



Responsible: Office of Information Technology

PURPOSE

This administrative procedure establishes guidelines for management of content posted to websites maintained by the Washoe County School District ("District").

PROCEDURE

1. Content Managers

- a. Each school and department in the District should have at least one person who is trained in using the District's content management system, the system used to manage the content of the Web site. Content managers shall be responsible for maintaining and editing the content for their school or department's section of the web site.
- b. Any individual requesting access to create, maintain, or edit web content must:
 - i. Be approved for access by the site administrator
 - ii. Be a District employee with an active District email address (@washoeschools.net)
 - iii. Complete the District's mandatory ADA and Compliance Training specific to website content managers.

2. Content

- a. Content includes text, videos, audio, pictures and any other information being placed on the website. Content shall:
 - i. Be approved by the site administrator;
 - ii. Comply with all District policies, regulations, and procedures; and
 - iii. Be compliant with state and federal laws and regulations, to include the Americans with Disabilities Act.

3. Site Guidelines for Web Content Management

- a. As new or existing content is modified on District maintained websites, the following procedures shall be followed. Detailed information on the following topics related to web content shall be provided by the District's webmaster through training as well as detailed instruction on the Web Content Management Training Site on the District's website.

- i. Access as a Content Manager. District employees requesting access to maintain and edit web content on the District site must be approved by the site administrator (e.g. school principal or department supervisor) responsible for the content of the site. Access must be requested through the Information Technology Department's webmaster.
- ii. Documents and Attachments
 1. Out dated documents must be removed from the files and folders within the site. Removal of the link from the page does not remove the file meaning that individuals conducting a search would still be able to find old versions of documents.
 2. Never save and upload a copy of a document that you are not responsible for updating. Instead, link the document from the owners site to your site. In that way, when the document owner updates the page your link does not have to be updated or changed and you always have the most up to date version.
 3. Never upload a copy of a governing document (policy, regulation or procedure) or create a link directly from the CSI website. For instruction on how to create a link to these documents, contact the webmaster or Policy coordinator.
- iii. Formatting and Layout
 1. Content Managers must use the layout approved by the District to give the user a sense of familiarity when visiting many different sites within the District. This includes the banner area, main content area, contact information, quick links, upcoming events, and navigation area.
 2. Content should be **left justified** unless absolutely necessary.
- iv. Images
 1. Photos add much to the interest and visual appeal of sites. They can help with understanding of activities and programs. Care must be taken, however, to avoid including personal information about subjects.
 2. Student photos may illustrate an activity but may not be individual portraits. Captions should identify the activity but

not identify students by name. Addresses and phone numbers of students must never be used.

3. Pictures of students may only be used after securing the written and dated permission of the student's parent/guardian.

v. Links

1. The great advantage of the Internet is its ability to guide users to related sites. Developers are encouraged to use links within the following parameters.
2. The use of links may not conflict with District policies, regulations or other rules. Links to outside sites, groups and/or organizations shall be appropriate and in keeping with the mission and goals of the District.
3. Links to potentially offensive sites are not permitted. The Information Technology Department's webmaster shall be the final arbiter of what is offensive or inappropriate, and may remove inappropriate links without notice.
4. Email links are permitted only to District or staff email addresses.
5. Links to student email addresses are not permitted.
6. All links should be periodically verified.

vi. Text and Readability

1. The District site uses a style sheet to control the look and feel of all pages within the site. This style sheet is developed to allow content managers to concentrate on the information being relayed and not have to spend time changing fonts and text size.
2. Use the Style Sheet provided for each webpage to ensure consistency in the look and feel of the entire website. Do not:
 - a. change the font style
 - b. change the size of the text unless you are using the heading tags (H1, H2....)
 - c. change the color of the font unless it is need to emphasize something.

vii. Video and Audio

1. There are two options available for streaming video. The one to choose is dependent on who is the audience. If the audience is the public including parents, students, and community, the District uses YouTube as the streaming video provider. If the video will stay in-house and only be viewed by District employees, use Office 365 Video as the streaming provider.
2. Provide text alternatives to audio and/or video, such as closed captioning and transcripts.
 - a. Captioned video is accessible to the hearing impaired; make video full-text searchable; can be automatically translated to other languages during playback; and can be used to generate an interactive transcript.
 - b. Provide a transcript for video and audio so individuals who are deaf-blind and those with low Internet bandwidth can access the content.
3. Allow users the ability to turn on/off audio and visual content.

4. Audit and Compliance

- a. All sites maintained by the District site are subject to audit.
- b. All sites will be required to comply with the following:
 - i. District Guidelines to include formatting and layout, text and readability, and document and image copyright; and
 - ii. All ADA Accessibility Guidelines to include contrast, alternative text (images, video, documents), video transcripts and captions, and navigation protocols.
- c. The benchmarks used to ensure compliance with the Web Content Accessibility Guidelines (WCAG) 2.0 are described in Appendix A. They were developed through guidance provided by the World Wide Web Consortium (WC3). For more information, see the W3C website at www.w3.org.

5. Accessibility Standards for Websites

- a. Standards for making a webpage accessibility to an individual with certain disabilities include but are not limited to:

- i. Provide alternative text (“alt text”) for all images. The use of “alt text” provides a short description of the content of an image for individuals who cannot see them, including people using screen readers or Braille output devices. Assistive technologies such as screen-readers (for computer users who are blind or have low vision) convert the textual elements of a webpage to electronic speech.
- ii. Avoid using images of text. Screen-reading software cannot interpret these images unless alt text is included. Low vision users may wish to enlarge text, change the text color, etc. Pictures of text become blurry when enlarged, take longer to download, and are inefficient for the website author to edit. If textual information is fixed in an image, users cannot manipulate the text to suit their needs. Text should only be used in an image if a particular style of text is integral to the information conveyed on the website and it cannot be achieved using normal text elements (i.e. logo/branded elements). As with all images, be sure to include an alt text description.
- iii. Provide organized and structured content to ensure users will find the information needed.
- iv. Pages should be clearly titled with each header and sub-header visually distinguishable from the main text. This method of organization should be consistent between all pages of the site.
 1. Headers and sub-headers should be clearly defined as such in the source code (h1, h2, h3, etc), as screen-readers rely on this identification in order to scan through the major sections and contents of each page.
- v. Color contrast and text legibility. Have adequate contrast between the foreground and background to ensure viewers can easily distinguish text from the background.
- vi. All form fields should be labeled to assist a screen-reader in identifying what information should be entered.
- vii. Avoid using tiny fonts. Use a reasonably large font size by default; users can make it smaller if desired.
- viii. Respect white space (between lines, between paragraphs). Providing plenty of space between lines and blocks of text can help users who have difficulty tracking text horizontally.

- ix. Choose media players that support accessibility, to include supporting closed captions and descriptions. An individual should be able to operate the media player with a mouse; buttons and controls should be accessible using a screen reader.

6. Copyright

- a. District, school and departmental pages will not use text, graphics, multimedia or copyrighted material from other websites without the written consent of the author. When used, such material must acknowledge the source.

7. Confidentiality and Privacy

- a. Personal contact information for students, parents/guardians, and staff, including home and e-mail addresses, telephone numbers, and other information will not be published on any website.
- b. In order for student names, photographs and projects to be included on the public area of the District's website, there must be a release signed by the student's parent/guardian on file.

8. Failure to comply with District guidelines and/or ADA accessibility guidelines may result in loss of privilege as a content manager and/or removal of the site from District navigation.

DEFINITIONS

1. A content management system is a system used to manage the content of a Web site. Typically, a content management system consists of two elements: the content management application and the content delivery application.
 - a. The content management application element allows the content manager or author, who may not know Hypertext Markup Language (HTML), to manage the creation, modification, and removal of content from a Web site without needing the expertise of a Webmaster.
 - b. The content delivery application element uses and compiles that information to update the Web site. The features of a content management system vary, but most include Web-based publishing, format management, search, and retrieval.
2. ARIA, the Accessible Rich Internet Applications Suite, defines a way to make Web content and Web applications more accessible to people with disabilities.

IMPLEMENTATION GUIDELINES & ASSOCIATED DOCUMENTS

1. This Administrative Procedure reflects the goals of the District’s Strategic Plan and aligns and complies with the governing documents of the District, to include:
 - a. Board Policy 9201, Bullying, Harassment and Discrimination Prohibited
 - b. Administrative Regulation 7240, Access to Information Technology
2. This administrative regulation complies with Nevada Revised Statutes (NRS) and Nevada Administrative Code (NAC), to include:
 - a. Chapter 388, System of Public Instruction
3. This Administrative Procedure complies with federal laws and regulations, to include:
 - a. Section 504 of the Rehabilitation Act of 1973
 - b. The Americans with Disabilities Act of 1990

REVIEW AND REPORTING

1. This procedure and any accompanying documents will be reviewed bi-annually in even numbered years.

REVISION HISTORY

Date	Revision	Modification
11/09/2016	1.0	Adopted

APPENDIX A, WEBSITE CONTENT GUIDELINES AND BENCHMARKS

The following checklist shall serve as a resource as the District seeks to ensure compliance with Web Content Accessibility Guidelines (WCAG) 2.0, as developed through guidance provided by the World Wide Web Consortium (WC3). WCAG 2.0 was developed to provide a single standard for web content accessibility that meets the needs of individuals, organizations, and governments. The guidelines are organized under four (4) principles: perceivable, operable, understandable, and robust.

1. Perceivable. Web content must be made available to the senses – sight, hearing and or touch.

<p>Provide text alternatives for non-text content</p>	<ul style="list-style-type: none"> • All images have appropriate, equivalent alternative text. <ul style="list-style-type: none"> ○ For instruction related to images that do not convey content, are decorative, or contain content that is already conveyed in text, check with the District's webmaster.
<p>Provide captions and other alternatives for multimedia</p>	<ul style="list-style-type: none"> • A descriptive text transcript is available for pre-recorded, non-live, web-based audio (audio podcasts, MP3 files, etc.). • Synchronized captions are provided for non-live, web-based video (YouTube videos, etc.) • Synchronized captions are provided for all live multimedia that contains audio (audio-only broadcasts, web casts, video conferences, Flash animations, etc.)
<p>Create content that can be presented in different ways, including by assistive technologies, without losing meaning.</p>	<ul style="list-style-type: none"> • The reading and navigation order is logical and intuitive. • Tables are used for tabular data. Where necessary, data cells are associated with their headers. Data table captions and summaries are used where appropriate. • Instructions do not rely upon shape, size, or visual location (e.g., "Click the square icon to continue" or "Instructions are in the right-hand column"). • Instructions do not rely upon sound (e.g., "A beeping sound indicates you may continue.").
<p>Make it easier for users to see and hear content.</p>	<ul style="list-style-type: none"> • Color is not used as the sole method of conveying content or distinguishing visual elements. • A mechanism is provided to stop, pause, mute, or adjust volume for audio that automatically plays on a page for more than 3 seconds. • The page is readable and functional when the text size is doubled. • Audio of speech has no or very low background noise so the speech is easily distinguished. • Text is used within an image only for decoration (image does not convey content) OR when the information cannot be presented with text alone. • Blocks of text over one sentence in length: <ul style="list-style-type: none"> ○ Are no more than 80 characters wide. ○ Are NOT fully justified (aligned to both the left and the right margins).

	<ul style="list-style-type: none"> ○ Have adequate line spacing (at least 1/2 the height of the text) and paragraph spacing (1.5 times line spacing). ○ Have a specified foreground and background color. These can be applied to specific elements or to the page as a whole using CSS (and thus inherited by all other elements).
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2. Operable. Interface forms, controls and navigation are operable

Make all functionality available from a keyboard	<ul style="list-style-type: none"> • All page functionality is available using the keyboard, unless the functionality cannot be accomplished in any known way using a keyboard (e.g., free hand drawing). • Page-specified shortcut keys do not conflict with existing browser and screen reader shortcuts.
Give users enough time to read and use content	<ul style="list-style-type: none"> • The content and functionality has no time limits or constraints. • If a page or application has a time limit, the user is given options to turn off, adjust, or extend that time limit. (This is not a requirement for real-time events.)
Do not use content that causes seizures	<ul style="list-style-type: none"> • Automatically moving, blinking, or scrolling content that lasts longer than 5 seconds can be paused, stopped, or hidden by the user. Moving, blinking, or scrolling can be used to draw attention to or highlight content as long as it lasts less than 5 seconds. • Automatically updating content (e.g., automatically redirecting or refreshing a page, a news ticker, a notification alert, etc.) can be paused, stopped, or hidden by the user or the user can manually control the timing of the updates. • No page content flashes more than 3 times per second unless that flashing content is sufficiently small and the flashes are of low contrast and do not contain too much red.
Help users navigate and find content.	<ul style="list-style-type: none"> • A link is provided to skip navigation and other page elements that are repeated across web pages. • If a page has a proper heading structure, this may be considered a sufficient technique instead of a "Skip to main content" link. • The web page has a descriptive and informative page title. • The navigation order of links, form elements, etc. is logical and intuitive.

	<ul style="list-style-type: none">• The purpose of each link (or form image button or image map hotspot) can be determined from the link text alone, or from the link text and its context.• Links (or form image buttons) with the same text that go to different locations are readily distinguishable.• It is visually apparent which page element has the current keyboard focus (i.e., as you tab through the page, you can see where you are).• The purpose of each link (or form image button or image map hotspot) can be determined from the link text alone.• There are no links (or form image buttons) with the same text that go to different locations.
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3. Understandable. Content and interface are understandable

Make text readable and understandable	<ul style="list-style-type: none">• Words that may be ambiguous, unknown, or used in a very specific way are defined through adjacent text, a definition list, a glossary, or other suitable method.• Expansions for abbreviations are provided by expanding or explaining the definition the first time it is used.• A more understandable alternative is provided for content that is more advanced than can be reasonably read by a person with roughly 9 years of primary education.• If the pronunciation of a word is vital to understanding that word, its pronunciation is provided immediately following the word or via a link or glossary.
Make content appear and operate in predictable ways	<ul style="list-style-type: none">• When a page element receives focus, it does not result in a substantial change to the page, the spawning of a pop-up window, an additional change of keyboard focus, or any other change that could confuse or disorient the user.• When a user inputs information or interacts with a control, it does not result in a substantial change to the page, the spawning of a pop-up window, an additional change of keyboard focus, or any other change that could confuse or disorient the user unless the user is informed of the change ahead of time.• Substantial changes to the page, the spawning of pop-up windows, uncontrolled changes of keyboard focus, or any other change that could confuse or disorient the user must be initiated by the user. Alternatively, the user is provided an option to disable such changes.

	<ul style="list-style-type: none"> • Navigation links that are repeated on web pages do not change order when navigating through the site. • Elements that have the same functionality across multiple web pages are consistently identified. For example, a search box at the top of the site should always be labeled the same way.
<p>Help users avoid and correct mistakes</p>	<ul style="list-style-type: none"> • Required form elements or form elements that require a specific format, value, or length provide this information within the element's label. • If utilized, form validation errors are presented in an efficient, intuitive, and accessible manner. The error is clearly identified, quick access to the problematic element is provided, and user is allowed to easily fix the error and resubmit the form. • Sufficient labels, cues, and instructions for required interactive elements are provided via instructions, examples, properly positioned form labels, and/or fieldsets/legends. • If an input error is detected (via client-side or server-side validation), provide suggestions for fixing the input in a timely and accessible manner. • If the user can change or delete legal, financial, or test data, the changes/deletions can be reversed, verified, or confirmed. • Provide instructions and cues in context to help in form completion and submission. • If the user can submit information, the submission is reversible, verified, or confirmed.

4. Robust. Content can be used reliably by a wide variety of user agents, including assistive technologies.

<p>Maximize compatibility with current and future user tools</p>	<ul style="list-style-type: none"> • Significant HTML/XHTML validation/parsing errors are avoided. Check at http://validator.w3.org/ • Markup is used in a way that facilitates accessibility. This includes following the HTML/XHTML specifications and using forms, form labels, frame titles, etc. appropriately.
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