

Web Accessibility Procedure Document

Introduction

The School District recognizes the importance of making its webpages accessible to all people.

The goals of the Web Accessibility Procedure Document are to:

1. Identify and adopt the specific technical standard(s) the School District will use to determine whether online content is accessible.
2. Designate a Web Accessibility Coordinator to coordinate and implement the Web Accessibility Procedure Document.
3. Inform visitors to the School District's website how they can report concerns regarding content accessibility.
4. Provide for accessibility auditing of District webpages.
5. Provide for staff training regarding webpage accessibility.

Definition

“Accessible” means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. A person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

Web Accessibility

Scope

These procedures apply to all School District web pages that are contained in our website at <http://www.vbisd.org/>.

Standards

The School District's website will meet the standards and guidelines outlined in the Web Content Accessibility Guidelines (WCAG) 2.0 published by W3C at <https://www.w3.org/TR/wcag2ict/>. All pages will meet Level AA guidelines. All School District web pages will link to the School District's main Accessibility page, which will include a statement of commitment to Web accessibility.

Web Accessibility Coordinator

The School District's Web Accessibility Coordinator contact information is:

Web Accessibility Coordinator:

Damian Koob - Director of Technology Services

Phone: 269-674-8091

Email: dkoob@vbisd.org

Report Concerns / Grievance Procedure

Visitors to the School District's website may report concerns regarding web content accessibility by contacting the Web Accessibility Coordinator. Contact information for the Web Accessibility Coordinator, along with steps to take in filing a formal complaint through the Section 504 and Title II grievance procedure and/or contacting the Web Accessibility Coordinator with any accessibility concerns will be included on the School District's website on a page that is available as a link from each of the School District's web pages. If an individual cannot access information on the webpage, pending a resolution, the District will provide the requested information in a format accessible within a reasonable period of time.

Accessibility Audit

An accessibility audit (Audit) will be completed twice per year under the direction of the Web Accessibility Coordinator. All School District web pages that are housed and distributed on our website at <http://www.vbisd.org/> will be measured against the Web Content Accessibility Guidelines (WCAG) 2.0 Level AA. In addition, all elements added to the School District's web pages such as video, audio, pdf files, and online content provided by third parties will be included as part of the Audit.

A variety of tools will be utilized as part of the Audit including the Cascade Server Accessibility Checker, WAVE web accessibility evaluation tool at <http://wave.webaim.org/>, CynthiaSays at <http://www.cynthiasays.com/Home.aspx>, and manual checking.

A report will be created to track the status of each audit.

A list of files that do not meet accessibility standards will be shared with the School District's content owner/editor of each page with specific step-by-step directions required to fix the problem(s). The School District's content owner/editor will have the option to either fix the issue within 21 days or remove the page or element that does not meet accessibility standards. Follow-up will be provided by the Web Accessibility Coordinator to make sure the problem is resolved.

Accessibility Check for New Online Content

Each page on the School District's website has one or more content owner(s)/editor(s) who are primarily responsible for the page(s) accessibility.

When adding new content to a page, or editing existing content, the content owner will view a screen that will share the results of the Cascade Server Accessibility Checker. Each content owner will also receive accessibility training, access to the School District's accessibility resources, and individual support for accessibility testing and making repairs when needed.

Content owners/editors will also receive detailed instruction regarding accessibility standards and tests that they need to run before adding third party content to their pages. Third party vendors will be advised that online content provided for the School District needs to be accessible. If content cannot be made accessible, the content owner/editor shall (1) refrain from adding the content, or (2) provide notice that the information can be made available in an alternate format.

Annual Training for Staff

Annual online or in-person training will be provided for School District web content owners/editors who are responsible for creating and distributing information through the School District's web site. The training will include information regarding the Web Accessibility Procedure Document and their role and responsibilities to ensure that web design, documents, and multimedia content are accessible. For those needing additional assistance, individualized or classroom instruction will be provided.

The training will be facilitated by an individual with sufficient knowledge, skill, and experience to understand and employ the technical standard(s) adopted by the District.

Fundamental Alteration and Undue Burden

In providing equally effective alternate access, the ISD is not required to take any actions that result in a fundamental alteration or undue financial and administrative burden. However, to the maximum extent possible, individuals with disabilities shall receive the same benefits and services as their non-disabled peers. In those circumstances where the District believes that the proposed action would fundamentally alter the service, program, or activity or would result in undue financial and administrative burdens, the District has the burden of proving that compliance would result in such alteration or burdens. The decision that compliance would result in such alteration or burdens must be made by the Superintendent or his or her designee after considering all resources available for use in the funding and operation of the service, program, or activity and must be accompanied by a written statement of the reasons for reaching that conclusion. If an action would result in such an alteration or such burdens, the District shall take any other action that would not result in such an alteration or such burdens but would nevertheless ensure that individuals with disabilities receive the benefits and services provided by the District.