WEB-CONTENT AND FUNCTIONALITY SPECIFICATIONS

This guideline will apply to all web content hosted on the Board's servers, whether created by staff, students, or contracted third parties. The School Leader or designee retains final editorial authority over all content placed on the Board's servers or Academy-affiliated servers and displayed on the Board's website(s). The School Leader or designee has the right to remove pages or links from any web page based upon his/her determination of inappropriate content.

The Academy's website(s) serve(s) as instructional, communication, and public relations tools. The web pages aim to provide timely, supportive and educational information to students, parents, staff, and the community. The website(s) are created in order to facilitate access to a wide variety of rich media and educational resources that directly support student achievement, professional development, and organizational effectiveness.

The Academy strives to deliver a website(s) that is/are adaptive so it/they can be viewed in an optimal manner on all devices. To maximize usability, it is recommended that web content be presented in a simple page design, employ large font sizes and big, touchable buttons that accommodate larger fingers, and place critical information "above the fold. Additionally, key information such as the Academy's name, contact information, and a link to a table of content/site map should be placed in the top left corner of the home page so it is easy to find.

Website Accessibility

The Academy's website(s) operate(s) in compliance with Federal and State law. As such, the Academy is committed to providing individuals with disabilities with an opportunity equal to that of their nondisabled peers to participate in the Academy's programs, benefits, and services, including those delivered through electronic and information technology. To this end, the Technology Director is charged with verifying the Academy's website(s) allow(s) persons with disabilities to acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as their nondisabled peers, with substantially equivalent ease of use, not be excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any Academy programs, services, and activities delivered online, as required by Federal and State law, and receive effective communication with Academy programs, services, and activities delivered online.

The Technology Director or ESP Designee shall be given the resources and the authority to coordinate and implement this guideline as well as any additional commitments relating to web accessibility as required by the U.S. Department of Education - Office for Civil Rights.

The Technology Director or ESP Designee may be reached at:

Technology Director or ESP Designee
tech@promiseschools.org
313-397-3333
15000 Trojan
Detroit, MI 48235

The Academy measures the accessibility of online content and functionality according to the World Wide Web Consortiums (W3C's) Web Content Accessibility Guidelines (WCAG) 2.0 and

the Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAI-ARIA) 1.0 for web content (Benchmarks for Measuring Accessibility) which are incorporated by reference.

- All new, newly-added and modified web content and functionality must be accessible to individuals with disabilities as measured by conformance to the Benchmarks for Measuring Accessibility, except where doing so would impose a fundamental alteration or undue burden. This provision also applies to the Academy's online content and functionality developed by, maintained by, or offered through a third-party vendor or through the use of open sources. The Technology Director shall develop and implement a process of review of both internal and third-party generated material or content to ensure that content meets the accessibility standards established in this guideline prior to making live on the academy's website. This procedure will provide for accessibility reviews using industry standard web accessibility tools at regular, defined intervals to measure the academy's web pages against the technical standards adopted in the web accessibility policy.

When the fundamental alteration or undue burden defense applies, the Academy will provide equally effective alternate access. The School Leader will certify a statement which documents the reasons that the fundamental alteration or undue burden exist and how the Academy will provide equally effective alternate access. In providing an equally effective alternate access, the Academy will take any actions that do not result in a fundamental alteration or undue financial and administrative burden, but nevertheless provide that, to the maximum extent possible, individuals with disabilities receive the same benefits or services as their nondisabled peers.   That said, alternatives are not required to produce the identical result or level of achievement for persons with and without disabilities, but must afford persons with disabilities an equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the person's need.

Only the Educational Service Provider, after considering all resources available for use in the funding and operation of the service, program, or activity, may determine an undue burden or fundamental alternation defense is applicable. In making such a determination, the School Leader or designee will document the reasons s/he reached that conclusion, including the costs of meeting the applicable Benchmarks for Measuring Accessibility on a given web page or site, and the available funding and other resources. Additionally, the School Leader or designee will describe how the Academy will provide equally effective alternate access.

The Academy's website will include on its home page and throughout the website (including all subordinate pages and sites), a Notice to students, employees, guests, visitors and persons with disabilities regarding how to request the webmaster, Technology Director or other appropriate person to provide access to (or notify the Academy regarding) content or functionality that is currently inaccessible. The Notice will also include information or an accessible link to information instructing these persons on how to file more formal complaints under Section 504 and/or the ADA.

The Technology Director will set up a system to routinely audit/test the accessibility of all web content and functionality. This system must include processes to verify claims of accessibility by third-party vendors or open sources. The purpose of the audit is to identify any web content or functionality that is inaccessible to persons with disabilities. The person/entity who conducts the audit shall report to the School Leader or designee and Technology Director the results of the audit so that appropriate action can be taken to address any inaccessibility. The audit shall

cover all information provided through the Academy's website, including the Academy's home page, all subordinate pages, and School intranet pages and sites. The Technology Director shall develop a standard audit procedure to confirm measurement of online content to the required standards established in this guideline. The procedure shall include use of a web accessibility checker or a standard checklist to be used in reviewing content.   The procedure shall also require the documentation, evaluation, and remediation of problems founds during the audit within a reasonable period of time. The audit will be completed quarterly. The person/entity conducting the audit may seek input from members of the public with disabilities, including parents, students, employees, and others associated with the Academy, and other persons knowledgeable about website accessibility, regarding the accessibility of the Academy's web content and functionality.

The Academy will provide annual training on website accessibility to all appropriate personnel, including, but not limited to: content developers, webmasters, procurement officials, and all others responsible for developing, loading, maintaining, or auditing web content and functionality.   The training will include, at a minimum, training on this guideline and the roles and responsibilities of staff to ensure that web design, documents, course content and multimedia videos or content are accessible. The Academy will maintain documentation of the training it delivers, including a list of attendees and their positions, a description of the delivered training content, and the presenter/trainer's credentials for providing such training. The training will be facilitated by qualified personnel with sufficient knowledge, skill and experience or may be conducted through an online program vetted by qualified personnel.

Individuals responsible for designing, developing and producing web content are expected to employ universal design principles to create web pages and sites that allow persons with the disabilities identified at the end of this document to access the information and content on the Academy's website. By following the web content design criteria set forth below, the designers and authors of the Academy's website(s) can improve the opportunities for persons with disabilities to access the information and content contained on the web pages that make up the Academy'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.

G.   There should be a "mail to" link that provides a means of feedback on all main pages.

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 content 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

Position navigational aids throughout documents and document groups. All pages should include a "back to" main menu in order to provide a link back to the web-site index or home page, or a "skip to main content" link in the upper left corner that allows users to jump past repetitive navigation options.

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.

Intellectual Property

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/Video/Audio

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.   Provide short, simple, and meaningful alternative text for all graphical features. 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 Google Chrome, Netscape, Microsoft Internet Explorer/Edge, Apple Safari, and Mozilla Firefox. It is recommended that you:

A.   test web pages on a variety of browsers, including text-only browsers and a variety of screen resolutions to confirm the pages look right to the greatest number of users;

B.   check your web site on multiple platforms, and test pages on small screens to confirm the pages do not bleed off the screen;

C.   use standard universal recognized 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 permits 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.   Identifiable photographs of students and/or student's first names may be placed on the Internet only after the appropriate release form has been signed by the parents or guardians.

B.   Last names of students and students' e-mail addresses should never be used.

C.   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 Academy'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, sex, 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 Academy'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 community members. The following information/content will/may be addressed in the Academy's website(s):

A.   School Contact Information

1.   Name

2.   Physical address

3.   E-mail

4.   Web address

B.   School Background

      1.   History

      2.   Mission

      3.   Song

      4.   Logo

C.   Virtual School Tour

      1.   Directions

      2.   Map

      3.   Photos

      4.   Classrooms

D.   School Accomplishments

      1.   Awards

      2.   Achievement

      3.   Grants

      4.   Special thanks

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.   Newspaper

      3.   Ezines

      4.   Announcements – closings (e.g., snow days) or delayed starts

      5.   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, contact info)

   2.   Teacher pages

      a.   Directory (name, position, contact info)

   3.   Class or Grade Level Pages
      a.   Classroom

      b.   Projects

      c.   Assignments

      d.   Themes

      e.   Field trips

I.   Support Departments

   1.   Content area departments

   2.   Library/Media

   3.   Art and Music

   4.   Sports

   5.   After school programs

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

    a.   Online curriculum materials – lessons, activities, homework

5.   Grades

K.   Community Information and Outreach

1.   Local Information

    a.   Weather

    b.   Geography

    c.   Demographics

    d.   Culture

    e.   Events

2.   Business Connections

    a.   School supporters

    b.   Grants

3.   Call for Participation

a.   Volunteers

b.   Wish list

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

Website/Page Evaluation

Before releasing or publishing a website/page, Educational Service Provider 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).

The Technology Director will also assess the web pages/site's accessibility.

Disclaimers

Links:

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

Domain Name and Copyright: "The Academy has registered its domain name(s) for the purpose of exclusive Internet identification. The Academy asserts copyright, trademark and/or other intellectual property rights in its domain name, Academy identification, Academy logo, and all content on the Academy's website(s). All rights are reserved. Outside parties, including parents, patrons, or outside organizations may not use Academy and/or school domain names in connection with the publication of web content. Under no circumstances shall any party use Academy 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 fine motor skills may have difficulty with the following computer-related tasks:

> Detailed manipulation of input devices such as a mouse or roller ball.

> 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:

> Difficulty with spatial reasoning and/or visualization skills.

> Difficulty reading and/or understanding written text (e.g. persons with dyslexia).

Persons wanting to learn more about web accessibility standards and guidelines should consult the following Internet sources:

The Access Board (www.access-board.gov) - Federal agency dedicated to accessible design.

World Wide Web Consortium (www.w3.org) – organization developed "Web Content Accessibility Guidelines (WCAG) 2.0" and the "Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAI-ARIA) 1.0."

New Guideline Spring 2017