Web Page 508 Compliance

Making your web pages and linked documents accessible ensures that individuals with disabilities can access all the content on your website. Individuals with disabilities may include, but are not limited to: Blind or Low Vision, Deaf or Hard of Hearing, Physical Disability and Cognitive Disability.

Individuals with disabilities use assistive technology (AT) to help them understand the content on your web pages. Screen readers are one example of tools available to assist individuals who are blind, have low vision, or a learning disability. Screen reader and text-to-speech technology translate the words on the page and uses a computerized voice to read the information aloud. In order to be accessible, web pages and documents (Word, PDF, Video files, Audio files) must work in partnership with assistive technology. This ensures that individuals with disabilities will have access to the content on your website.

All of the content added to your website must consider the compliance rules.

Contents

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Headings

Use headings to organize the structure of your content

Headings (Page Title, Heading, Subheading, Heading 4, Heading 5, Heading 6) used correctly outline the content on the page.

Heading Levels

Page Title	<h1>
Heading	<h2>
Subheading	<h3>
Heading 4	<h4>
Heading 5	<h5>
Heading 6	<h6>

Proper use of Headings is required for AT to navigate the page. This also allows the visitor to quickly review the content on the page. Heading styles are designed to be used in order (see example below).

Every Page must have an H1. In your website this is the Page Title. Only use the Page Title once on each page.

Use Headings to indicate and organize your content structure. The screen reader will create an outline of the page content based on the heading levels. Do not use heading levels out of order. This will cause the content to get mixed up. (e.g. H2, H4, H3, H2)

An example using Headings to create a useful outline of the content for a screen reader. If your content is not outlined through use of proper heading order, the screen reader will read content out of order.

Welcome to Coopersville Area Public Schools (H1)

Since its beginning in 1853, the Coopersville Area Public Schools has continued to focus on the needs of its children. Located in the Northeast part of Ottawa County, within 15 minutes of Grand Rapids and 15 minutes of the Lakeshore, C.A.P.S. currently operates three elementary schools, one middle school, and one high school serving a student population of 2,600 - all situated on one campus allowing for a dynamic exchange of staff and student resources.

District Foundation (H2)

Mission & Strategic Plan (H3)

The mission of Coopersville Area Public Schools is "to inspire all students to have a life-long love of learning, to achieve their goals and to be compassionate citizens who contribute to the global community". This mission, was implemented in 2011, is the heart of the district's strategic plan that continuously demands excellence.

Governance (H3)

The C.A.P.S. district is governed by an elected seven-member Board of Education. The Board meets monthly as a single body to set or amend policy, develop long-range educational goals, and act upon recommendations of the Superintendent of Schools. The Board is also responsible for adopting and periodically amending the operating budget and evaluating school programs in accordance with governing laws. The Board uses the Carver model of board governance that focuses attention on the "end" goals of the district.

Preparing for the Future (H2)

Activities (H3)

The school district offers a hometown, small school atmosphere that gives parents, students, and teachers an opportunity to really get to know one another. The district is large enough to provide a wide range of curricular and extra-curricular offerings, but small enough to maximize student participation and maintain a community feel.

C.A.P.S. has a number of supportive organizations that collaborate to offer students a wide variety of extra-curricular activities. The Coopersville Recreation Department also provides many athletic opportunities for children including soccer, baseball, and football. The C.A.P.S. PTA, which is comprised of parents and teachers, is an active organization that provides many extras for the schools. In addition, Music/Arts Boosters, Athletic Boosters, and many clubs and groups help to suport the efforts of the respective high school programs and help connect students to their interests.

The Future (H3)

As the city of Coopersville and the seven townships served by the district continue to grow in population, C.A.P.S. offers facilities that optimize learning because of visionary planning that has already taken place. Enthusiastic staff members, dedicated parents, a dynamic community, and eager students will continue to make Coopersville Area Public Schools a great place to grow and learn.

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Links to Documents and Web Pages

Unique and descriptive link names

Make sure that the link text properly describes the link destination. Telling your reader to 'click here' is not descriptive, and is ineffective for a screen reader user.

Assistive technology, including screen readers, compiles a link list for the user to quickly scan all the links on the page. Using descriptive text properly explains the context of the link.

For example, if you are pointing readers to a page called "About Us":
Avoid: "Click here to read about our district."
Instead use: "To learn more about our District, read About Us."

Additional Suggestions:
View Monthly Newsletter
Download Spelling List
Open Homework Assignment

Readers and Plug in's

If you link to a document, you must provide a link to the viewer for that document type. The most common example is a PDF file. All pages with a PDF file on them must include a link to download Acrobat Reader.

We recommend all documents you upload to the website be converted to PDF format. Foxbright will provide a link on all pages to download the PDF viewer. If you use other formats such as Excel, Word, PPT, etc., you will need to add a link on the page to download the appropriate viewer.

Make sure that any document you are linking to is accessible. To learn more about creating accessible Word and PDF documents visit:

Creating Accessible Word and PDF Documents http://www.section508.gov/content/learn/best-practice-library

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Images

Alternative Text

Appropriate Alternative Text (Alt attribute) must be provided for all images so screen reader users can understand the message conveyed by the images on the page. The Foxbright CMS allows the Alternative Text field to be completed whenever you insert an image on a web page. Each time you insert an image on a page, make sure to provide appropriate Alternative Text.

Alternative Text Example

The Alternative Text should contain the message and feeling being conveyed by the image, and if the image includes text, the text should be included in the alt tag as well. Complex graphics (infographics) should be accompanied by detailed text descriptions.
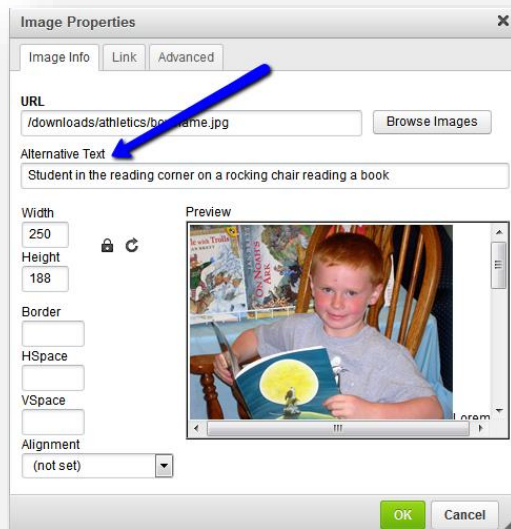
Decorative Images

Purely decorative images or images already described by the surrounding content can be left empty (alt="") so the screen reader user isn't distracted from the more important content of the page. Deleting everything from the Alternative Text field when you insert an image will create the alt="" tag.

Images Used as Links

If an image is used as a link, make sure the Alternative Text describes the graphic and the link destination.

Extensive Guide to Alternative Text

SSA Alternative Text Guide https://www.ssa.gov/accessibility/files/SSA_Alternative_Text_Guide.pdf

WebAIM Alternative Text Basics http://webaim.org/techniques/alttext/

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Animated Graphics

Animated graphics can cause the screen to flicker and should be avoided. If you must use an animated graphic or element, make sure that it does not flash at a rate between 2 and 55 cycles per second.

Videos and Audio Files

In addition to Alternate Text, Audio and Video files also require captions and/or transcriptions.

Captions are a text version of the speech and sound in the video. They are displayed over the video and can be turned on or off by the video player.

Transcripts are a written account of the audio or video and are provided in a separate file. Transcripts should contain additional descriptions, explanations, or comments that may be beneficial, such as indications of laughter or an explosion. A link to the transcript document should immediately follow the video or audio file.

For most web video, you will need to provide both captions and a text transcript. For audio files, such as podcasts, you will only need to provide a transcript.

Adding Captions to Your Videos

Vimeo and YouTube both provide different ways to create and add captions to your videos. There are also service providers that specialize in video captions and transcripts. Simply search "captions" and the name of the video site provider you use (vimeo or youtube) to find different options for adding captions.

Here are some resources to get you started.

Captions in Vimeo - https://vimeo.com/help/faq/managing-your-videos/captions-and-subtitles#how-do-i-add-caption-and-subtitle-files-to-my-videos

Captions in YouTube - https://support.google.com/youtube/answer/2734796?hl=en

How to create a caption file for YouTube videos - http://www.wikihow.com/Write-Closed-Captions-for-YouTube

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Tables

Layout Tables

Layout tables are used to format content and do not require special tags to be accessible. A popular use of layout tables is to split a list into two columns. As long the columns don't have titles, and it doesn't matter what order the items are read in, nothing needs to be done to make the content accessible. If the order of content in the table matters makes sure that the content is linearized. Learn more about **Layout Table Linearization** http://webaim.org/techniques/tables/

Data Tables

The purpose of data tables is to present tabular information in a grid and to have column or rows that show the meaning of the information in the grid. If you use a data table, it must be marked up to include the scope or id/headers attributes. Adding headers (<th>) will help a user understand the table more completely. For more complete details, visit **WebAIM's Creating Accessible Tables Guide** http://webaim.org/techniques/tables/data

Check Compliance of Web Pages

There are tools available to check compliance of your web page.

Web Accessibility Evaluation Tool http://wave.webaim.org/