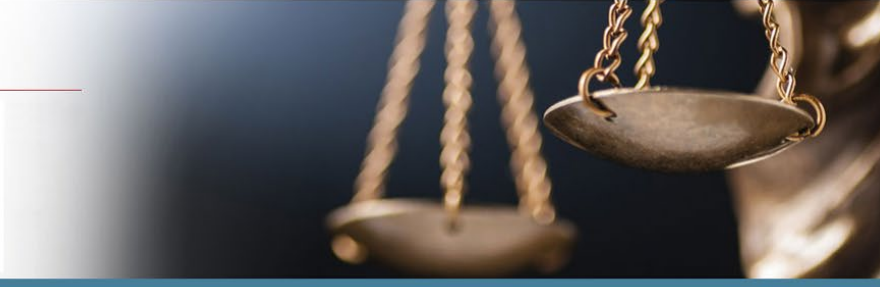
Department of Justice Canada

Training Plan



On Bill-C81 updates and revisions

A collection of information for improving the quality of the information for the Canadian public that they can have access to the web in Canada that is equal for all.

10/17/2022

Kodi Lavergne
6975801 CANADA INC

Training Plan

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What is Web Accessibility

Web accessibility means that websites, tools, and technologies are designed and developed so that people with disabilities can use them. More specifically, people can:

perceive, understand, navigate, and interact with the Web

contribute to the Web

Web accessibility encompasses all disabilities that affect access to the Web, including:

auditory

cognitive

neurological

physical

speech

visual

Web accessibility also benefits people *without* disabilities, for example:

people using mobile phones, smart watches, smart TVs, and other devices with small screens, different input modes, etc.

older people with changing abilities due to ageing

people with “temporary disabilities” such as a broken arm or lost glasses

people with “situational limitations” such as in bright sunlight or in an environment where they cannot listen to audio

people using a slow Internet connection, or who have limited or expensive bandwidth

Web Accessibility Checklist – What Every Designer Should Know

"When we design for accessibility, we are designing for the disabled, for our parents and grandparents, and for those we may have never met or considered. Ultimately, we are designing for ourselves, as we define the level of accessibility that we will eventually come to experience as our lives change in unexpected ways."

(Access Ability: A Practical Handbook on Accessible Graphic Design).

Design is everywhere. Next time you go for a drive, look around you. You will notice signage alongside the roads, store-front logos, billboards, etc. Technology is being used more than ever before – especially with the current situation we are living in. Designing a web platform that is accessible to all is crucial. Here is a great starting point checklist to go by:

1) Consider those with sensory and cognitive disabilities
Consider all disabilities when designing your website or any type of digital media – including those that are color blind, who have diminished vision or hearing, those who may be blind or deaf, and any other multi-modality disability.

2) Be strategic with the language you are using
Design is important – but make sure the content on your website makes sense – meaning that it is hierarchically and semantically structured and can be read by any machine or assistive device.

3) Use high contrast colors
Those who are visually impaired have a hard time seeing the difference between two hues. Hues are typically described as red, green, blue and yellow. Complimentary colors – colors that are on the opposite sides of one another on the color wheel – are used by designers often, but if the tonal value and saturation of the colors are too similar to one another, it can cause eyestrain to the visually impaired. Make sure that there is enough tonal contrast so that it is softer on the human eye.

Check out this great resource that calculates the contrast ratio of text and background colors.

4) Consider your typeface selection and size for readability
The most common and widely used typefaces in web design are Arial, Calibri, Helvetica, Times New Roman and Verdana. These typefaces are considered the most readable and preferred. They are also specialized typefaces for those who are dyslectic, some including Sylexiad, Dyslexie, and Open Dyslexic – these could be alternative options for an accessible website. Also make sure that users can easily increase the size of the text on their screens without any issues or confusion. Text input sizes should be at least 16px or higher.

5) Design like you are the user viewing the website for the first time
There are many assistive devices and technologies including screen readers and braille displays. Mac users have quick access to "Accessibility" in "System Preferences" where they can use voiceovers. We suggest using it as you navigate through your site to ensure that it makes sense to someone using assistive technology.

Web Accessibility Checklist – What Every Designer Should Know

6) Consider your line length, paragraphs, and spacing
The space between lines of text is identified as "leading." As a default, most software's have leading set to 120% – which is two points above the font size. If the leading is below 120%, it is hard to read. It's suggested that for accessibility and those who has visual impairments to have leading between 125% to 150%. Also ensure that your line lengths are between 45 to 90 characters and that there is space between each paragraph.

7) Consider that display sizes are different
When laying out a digital design, make sure you are designing for both desktop and mobile devices. You can view any website on your desktop as a different device (Android, iPhone, tablet, etc.) by right clicking on the site and going to inspect – toggle device toolbar.

8) Ensure that non-text content has an ALT Text tag for accessibility
Any image or non-text content on your website should have embedded/alternative text. Alternative text lets those who are impaired click on the content and have an assistive device read to them what it is. Make sure it is descriptive, relevant, and functional.

9) Make sure that your navigations and buttons are easily distinguished between other content
Your navigation bar should be in an order that makes sense to users navigating with the keyboard shortcuts and divided from the rest of the website – usually at the top of the screen. Any type of interactive or linked buttons should be large enough to read and larger than other text on the page.

Source: *Accessibility 2: A Practical Handbook on Accessible Graphic Design; Revised + Supersized Second Edition*
Accessibility levels and requirements are always changing and improving. Make sure you stay up to date on the local laws and regulations in your area surrounding website accessibility. Here is a great free resource for checking to see how compliant your site is, https://www.equalweb.com/.

Web Accessibility Checklist for Developers

Oregon Department of Education : Web Accessibility Checklist for Developers : Web Accessibility Checklist : State of Oregon

Q: Do images have alternative text?

A: More about Making Images Accessible

- 1.1.1 Non-text Content (Level) A Targets: AWG Developer FileMaker

Q: Does the web page or document include headings, lists, ARIA landmarks, and other semantic elements to communicate document structure (resource also mentions tables)?

A: More about Providing Structure in Web Pages and Documents

- 1.3.1 Info and Relationships (Level) A Targets: AWG Developer PageMaker FileMaker
- 1.3.2 Meaningful Sequence (Level) A Targets: AWG Developer FileMaker
- 2.4.3 Focus Order (Level) A Targets: Developer
- 2.4.7 Focus Visible (Level) AA Targets: Developer

Q: Is the tab order and read order logical and intuitive?

A: More about Ensuring Proper Tab and Read Order for HTML and PDF documents

- 1.3.2 Meaningful Sequence (Level) A Targets: AWG Developer FileMaker
- 2.4.3 Focus Order (Level) A Targets: Developer
- 2.4.7 Focus Visible (Level) AA Targets: Developer

Q: Do form fields within web pages and documents have appropriately coded labels and prompts?

A: More about Creating Accessible Forms

- 1.3.1 Info and Relationships (Level) A Targets: AWG Developer PageMaker FileMaker
- 3.3.1 Error Identification (Level) A Targets: Developer
- 3.3.2 Labels or Instructions (Level) A Targets: Developer
- 3.3.3 Error Suggestion (Level) AA Targets: Developer
- 3.3.4 Error Prevention (Legal, Financial, Data) (Level) AA Targets: Developer

Q: Have you avoided using visual characteristics to communicate information (e.g., "click the circle on the right" or "required fields are in red")?

A: More about Avoiding Reliance on Visual Characteristics

- 1.3.3 Sensory Characteristics (Level) A Targets: AWG Developer PageMaker FileMaker
- 1.4.1 Use of Color (Level) A Targets: AWG Developer PageMaker FileMaker

Q: Does the interface have sufficient contrast between text color and background color?

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A: More about Providing Sufficient Color Contrast

- 1.4.3 Contrast (Minimum) (Level) AA Targets: AWG Developer PageMaker FileMaker

Q: Does the content scale well when text is enlarged up to 200 percent?

A: More about Supporting Enlarged Text

- 1.4.4 Resize text (Level) AA Targets: Developer
- 1.4.5 Images of Text (Level) AA Targets: AWG Developer PageMaker FileMaker

Q: Can all menus, links, buttons, and other controls be operated by keyboard, to make them accessible to users who are unable to use a mouse?

A: More about Designing for Keyboard Accessibility

- 2.1.1 Keyboard (Level) A Targets: Developer
- 2.1.2 No Keyboard Trap (Level) A Targets: Developer

Q: Does the web page include a visible focus indicator so all users, especially those using a keyboard, can easily track their current position?

A: More about Providing Visible Focus for Keyboard Users

- 2.4.7 Focus Visible (Level) AA Targets: Developer

Q: Do pages that have time limits include mechanisms for adjusting those limits for users who need more time?

A: More about Providing Accessible Time Limits

- 2.2.1 Timing Adjustable (Level) A Targets: AWG Developer PageMaker

Q: Do features that scroll or update automatically (e.g., slideshows, carousels) have prominent accessible controls that enable users to pause or advance these features on their own?

A: More about Ensuring Accessibility of Scrolling or Updating content

- 2.2.2 Pause, Stop, Hide (Level) A Targets: Developer

Q: Have you avoided using content that flashes or flickers?

A: More about Avoiding Flashing or Flickering Content

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- 2.3.1 Three Flashes or Below Threshold (Level) A Targets: AWG Developer PageMaker FileMaker

Q: Does the web page or document have a title that describes its topic or purpose?

A: More about Providing an Informative Title

- 2.4.2 Page Titled (Level) A Targets: AWG Developer PageMaker FileMaker

Q: Are mechanisms in place that allow users to bypass blocks of content (e.g., a "skip to main content" link on a web page or bookmarks in a PDF)?

A: More about Facilitating Efficient Navigation

- 2.4.1 Bypass Blocks (Level) A Targets: Developer

Q: Is link text meaningful, independent of context?

A: More about Using Meaningful Link Text

- 2.4.4 Link Purpose (In Context) (Level) A Targets: AWG Developer

Q: Does the website include two or more ways of finding content, such as a navigation menu, search feature, or site map?

A: More about Providing Multiple Ways of Finding Content

- 2.4.5 Multiple Ways (Level) AA Targets: Developer

Q: Has the language of the web page or document (or individual parts of a multilingual document) been defined?

A: More about Identifying Language of a Document and its Parts

- 3.1.1 Language of Page (Level) A Targets: AWG Developer PageMaker
- 3.1.2 Language of Parts (Level) AA Targets: AWG Developer PageMaker

Q: Have you avoided links, controls, or form fields that automatically trigger a change in context?

A: More about Providing Predictable Behavior

- 3.2.1 On Focus (Level) A Targets: Developer
- 3.2.2 On Input (Level) A Targets: Developer

Q: Does the website include consistent navigation?

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A: More about Providing Consistent Site-wide Navigation

- 3.2.3 Consistent Navigation (Level) AA Targets: Developer
- 3.2.4 Consistent Identification (Level) AA Targets: Developer

Q: Do online forms provide helpful, accessible error and verification messages?

A: More about Using Accessible Methods of Form Validation

- 3.3.1 Error Identification (Level) A Targets: Developer
- 3.3.2 Labels or Instructions (Level) A Targets: Developer
- 3.3.3 Error Suggestion (Level) AA Targets: Developer
-
- 3.3.4 Error Prevention (Legal, Financial, Data) (Level) AA Targets: Developer

Q: Is the web page coded using valid HTML?

A: More about Validating Your Code

- 4.1.1 Parsing (Level) A Targets: Developer

Q: Do rich, dynamic, web interfaces, such as modal windows, drop-down menus, slideshows, and carousels, include ARIA markup?

A: More about Using ARIA for Web Applications

- 4.1.2 Name, Role, Value (Level) A Targets: Developer