Web Accessibility Training Video Script

The Cleveland Metropolitan School District is committed to ensuring its website content is accessible to all students, prospective students, employees, guests and visitors with disabilities, particularly those with visual, hearing, or manual impairments, or who otherwise require the use of assistive technology to access District web content.

Consistent with this goal, the District has adopted technological standards to determine whether its online content is accessible. We have identified a Web Accessibility Coordinator who is responsible for oversight and compliance with these standards. Annual training will be required for anyone with editing privileges on the website platform to ensure the District can comply with these requirements. Training materials and digital tools are available on the District website. In addition, the Web Accessibility Coordinator will answer any questions you may have to help ensure your site is compliant.

Our content management system and the templates that we utilize will address most of the accessibility issues. But we still will make a lot of decisions every day that can affect the accessibility of our content. Here is a quick checklist of the simple ways you can make your content accessible:

* **Use descriptive headings to organize content.**Headings are critical when creating accessible content. They provide the ability to directly jump to content and can save assistive tool users hours of time. Keep it simple and use the heading styles provided in the Site Manager editor.
* **Add alternative (alt) text to your images.**First, ask yourself what is the purpose of the image. If you don't know the meaning or purpose of the image, don't use it! It is clutter and will be overwhelming to those with learning disabilities. Next, add alt text that is simple and succinct and gives an exact description of the image. For example, alt="photograph of a Cell Dividing." If the image is a diagram that conveys complicated information, a long description or textual format of the material is required.
* **Do not use images of text or blinking images and animation.** Images of text are not accessible and should not be used. Blinking images and animation may look cute to you but can induce unexpected physical or behavioral actions.
* **Structure Word and PowerPoint documents properly.** One of the top complaints heard from students with visual impairments involves the inability to consume attached files. Format any attached documents with appropriate headings to ensure they can be properly consumed by screen readers. When creating your documents, use the "Formatting and Style" options available in Microsoft Office, Adobe or other word processing tools to define appropriate headings and lists. For more information, see [Format Accessible Documents](https://help.blackboard.com/Accessibility/Format_Accessible_Documents).
* **PDFs are tagged for accessibility.** Attached PDF files need to be properly tagged to ensure their structure can be read by screen readers. Simple methods for "print" or "save" to PDF create a single image of the file. But while the document will look as if it is properly structured, the screen reader will not be able to interact with or read any of the material. For details about making accessible PDF documents, see [Meet PDF Accessibility Standards](https://helpx.adobe.com/acrobat/using/create-verify-pdf-accessibility.html) on the Adobe Acrobat website.
* **Make your links descriptive.**Every link should describe what the user can expect to find when they click it. Web addresses or URLs are not considered informative and should not be used. Tell your users when links are going to a new window as new windows can be disorienting.
* **Include descriptive captions with your videos.** Adding descriptive captions to your content ensures users with hearing impairments are able to consume it. For more information, see [Caption Video Content](https://help.blackboard.com/Accessibility/Caption_Video_Content).
* **Make text stand out.** Make sure that text or background color choices have proper contrast when setting up your template.
* **Use lists instead of tables when possible.**Tables can be made accessible but screen-reader users need to know advanced keystroke commands to navigate and understand them. If you do use tables, include column headers (<th>). This causes the screen reader to re-announce the column heading for each cell as the user navigates through. This gives the user context for each cell’s content. Consider how each cell will read when naming the columns and adding information to the cell.

If you want to learn more about accessibility for the web, the [WebAim website](http://webaim.org) (webaim.org) is a great resource with articles and tools. You will also find more resources on the District’s [accessibility webpage for Site Administrators](http://www.clevelandmetroschools.org/Page/12532).

The Web Accessibility Coordinator will provide an audit for your site and work with you to resolve outstanding issues.

Web Accessibility Coordinator

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