



Vendor Accessible  
Document & Website Standards



March 2014

**Contents**

Introduction ..... 3

Definitions ..... 4

Section 1: Integrated Standards Corporate Accessibility Policy ..... 5

Section 2: Best Practices ..... 6

Section 3: Use Plain Language ..... 7

Section 4: Formatting ..... 8

Section 5: Ensure Colour and Contrast ..... 10

Section 6: Follow Simple Layouts ..... 11

Section 7: Tables and Charts ..... 13

Section 8: Approach for Maps and Blueprints ..... 14

Section 9: Ensure Document Accessibility ..... 15

Section 10: Web Content Accessibility Guidelines ..... 17

Appendix A: Microsoft Accessibility Checker ..... 18

Appendix B: Adobe Acrobat Pro Accessibility Checker ..... 19

Appendix C: Adobe Acrobat Pro TouchUp Reading Order Tool ..... 24

## Introduction

The *Accessibility for Ontarians with Disabilities Act, 2005 (A.O.D.A.)* was passed by the Ontario legislature with the goal of creating standards to improve accessibility and make the province accessible for people with disabilities by January 1, 2025.

Ontario Regulation 429/07 (Accessibility Standards for Customer Service) was issued in 2007 and, as a result, Oshawa City Council approved the following policies to ensure accessibility compliance:

- City of Oshawa Accessibility Policy;
- Respect for Service Animals and Support Persons;
- Notification of the Disruption of Service and Facility Access; and
- Feedback Process.

Ontario Regulation 191/11 (Integrated Accessibility Standards Regulation) came into effect on July 1, 2011 and, Oshawa City Council approved the City of Oshawa Integrated Standards Corporate Accessibility Policy on December 17, 2012. To ensure compliance, the City of Oshawa developed standards for accessible websites and web content as well as accessible documents, which are addressed in this manual.

All vendor accessibility policies and standards for are located online at [www.oshawa.ca/purchasing](http://www.oshawa.ca/purchasing).

Questions about these standards should be directed to the City of Oshawa Purchasing Services at 905-436-5637 during business hours: 8:30 a.m. to 4:30 p.m.

## Definitions

For the purpose of this document, the following definitions apply.

**Alternative or ALT text** are invisible descriptions of images that are read aloud by screen readers. Adding ALT text allows authors to include images, but still provide the content in an alternative text based format. If no ALT tags are provided, then a screen reader would only be able to say "image" or perhaps read out the file name.

**Anchor** - A link has two ends -- called anchors -- and a direction. The link starts at the source anchor and points to the destination anchor, which may be any web resource (e.g., an image, a video clip, a sound bite, a program, an H.T.M.L. (Hypertext Markup Language) document, an element within an H.T.M.L. document, etc.).

**H.T.M.L. (Hypertext Markup Language)** is the set of symbols or codes inserted in a file intended for display on a World Wide Web browser page. The markup tells the web browser how to display a web page's words and images for the user.

**Optical Character Recognition (O.C.R.)** the process or technology of reading data in printed form by a device (optical character reader) that scans and identifies characters.

**Portable Document Format (P.D.F.)** is a file format that has captured all the elements of a printed document as an electronic image that you can view, navigate, print, or forward to someone else. P.D.F. files are created using Adobe Acrobat or similar products.

**U.R.L.** stands for Uniform Resource Locator. A U.R.L. is a formatted text string used by web browsers, email clients and other software to identify a network resource on the Internet. Network resources are files that can be plain web pages, other text documents, graphics, or programs.

## **Section 1: Integrated Standards Corporate Accessibility Policy**

The Integrated Standards Corporate Accessibility Policy outlines requirements for accessible websites and web content. The following are excerpts from the December 17, 2012 Council approved policy.

### **Accessible Website and Web Content**

The City shall make its internet and intranet websites and web content conform to the Worldwide Web Consortium's Web Content Accessibility Guidelines (W.C.A.G.) 2.0, initially at Level A and increasing to AA. All new websites and web content shall conform to Level A by January 1, 2014 and Level AA by January 1, 2021 other than:

- a) success criteria 1.2.4 Captions (live); and
- b) success criteria 1.2.5 Audio Descriptions (prerecorded).

Except where meeting the requirements is not practicable, this section applies to:

- websites, web content and web based applications the City controls directly or through a contractual relationship that allows for modification of the product; and
- web content (including Portable Document Format (P.D.F)) published on a website after January 1, 2012.

In determining whether meeting the requirements is not practicable, the City may consider, among other things, the availability of commercial software and/or tools and the significant impact on an implementation timeline that was planned or initiated by January 1, 2012.

## Section 2: Best Practices

Website and document accessibility is more than compliance. It facilitates inclusiveness and enhances access to information for all customers and staff, including people with disabilities.

When developing documents and website content keep accessibility in mind and adhere to the standards outlined in this manual to ensure information is easy to access, navigate and interpret for all users regardless of format.

The following are tips to follow:

1. Spell out abbreviations (e.g. Web Content Accessibility Guidelines (W.C.A.G.)) and acronyms should have periods between the letters to allow screen readers to interpret the text as an acronym and not a word. For example, p.m. is more accessible than pm.
2. Do not combine text within graphics (e.g. images with embedded text).



Example: image with embedded text.

3. Use white space as crowding text and graphics can lead to accessibility conversion issues and screen reader problems.
4. Images and graphics require alternative text descriptions so a screen reader can read it and allow someone with a vision disability to understand the graphic.



Example: image with alternative text.

5. Web links uniform resource locators (U.R.L.s) in printed documents should be bold and dark blue **[www.oshawa.ca](http://www.oshawa.ca)**. Do not use the hyperlinked style that is bright blue and underlined [www.oshawa.ca](http://www.oshawa.ca) as the underline reduces readability.
6. Do not use the words “click here” for web links. Instead, use to “learn more about (insert subject), visit (insert web link).”

### **Section 3: Use Plain Language**

Plain language is text that can be easily understood the first time read. Text that is clear and concise improves comprehension for all users as well as benefits customers with learning disabilities and low literacy skills.

When writing plain language, remember to use every day words and avoid using abbreviations, acronyms, jargon and complex sentence structure.

## Section 4: Formatting

### Fonts

Choose sans-serif fonts, as they are easily readable with defined letters and clear spacing between the letters. Recommended fonts are Arial, Calibri and Verdana. Serif decorative fonts with tails or curls are prohibited such as *Garamond* and *Monotype Corsiva*.

Use fonts of normal weight, rather than bold or lightweight fonts. If bold fonts are required to emphasize a word or passage, use them sparingly. To improve readability, italicizing and underlining fonts should be used prudently. However, there may be exceptions to using italics, such as when required to meet standard formatting like a citation in legal documents.

Lower-case letters create word shape, providing mental reading clues for the process of reading. Sentences written in all upper case do not benefit from these reading clues and are more difficult to read. In addition, upper case can give the impression of shouting at the reader and therefore should be avoided.

**CAPITALS DON'T GIVE CLUES.**

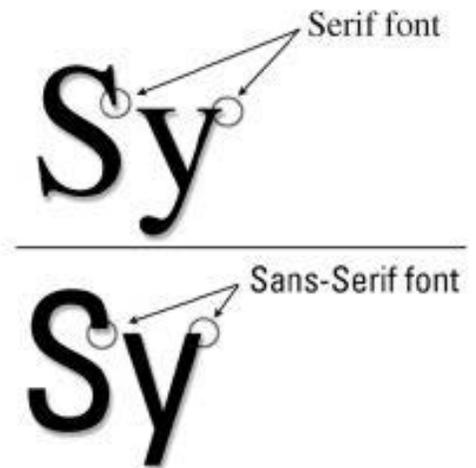
**Different shapes give clues.**

Example: lower case letters provide shape to sentences.

### Size

Font size is a fundamental consideration in legibility. The City standard is Arial, font size 12 point, and black or dark blue in colour. However, font size varies between font families. If using sans-serif fonts other than Arial, use Arial as the base for determining appropriate font size. For example:

Arial, font size 12	City standard for main body text
Calibri, font size 14	Calibri 14 is similar in size to Arial 12
Verdana, font size 11	Verdana 11 is similar in size to Arial 12



## **Paper and Publication Information**

It should be noted that 12-point sized font does not need to be used for City printed marketing publications such as brochures or newsletters, provided an alternative accessible format is available or could be created in a timely manner if requested.

In addition, all printed marketing materials need to include the following statement and should be located wherever the City contact information is located:

“If this information is required in an accessible format, please contact Service Oshawa; Tel: 905-436-3311; T.T.Y.; 905-436-5627; email: [service@oshawa.ca](mailto:service@oshawa.ca).”

Use a matte or non-glossy paper finish to cut down on glare and avoid using watermarks and backgrounds, which can make the document difficult to read.

## Section 5: Ensure Colour and Contrast

There are two major types of colour blindness: those who have difficulty distinguishing between red and green, and those who have difficulty distinguishing between blue and yellow.

When designing documents ensure there is a strong contrast between the font colour and background colour (e.g. white text on a blue background). Use a single solid colour background rather than textured or patterned. A good way to check contrast is to print in black and white and see if the document is legible.

Finally, do not rely on colour as a method to communicate or to differentiate information, as this is not accessible for users who are colour blind. Below is an example of how fruits would look to a person with colour blindness.



Example: good colour vision.



Example: blue-green deficient colour blindness.



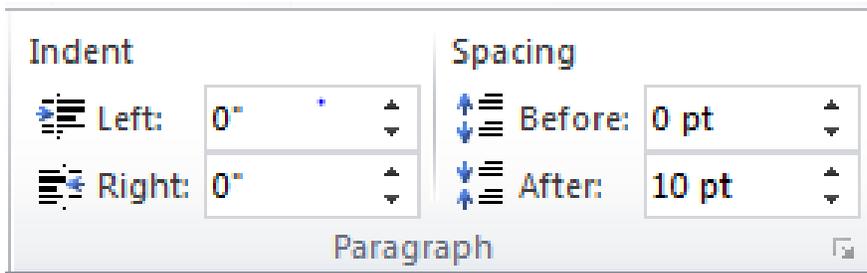
Example: red-green deficient colour blindness.

## Section 6: Follow Simple Layouts

Text that is organized will be readable to a broader audience. To ensure accessibility, text should align to the left margin, as it is easy to find the start of the next line. Do not use right, center or justified alignments because it causes uneven spaces between words. This makes reading the words more difficult as the human eye cannot move smoothly along the sentence and has to search and jump to the start of each word.

### Line Spacing - Paragraphs

Refrain from using the enter key to provide space between objects or paragraphs. To control line spacing, use the paragraph spacing tab located in the Home ribbon to create space before and space after paragraphs. Remove any extra hard returns.

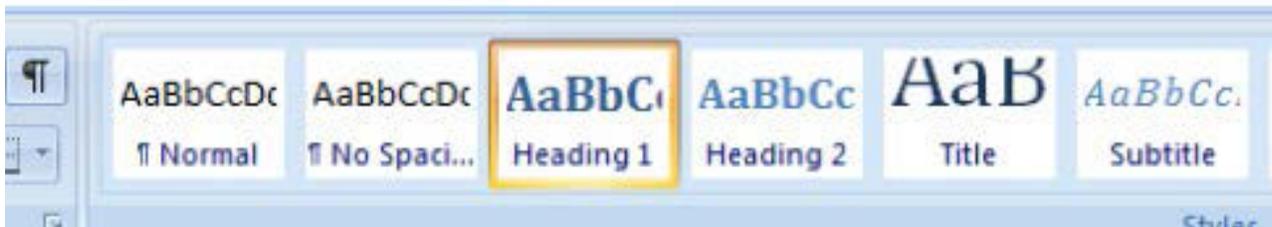


Example: paragraph tab in Microsoft Word.

Use small paragraphs for long blocks of continuous text. Furthermore, use paragraph styles, as they will create tags automatically when converting to P.D.F. formats.

### Headings - Styles

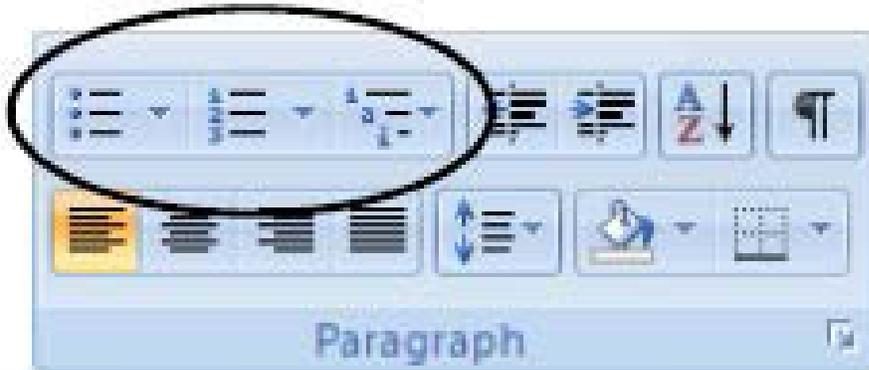
Use heading styles as headings serve as a structural element in a document making it easier for people using screen-reading technology. Additionally, using standardized headings in all documents makes it easier for everyone to navigate City documents.



Example: styles panel in Microsoft Word located in the Home ribbon.

## Lists

When creating lists use automatically generated bullets and numbering otherwise screen readers will interpret the list as a series of short separate paragraphs instead of a coherent list of related items. Do not use logos, graphics or alternative fonts (wingdings) for bullets.



Example: list tab in Microsoft Word located in the Home ribbon.

## Section 7: Tables and Charts

Sometimes it is appropriate to use tables and charts to document a large amount of information, thereby making the information more comprehensive for most readers.

When using tables and charts ensure they are formatted to be as accessible as possible for all readers. For example, use the 12-point font size, add alternative text and align text to the left margin. In addition, ensure tables include column and row headings and avoid merged cells. If tables split across pages, set the header to show at the top of each page.



Example: appropriate use of a chart to document a large amount of information.

## **Section 8: Approach for Maps and Blueprints**

The City may not be able to ensure all content is accessible due to technology limitations. Examples include:

- maps or Geographic Information System (G.I.S.) data;
- engineering drawings or complex technical data; and
- legacy applications or data that cannot be updated or cannot be updated without reasonable effort/expense.

In these cases, best efforts should be used to provide an accessible alternative or assistance in acquiring the information the individual requires. In cases where the map, photo and/or blueprint will be posted on the website as a P.D.F., it must include alternative text in the title and description as noted below:

Title example: Map of road closures in downtown Oshawa on August 24

Description: This is a map of road closures in downtown Oshawa on Saturday, Aug. 24. For more information, contact Community Services at 905-436-3311.

Note: A title and description is only required in Microsoft Word. Adobe Acrobat Pro will require a description for the alternative text only.

## **Section 9: Ensure Document Accessibility**

The City of Oshawa has set an accessibility standard to ensure documents are accessible. For a document to be considered accessible it must pass the “Full Accessibility” check in Adobe Acrobat Pro and the reading order must be correct.

The following tools will assist in ensuring your document is fully accessible. For full instructions on how to use these tools, refer to Appendices A through D. In addition, the Municipal Information Systems Association A.O.D.A. Web Accessibility Toolkit and Accessible Digital Office Documents (O.C.A.D. University) are located on iConnect under Corporate Corner\Accessibility.

### **Microsoft Accessibility Tools**

The Microsoft Accessibility Checker helps users create content that is more accessible by identifying areas that might be challenging for users with disabilities. This tool is available to all staff and is available in Word, PowerPoint and Excel 2010.

When the Microsoft Accessibility Checker finds an issue, the task pane shows information about why the content might be inaccessible. Refer to Appendix A for instructions on how to use the Microsoft Accessibility Checker.

### **Adobe Acrobat Pro Accessibility Tools**

#### **Full Accessibility Check in Adobe Acrobat Pro:**

The Full Accessibility Check in Adobe Acrobat Pro examines the P.D.F. for searchable text, document structure tags, and appropriate security settings to make it accessible. Refer to Appendix B for additional information on how to use the Full Accessibility Check in Adobe Acrobat Pro.

#### **Reading Order:**

The order in which elements in a document are read by assistive devices is determined by the reading order. Each section of page content appears as a separate highlighted region and is numbered according to its placement in the reading order. The reading order can be changed without changing the actual appearance of the P.D.F. Refer to Appendix C for additional information on the Touchup Reading Order Tool.

1

Figure - Header at the top of the first...



# What is urban design?

2

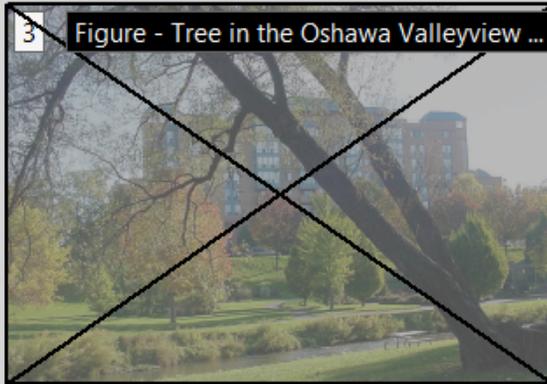
## What is Urban Design?

Urban design is the process of shaping the physical setting for *life* in cities, towns and villages and the *art of place making*. It is:

- About variety in architecture, the detailing on buildings, the colours, the landmarks, the art, the views, the vistas and all the elements of the built environment that people relate to
- About areas for children and youth to play and open spaces as gathering places for people
- About streetscapes, including landscaping, lighting, signage and building setbacks
- About health and the quality of life
- About image
- About creating a "sense of place" that has character and its own identity – the "Oshawa" identity that signifies its unique culture, architecture, built form, parks and neighbourhoods. Oshawa must continue to be a great experience for those who live, work and play here and for those who come to visit

3

Figure - Tree in the Oshawa Valleyview ...



## 2.0 Purpose

4

Figure - the outside of Avanti's restau...



The City of Oshawa established an Urban Design Awards Program in 2011 to acknowledge the significant contributions that architects, landscape architects, urban designers, planners, developers, builders, renovators and other individuals make to the appearance, livability and quality of life in our city. The City recognizes that urban design plays an important role in enhancing the image of a city. The City strives to implement sound urban design principles and a high quality built environment with a strong sense of community.

Projects selected as award winners will receive an 'Award of Excellence'. The award winners may be eligible to participate in the 2016 National Urban Design Awards (Tier II) Program administered by the Royal Architectural Institute of Canada (RAIC), the Canadian Institute of Planners (CIP) and the Canadian Society of Landscape Architects (CSLA). Planning Services staff in the Department of Development Services will advise the eligible award winners of the deadlines and submission requirements for the 2016 National Urban Design Awards (Tier II) Program.

Example: correct reading order.

## **Section 10: Web Content Accessibility Guidelines**

Web Content Accessibility Guidelines (W.C.A.G.) 2.0 provides recommendations for making web content more accessible to a wider range of people with disabilities, including blindness and low vision, deafness and hearing loss, learning disabilities, cognitive limitations, limited movement, speech disabilities, photosensitivity and combinations of these. The website accessibility standards follow the success criteria established by the Worldwide Web Consortium's W.C.A.G. 2.0, which are based on four principles:

### **Perceivable**

- Provide text alternatives for non-text content;
- Provide captions and other alternatives for multimedia;
- Create content that can be presented in different ways, including by assistive technologies, without losing meaning; and
- Make it easier for users to see and hear content.

### **Operable**

- Make all functionality available from a keyboard without relying on using a mouse;
- Give users enough time to read and use content (e.g. scrolling images);
- Do not use content that causes seizures such as flashing images; and
- Help users navigate and find content.

### **Understandable**

- Make text readable and understandable;
- Make content appear and operate in predictable ways; and
- Help users avoid and correct mistakes.

### **Robust**

- Maximize compatibility with current and future user tools.

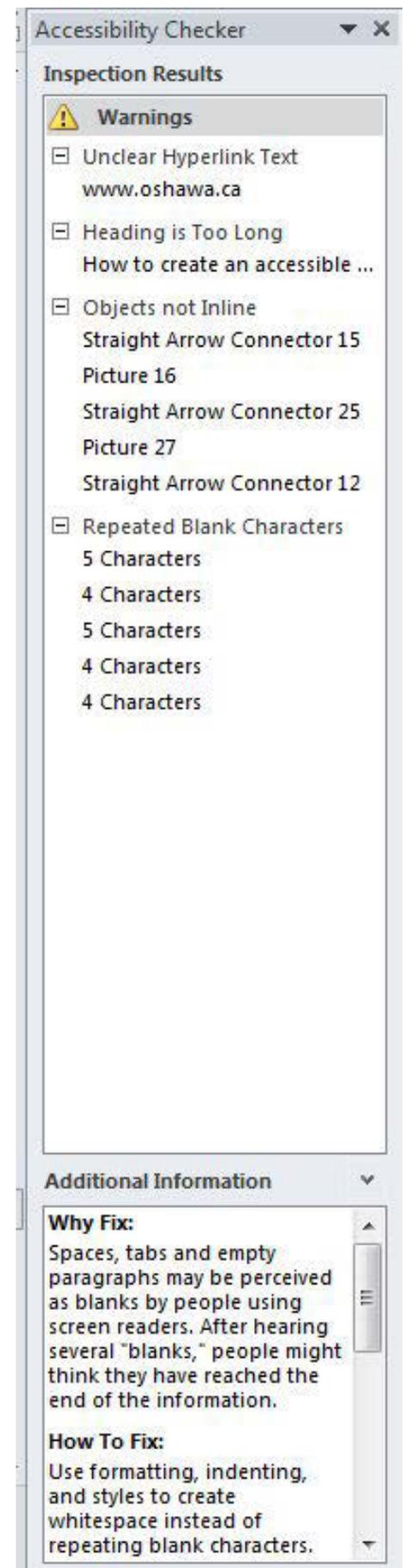
## Appendix A: Microsoft Accessibility Checker

Note: If the document is Microsoft Word 2008 or Excel 2008 or older; resave the file as a 2010 .docx or .xlsx document.

To use the Microsoft Accessibility Checker:

1. from the File tab in Word, Excel or PowerPoint, select “Info”
2. select “Check for Issues”
3. select “Check Accessibility”
4. on the right hand side, using the “Inspection Results” pane, select the issue and fix it
5. once issues are fixed and you are ready to save your document to P.D.F. format, from the Home ribbon, select the Acrobat tab and “Create P.D.F.”
6. save the P.D.F. file

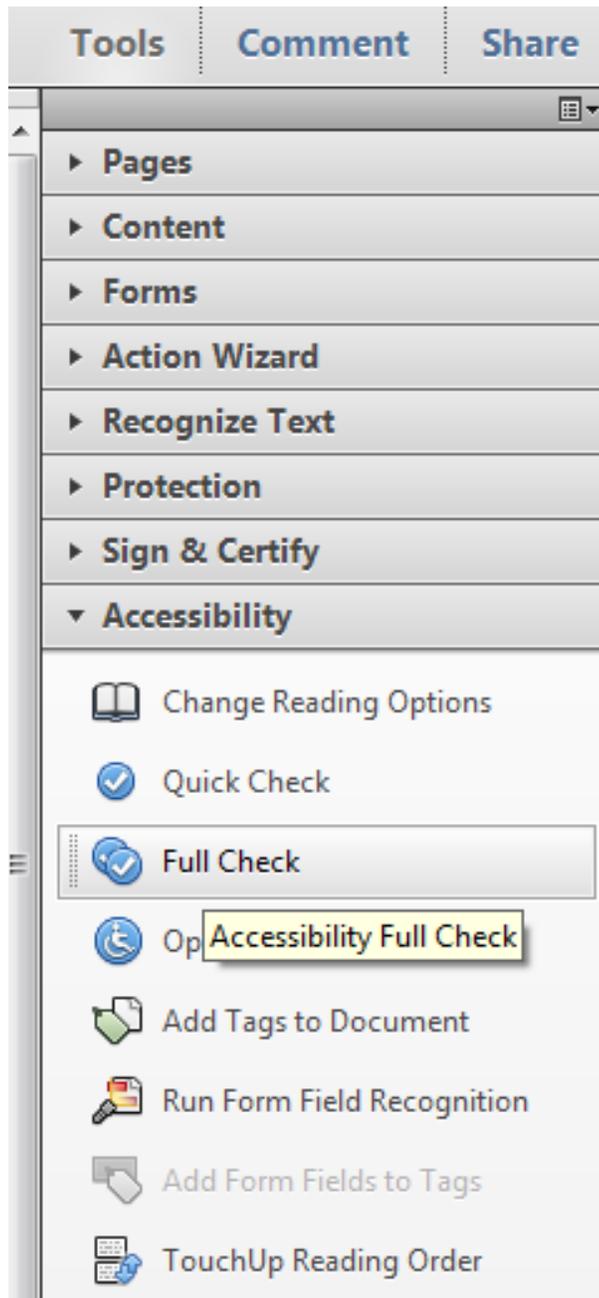
Example: Accessibility Checker in Microsoft Word.



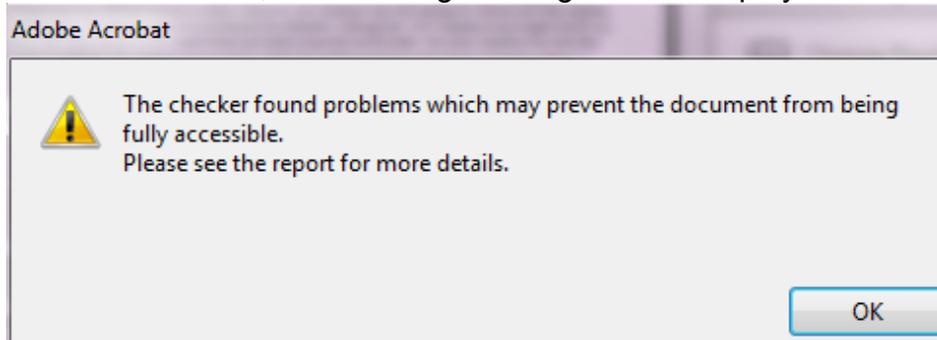
## Appendix B: Adobe Acrobat Pro Accessibility Checker

To check and repair a P.D.F. document in Adobe Acrobat Pro 10:

1. Open your P.D.F. document and run the Accessibility Full Check by selecting Tools – Accessibility – Full Check.



2. If errors are found, the following message will be displayed. Select OK.



3. On the left hand side, using the Accessibility Report pane, select the issue and make necessary corrections which may include:
  - a. tagging the document to ensure the images have alternative text
  - b. ensuring the language is selected

## Accessibility Report

Filename:

EdwardCBoltonBackgrounder.pdf

Checking Option:

Adobe PDF

Use this report to identify potential accessibility errors. Click on the [link](#) for each error to highlight the location of the error in the PDF file.

### Report Contents

- [Detailed Report](#)
- [Summary](#)
- [Hints for Repair](#)
- [Disclaimer](#)

## Detailed Report

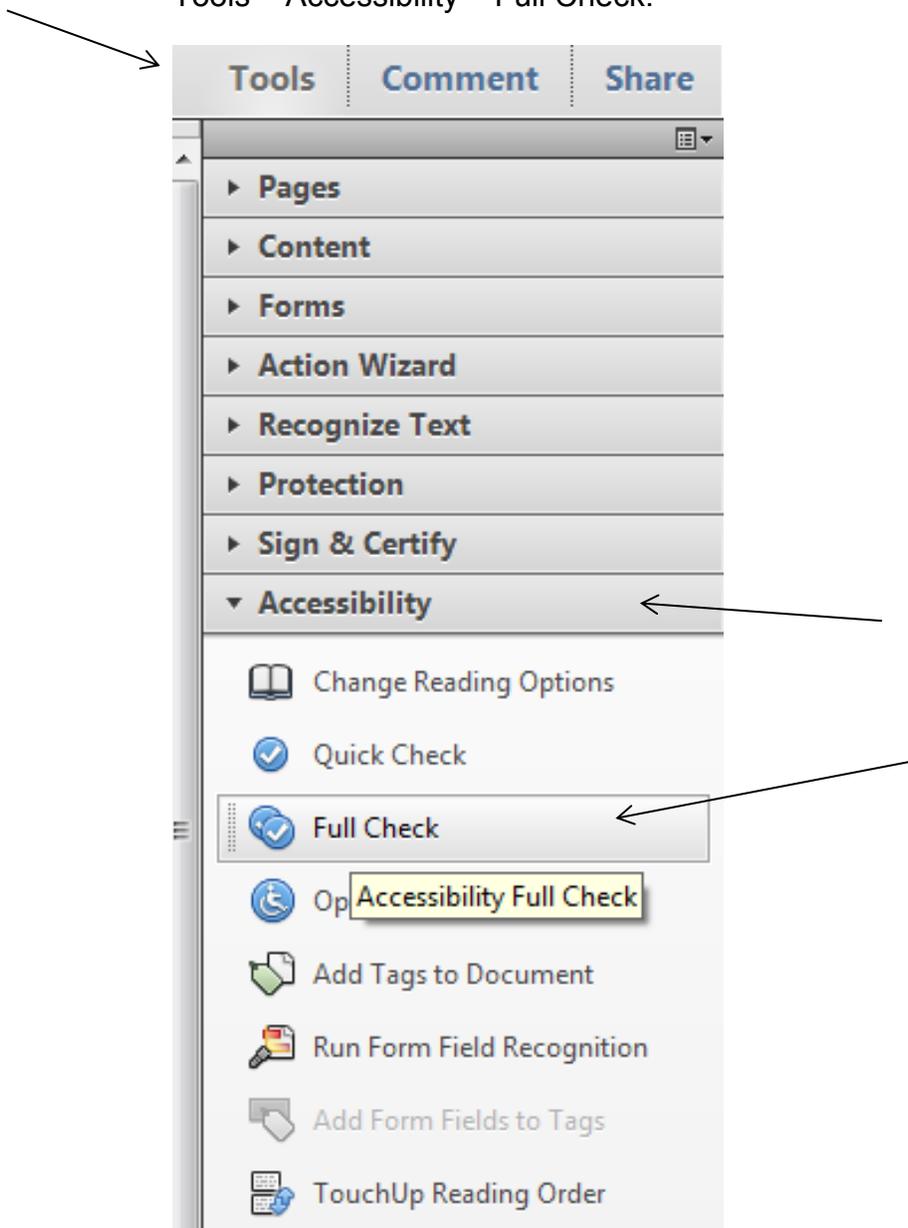
### Page Content Errors

Page 1: [Next Page](#)

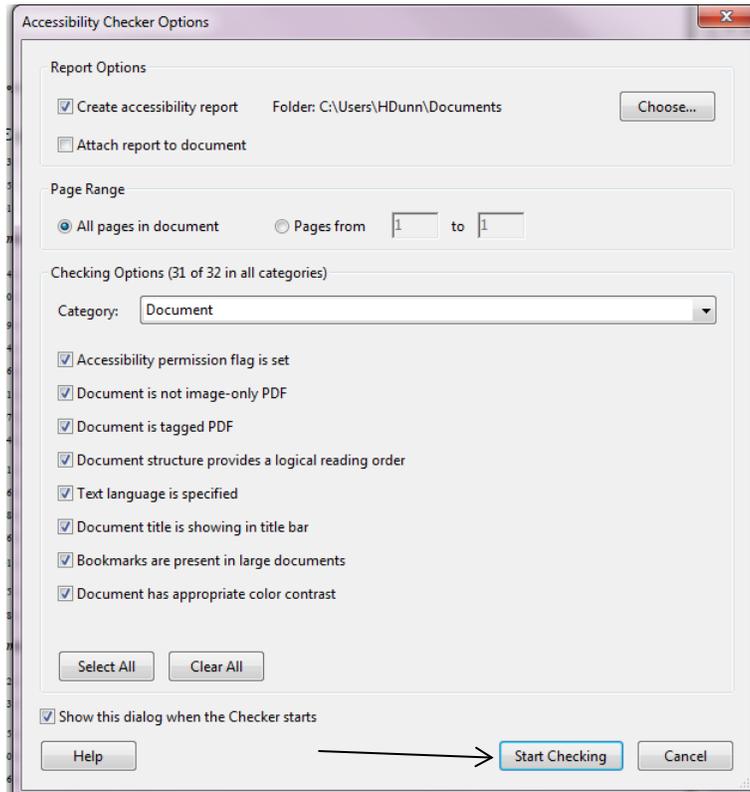
- All of the text on this page lacks a language specification. ([How to Add Language Attributes](#))

To check and repair a P.D.F. document in Adobe Acrobat Pro 11:

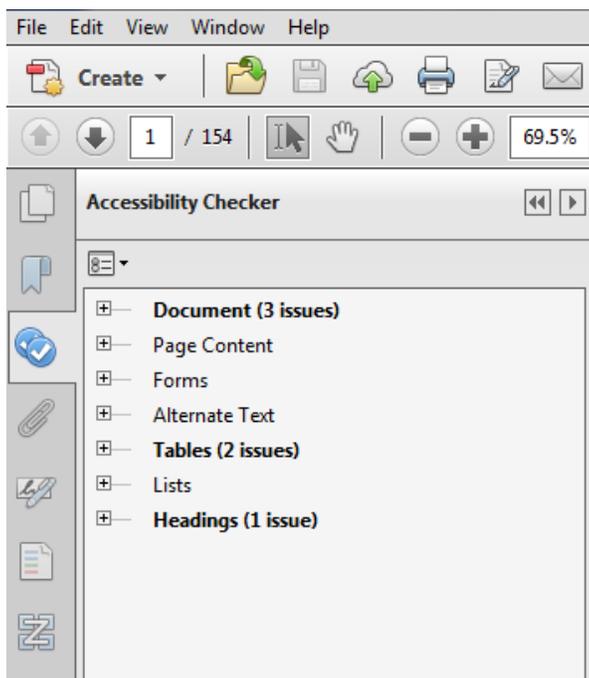
1. Open your P.D.F. document and run the Accessibility Full Check by selecting Tools – Accessibility – Full Check.



- Options for the accessibility checker will appear. Select start checking to begin.



If errors are found, the following information will appear



3. On the left hand side, using the Accessibility Report pane, select the issue and make necessary corrections.

## Accessibility Report

**Filename:** 2014ApprovedCapitalProjectsACC (2).pdf

**Report created by:** [Enter personal and **Organization:** organization information through the Preferences > Identity dialog.]

### Summary

The checker found no problems in this document.

- Needs manual check: 2
- Passed manually: 0
- Failed manually: 0
- Skipped: 1
- Passed: 29
- Failed: 0

### Detailed Report

#### Document

Rule Name	Status	Description
<a href="#">Accessibility permission flag</a>	Passed	Accessibility permission flag must be set
<a href="#">Image-only PDF</a>	Passed	Document is not image-only PDF
<a href="#">Tagged PDF</a>	Passed	Document is tagged PDF
<a href="#">Logical Reading Order</a>	Needs manual check	Document structure provides a logical reading order
<a href="#">Primary language</a>	Passed	Text language is specified
<a href="#">Title</a>	Passed	Document title is showing in title bar
<a href="#">Bookmarks</a>	Passed	Bookmarks are present in large documents
<a href="#">Color contrast</a>	Needs manual check	Document has appropriate color contrast

#### Page Content

Rule Name	Status	Description
<a href="#">Tagged content</a>	Passed	All page content is tagged
<a href="#">Tagged annotations</a>	Passed	All annotations are tagged
		Tab order is

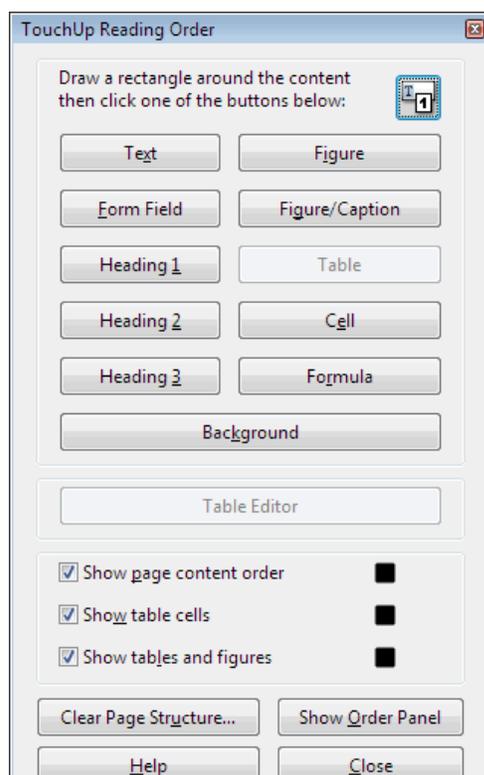
## Appendix C: Adobe Acrobat Pro TouchUp Reading Order Tool

The TouchUp Reading Order provides a quick and easy way of fixing reading order and tagging problems in a P.D.F. document. The TouchUp Reading Order can be used for the following:

- check and repair reading order of content
- add alternative text to figures/images
- tag interactive form fields
- add alternative descriptions to form fields
- fix tagging of basic tables
- eliminate nonessential content from the tag tree (e.g. ornamental page borders) or tag it as background (i.e. repetitive headers and footers)

To use the TouchUp Reading Order tool:

1. select Tools – Accessibility – Touchup Reading Order
2. select the section you wish to touch up and select one of the buttons to specify the tag type. A box should now appear around the section.
3. In most cases, it will help to have the three checkboxes checked (Show page content order, Show table cells, Show tables and figures)



- On the left side of the page a column will appear listing the elements on the page. Using the TouchUp Reading Order tool, select the element to be moved then drag and drop it in the correct position.

**Order**

FINALGrapevineAccessible.pdf

- Page 1
- Page 2
- Page 3
- Page 4
- Page 5
- Page 6
- Page 7
  - [1] City a top performer
  - [2] The City of Oshawa re
  - [3] Path
  - [4] Employees bring Chri
  - [5] Path IfI
  - [6] n addition to supporti
  - [7] IT Corner
  - [8] Sound familiar? It sho
- Page 8

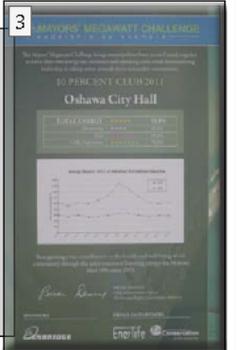
**1 City a top performer**

2 The City of Oshawa received an award from the Toronto and Region Conservation Authority (TRCA) this past November as the top performing Town Hall within the Municipalities of the Mayors' Megawatt Challenge at the 2012 Sustainability Forum. The Town Hall Challenge identifies those town and city halls that are the top performers in energy use. The Challenge currently includes nine municipalities in the GTA.

In a comparison of energy use between 2003 and 2011, Oshawa City Hall has achieved a reduction of 59.8% in total energy use. This total includes a 46.2% reduction in Electrical use and 69.4% reduction in Natural Gas use. This energy reduction equates to a 75.1% reduction in GHG Emissions. Oshawa City Hall has completed two major renovation projects since 2005, including an mechanical and electrical replacement, office space revitalization, demolition of the old "A-Wing" and construction of the new Council Chambers.

In December, the plaque was presented to the Mayor and Council and is now on display in the main lobby of city hall. Thanks to all involved in making this story a success.

**3**



**4 Employees bring Christmas cheer**

5



6 In addition to supporting the Annual Toy and Food Drive, city staff adopted ten families at Christmas through the Salvation Army's Family Sponsorship program. Staff generously provided the makings of a traditional Christmas dinner, holiday treats and gifts for the children.

In a heartfelt thank you to City staff, a recipient wrote, "I would like to say a great big THANK YOU to all of you! If it wasn't for your extreme generosity and compassion, my daughter and I would not have had a very good Christmas... I hope that once my schooling is finished and I gain employment, I will be able to give back to such a wonderful organization and community."

**8 IT Corner**

**Social media... or ...**

Sound familiar? It should, many of these questions are similar to what you are asked for when you open your accounts with banks or credit

of doing Internet searches on potential applicants. Compromising information that appears publicly on specific pages, tagged photos and