Accessible Document and Website Standards

January 2014

Contents

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 accessibility policies and standards are located on iConnect (staff intranet) under Corporate Corner\Accessibility. 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 as resources for the following computer programs:

- Word;
- Excel;
- PowerPoint;
- Adobe Acrobat Pro;
- Adobe InDesign;
- Adobe Acrobat Pro – Fillable Forms;
- Adobe LiveCycle; and
- Video Accessibility.

Questions about these standards should be directed to Corporate Communications at 905-436-3311, ext. 5686 or communications@oshawa.ca or for T.T.Y. contact Service Oshawa at 905-436-5627.

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.

Anchors - 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.).

A Content Management System (C.M.S.) is a program that allows publishing, editing and modifying web content as well as maintenance from a central interface.

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.

Website Style Sheets provide both website developers and users more control over how pages are displayed. With style sheets, designers and users can create style sheets that define how different elements, such as headers and links, appear.

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 apples 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**. Do not use the hyperlinked style that is bright blue and underlined 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: Begin with a New Template

Create documents using the City templates where available which have been revised to meet accessibility guidelines. City templates (Council/Committee Reports, letterhead, memo, PowerPoint slide, etc.) are located on the J Drive.

Example: a City accessible template.

Section 4: 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 5: 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
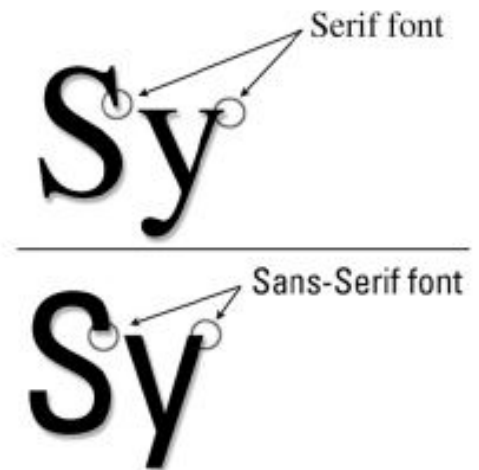
Paper and Publication Information

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."

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 6: 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 7: 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.
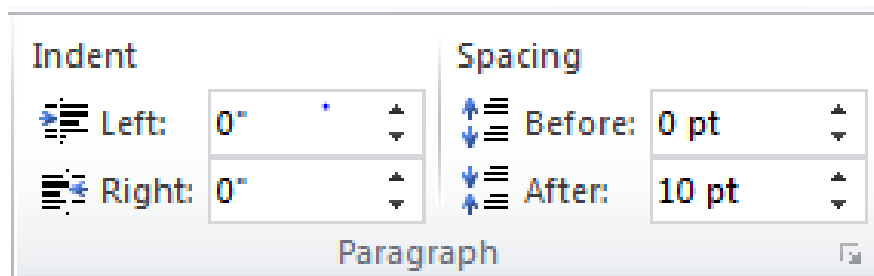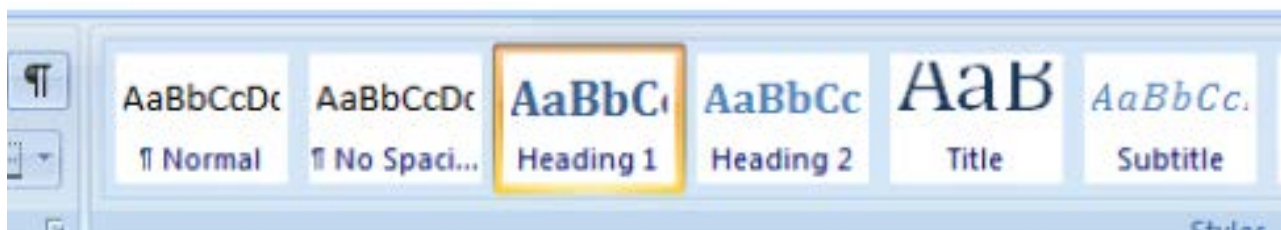

Example: paragraph tab in Microsoft Word.

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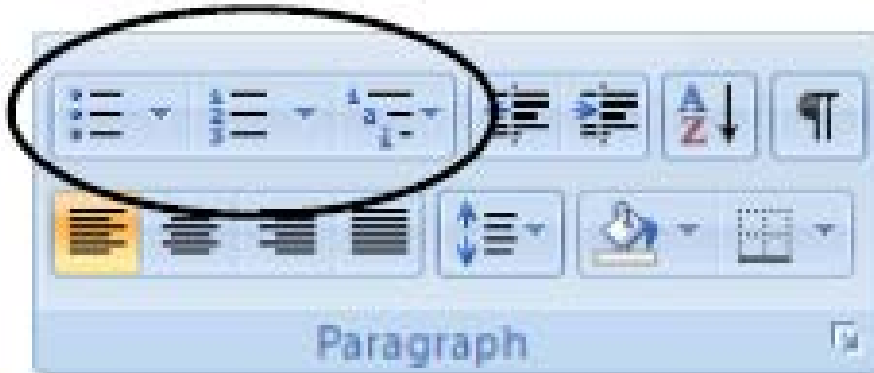
Example: list tab in Microsoft Word located in the Home ribbon.

Section 8: 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 9: 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 example: This is a map illustrating road closures in downtown Oshawa on Saturday, August 24 from 1 p.m. to 3 p.m. due to an event. The road closures will affect the following streets: Centre Street (from King Street West to Bagot Street) and Gibb Street (from Centre Street to Nassau Street). For more information and assistance, or 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 or in-person.

Section 10: 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

Accessibility Action Wizards:

Information Technology Services has created two wizards that combine tasks required to make a P.D.F. document accessible into a one-step process. The wizards are available in Adobe Acrobat Pro. Staff is to email the Help Desk to request the Accessibility Action Wizards.

Users will select either Accessibility Actions (not scanned) for a document that was created in Word or Excel or other software, or Accessibility Actions (scanned) for a document that has been scanned. Refer to Appendix B for instructions on how to use the Accessibility Action Wizards.

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 C 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 D for additional information on the Touchup Reading Order Tool.
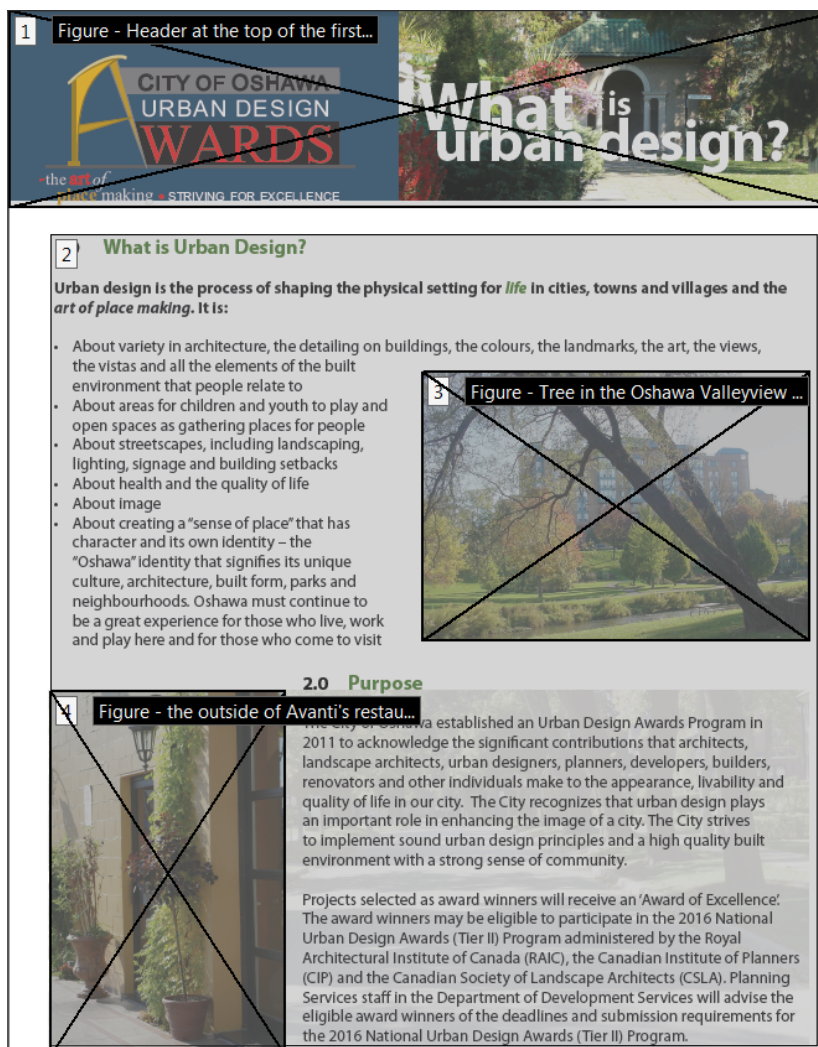
Example: correct reading order.

Section 11: Requests for Alternative Formats

It is the responsibility of the originating department or branch to ensure that print and online documents are accessible, as well as to prepare the item in an alternative format, if requested. Alternate format requests that staff are unable to provide (due to technology restrictions) or cannot be created in a timely manner can be outsourced to the City's vendor. Vendor contact information is located on iConnect, under Corporate Corner\Accessibility.

Notification is posted on the internet and intranet websites stating that "if customers or employees require the information in an alternate accessible format, they are to contact Service Oshawa by phone at 905-436-3311, email service@oshawa.ca, in-person or via T.T.Y. at 905-436-5627."

Section 12: 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.

Section 13: Accessible Website Responsibilities

The City's Siteimprove Web Module (Quality Assurance, Analytics and Accessibility) scans the City's websites to identify content that is not accessible and does not meet W.C.A.G. 2.0 standards. It is the responsibility of the branch that created the web content to ensure content posted to the websites is accessible. In addition, it is the responsibility of the Information Technology Services Branch to ensure that the City's websites are designed to meet accessibility requirements.

Documents and content provided by vendors, suppliers and/or partners, must be accessible or alternatively can be made accessible to the City standards if posting to the City's website or iConnect. Please refer to Request for Proposal information located on iConnect under Corporate Corner\Accessibility.

The City's Siteimprove Web Module (Quality Assurance, Analytics and Accessibility) does not scan P.D.F. documents for accessibility. Therefore, ensure the P.D.F. document is created and outputted in such a way that it allows the content to be searched and read by a screen reader (refer to the Sections and Appendices in this document). Furthermore, as outlined in Section 10, documents posted online must pass the "Full Accessibility" check in Adobe Acrobat Pro and the reading order must be correct.

When deleting P.D.F.s or document links from the City's website, branch representatives are to email webmaster@oshawa.ca to ensure that the P.D.F.s has been removed.

Section 14: Accessible Website Tools and Best Practices

H.T.M.L.

Hypertext Markup Language (H.T.M.L.) is used to build webpages. It is a type of computer language that is primarily used for files that are posted on the internet. It describes how a set of text and images should be displayed to the viewer. Posting information on websites that is in H.T.M.L. format is accessible to readers using screen readers.

Adjust Website Text Size

The City's website allows readers to adjust text size. Near the top right corner of the internet homepage, users are able to resize fonts in three preset increments. Users can also increase their range of options for font size by making changes to the browser or computer settings.
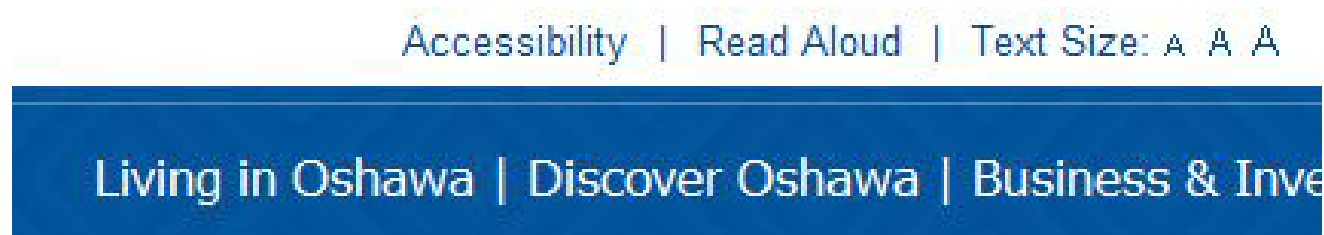
Example: City's website where the text size can be adjusted.

Website Navigation

A structured website that is presented in a logical, predictable way makes it easy for users to navigate. Pre-set styles are used to inform people using assistive technologies (e.g. screen readers) to determine what text is a heading, a bulleted list, or when there is a hyperlink.

The City's web content is displayed in a structured format that makes it accessible from a keyboard so that individuals using assistive technologies can use the tab key and arrow keys to navigate the menus and content.

On webpages with a lot of content, the City's standard is to use anchors that allow the reader to skip to content headings or content sections.

Contact the Website Branch Representative or Content Coordinator for web navigation to ensure website style sheets are followed and accessibility standards are achieved.

Use Website Style Sheets

The City's website uses built-in styles for normal text, headings, subheadings and hyperlinks. The style sheets should be used when creating web content on the City's website and iConnect as it allows content to be compatible with screen readers.

When creating new web content, paste plain text and use the content moderation systems for headings and subheadings. 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 the City's web content.

Page Title: Art and Culture in the Hall

Page File Location: /artinthehall.asp
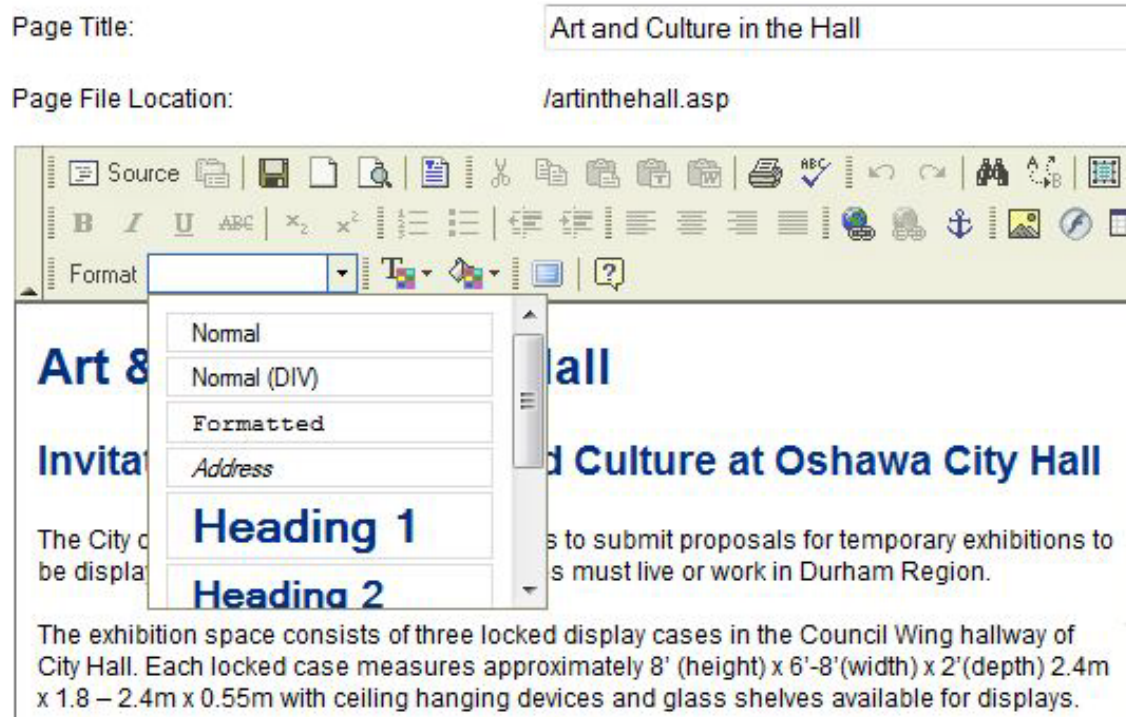
Example: styles available when creating a webpage.

Tables

If using a table on a webpage, contact the Website Branch Representative or Content Coordinator to ensure that table-building tools are used and header and row areas of a table are assigned.

Read Aloud

Through Read Aloud, the City of Oshawa's website offers speech and reading support tools to read aloud web pages and content. Read Aloud is located in the top right corners of the City's website and assists people with mild visual impairments, dyslexia, perception challenges and those who speak English as a second language.

One of the advantages to Read Aloud is the ability to save text as an audio file in media player format (M.P.3). Refer to Appendix E for additional information.

Image: Read Aloud icon

Videos

Pre-recorded videos posted on the City's website must be closed-captioned. Alternative text-based format for audio and video content should be provided.

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.

Accessibility Checker ▼ ✕

Inspection Results

⚠ Warnings

☐ Unclear Hyperlink Text
   www.oshawa.ca

☐ Heading is Too Long
   How to create an accessible ...

☐ Objects not Inline
   Straight Arrow Connector 15
   Picture 16
   Straight Arrow Connector 25
   Picture 27
   Straight Arrow Connector 12

☐ Repeated Blank Characters
   5 Characters
   4 Characters
   5 Characters
   4 Characters
   4 Characters

Additional Information ∨

Why Fix:
Spaces, tabs and empty paragraphs may be perceived as blanks by people using screen readers. After hearing several "blanks," people might think they have reached the end of the information.

How To Fix:
Use formatting, indenting, and styles to create whitespace instead of repeating blank characters.

Appendix B: Accessibility Action Wizards in Adobe Acrobat Pro

Not Scanned Document Wizard

Open a P.D.F. document created from a Word or Excel file and run the Not Scanned Document Wizard by Selecting File – Action Wizard - Accessibility Actions (Not scanned).
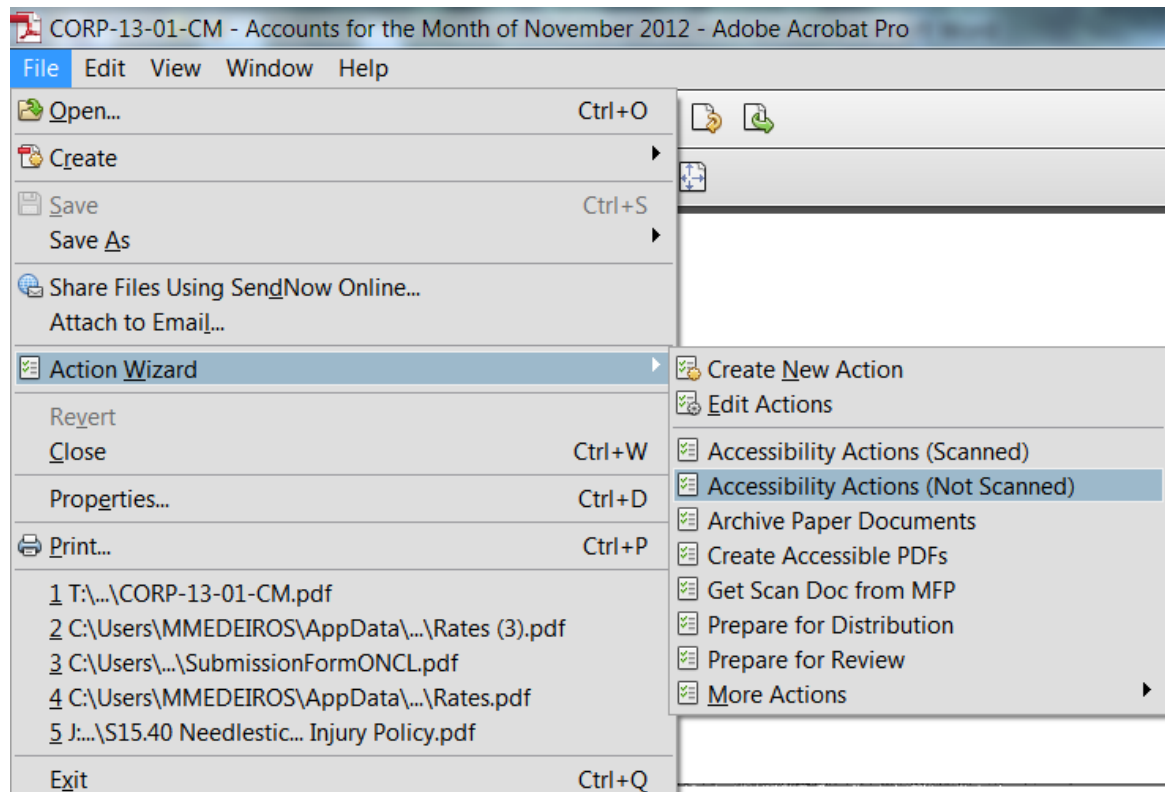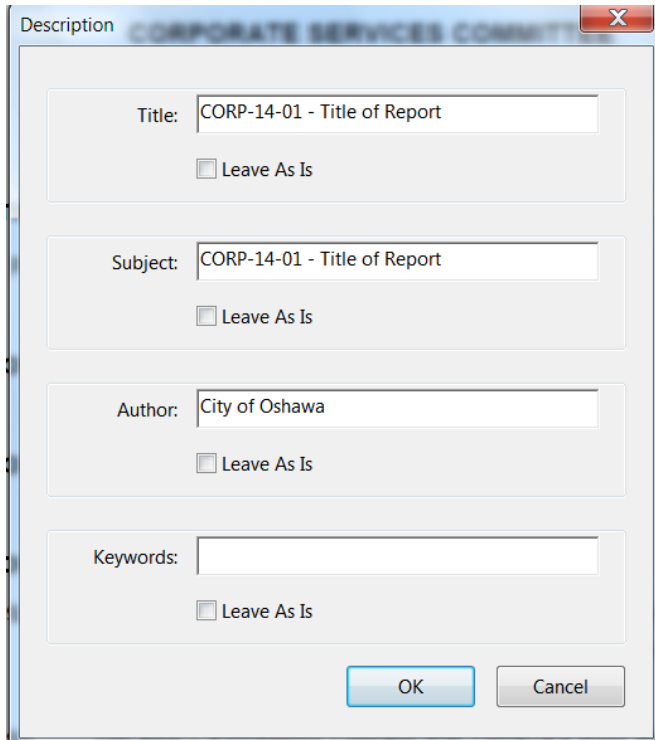
1. After the wizard is selected, a window will open explaining the next steps. Select Next to begin the wizard.
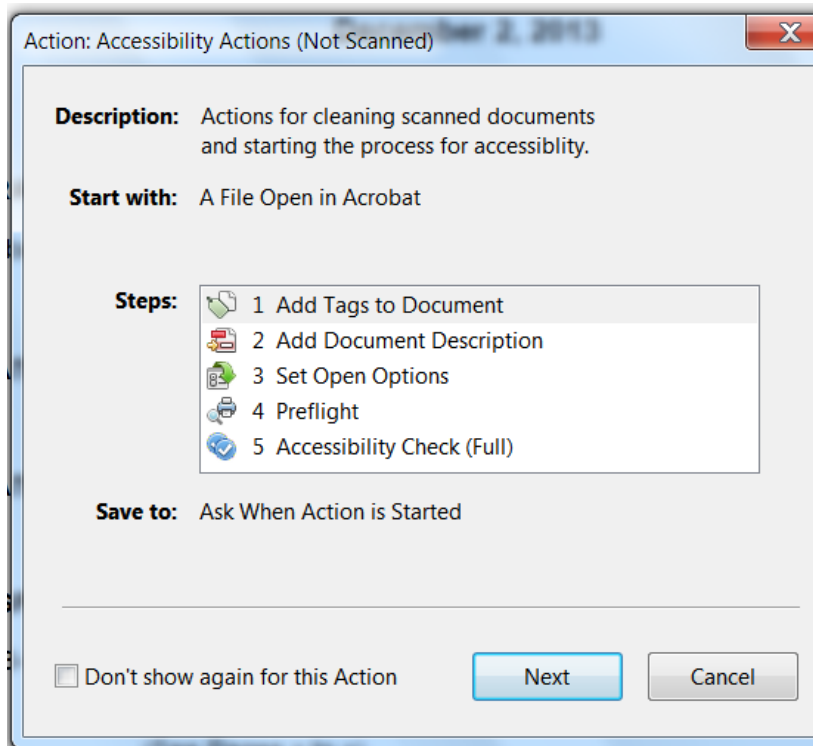
3. The wizard will prompt where the user will save the accessibility reports. The default is the user's own library. Select O.K. to continue.
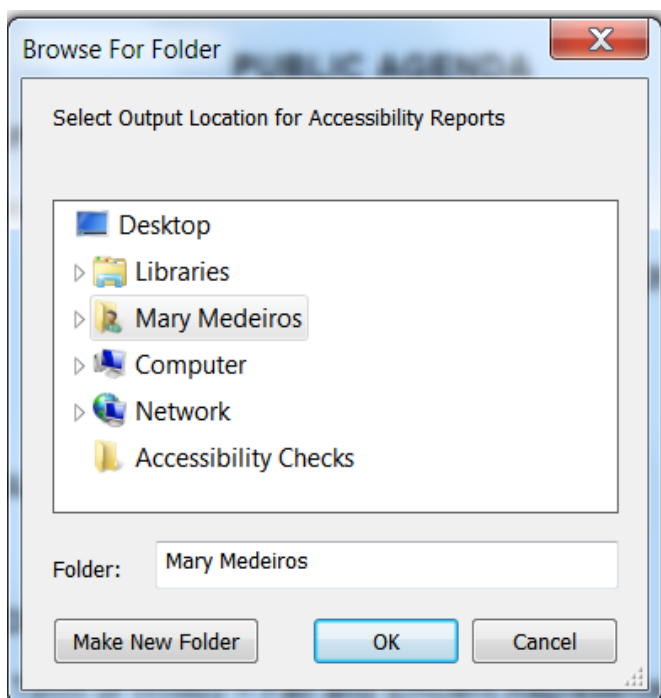
4. The user will be prompted to enter document information. Standard practice is to provide the document title and subject. In many cases, the title and subject are the same.

5. The user will be prompted to save the file. In order to overwrite the file and ensure you are not creating a duplicate copy, you will need to save it in the same location.
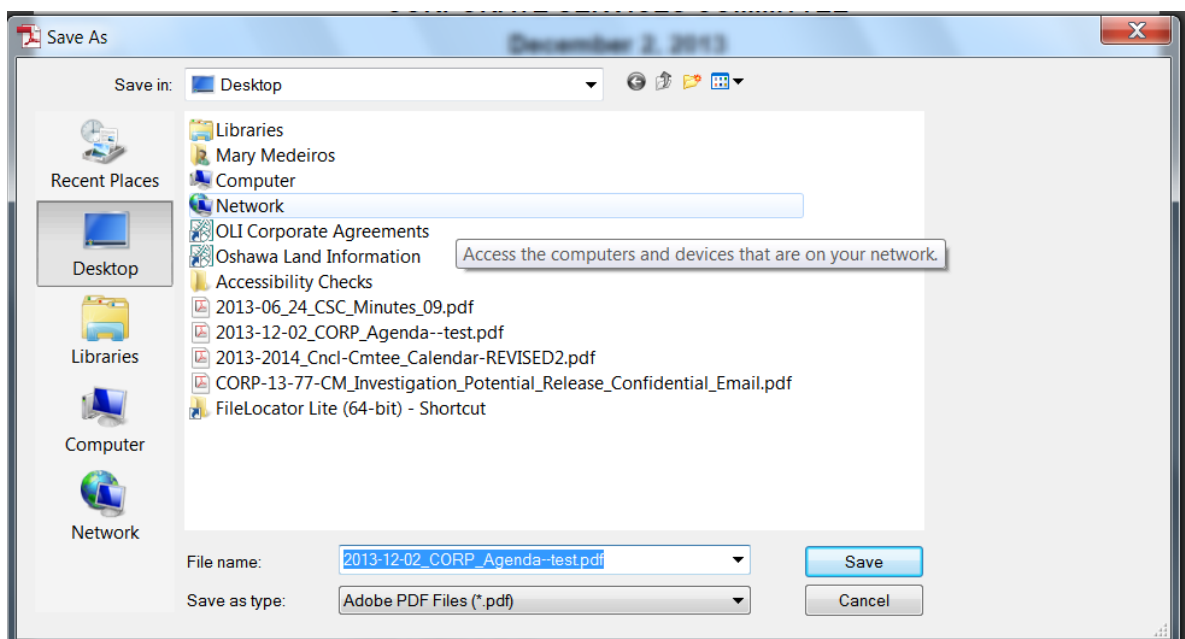
6. The wizard runs an accessibility check and displays any issues it found. When a document is created from a Word document, the accessibility tags will already be added. You may or may not get an error message stating there are problems with the structure order of the document.
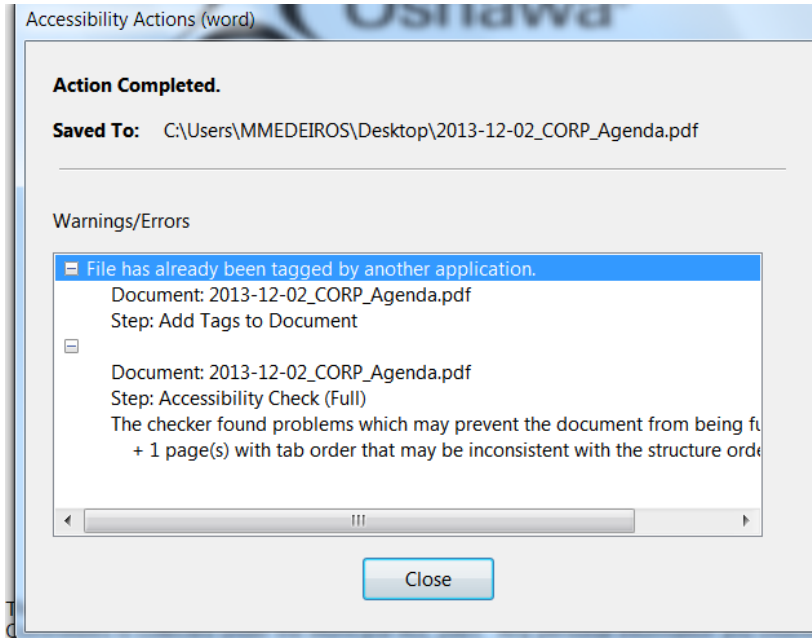
The document structure is not automatically set when a word document is converted to a P.D.F. document. This action must be manually completed as it is not possible to add it to the action wizard.

To set the document structure:

Select the 'Page Thumbnails' icon
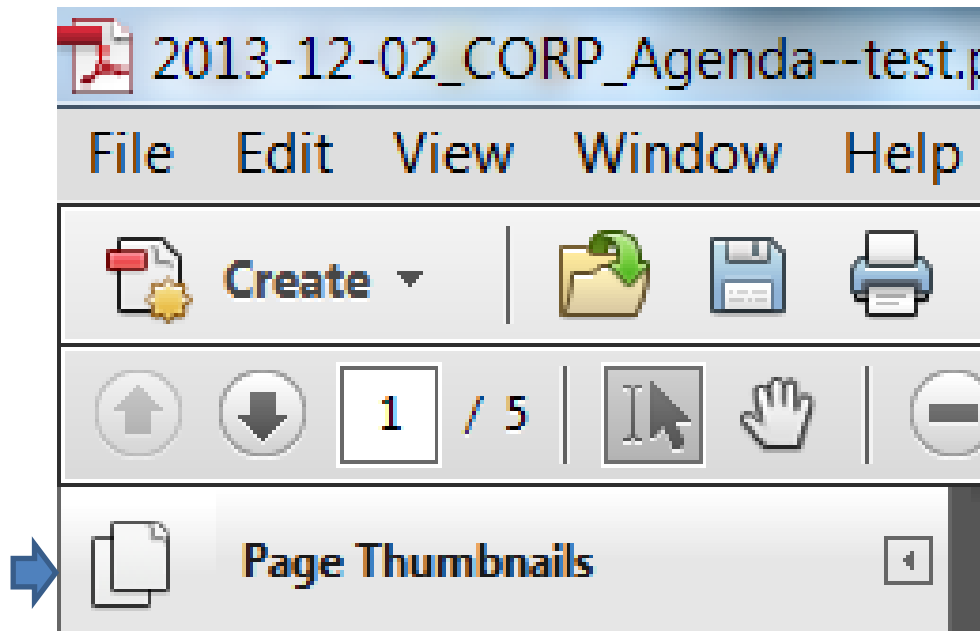
Select all pages by picking page 1 and holding down the control key press the letter 'a'
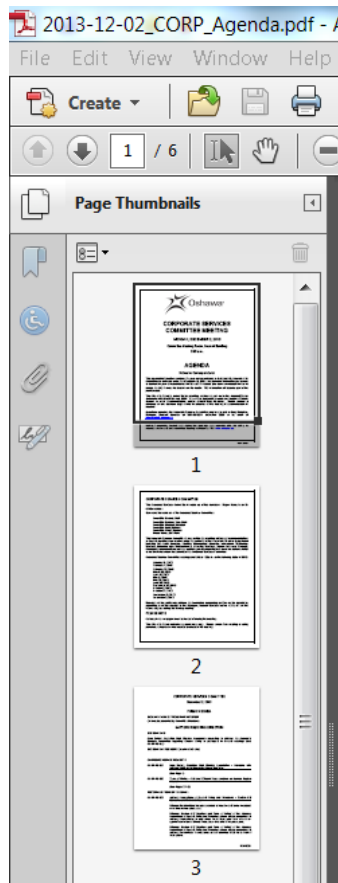
Right click on the selected pages and choose 'page properties'
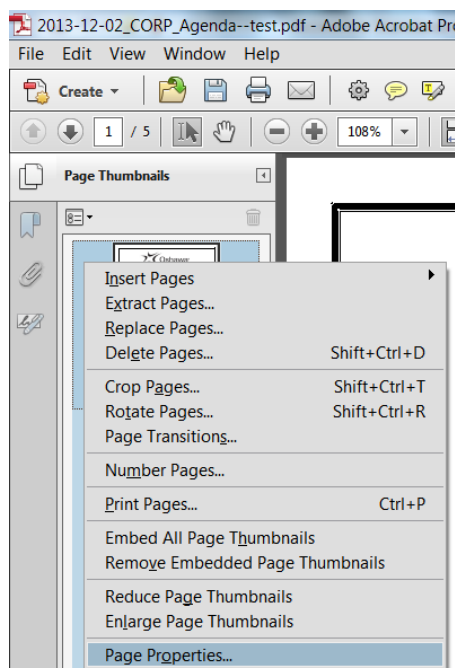
Select 'use document structure' then select OK.
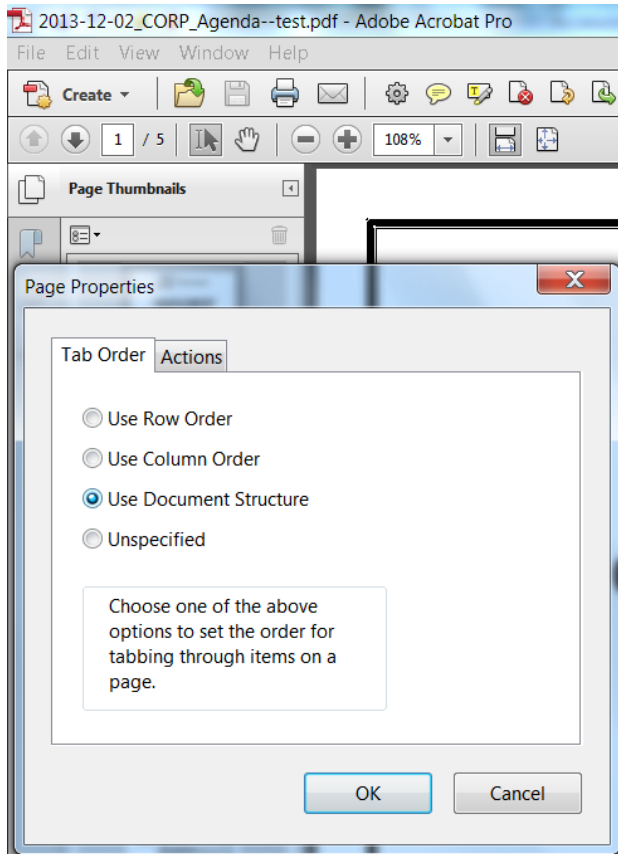
Save the document.

This wizard has now:
- ensured accessible tags were added
- set the opening profile to show the title in the title bar in the window
- set the language attributes to English
- run a full accessibility check

You will still be required to run a separate **Full Accessibility Check** as well as check the reading order of the document. Please refer to Appendices C and D for additional information.

Accessibility Action (Scanned) Wizard

1. Open your scanned P.D.F. document and run Accessibility Action (Scanned) wizard by selecting File – Action Wizard – Accessibility Actions (Scanned)
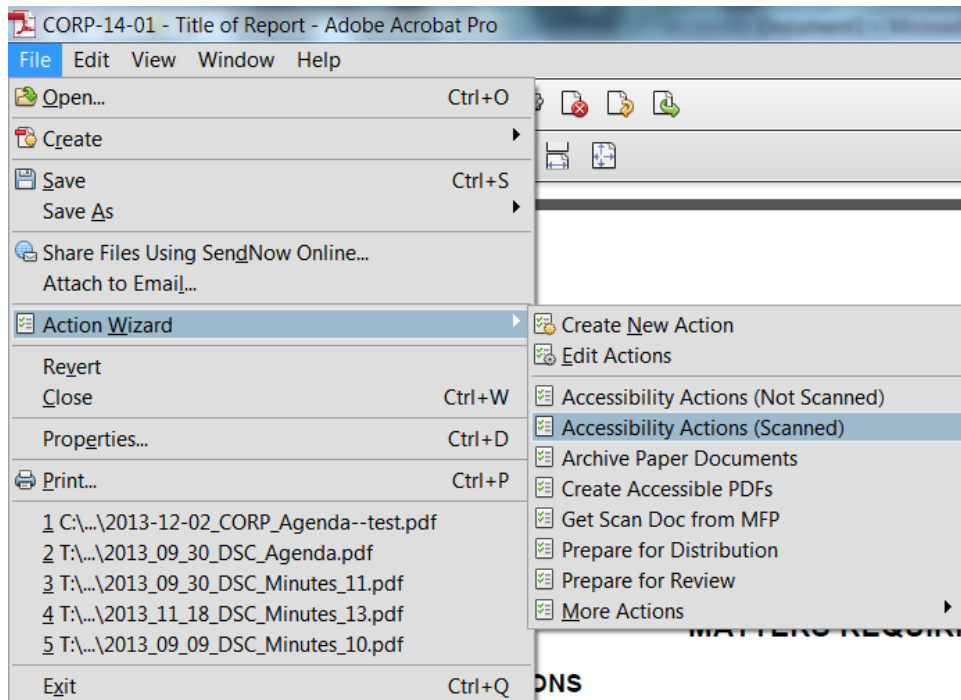
2. After the wizard is selected, a window will open explaining next steps. Select "Next" to begin the wizard.
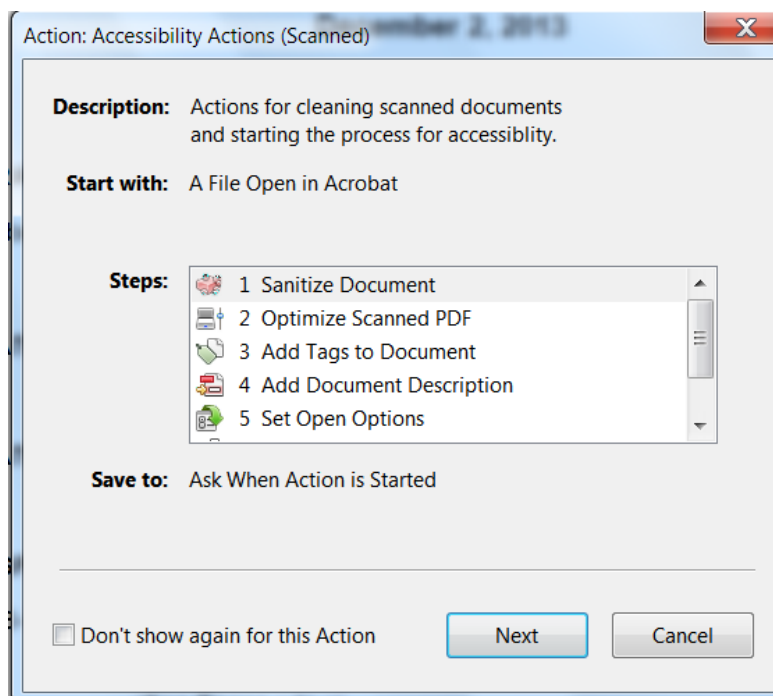
3. The wizard will prompt where the user will save the accessibility reports. The default is the user's own library. Select "OK" to continue. Once the user selects "OK", the wizard will perform the accessibility actions contained in the wizard.
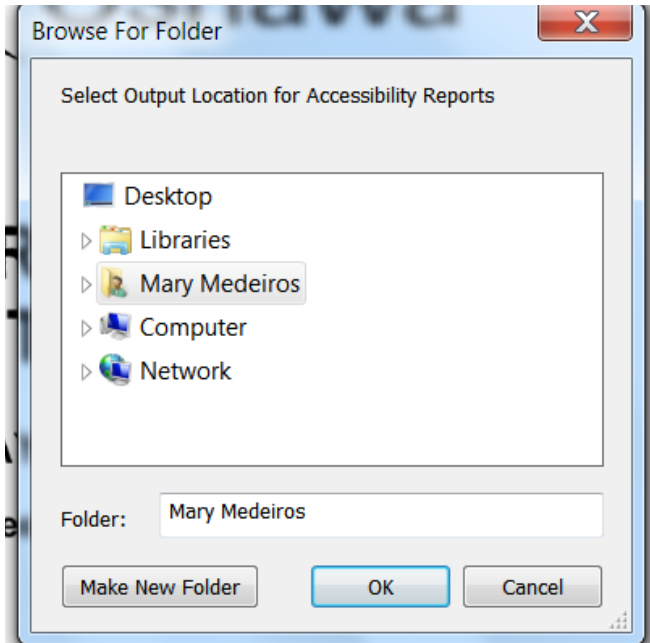
4. The user will be prompted to enter document information. Standard practice is to provide the document title and subject.
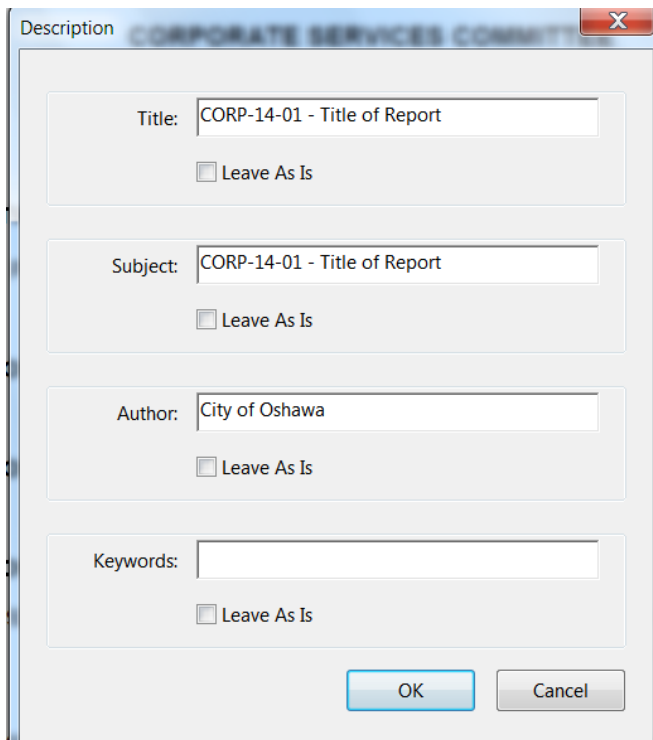
5. The user will be prompted to save the document. In order to overwrite the file and ensure you are not creating a duplicate copy, you will need to save it in the same location.
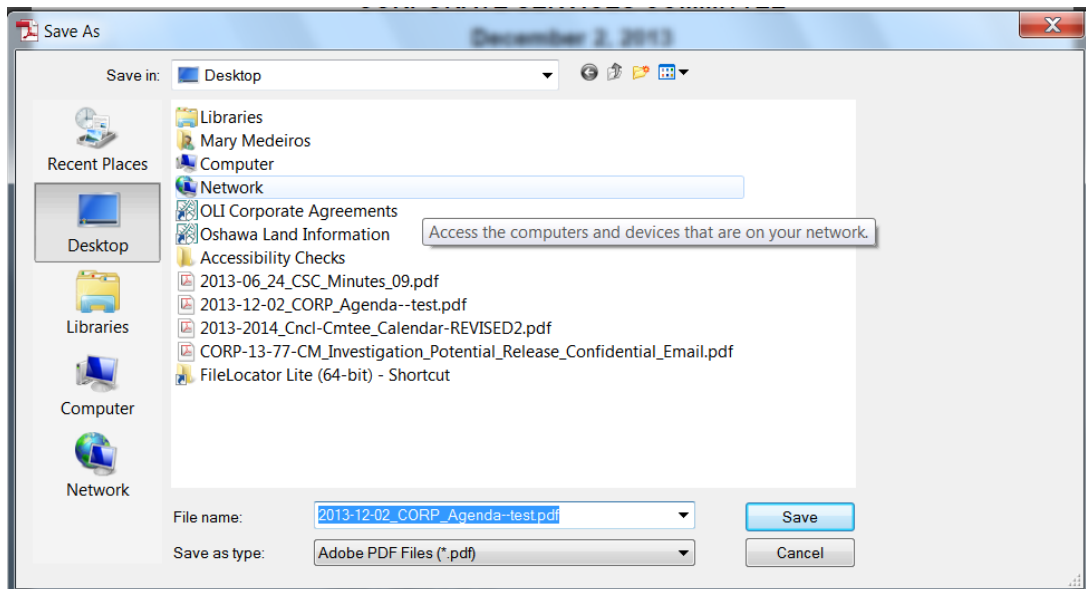
6. You should not receive any errors because this wizard has added the appropriate tags.
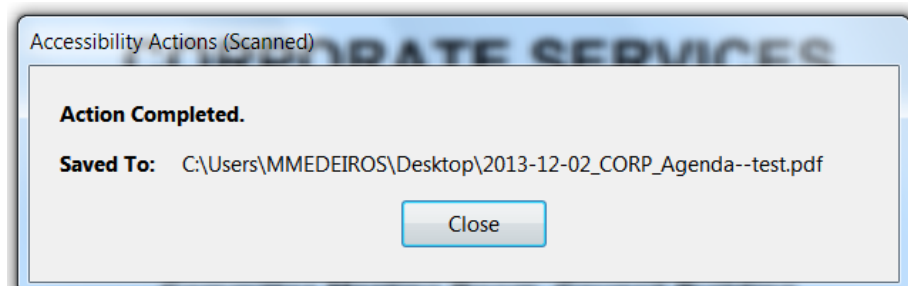
This wizard has now:
- recognized the text to make the document searchable
- ensured tags were added
- set the opening profile to show the title in the title bar in the window
- set the language attributes to English
- run an accessibility check

Following the Accessibility Action Wizard, a separate Full Accessibility Check is required. You will also need to check the reading order of the document. Please refer to Appendices C and D for instructions.

Appendix C: Adobe Acrobat Pro Accessibility Checker

To check and repair a P.D.F. document:

1. Open your P.D.F. document and run the Accessibility Full Check by selecting Tools – Accessibility – Full Check.
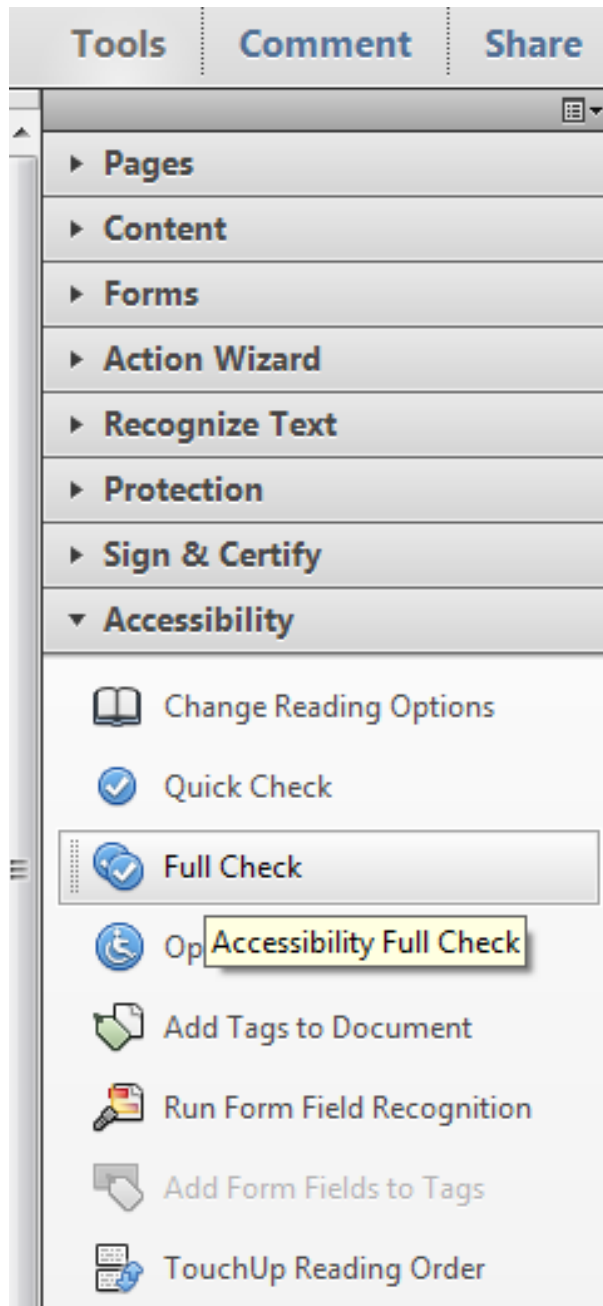
2. If errors are found, the following message will be displayed. Select OK.

Adobe Acrobat

⚠ The checker found problems which may prevent the document from being fully accessible.
Please see the report for more details.

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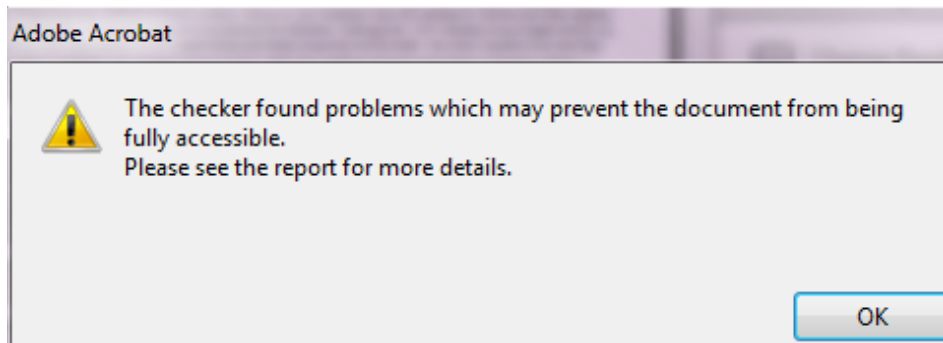
3. On the left hand side, using the Accessibility Report pane, select the issue and make necessary corrections which may include:
   a. tagging the document to ensure the images have alternative text
   b. ensuring the language is selected

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)

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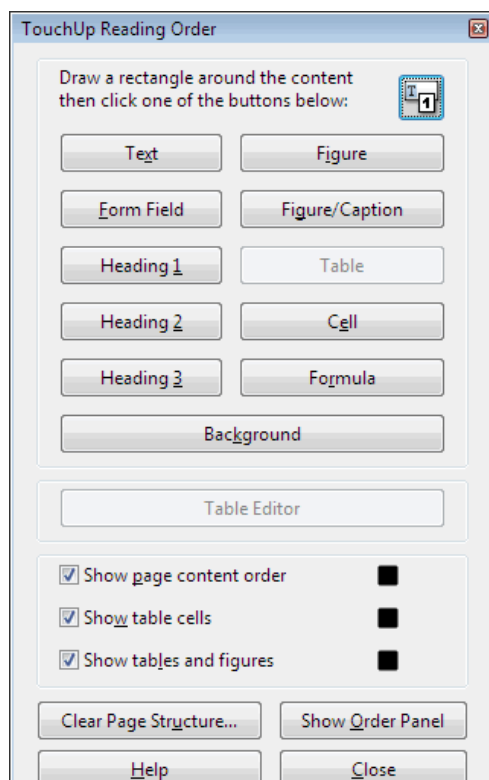
4. On the right side of the page a column will appear listing the elements on the page. Using the TouchUp Reading Order tool, select the element to be moved then drag and drop it in the correct position.

Appendix E: Read Aloud

To create an audio file in M.P.3 media player format:

1. Visit the City of Oshawa Read Aloud webpage (www.oshawa.ca/browsealoud.asp) and select the "Listen" icon.
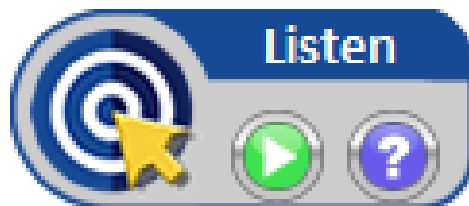
2. The following toolbar will then appear on your screen

3. In your browser, select the text that you want to convert to M.P.3 format.

Our website can talk!

Through BrowseAloud, the City of Oshawa's website now offers speed
These tools will assist people with mild visual impairments, dyslexia,
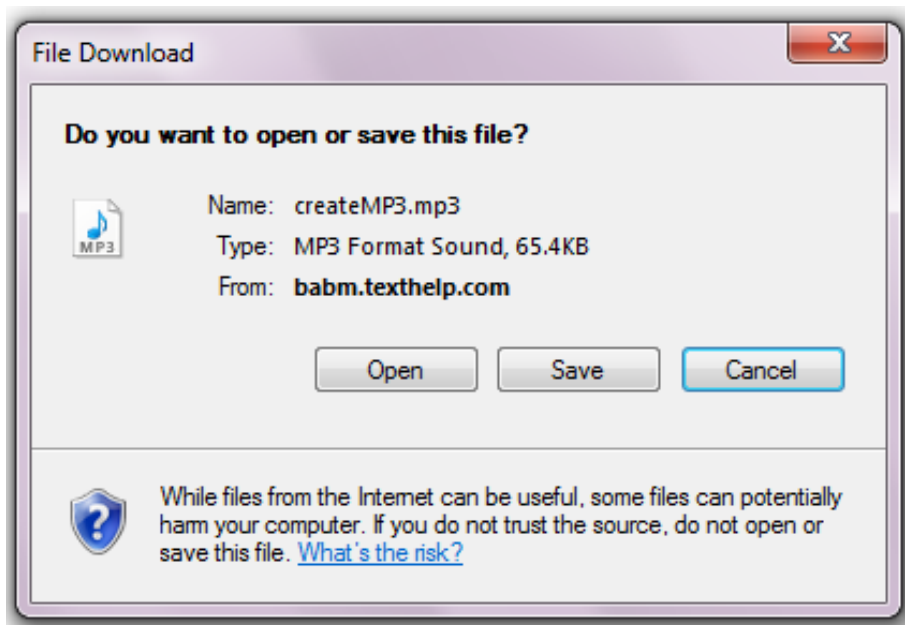as a second language.

4. When the text has been highlighted, select the M.P.3 button on the tool bar.

5. The following box will appear on your screen
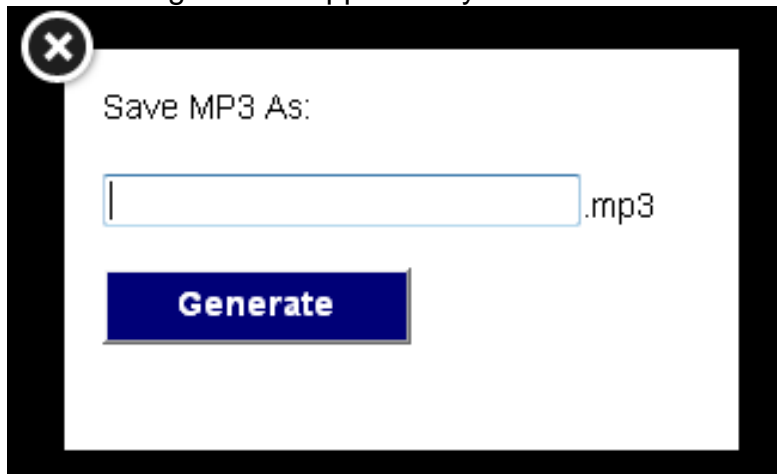
6. Name the file and select "Generate".

7. Select "Save" and Browse to the location you would like the M.P.3 file saved to, enter the name for the file and select "Save". The M.P.3 file will now be created in the specified location.

To learn more, visit http://www.oshawa.ca/browsealoud.asp.