



## Document Accessibility Tip Sheet

### Word Accessibility

#### Use document styles

Use heading and paragraph styles to structure the document rather than manual headings or sub-headings. This tool also makes tables of contents easy. For information on how to use headings and paragraph styles [check out the Section 508 blog](#).

#### Add alt-text to images and objects or mark as decorative

Alt-text should be used for images, pictures, clip art, charts, shapes, SmartArt graphics and embedded objects. Determine if the picture is conveying information or is just decorative. If decorative, just mark it as decorative. If the image is conveying information, please describe it, use clear, concise terms. For example, "Person in wheelchair on ramp" may suffice rather than "Smiling woman in wheelchair posing on ramp." Note: To add alt-text to a picture, right click on the picture and choose "Format Picture." In the pan that appears, type the image description in "Description." If the image is decorative, mark that checkbox.

#### Use short titles in headings

Keep headings short (fewer than 20 words or one line long). This makes it easy for readers to quickly navigate your document. If you want to explain what that section is for, do that in a sentence under the heading.

#### Name your hyperlinks appropriately

Your link should contain meaningful text that reflects the link destination or subject, rather than simply saying "click here" or having an exposed url.

Example of an exposed URL:

[www.grandriversolutions.com//training//titleix//opentrainings//10034](http://www.grandriversolutions.com//training//titleix//opentrainings//10034)

#### Use simple table structure

Avoid using nested tables, merged or split cells, or blank cells for formatting.

#### Set column and row headers in tables

Clear column headings provide context and assist navigation of the table contents.

For example:

	“Column Heading”	“Column Heading”
“Row Heading”	Content	Content
“Row Heading”	Content	Content

### Avoid using repeated blank characters

Extra spaces, tabs and empty paragraph marks can cause people using screen readers to repeatedly hear the word “blank.”

### Avoid using floating objects

Place objects in-line with text for easy navigation. To do this, right click and select “Wrap Text” and then “In line with Text.”

### Use color carefully

Ensure there is enough [color contrast](#) between the text and the background. Dark text with light backgrounds is the most accessible.

Do not use color alone to indicate information, such as using red on a calendar to indicate the days school is closed.

### Use the Accessibility Checker

This built-in tool will tell you about possible accessibility issues in your document and give suggestions on how to correct them.



## Document Accessibility Tip Sheet

### PowerPoint Accessibility

#### Add alt-text to images and objects or mark as decorative

This includes pictures, clip art, charts, shapes, SmartArt graphics and embedded objects. Determine if the picture is conveying information or is just decorative. If decorative, just mark it as decorative. If the image is conveying information, please describe it, use clear, concise terms. For example, "Person in wheelchair on ramp" may suffice rather than "Smiling woman in wheelchair posing on ramp."

To add alt-text to a picture, right click on the picture and choose "Format Picture." In the pan that appears, type the image description in "Description." If the image is decorative, mark that checkbox.

#### Do not use animations (gifs), only still photos.

#### If using a video, include captions and audio descriptions

If you use audio or video components, ensure that all audio is captioned and any visuals are audio-described. If you need help please ask Judy.

#### Use simple (not complex) tables

These are easier for all to read, including people using screen readers and people sitting at the back of the room. Avoid using nested tables, merged or split cells, or blank cells for formatting

Example of a simple table:

	"Column Heading"	"Column Heading"
"Row Heading"	Content	Content
"Row Heading"	Content	Content

#### Ensure each slide has a unique title

Slide titles are used for navigation and selection by people who are not able to view the slide.

#### Name your hyperlinks appropriately

Your link should contain meaningful text that reflects the link destination or subject, rather than simply saying "click here" or having an exposed url.

## Use color carefully

Ensure there is enough [color contrast](#) between the text and the background. Dark text with light backgrounds is the easiest.

Do not use color alone to indicate information such as red are the days school is closed.

## Use content placeholders, not text boxes

To check if you have done this correctly, open View – Outline View. All text (except tables and alt text) should display in this pane. This ensures all readers have access to the text in your slides.

## Notes may not be read

Some users of assistive technology cannot easily access your notes from your presentation. Consider adding them into a slide or sharing them in another format.

## Sharing accessible presentations

When sharing electronically with your audience or on the web, whenever possible, convert to an accessible PDF.

## Use the Accessibility Checker

This built-in tool will tell you about possible accessibility issues in your document and give suggestions on how to correct them.

Please be sure to check the reading order in every slide.



## Document Accessibility Tip Sheet

### Emails

#### Fonts and font size are important

Choose sans serif fonts of at least 12-point size for greater readability. Calibri, Arial, Helvetica, Tahoma or Verdana are good font options.

#### Add alt text to images and objects

If adding image to the body of an email, ensure there is alt text by navigating “Picture Format.”

All graphics (photos, images, logos, charts, screen shots) require alt text or captions. Adding alt text to a screen shot? If it shows the steps to complete a task, be sure to describe the steps and the keyboard shortcuts in the alt text.

#### Adding attachments

Dragging a document into the body of an email or appointment invitation is not accessible for all versions of Outlook. For emails, use “Attach File” in the ribbon (Alt, H, AF). For appointments, send a separate email with attachments.

#### Use styles

When writing longer emails, use built-in formatting styles such as lists and headings.

#### Name your hyperlinks appropriately

Use meaningful text for hyperlinks. It is acceptable to display the URL for your email address in your signature. Ensure that hyperlinks go to accessible sites. If a link is to a video, the video needs to have captions. If the hyperlink is to a PDF, the PDF needs to be accessible.

#### Avoid using repeated blank characters

Extra spaces, tabs and empty paragraphs can cause screen readers to repeatedly say the word “blank.” Instead, use styles with formatting and indenting to create white space. Set up your formatting preferences in a new email, then under “Change Styles,” select “Set as Default” (Alt, O, G, D).

### Check your color contrast

Background for emails should be white. Custom backgrounds can cause security issues and load slower on mobile devices. They also may prevent people from being able to read the image's alternative (alt) text if they do not accept the automatic downloading of images (e.g. mobile).

### Use plain language

Put key information up front. Use bulleted lists to segment supporting points. Write using active voice: subject of the sentence performs the action.

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## Document Accessibility Tip Sheet

### Social Media Posting Tips

#### Add alt text to images

When this is not possible, describe image in clear, concise terms as part of the post. This includes pictures, clip art, tables and charts.

#### Place hyperlinks toward the end of the post

Let people read your message before providing the link. Consider adding [PIC], [VIDEO], [AUDIO], or [PDF] before hyperlinks to help the reader know where they are going.

#### Put extra hashtags (#) after hyperlinks

Hashtags can be complicated for those using assistive technology. One or two is ok in the main body; otherwise, post them at the end.

#### Multimedia needs to be seen and heard

Any video you create or link to needs to have captioning. Podcasts must have transcripts. When writing a script, describe key visuals.

#### Use plain language

Clear content will engage more readers. Avoid acronyms.

# INTRODUCTION: UNDERSTANDING YOUR DOG (SORT OF)



This is not a serious presentation. It is intended for instructional purposes only.





# AGENDA

Introduction

Special Features of Dogs

Steps to Teach your Dog to Sit

Scheduling



# SPECIAL FEATURES OF DOGS

**Gills:** Dogs, much like goldfish, breathe underwater. If your dog refuses to swim, it is simply being lazy. Toss it into a lake until it remembers.

**Magnet Senses:** Dogs navigate not by smell or sight, but by aligning their spines with the Earth's magnetic field, like a furry compass. That's why they spin in circles before lying down—they're recalibrating their internal GPS.

**Digestive Versatility:** A dog's stomach can process nearly anything, including but not limited to: shoes, drywall, tax documents, and occasionally food. You may think these are "problems," but in reality, your dog is simply recycling household clutter.



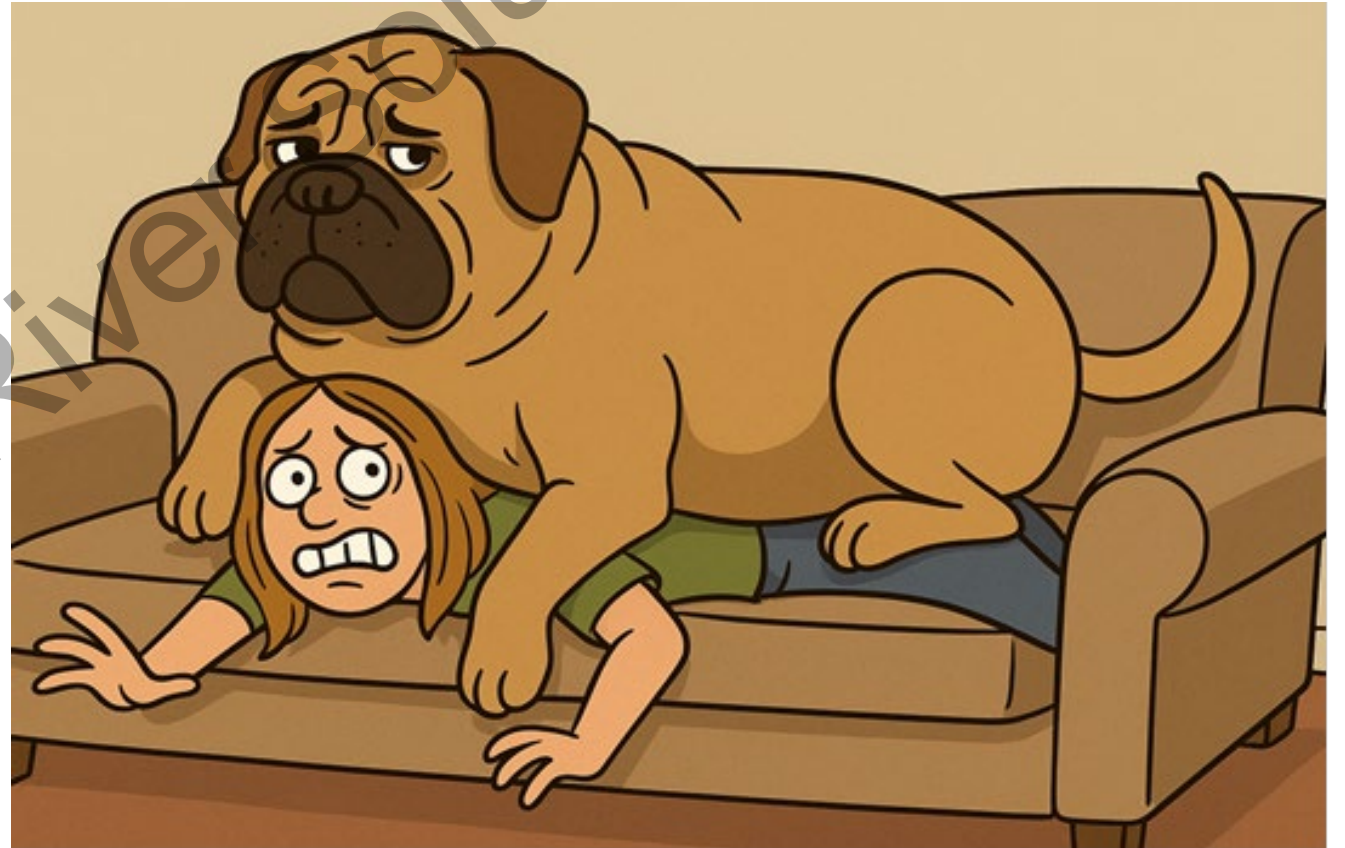
Part 1:

# TEACHING YOUR DOG TO SIT

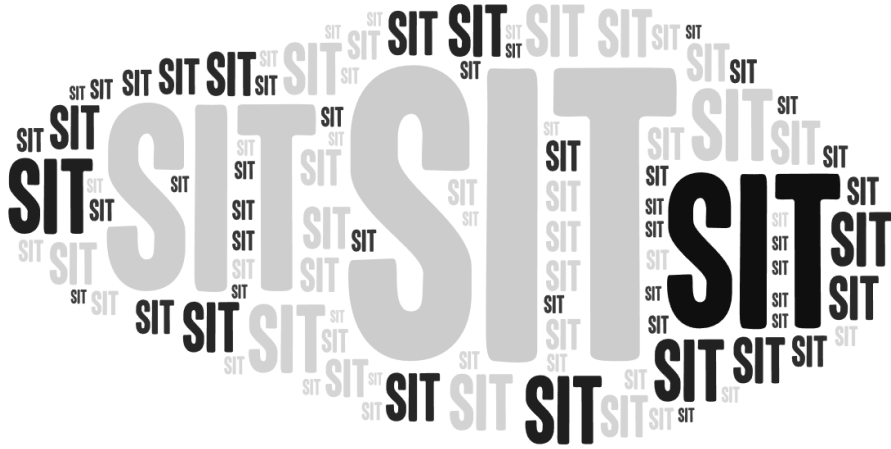
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# STEP 1: ESTABLISH AUTHORITY THROUGH FURNITURE

Begin by demonstrating what a “sit” looks like. Lower yourself into a chair while making direct eye contact with your dog. If no chair is nearby, lower yourself into a laundry basket, ottoman, or open refrigerator drawer. Dogs are natural imitators (they once invented jazz dance), so your demonstration will inspire them.







Never say “sit.” Dogs do not understand that word. Instead, use a phrase dogs are naturally attuned to, such as “Mayonnaise Jar!” or “The Moon Has Fallen!” The key is to shout it with the intensity of a town crier delivering news of a potato shortage.

## STEP 2: USE THE PROPER COMMAND

## STEP 3: APPLY THE ANCIENT BALANCE TECHNIQUE

Gently place a small watermelon on your dog's head. Most dogs will instinctively lower their bodies to prevent catastrophic fruit-spillage. Once the dog is partially folded, remove the watermelon and declare victory. (Note: Do not attempt with cantaloupes—dogs view these as hostile.)



# STEP 4: REINFORCEMENT

Reward your dog for its efforts by offering items in red from the following list:

## BAD Rewards

- Half of a parking ticket
- A VHS copy of *Beethoven's 2nd*
- Onions
- Any sock you are emotionally attached to
- Grapes
- Brownies
- Math homework

## Good Rewards

- Steak
- Treats
- Banana
- Peanut Butter
- Apple
- Box of Girl Scout Cookies

# SCHEDULE

Trick	Time Spent (Minutes)	Times a Day
Sit	3	5
Stay	6	4
Rollover	2	10





**THANK YOU  
SASHA**



# CREATING ACCESSIBLE DOCUMENTS

INTRODUCTION

Judy Risch

September 25, 2025

# WHAT DOES IT MEAN FOR A DOCUMENT TO BE “ACCESSIBLE”

- Accessible by anyone and everyone
- Usable on a phone
- POUR
- Works well with screen readers
- Multiple modalities
- High contrast
- Logical reading order
- Alt text
- Engage with the content of the document equitably.

# DIFFERENT TOOLS FOR ACCESSIBILITY OF DOCUMENTS

Generally, are part of the program.

- Adobe Acrobat Pro
- Microsoft Word/Excel/PowerPoint/Outlook
- Google Work Space
- Email Generally

# DOCUMENT ACCESSIBILITY BASICS

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# DOCUMENT BASICS

- Use document styles
- Use simple headings and titles
- Avoid using repeated blank characters
  - Extra spaces, tabs and empty paragraph marks can cause people using screen readers to repeatedly hear the word “blank”
- Fonts and font size are important (nothing required):
  - Choose sans serif fonts- Calibri, Arial, Helvetica, Tahoma or Verdana are good options
  - At least 12-point size for greater readability
- Do not justify text

# USE COLOR CAREFULLY

- Ensure there is enough color contrast between the text and the background
- Dark text with light backgrounds is the most accessible
- Do not use color alone to indicate information, such as using red on a calendar to indicate the days school is closed



# HYPERLINKS

Yes

- In the [Student Handbook](#), you can find the applicable policies.
- The [Title IX Office's](#) website can direct you to local and community resources.

No

- If you want more information Grand River Solutions, please utilize this link: <https://www.grandriversolutions.com/our-team/>
- [Click here](#)
- [See More](#)
- [Go](#)



# TABLES

- The simpler the better!
  - Avoid nested tables, merged cells or split cells

	Column Heading	Column Heading	Column Heading
Row Heading			
Row Heading			
Row Heading			

# IMAGES/VIDEOS

- Add alt-text to images and objects or mark as decorative
- Flicker - Do not use animations (gifs), only still photos
- If using a video, include captions and audio descriptions

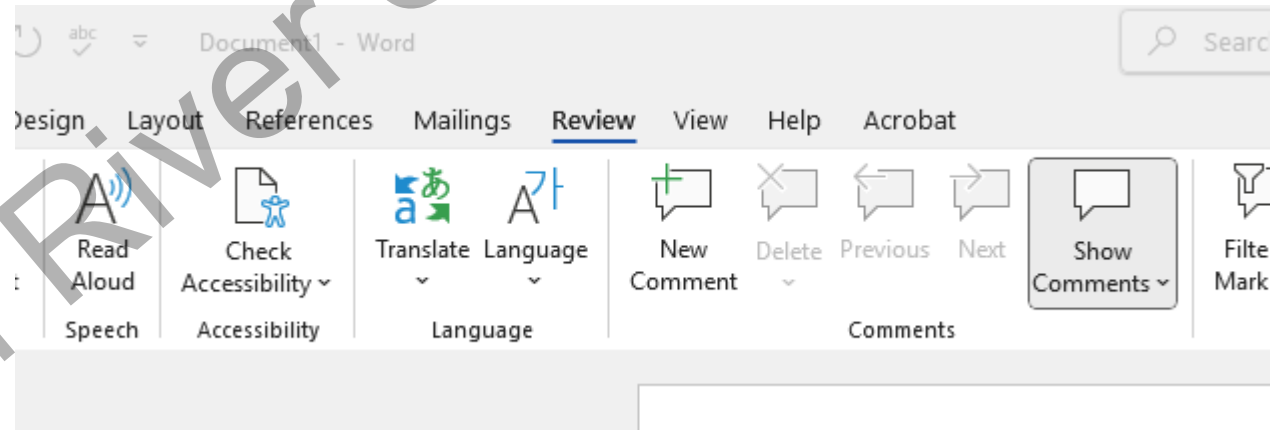
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# NOTES AND FOOTNOTES

- Notes may not be read
  - Some users of assistive technology cannot easily access your notes from your presentation
  - Consider adding them into a slide or sharing them in another format
- Some screen readers do not see the header or footer of the document.
- Footnotes can be difficult for screen readers and users with certain disabilities, it is recommended to not use

# ACCESSIBILITY CHECKER

- Use the built in accessibility checker when available

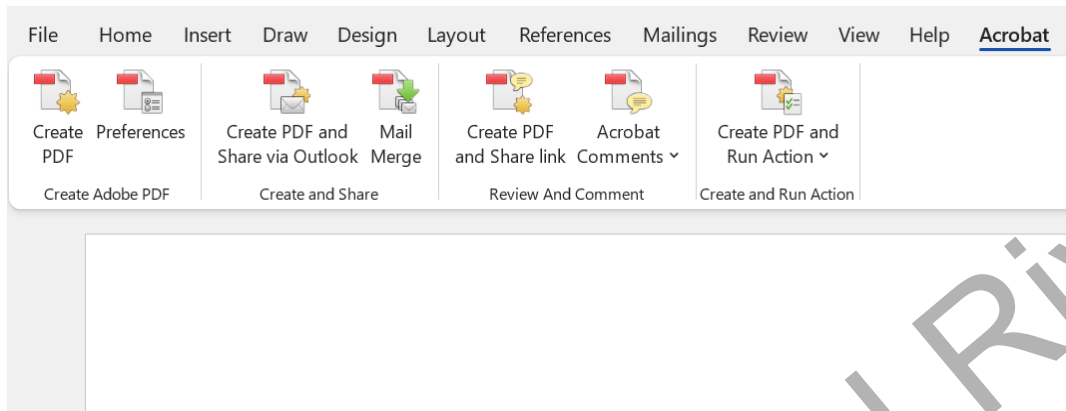


We will demo this later.

# MAKING A PDF – DO NOT PRINT TO PDF

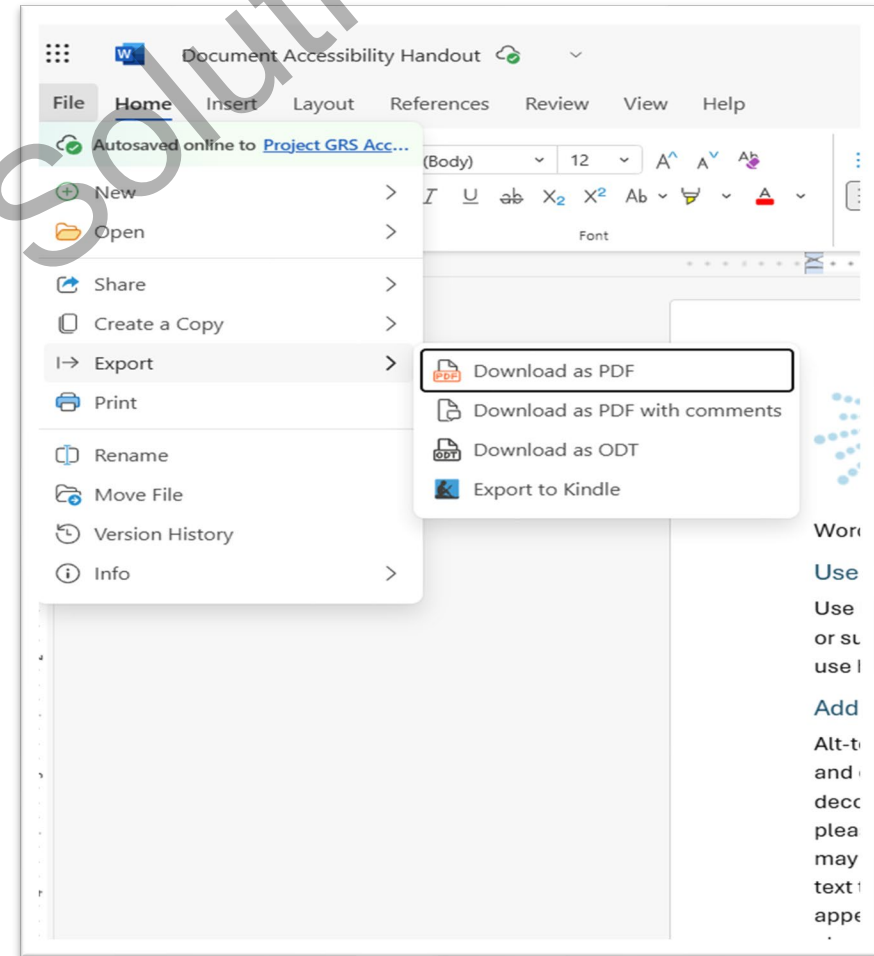
Desktop

"Acrobat" to "Create PDF"

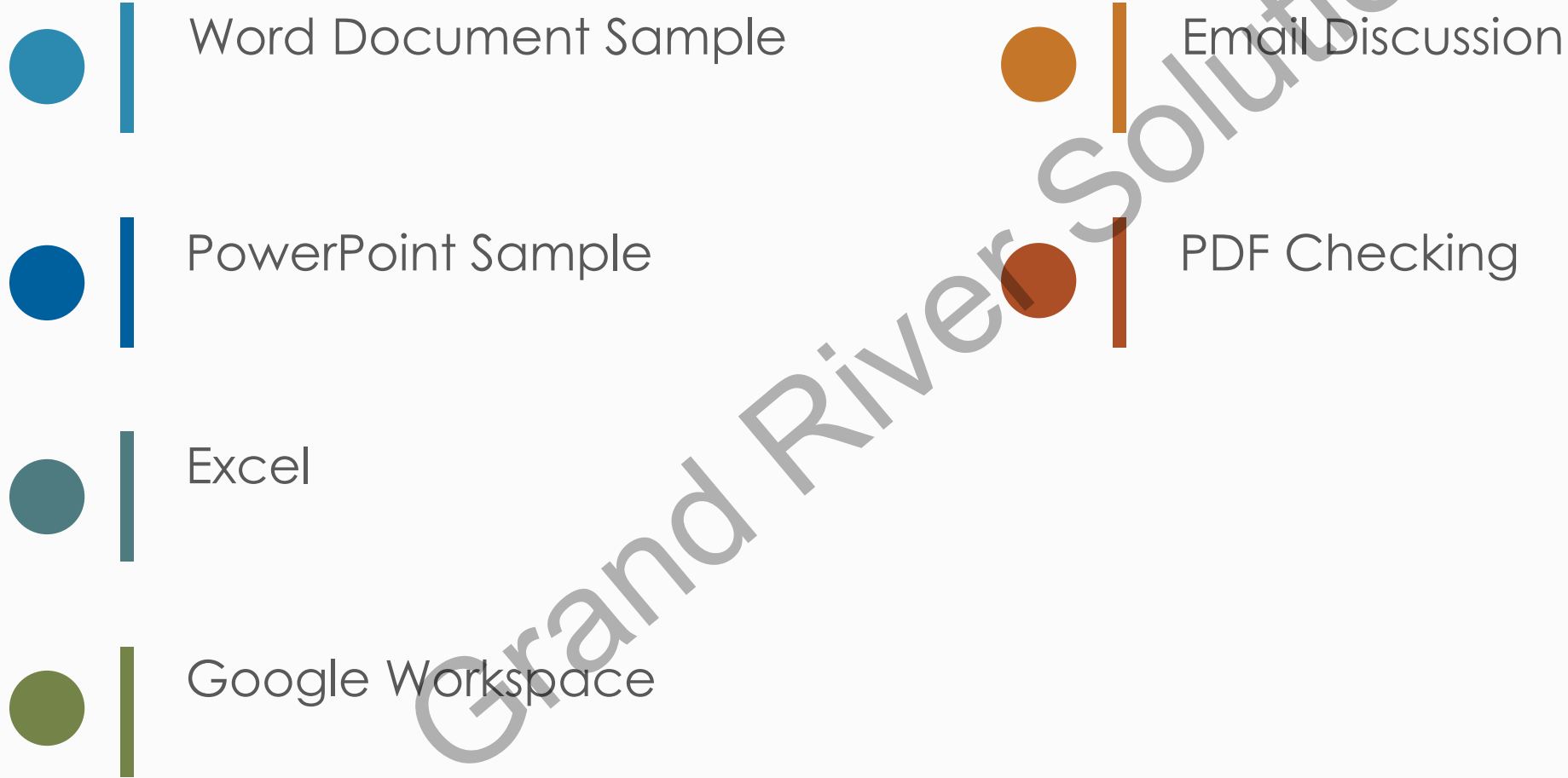


Web App

"File" to "Export" to "Download as PDF"



# WHERE DO WE GO FROM TODAY



# FINAL POINTS

Do's and Don'ts of Documents

# DO'S

- Save to PDF
- Use the tools within the software you are using
- Use accessibility checkers provided by the product you are using
- Thinking about accessibility in the planning is easiest
- Keep it as simple as possible
- Start somewhere, this takes time



# DON'TS

- Don't buy into quick fixes – they don't exist
- Don't print to PDF
- Don't make PDFs into fillable forms
- Don't use images of text to convey information (unless you put alternative text on it)
- Don't merge cells in a table
- Don't panic-this is a journey

# QUESTIONS





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## CONNECT WITH US





# HOW TO TEST A WEBSITE – THE BASICS

INTRODUCTION

Judy Risch

October 23, 2025

# WHAT DOES IT MEAN FOR A WEBSITE TO BE “ACCESSIBLE”

- POUR
- Usable for anyone
- Easily navigated
- WCAG – Color is good – video don't autoplay.
- Available regardless of how
- Find what you need
- Navigated with a keyboard or a screen reader.

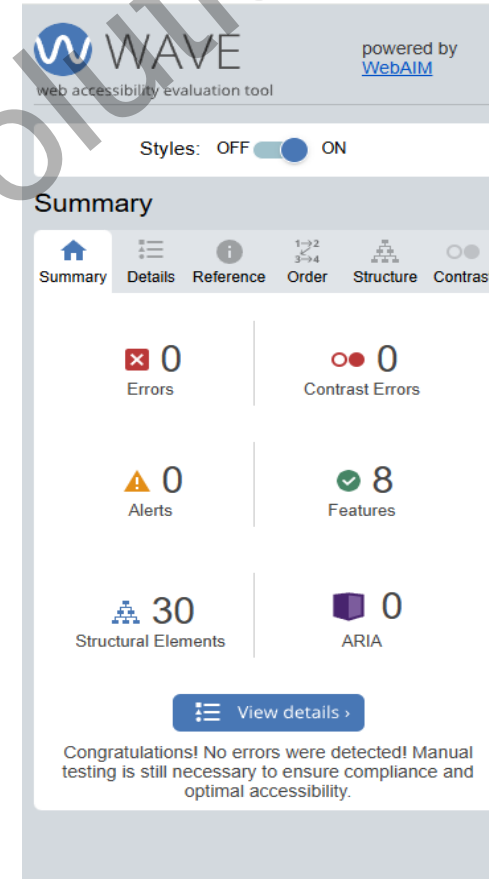
# TESTING METHODS

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# AUTOMATION AND MANUAL TESTING

- There are two types of testing. **You need both.**
- Automated which can be done page by page or through an automated tool looking at many pages.
- Manual Testing is the act of using a keyboard to test a website and looking at the features of the page. People are less likely to do manual testing.
- Common issues we are talking about are all detected by manual testing.



# AUTOMATED TESTING

- Identifies 35 to 45% of accessibility barriers
- Can be done page by page using tools such as [WebAIM's WAVE tool](#)
- Multiple pages/entire site: paid tools
  - *Help with ongoing site monitoring*
  - *Collect large amounts of data*
- Need a combination of automatic and manual
  - *Note the first bullet*



# WHAT DOES AUTOMATED TESTING FIND

- “Skip navigation” or Skip to content is provided?
- Are form controls present and are they meaningfully labeled?
- Are there headings available to screen reader users?
- Do images have meaningful alt text?
- Are there contrast issues?

# SKIP NAVIGATION OR SKIP TO MAIN CONTENT

- Allows keyboard users to jump over repetitive navigation

Skip to main content

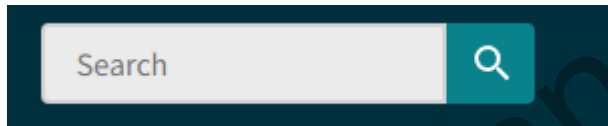
Skip to content

Skip to Title IX site navigation

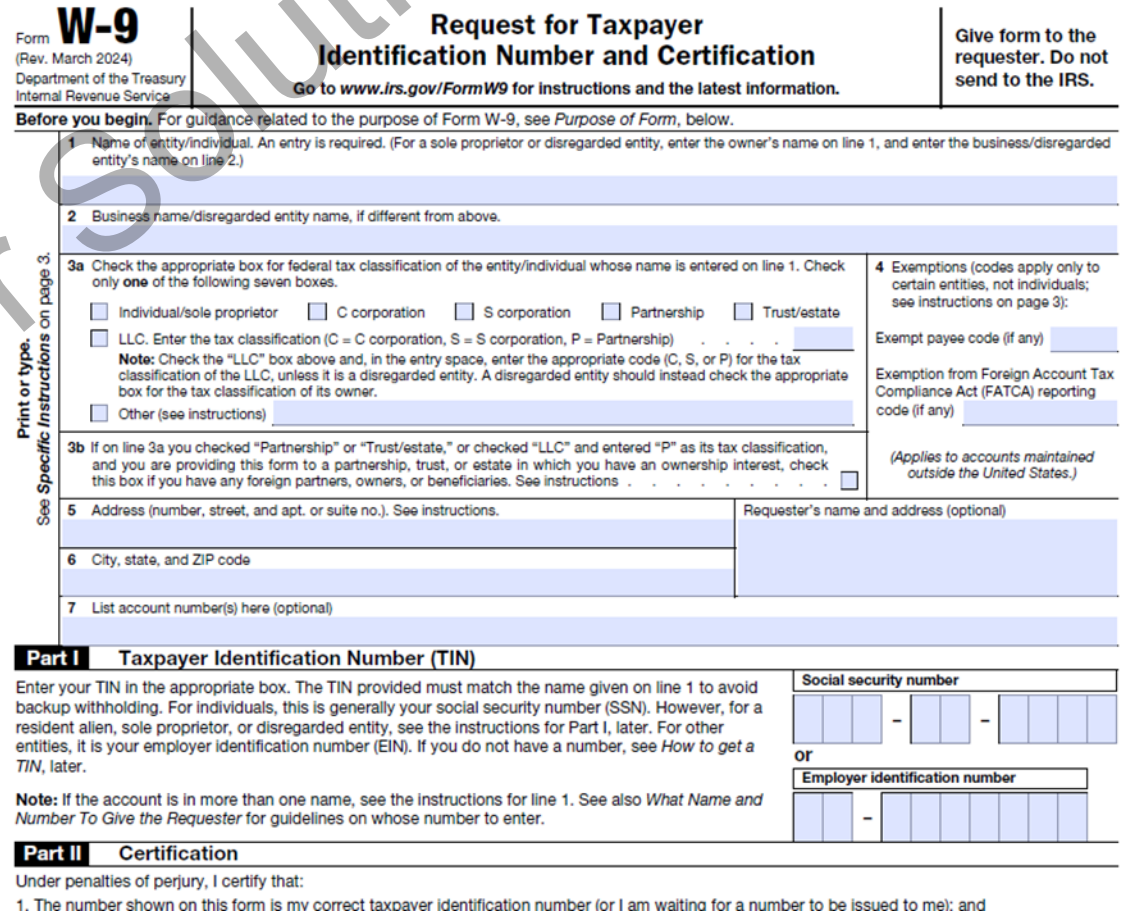
SKIP TO CONTENT

# ARE FORM CONTROLS PRESENT AND ARE THEY MEANINGFULLY LABELED?

- These are labels that are added to places where there are fillable elements.
- Can be as simple as a search field to as complex as an IRS form.



Search



**Form W-9**  
(Rev. March 2024)  
Department of the Treasury  
Internal Revenue Service

**Request for Taxpayer Identification Number and Certification**  
Go to [www.irs.gov/FormW9](https://www.irs.gov/FormW9) for instructions and the latest information.

Give form to the requester. Do not send to the IRS.

**Before you begin.** For guidance related to the purpose of Form W-9, see *Purpose of Form*, below.

**1** Name of entity/individual. An entry is required. (For a sole proprietor or disregarded entity, enter the owner's name on line 1, and enter the business/disregarded entity's name on line 2.)

**2** Business name/disregarded entity name, if different from above.

**3a** Check the appropriate box for federal tax classification of the entity/individual whose name is entered on line 1. Check only **one** of the following seven boxes.

☐ Individual/sole proprietor ☐ C corporation ☐ S corporation ☐ Partnership ☐ Trust/estate

☐ LLC. Enter the tax classification (C = C corporation, S = S corporation, P = Partnership) . . . . .

**Note:** Check the "LLC" box above and, in the entry space, enter the appropriate code (C, S, or P) for the tax classification of the LLC, unless it is a disregarded entity. A disregarded entity should instead check the appropriate box for the tax classification of its owner.

☐ Other (see instructions) . . . . .

**3b** If on line 3a you checked "Partnership" or "Trust/estate," or checked "LLC" and entered "P" as its tax classification, and you are providing this form to a partnership, trust, or estate in which you have an ownership interest, check this box if you have any foreign partners, owners, or beneficiaries. See instructions . . . . . ☐

**4** Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) . . . . .

Exemption from Foreign Account Tax Compliance Act (FATCA) reporting code (if any) . . . . .

(Applies to accounts maintained outside the United States.)

**5** Address (number, street, and apt. or suite no.). See instructions.

**6** City, state, and ZIP code

**7** List account number(s) here (optional)

**Requester's name and address (optional)**

**Part I Taxpayer Identification Number (TIN)**

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

**Note:** If the account is in more than one name, see the instructions for line 1. See also *What Name and Number To Give the Requester* for guidelines on whose number to enter.

**Social security number**

or

**Employer identification number**

**Part II Certification**

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and

# ARE THERE HEADINGS AVAILABLE TO SCREEN READER USERS

- Similar to styles in a document, heads function in the same way.
- These are another way to navigate a page. This is the way preferred by most screen reader users.
- They are like headlines in a newspaper.

## h1 EASY SHORTBREAD

### h2 Ingredients

- 1 cup butter, softened
- 1/2 cup sugar
- 2 1/2 cups flour

### h2 Directions

1. Preheat the oven to 300 F.
2. Cream butter and sugar.
3. Gradually stir flour into the creamed mixture until blended.
4. Pat the dough in the bottom of an ungreased 9x13 baking pan.
5. Bake at 300 F for 30 to 40 minutes, until just lightly browned.
6. Remove from oven and pierce all over with a fork.



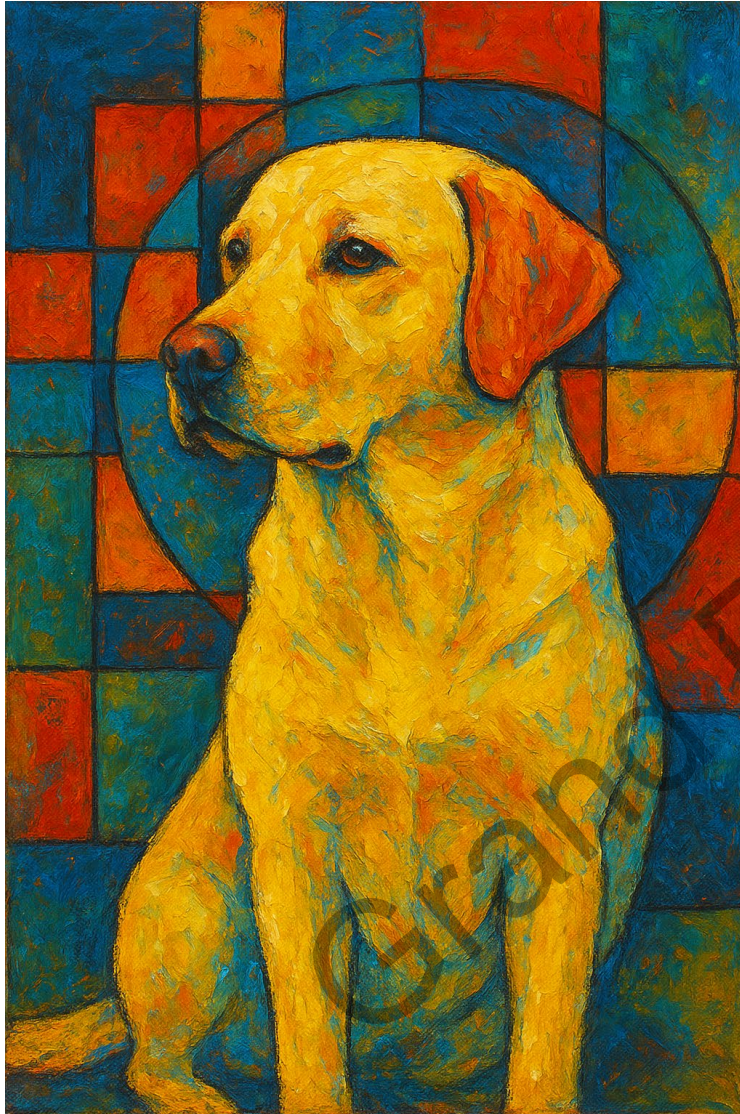
# DO IMAGES HAVE MEANINGFUL ALT TEXT?

- This is a way screen reader users are provided access to information.
- Be sure the alt text provides access to the information.
- It should not be the automatic image created from the camera.
- CAPTCHA codes with no audible alternative or other accessible way to verify the user is not a bot





# PRACTICE IMAGES



# MAKE SURE THERE IS ENOUGH CONTRAST

Color contrast is the difference in brightness, saturation, and hue between two or more colors, which makes them stand out from one another

App: [Colour Contrast Analyzer](#)

Webpage: [WebAIM: Contrast Checker](#)

## Contrast Checker

[Home](#) > [Resources](#) > Contrast Checker

The WebAIM Contrast Checker interface features two main color selection panels. The 'Foreground' panel on the left shows a hex value of #0000FF (blue) and a lightness slider. The 'Background' panel on the right shows a hex value of #FFFFFF (white) and a lightness slider. Below these panels, a green box displays the calculated 'Contrast Ratio' as 8.59:1.

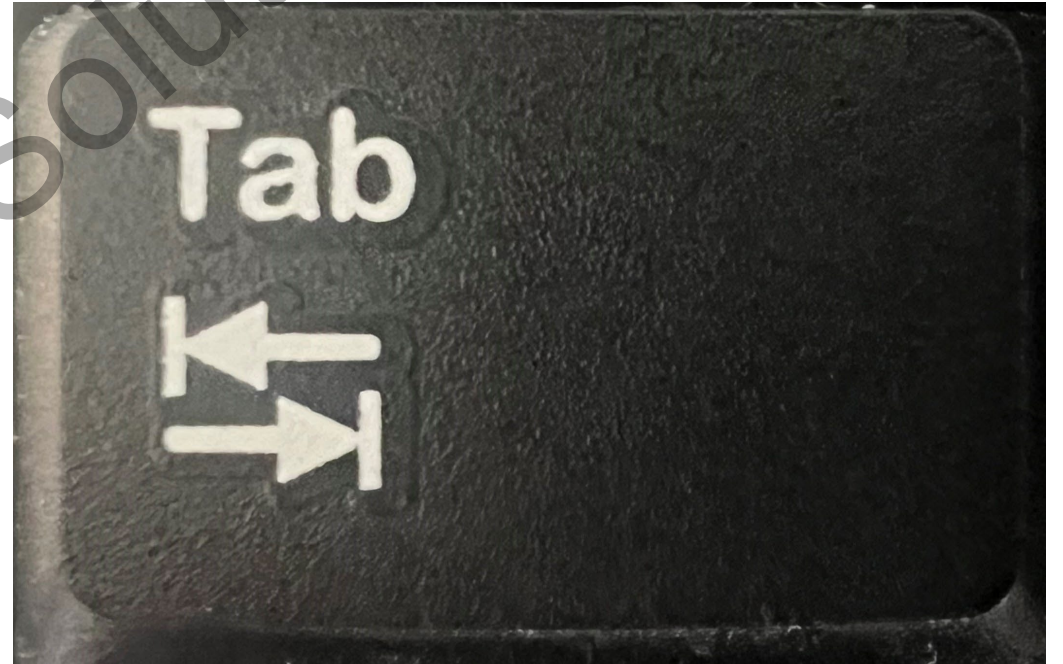
The Colour Contrast Analyser (CCA) application window displays the following information:

- Foreground colour:** (black) with hex value #000000FF.
- Background colour:** (white) with hex value #FFFFFF.
- Sample preview:** A dashed box containing the text 'example text showing contrast' and a small bar chart icon.
- WCAG 2.1 results:** A summary of compliance levels with a 'Contrast ratio' of 21:1.
  - 1.4.3 Contrast (Minimum) (AA):** Pass (regular text), Pass (large text).
  - 1.4.6 Contrast (Enhanced) (AAA):** Pass (regular text), Pass (large text).
  - 1.4.11 Non-text Contrast (AA):** Pass (UI components and graphical objects).



# MANUAL TESTING

- Human-driven
- Use standard keyboard commands
  - *Tab, Shift + Tab, Enter key, Spacebar, Esc key*
- Use assistive technology(-ies)
- Input from people with disabilities





# TITLE CHANGE BETWEEN PAGES



Local Education - The Washingto



Education - The New York Times



Calculator: Add to or subtract fr



# FUNCTIONALITY AT 100%

- Do the menus work? Including the drop downs.
- All interactive elements can be reached and activated by the keyboard?
- Keyboard controls are consistently visually apparent? Do they have contrast?
- Auto-play contents has “play” “stop” pause capability?

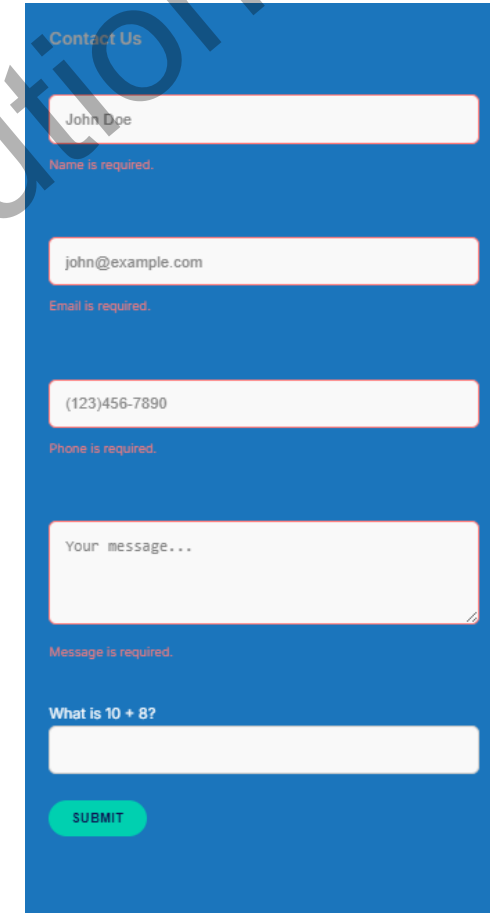
2017-2018 CALENDAR (Hourly) Approved 3/7/17									
AUGUST -1-					August 28 - 30	Professional Development	JANUARY		
M	T	W	T	F	August 31	First Day of School	M	T	W
PD	PD	PD	31		September 4	Labor Day	V	2	3
SEPTEMBER -10-					September 29	Professional Development	8	9	10
					October 9	Columbus Day Observed	11	16	17

# FUNCTIONALITY AT 400%

- Is the reflow menu labeled?
- Do the menus work? Including the drop downs.
- Can all interactive elements be reached and activated by the keyboard?
- Are keyboard controls consistently visually apparent? Do they have contrast?
- Auto-play contents has "play," "stop," "pause" capability?

# ERRORS ON FORMS

- Do you receive appropriate error messages when submitting incomplete forms or when you forego filling out a required field?



A contact form titled "Contact Us" on a blue background. It contains five input fields: a text field with "John Dpe" and a red error message "Name is required."; an email field with "john@example.com" and a red error message "Email is required."; a phone field with "(123)456-7890" and a red error message "Phone is required."; a text area with "Your message..." and a red error message "Message is required."; and a math field with "What is 10 + 8?". At the bottom is a green "SUBMIT" button.

Contact Us

John Dpe

Name is required.

john@example.com

Email is required.

(123)456-7890

Phone is required.

Your message...

Message is required.

What is 10 + 8?

SUBMIT

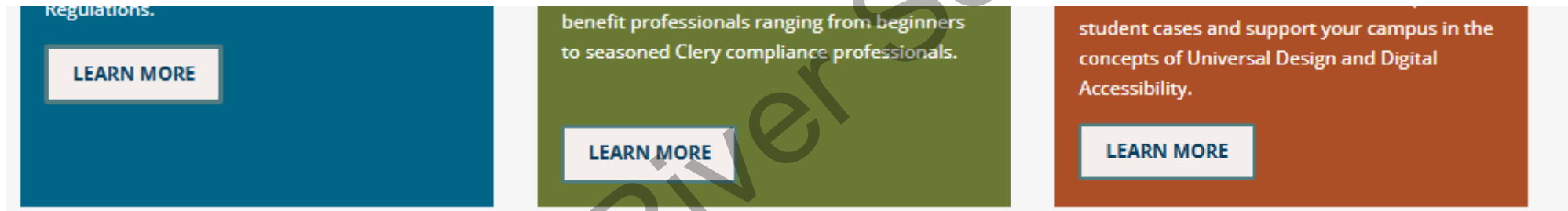
# INFORMATION CONVEYED THROUGH COLOR

MAY 2018						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- Where color is used as the only way to convey information, people who are blind or who do not perceive all colors do not have access to the information.

# ARE LINKS MEANINGFULLY LABELLED OR TITLED? (LOOK FOR “CLICK HERE,” “READ MORE,”)

- Click here, learn more, or go. Do not make sense to a screen reader.



**BOOK**

**HERE**

**GO!!!!!!**

# VIDEOS

- Are there meaningful captions?
- Can the controls (play, pause, etc.) be activated through the keyboard?  
Are they labeled?
- Does it need audio description?

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# SCREEN FLICKER

- Certain rates of screen flicker, flashing images, or strobe lights can cause seizures in some people

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# ALL NEED MANUAL TESTING: WEB AIM SCREEN READER SURVEY

1. CAPTCHA
2. Broken Interactive Elements
3. Links or Buttons that do not Make Sense
4. Unexpected Changes
5. Lack of Keyboard Accessibility
6. No or Bad Alternative Text
7. Complex or Difficult Forms
8. Headings
9. Too Many Navigations Items
10. Complex Data Tables
11. Inaccessible or Missing Search Functionality
12. Lack of "Skip Navigation"

# WHERE DO WE GO FROM TODAY

- | Model Site
- | Sample Page
- | Volunteer
- | Look at Your Site

# QUESTIONS



# DIFFERENT TOOLS FOR ACCESSIBILITY OF WEBSITES

- [OCR Video Series](https://adata.org/ocr-videos): <https://adata.org/ocr-videos>
- [W3C Introduction to Web Accessibility](https://www.w3.org/WAI/fundamentals/accessibility-intro/):  
<https://www.w3.org/WAI/fundamentals/accessibility-intro/>
- [Section 508.gov](https://www.section508.gov/): <https://www.section508.gov/>
- Automated Testing: [Wave Tool](https://wave.webaim.org/): <https://wave.webaim.org/>
- Bookmarklets: [Paul J Adams](https://pauljadam.com/bookmarklets.html): <https://pauljadam.com/bookmarklets.html> - Tables, images, and force focus.
- Demo Pages: [W3C Before and After Demonstrations](https://www.w3.org/WAI/demos/bad/):  
<https://www.w3.org/WAI/demos/bad/>
- [WebAIM Screen Reader User Survey #10](https://webaim.org/projects/screenreadersurvey10/):  
<https://webaim.org/projects/screenreadersurvey10/>





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