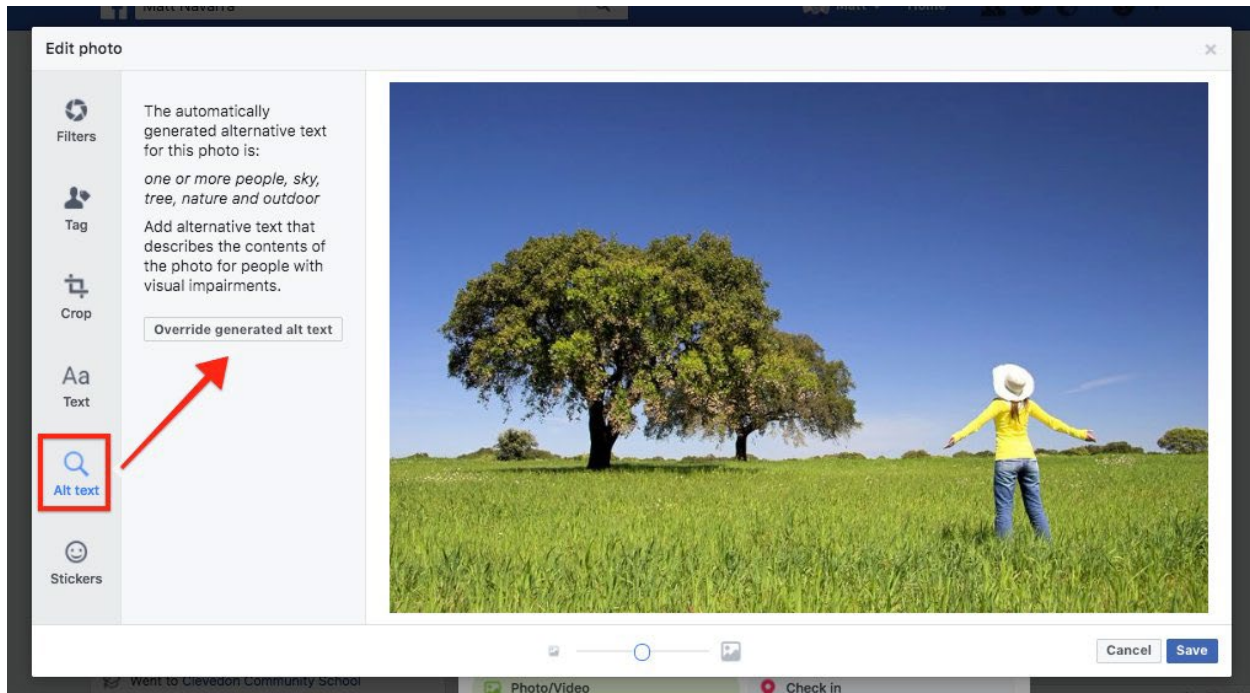
Facebook Captions for Images

If the photo contains meaningful information that cannot be conveyed in an **Alt Text**, **use the caption to add a description of the information in the image**.

Alternatively, link the description of the information contained in the image in the caption.

Try to avoid using images with text when possible or be sure to include a full description of the text in the caption or a link that is provided in the caption.

This is done to ensure that people with disabilities can access all the same information as abled-bodied individuals. **Do not summarize the information or leave out details.**

Accessible Facebook Post

The caption below includes the same details, even though it is worded slightly different from the image. It does not summarize and leave any important information out.

For more **complex images or where more information is needed**, include a **link** to where the full description is, or a **description** at the end of the caption above the image.

Image Description Instructions

Oftentimes inaccessible posts are ones that include images with meaningful information that is not provided in another format either via a link or description in the caption.

The image below contains meaningful information that is not conveyed in another format. To fix this, add a description in the **caption** or provide the details in a **link**.

Since the text in the image is lengthy it is best practice to put the full details in a link.

To do this, type out the information in the image in a PDF document or on a webpage on the website, and include the link in the post. If the image is borrowed from another website, see if they have the information typed out already and link to that website. For the post below, write out the statistics in plain, easy to read, language.

NEW DATA ON
Disability
IN CANADA 2017

The Canadian Survey on Disability covers Canadians aged 15 years and over whose everyday activities are limited because of a long-term condition or health-related problem.

22% of Canadians had at least one disability. This represents **6.2 million** people.

PERCENT OF CANADIANS WITH AT LEAST ONE DISABILITY:

BY SEX
Women 24%
Men 20%

BY AGE GROUP
13% Youth aged 15 to 24 years
20% Working-age adults aged 25 to 64 years
38% Seniors aged 65 years and over

BY DISABILITY TYPE
TOP FOUR MOST COMMON
Pain-related 15%
Flexibility 10%
Mobility 10%
Mental health-related 7%

OTHER DISABILITY TYPES
Seeing 5%
Hearing 5%
Dexterity 5%
Learning 4%
Memory 4%
Developmental 1%

1.6 million Canadians with disabilities were unable to afford required aids, devices, or prescription medications due to cost.

Among youth with disabilities, **60%** had a mental health-related disability.

EMPLOYMENT RATES FOR WORKING-AGE ADULTS
59% for persons with disabilities
80% for persons without disabilities

Source: Canadian Survey on Disability, 2017.
Catalogue number: 11-627-V
ISBN: 978-0-660-28161-2

Statistics Canada / Statistique Canada
www.statcan.gc.ca
Canada

Automatic Closed Captions on Videos
Facebook, like YouTube, automatically captions its videos. However, you can also edit the auto-generated captions. To do this, visit **How Do I Add Captions to my Page's Video on Facebook?**

Language Simplicity on Facebook
It is important to keep the readability of Facebook posts and images in mind. Readability should be targeted at a grade eight level.

To test the readability of the Facebook posts, go to the **WebFX Readability Test**

Colour Contrast for Facebook
It is important to keep colour contrast of images in mind when making Facebook posts. To check the colour contrast, go to page 12-14 of this guide.

Instagram
Instagram has a page on Accessibility in the Help Center that goes over some accessible features.

Alternative Text

Instagram uses an Automatic Alt Text and object recognition technology to provide a visual description of the images. The text can be replaced with a better description. These descriptions are able to be read by screen readers.

To see and edit alt text for a photo before you post it on Instagram:

1. Start by taking a photo or uploading an existing photo to Instagram
2. Choose a filter and edit the image, then tap **Next** (iPhone) or (Android)
3. Tap **Advanced Settings** at the bottom of the screen
4. Tap **Write Alt Text**
5. Write your alt text in the box and tap **Done** (iPhone) or **Done** (Android)

To change the alt text of a photo after you've already posted it on Instagram:

1. Go to the photo and tap (iPhone) or (Android)
2. Tap **Edit**
3. Tap **Edit Alt Text** in the bottom right
4. Write the alt text in the box and tap **Done** (iPhone) or **Done** (Android)
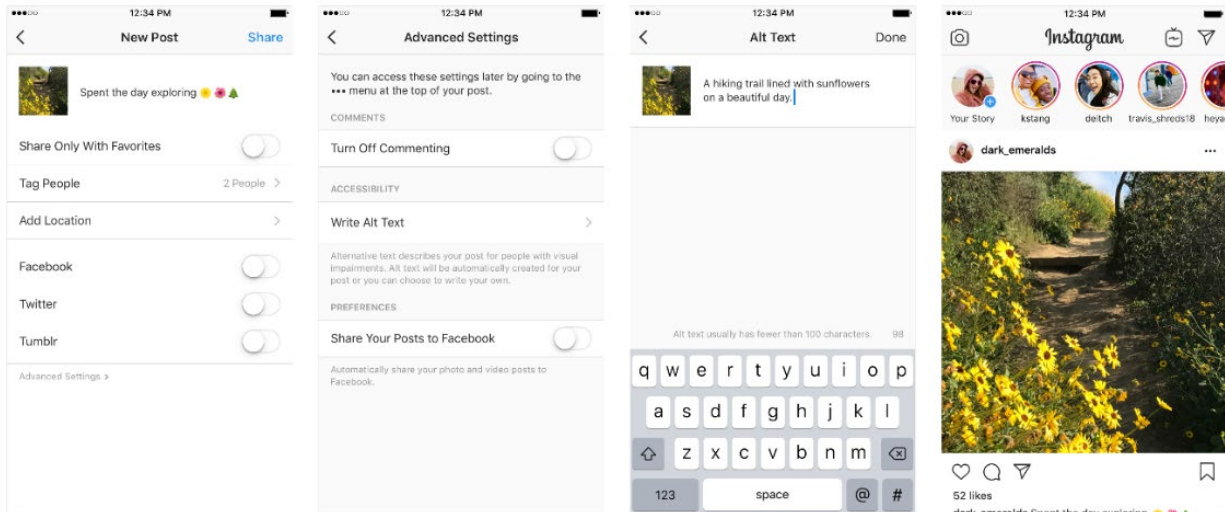
Image Descriptions

Some images contain meaningful information that cannot be captured in an Alt Text tag. It is better to provide an image description in the caption to ensure all users are accessing the same content.

See **Facebook** section above for more details on how to add an **image description**.

Minimize use of font styles, emoji's, icons, in Instagram posts.

Caption and Description for Videos

It is important to use videos that have closed captions when uploading to Instagram. This has to be done in a video editing software before uploading.

You can use a third-party app to auto-generate video captions, visit this article on the 7 Best Automatic Subtitle Generators to find more information on captioning videos.

Sharing Videos with Captions

You can manage captions for your own video post before or after sharing it.

To manage captions before sharing a video post:

1. Before sharing a video post, tap **Advanced Settings**
2. Scroll to **Accessibility** and tap switch off or **switch on** next to **Show Captions** to turn it on or off

To manage captions for a video post you already shared:

1. Tap **more actions** (Android) or **more actions** (iPhone) at the **top** of the video
2. Tap **Edit**
3. On an Android, tap Remove Captions to turn them off. On an iPhone, tap Advanced settings, then tap switch off or switch on next to Show captions to turn them on or off
4. If the video cannot contain closed captions, **link to transcripts of the video**.

It is also best practice to provide a brief description in the caption on what the video is about to help users identify the video and determine if the content is relevant to them.

Other Accessibility Practices

According to the blog on How to Make Your Instagram More Accessible and Why It's Important, there are a few tips to ensuring the content is accessible to all users.

- Keep posts brief and concise, use plain text and easy to understand language
- Limit the use of Emojis
- Place extra hashtags in the comments instead of at the end of the post
- Optimize colour contrast and ensure that you are complying with WCAG 2.0
- Avoid putting critical information in Instagram Stories

LinkedIn

LinkedIn has an Accessibility page that states the site is in compliance with the WCAG 2.1 Level AA. To contact LinkedIn for accessibility support, go to: Contact LinkedIn Support – Accessibility Support Request(s).

The Bureau of Internet Accessibility wrote a blog on Becoming More Accessible on LinkedIn: Tips for Improving Your Reach. It includes the following tips:

1. Add descriptive **alternative text** to your LinkedIn posts
   It must be done in a desktop, it is not currently available on mobile devices
   a) Upload **image**
   b) Press **Add Alt Text** in the top right corner
   c) Type your **Alt Text** in the box and press **Save**
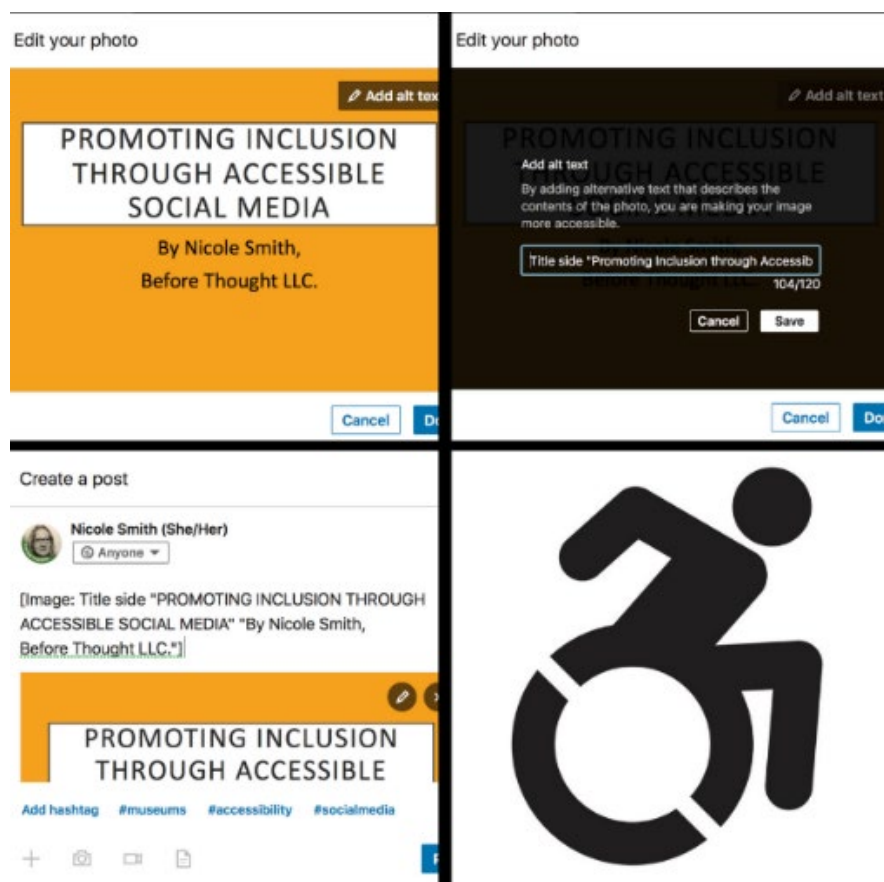
If the Alt Text cannot capture all of the meaningful information in an image, add an image description in the post or under the image. See the **image description instructions** that is provided under the **Facebook** section above

2. Add **closed captions** to LinkedIn videos
   Consider a third-party app to auto-generate captions (see information under Caption and Description for Videos under Instagram)

3. Ensure the content follows the **WCAG 2.0 Level AA** requirements
   Pay attention to **colour contrast**
   Use **clear and concise language** and avoid jargon
   Avoid **flashing content more than 3 times per second**

YouTube

YouTube has a page on how to Manage Accessibility Settings that provides general accessibility information and specific information for people who have a visual or hearing disability.

Closed Captions

For more information, visit YouTube Help Add Subtitles and Captions.

Create subtitles and captions

1. Sign in to **YouTube Studio**
2. From the left menu, select **Subtitles**
3. Click the **video** that you'd like to **edit**
4. Click **Add Language** and select your language
5. Under **subtitles**, click **Add**

Additional Resources on Accessible Technology

According to <u>SNOW Inclusive Learning & Education</u>: **Assistive technology** is a piece of technology (software or hardware) designed to perform a specific task. For example, a braille keyboard for an individual who reads braille, screen reader software that reads content out loud from digital text, or speech-to-text software that allows people to use their voices to enter text. It can help people with disabilities with the following:

- Perform functions that cannot be accessed in another format
- Approximate normal fluency, rate or standards that cannot otherwise be achieved
- Allow for full participation in programs or activities that are otherwise inaccessible
- Enhance endurance or ability to complete tasks that are otherwise difficult
- Assists with concentration and increases access to information

Apps for those who are Deaf and Hard of Hearing:

Google Live Transcribe: This Google app allows anyone to listen to a conversation and read a transcript of what was said.

AVA: This app uses AI to convert an audio recording into text for the user. It also allows the user to send messages with closed captioning. The app requires an internet connection and will not work without it.

Signly: This app converts sign language into text or speech. It also includes a text-to-speech function to convert written words into audio.

Apps for those who are Blind or Low Vision:

KNFB Reader App: This app scans a document and reads it aloud as soon as the device picks up its text. This works for anything from books, magazines, and letters to websites and emails.

TapTapSee: This app allows you to take a picture of an object and tells you what it is. It also provides visual descriptions, identifies currency values, and describes colors.

Color ID Free: This app allows you to take a picture and then identify colors in the photo. It also includes the ability to scan barcodes and QR codes, read signs, and describe shapes.

WCAG 2.0 Level A and AA Checklist

The following information can be found on Yale University WCAG 2 A and AA Checklist

1.1.1 Non-text Content (A) (2.0)

- All image tags must have Alt attributes
- If short Alt Text is enough to describe an image, provide the short text via the image's alt attribute
- If a short text alternative is not enough to describe an image (such as in a chart, graph, or diagram), provide short text via the image's alt attribute, and include a long description in nearby text
- If an image or icon is used as a button or link, the image has a text alternative enough to describe the purpose of the button or link
- Images that are decorative, used for formatting, or contain content already conveyed in text have a null alt attribute or are implemented as CSS background images
- Frames and iframes have descriptive titles
- Minimize the number of adjacent links to the same destination by combining adjacent images and text into a single link, rather than creating a separate link for each element

1.2.1 Audio-only and Video-only (Prerecorded) (A) (2.0)

- For pre-recorded audio (without video), provide a descriptive transcript that includes dialogue and all other meaningful sound
- For pre-recorded video (without audio), provided a text alternative or audio descriptions that provide the same information presented

1.2.2 Captions (Prerecorded) (A) (2.0)

- Provide captions for pre-recorded audio content in non-live synchronized media

1.2.3 Audio Description or Media Alternative (Prerecorded) (A) (2.0)

- For non-live video, provide a descriptive transcript or an audio description

1.2.4 Captions (Live) (AA) (2.0)

- Provide captions for live audio and video

1.2.5 Audio Description (Prerecorded) (AA) (2.0)

- Videos should include "radio style" narration so that content makes sense if someone is consuming just the audio track
- Include any text elements in the narration

1.3.1 Info and Relationships (A) (2.0)

- Use semantic markup to designate headings, lists, figures, emphasized text, etc.
- Organize pages using properly nested HTML headings
- Use ARIA landmarks and labels to identify regions of a page

- Reserve tables for tabular data, use table headers appropriately, and use table captions
- When the appearance of text conveys meaning, also use appropriate semantic markup
- Avoid emulating links and buttons
    - Use the a and button tags appropriately. Avoid using a tags for buttons. Avoid using div, span, etc. tags for links or buttons
- Avoid using whitespace characters for layout purposes

1.3.2 Meaningful Sequence (A) (2.0)

- Ensure that the source order presents content meaningfully
- When the page is viewed without styles, all content on the page should still appear in a meaningful and logical order

1.3.3 Sensory Characteristics (A) (2.0)

- Do not identify content based on its color, size, shape, position, sound, or other sensory characteristics
- Do not convey information solely through icons or symbols

1.4.1 Use of Color (A) (2.0)

- When the color of words, backgrounds, or other content is used to convey information, also include the information in text
- Links should always be easily identifiable through non-color means, including both default and hover states
    - The easiest and most conventional way to signify links is underlining
- Required fields and fields with errors must include some non-color way to identify them

1.4.2 Audio Control (A) (2.0)

- Do not have audio that plays automatically on the page
- When providing audio, also provide an easy way to disable the audio and adjust the volume

1.4.3 Contrast (Minimum) (AA) (2.0)

- Text (including images of text) have a contrast ratio of at least 4.5:1
- For text and images of that is at least 24px and normal weight or 19px and bold, use a contrast ratio that is at least 3:1

1.4.4 Resize text (AA) (2.0)

- Ensure that there is no loss of content or functionality when text resizes
- Define texts and text containers in relative units (percent, ems, rems) rather than in pixels

1.4.5 Images of Text (AA) (2.0)

- Avoid images of text, except in cases such as logos

<u>2.1.1 Keyboard (A) (2.0)</u>

- Avoid implementing access keys
  - When access keys and other keyboard shortcuts are implemented, they must not interfere with existing browser and screen reader provided shortcuts
- All functionality should be available to a keyboard without requiring specific timing of keystrokes unless a keyboard cannot provide the functionality alone
- Avoid relying exclusively on pointer-driven events, such as onmouseover, to provide functionality when scripting
  - Generally, such functionality will also require scripting for keyboard operability
- In general, avoid using scripts to remove focus from an element until the user moves focus manually

<u>2.1.2 No Keyboard Trap (A) (2.0)</u>

- Ensure keyboard focus is never trapped on an element without an obvious way to move focus out of the element
- Make sure the user can move focus to and from all focusable elements using a keyboard only

<u>2.2.1 Timing Adjustable (A) (2.0)</u>

- Do not require time limits to complete tasks unless necessary
- If a time limit is necessary, the time limit should be at least 20 hours, or it can be extended, adjusted, or disabled

<u>2.2.2 Pause, Stop, Hide (A) (2.0)</u>

- Items on the page should not automatically move, blink, scroll, or update, including carousels
- If content does automatically move, blink, scroll, or update, provide a way to pause, stop, or hide the moving, blinking, scrolling, or updating

<u>2.3.1 Three Flashes or Below Threshold (A) (2.0)</u>

- Do not provide any content that flashes more than three times in any 1-second period

<u>2.4.1 Bypass Blocks (A) (2.0)</u>

- Provide a link to skip to the main content as the first focusable link on the page

<u>2.4.2 Page Titled (A) (2.0)</u>

- Make sure each web page has a title tag that is descriptive, informative, and unique

<u>2.4.3 Focus Order (A) (2.0)</u>

- Create a logical tab order through links, form controls, and interactive objects

- When inserting content into the DOM, insert the content immediately after the triggering element, or use scripting to manage focus in an intuitive way
  - When triggering dialogs and menus, make sure those elements follow their trigger in the focus order in an intuitive way
  - When content is dismissed or removed, place focus back on the trigger
- Avoid using tab index values greater than 0

2.4.4 Link Purpose (In Context) (A) (2.0)

- If the visible text alone is not sufficient to convey meaning, use advanced techniques to provide additional meaning, such as ARIA attributes, screen reader only text, or the title attribute
- The purpose of each link can be determined from the link text alone, or from the link text and the containing paragraph, list item, or table cell, or the link text and the title attribute

2.4.5 Multiple Ways (AA) (2.0)

- Each website should include at least two of the following: a list of related pages; table of contents; site map; search; or list of all pages

2.4.6 Headings and Labels (AA) (2.0)

- Ensure that on each page, headings, landmark labels, and form labels are unique unless the structure provides adequate differentiation between them

2.4.7 Focus Visible (AA) (2.0)

- Provide keyboard focus styles that are highly visible, and make sure that a visible element has focus at all times when using a keyboard
- Do not rely on browser default focus styles

3.1.1 Language of Page (A) (2.0)

- When a visual label is present for an interactive element (example: link or form control) the accessible name of the element should contain the visual label
- Provide a lang attribute on the page's html element

3.1.2 Language of Parts (AA) (2.0)

- If a portion of the page is in a different language, use the lang attribute on that part

3.2.1 On Focus (A) (2.0)

- When the focus change, the page should not cause a change in page content, spawn a new browser window, submit a form, case further change in focus, or cause any other change that disorients the user

3.2.2 On Input (A) (2.0)

- When a user inputs information or interacts with a control, the page should not cause a change in page content, spawn a new browser window, submit a form, cause further change in focus, or cause any other change that disorients the user

- If an input causes such a change, the user must be informed ahead of time

3.2.3 Consistent Navigation (AA) (2.0)

- When components are repeated across web page, they should appear in the same relative order with regard to other repeated components on each web page where they appear
- When a navigation menu is presented on multiple pages, the links should appear in the same order on each page

3.2.4 Consistent Identification (AA) (2.0)

- When components have the same functionality across several web pages, the components are labeled consistently on each page

3.3.1 Error Identification (A) (2.0)

- Identify errors using aria-invalid
- Programmatically indicate required fields using the required or aria-required attributes
  - Visually indicate required fields in the form's instructions or form labels. Do not indicate required fields for CSS alone
- Make errors easy to discover, identify, and correct

3.3.2 Labels or Instructions (A) (2.0)

- Use semantic, descriptive labels for inputs
  - visually position labels in a consistent way that makes associating labels with form controls easy
  - do not rely on placeholder text in lieu of an HTML label
- Provide text instructions at the beginning of a form or set of fields that describes the necessary input
- When providing inline help text, use aria-describedby to associate the help text with the input

3.3.3 Error Suggestion (AA) (2.0)

- If an input error is detected and if suggestions for correction are known, provide suggestions for fixing the submission

3.3.4 Error Prevention (Legal, Financial, Data) (AA) (2.0)

- Provide easy ways to confirm, correct, or reverse a user action where a mistake would cause a serious real-world consequence
  - Example: submitting financial data, entering into a legal agreement, submitting test data, or making a transaction)

4.1.1 Parsing (A) (2.0)

- Validate all page HTML, and avoid significant validation / parsing errors

4.1.2 Name, Role, Value (A) (2.0)

- Avoid creating custom widgets when HTML elements already exist, for example, use a and button tags appropriately
- When creating a custom interactive widget, consult the ARIA Authoring Practices Document
    - use ARIA labels, descriptions, roles, states, and properties to expose information about the component
- Use ARIA to enhance accessibility only when HTML is not sufficient
    - use caution when providing ARIA roles, states, and properties.

A PDF version of the checklist is available when screening webpages or documents. Contact the County Accessibility Coordinator for a copy.