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 content hosted on the Board affiliated servers, whether created by staff or contracted third parties. The Superintendent retains final editorial authority over all content placed on the Board’s servers or District-affiliated servers and displayed on the Board’s website(s). 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 serves as an instructional, communication, and public relations tool. 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 district will strive to meet ADA specifications as required by law. Staff responsible for updating, editing, and adding web content are expected to use established ADA design guidelines.

The District strives to deliver a website that is responsive so it 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.

**Website Accessibility**

The District’s website(s) operate(s) in compliance with Federal and State law. As such, the District is committed to providing individuals with disabilities with an opportunity equal to that of their nondisabled peers to participate in the District’s programs, benefits, and services, including those delivered through electronic and information technology. To this end, the Web and Social Media Manager is charged with verifying the District’s website allows 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 District programs, services, and activities delivered online, as required by Federal and State law, and receive effective communication with District programs, services, and activities delivered online.

The District measures the accessibility of online content and functionality according to the World Wide Web Consortiums (W3C’s) Web Content Accessibility Guidelines (WCAG) 2.0 Level AA 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 District’s online content and functionality developed by, maintained by, or offered through a third-party vendor or through the use of open sources.

When the fundamental alteration or undue burden defense applies, the District will provide equally effective alternate access. In providing an equally effective alternate access, the District 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 Superintendent, 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 alteration defense is applicable. In making such a determination, the Superintendent will document the reasons s/he reached that conclusion. Additionally, the Superintendent will describe how the District will provide equally effective alternate access.

The District’s website will include on its home page and throughout the website (including all subordinate pages and sites), a Notice to persons with disabilities regarding how to request the webmaster or other appropriate person to provide access to (or notify the District regarding) content or functionality that is currently inaccessible. The Notice will also include information or an accessible link to information instructing individuals with disabilities how to file more formal complaints under Section 504 and/or the ADA. If a person has a concern with respect to a web page's accessibility, they should contact the District’s 504 Compliance Officer(s)/ADA Coordinator(s) as identified in Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability.

**STATEMENT OF NON-DISCRIMINATION**

It is the policy of the Muskegon Area Intermediate School District that no staff member, candidate for employment, program participant, or recipient of services shall experience discrimination on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category (collectively “Protected Classes”), in its programs and activities, including employment opportunities. The MAISD is an equal opportunity employer.

Inquiries related to issues of discrimination on the basis of disability should be directed to:

Assistant Director of Special Education  
Mrs. Carolyn Smith-Gerdes  
Muskegon Area Intermediate School District  
630 Harvey Street  
Muskegon, MI 49442  
231-767-7249  
csgerdes@muskegonisd.org

All other discrimination inquiries or requests for special accommodations to participate in a program, event, or activity should be directed to:

Director of Human Resources  
Mr. Kelly Powers  
Muskegon Area Intermediate School District  
630 Harvey Street  
Muskegon, MI 49442  
231-767-7213  
kpower@muskegonisd.org

Web Accessibility Coordinator  
Mrs. Pamela Jackson
Investigation Guidelines for Civil Rights Complaints

Civil Rights Complaint Form

The Web and Social Media Manager 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 Superintendent the results of the audit so that appropriate action can be taken to address any inaccessibility. The audit shall include the District's home page, all subordinate pages, and School intranet pages and sites.

The District will provide annually website accessibility training to all appropriate personnel, including, but not limited to: content developers, webmasters, and all others responsible for developing, loading, maintaining, or auditing web content and functionality. The District 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 is facilitated, in whole or in part, by an individual with sufficient knowledge, skill, and experience to understand and employ the technical standard(s) adopted by the District.

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 District's website. By following the web content 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.

First Page of the Site

The first page of the web site should contain:

A. dropdown menu of main categories of web content;
B. contact information, including the district's name, address, and phone number;
C. direct access to professional development courses;
D. full MAISD directory of staff;
E. services provided by the district;
F. links to appropriate disclaimers (including the nondiscrimination notice).

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.
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. Limit page length, avoid excessive scrolling.
E. There should be a "mail to" link that provides a means of feedback on the home page.

Keep Your Web Site Current
A. Pages should be checked regularly by staff and/or contracted service to ensure that all internal and external links are working and meet Board standards.
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.

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 a first letter upper case letter followed by all lower-case letters for names of documents and graphics.
B. Do NOT use any spaces or other symbols in naming PDF, Word, Excel documents or graphics.

Graphics
A. Smaller is better, images should be less than 50k.
B. Pictures need to be in PNG 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 PNG format for drawings, line art, and transparent backgrounds.
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 flash 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, 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 website on multiple platforms, and test pages on small screens to confirm the pages do not bleed off the screen;

C. use style guide tags recommended by website provider.

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

The District permits the use of photographs of students, names of students, and displaying original work of students on websites 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. 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, 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 District's Website(s)**
All subject matter on web pages must relate to programs, services, curriculum, instruction, school authorized activities, general information, supporting student safety, growth and learning, or public information of interest to community members. The Office of Public Information sets the standards and guidelines for the content of the official MAISD website (www.muskegonisd.org) and social media sites.

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**

The MAISD Web and Social Media Manager determines the content needs and appropriateness before page creation, and will also assess the web pages/site’s accessibility.

**Disclaimers**

**Links:**

"Links to external websites 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 website(s), even through links included on these pages, you may encounter inappropriate, illegal or inaccurate material. The District is not responsible for the external content or for any fees associated with the use of an outside site. Proceed at your own risk."

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 fine 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).

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

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."

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