

7540.02 - WEB-PAGE SPECIFICATIONS

This guideline and AG [5723](#) and AG [7540](#) and [Form 7540.03 F1](#), [Form 7540.04 F1](#), and [Form 7540 F4](#) will apply to all web pages hosted on the Board's servers, whether created by schools, departments, staff, students, or other persons. The Superintendent retains final editorial authority over all content placed on the Board's servers and displayed on the Board's website. The Superintendent has the right to remove pages or links from any web page based upon his/her determination of inappropriate content.

The District's website(s) is/are intended to serve as instructional, communication, and public relations tools. The web pages aim to provide timely, supportive and educational information to the students, staff, and the community. The website(s) are created in order to provide easy access to a wide variety of rich media and educational resources that directly support student achievement, professional development, and organizational effectiveness. While not all web pages can be made totally accessible, the District will strive, to the extent technologically and economically feasible, to make its website(s) as accessible as possible by emphasizing content and providing information on web pages designed with accessibility in mind. Individuals responsible for designing, developing and producing web pages are expected to employ universal design principles to create websites that allow persons with the disabilities identified at the end of this document to access the information and content on the District's website. By following the web page design criteria set forth below, the designers and authors of the District's website can improve the opportunities for persons with disabilities to access the information and content contained on the web pages that make up the District's website(s).

First Page of the Site

The first page of the web site should contain:

- A. the index or table of contents for the site;
- B. contact information, including the school's name, address, and phone number, the name of the building principal, and a map/directions to the building;
- C. the webmaster and e-mail address of the person responsible for the site;
- D. a date when the page was last updated or modified;
- E. index.html;
- F. a link to the Board's web site;

- G. identification of (or a link to) the Board's agent to receive notification of claimed copyright infringement (including name, mailing address, telephone number, fax number, and e mail address);
- H. links to appropriate disclaimers.

Organization of Site Structure

- A. The overall plan or file structure should provide quick access to information and help the user understand how the information is organized. It is recommended that a storyboard be used to plan the web site.
- B. Each page should be designed with the audience and goal in mind.
- C. A basic page format should be used, e.g. use the same background, locate navigation tools in the same place on the page, have consistent link appearance, and have consistent font size and type. Be consistent on all pages.
- D. The title bar should include the school name in the <title> tag of each HTML document.
- E. Limit page length, keep the HTML documents as small as possible.
- F. The web site may include areas such as staff information, student projects, calendar, school information and mission statement, technology plan, and geographical information.
- G. There should be a "mail to" link that provides a means of feedback on all main pages.
- H. Avoid parallel columns. (Though newer screen readers can now handle columns, older voice output systems read across the screen and jump from column to column.)
- I. Design pages so that users do not have to scroll from left to right to see the entire page.

Keep Your Web Site Current

- A. Pages should be checked regularly to ensure that links are working and meet Board standards. Check to make sure all internal and external links work properly.
- B. Remove expired date-related items.
- C. Maintain and update files by removing unneeded or outdated files.

Grammar and Spelling

- A. All pages should be grammatically correct.
- B. All words should be spelled correctly - web pages should be spell checked.

Navigation Tools

All pages should include a "back to" main menu in order to provide a link back to the web-site index.

Backgrounds

- A. Keep backgrounds simple. Light colors are better. Select backgrounds that make text easy to read.
- B. Keep background tiles small.
- C. Backgrounds should be in GIF format.
- D. Re-use background images, pages will reload quicker and the user will be able to view your pages with ease.
- E. Do not use a background to convey information.

- F. Do not "name" your colors. For example, Netscape allows you to use the following tag; `<body bgcolor - "green">` and your background will be green. This is a tag specific to Netscape and not necessarily supported by other browsers. Use the hexadecimal number for colored backgrounds. If using a tiled image, make the background color approximately the color of the tiled image.

Copyrights

- A. All web-site authors must follow all applicable and existing copyright laws pertaining to the use of text, images, sounds, and hyperlinks to other web sites/pages. (see AG [2531](#))
- B. The Board retains proprietary rights to web sites/pages hosted on its servers, absent written authorization to the contrary.

Naming Structure

- A. Use all lower-case letters for names of documents and graphics.
- B. Do NOT use any spaces or other symbols in naming HTML documents or graphics.

Graphics

- A. Smaller is better, images should be less than 50k.
- B. Pictures need to be in GIF or JPEG format.
- C. Always use width and height tags.
- D. Use the "alt" tag to describe your picture for text-only browsers.
- E. Use GIF format for drawings and line art.

- F. Use JPEG format for photographic color images.
- G. Re-use graphics when appropriate. When graphics are re-used, they remain in the computer and will load more quickly onto a web page.
- H. Avoid using flashing content, as it may cause seizures in susceptible users.
- I. Provide transcripts, descriptions, or captions for video and audio files to assist persons with visual and hearing disabilities.

HTML Standards

It is reasonable to expect that users will see your page using a variety of browsers including *Netscape* and Windows *Explorer*. It is recommended that you:

- A. check your web pages on a variety of browsers, including text-only browsers;
- B. check your web site on multiple platforms;
- C. use standard HTML tags - Do Not use tags which are specific to one (1) browser;
- D. use HTML syntax checkers to search your site for programming mistakes.

Frames and Special Formats

Do not use frame pages. If you do and you link to external content, make sure you are not infringing on any copyrights associated with the website/page to which you are linking. Additionally, if you use frames, make alternative versions of those pages that persons with disabilities can use. To make them accessible to screen reader devices, add meaningful titles to each frame so user can navigate between them easily.

Provide text-based delivery alternatives for as much information as possible. Do not rely solely on special formats (e.g. Adobe Acrobat) that can be more difficult for text and voice systems to read.

Use of Student Names, Pictures, Original Work, and E-mail Addresses

The Board will allow the use of photographs of students, names of students, and displaying original work of students on web sites in accordance with the following guidelines:

- A. Last names of students and students' e-mail addresses should never be used.
- B. Original work by students such as art work, poetry, essays, performances, etc. may be placed on the web site only after the appropriate release form has been signed by the parents or guardians.

Prohibited Uses

Under no circumstances may a web page hosted on the Board's servers be used for commercial purposes, political lobbying, or to provide financial gains for any individual. Included in this prohibition is the fact no web pages contained on the District's website may:

- A. include statements or other items that support or oppose a candidate for public office; the investigation, prosecution, or recall of a public official; or passage of a tax levy or bond issue;
- B. link to a website of another organization if the other website includes statements or other items referenced in A. above;
- C. communicate information that supports or opposes any labor organization or any action by, on behalf of, or against any labor organization;
- D. include defamatory, libelous, or obscene matter;
- E. promote alcoholic beverages, cigarettes or other tobacco products, or any illegal product, service, or activity;
- F. promote illegal discrimination on the basis of race, color, religion, national origin, disability, age or ancestry.

Additionally, no web pages may contain obscene, profane, vulgar, sexually explicit, defamatory, harassing or abusive language, or be utilized to intimidate or bully another person.

Content for the District's Website(s)

All subject matter on web pages must relate to curriculum, instruction, school authorized activities, general information, supporting student safety, growth and learning, or public information of interest to others. The following information/content will/may be addressed in the District's website(s):

- A. School Contact Information

1. Name
2. Physical address
3. E-mail
4. Web address

B. School Background

1. Mission
2. Logo

C. Virtual School Tour

1. Photos
2. Live cams

D. School Accomplishments

1. Awards

2. Achievement

E. School Announcements

1. Events

2. Schedules – including bus schedules

3. Calendars

4. Timeliness

5. Lunch menus

F. News and Information

1. Agendas and minutes

2. Announcements – closings (e.g., snow days)

3. Employment opportunities

G. School Policies and Procedures

1. Mission

2. Philosophy
3. Handbooks
4. Curriculum guides
5. Policies
6. Programs

H. People Information

1. Staff/Administration
 - a. Principal welcome
 - b. Directory (name, position, contacts)
2. Teacher pages
 - Directory (name, position, contacts)
3. Class or Grade Level Pages

Classroom webpages

I. Support Departments

1. Content area departments
2. Library/Media
3. Technology
4. Health Services
5. Bus routes
6. Art and Music
7. Sports
8. Clubs
9. After school programs
10. Special programs (special education, etc.)

J. Curriculum Connections

1. Student resources
 - a. Assignments
 - b. Course information
 - c. Projects
 - d. Popular/relevant links (developmentally appropriate, curriculum relevant content)

2. Teacher resources
 - a. Lesson plans
 - b. Professional development
 - c. Popular/relevant links

3. Parent resources
 - a. Parenting resources
 - b. Popular/relevant links

4. Curriculum Materials

Online curriculum materials – lessons, activities, homework

5. Grades

K. Community Information and Outreach

1. Local Information

a. Events

b. Attractions

2. Call for Participation

Gather information/feedback from parents and community

Neither staff nor students may publish on the District's website personal pages or pages for individuals or organizations not directly affiliated with the District.

Website/Page Evaluation

Before releasing or publishing a website/page, Technology Director shall conduct a website/page evaluation to assess the following criteria: age appropriateness (appealing and readable); content (relevant, accurate, complete, objective, current, clear and concise, informative, appropriate, links working); intellectual property issues (sources cited; sponsoring organization identified [i.e. class, school, activity]; releases obtained); format (accessible, navigation, searchable, functional/useable, download speed, pages dated as to creation/updated).

Disclaimers

Links: www.dundeecommunityschools.org

"The Dundee Community School District makes every effort to verify that all links are operational and all information is accurate, appropriate and of high quality. The District expects that these standards are met. The viability of links that are not created through our District cannot be guaranteed."

"Links to websites outside of the District or its server are included if they add information that may aid the user, and are included only as a public service. Every effort is made to verify that the links are educational in nature, and related to the District's educational mission, but the Internet is dynamic and volatile, and web pages can change suddenly and rapidly. It is not unusual to find information or images that are objectionable. Inclusion of a link does not constitute endorsement by the District of that site, or of any third-party sites to which it may be linked. The user is advised that once you leave the District's websites, even through links included on these pages, you may encounter inappropriate, illegal or inaccurate material. The District is not responsible for the content beyond its websites and District server(s), or for any fees associated with the use of an outside site. Proceed at your own risk."

"The links in this area will let you leave the District's website(s). The linked sites are not under the control of the District and the District is not responsible for the contents of any linked sites, or any links contained in a linked site, or any changes or updates to such sites. The District is providing these links to you only as a convenience and the inclusion of any link does not imply endorsement of the site by the District."

Student Developed Web Pages: "All web pages created by students and student organizations on the District's computer system will be subject to treatment as School-sponsored publications. As such, the District reserves the right to exercise editorial control over such publications in accordance with Policy [5722](#) - School-Sponsored Publications and Productions."

Domain Name and Copyright: "The District has registered its domain name(s) for the purpose of exclusive Internet identification. The District asserts copyright, trademark and/or other intellectual property rights in its domain name, district identification, district logo, and all content on the District's website(s). All rights are reserved. Outside parties, including parents, patrons, or outside organizations may not use District and/or school domain names in connection with the publication of web content. Under no circumstances shall any party use District and/or school domain names to promote political issues, causes or candidates."

General Disclaimer: "Information provided on the website carries no express or implied warranties as to accuracy, timeliness, or appropriateness for a particular purpose; in addition, the Board disclaims owner responsibility for content errors, omissions or infringing material, and disclaims owner liability for damages associated with user reliance on information provided at the site."

Events: "Visitors rely on information on the website at their own risk. Times and dates are subject to change and spectators or audiences are strongly encouraged to contact the school for the most recent schedule."

Examples of Disabilities and How they Affect People's Abilities to Perceive and Use Websites/Pages.

Visual Disabilities:

Blindness – People with no sight typically browse the Internet using voice output software or refreshable Braille hardware. Such devices "read" what is on the screen to the user.

Low vision – Individuals who have limited vision may use screen-enlarging software.

Color blindness – To perceive color differences on a computer monitor, individuals with color blindness need high contrast. Also, designers/developers/authors should be mindful of the forms of color blindness when choosing color schemes. Typical color blindness involves the inability to distinguish between red and green, blue and green, or blue and yellow; some people see black and white only.

Auditory Disabilities:

Deafness – People who cannot hear, experience a website/page only through its text, graphics/images and video.

Hard of hearing – Individuals with limited hearing may use sound-enhancing peripherals.

Physical/Motor Disabilities:

People with physical disabilities or limited motor skills may have difficulty with the following computer-related tasks:

- A. Detailed manipulation of input devices such as a mouse or roller ball.
- B. Holding down multiple keyboard keys simultaneously.

Cognitive/Language Disabilities:

Typical problems for people who have cognitive disabilities or disabilities that affect their language skills include the following:

- A. Difficulty with spatial reasoning and/or visualization skills.
- B. Difficulty reading and/or understanding written text (e.g. persons with dyslexia).

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