

The logo of Bellevue School District is a circular emblem divided into four quadrants. The top-left quadrant features a stylized evergreen tree. The top-right quadrant shows a lit torch with three flames. The bottom-left quadrant depicts a globe with latitude and longitude lines. The bottom-right quadrant shows an open book with its pages fanning out.

# Website Content Owner and Editor Support

Bellevue School District (BSD) - Chris Sumption

# While at the Bellevue School District:

- **Partnered with and supported over (150) district website content editors:**
  - Provided initial training, ongoing training, consultation, and technical support
  - Developed accessible training resources and internal content editor communication channels
- **Partnered with over (75) district content owners to keep district web pages, web forms, and static files relevant, accessible, and compliant.**
  - Managed a regular content auditing compliance schedule
  - Developed internal channels to facilitate two-way communication
- **Developed processes and procedures for:** website publishing, user experience, operations, style guide, disaster recovery, record retention, language access, accessibility (WCAG), and privacy (FERPA)
- **Developed a transparent internal SharePoint site to support these activities**

# Initial Phase:

Started with WordPress Resources, added sections as new content was developed:

WEBSITE HELP

WORDPRESS RESOURCES

USER EXPERIENCE

WEB CONTENT ACCESSIBILITY

PROCESSES

WEBSITE CHANNELS

NEWS

The screenshot shows a SharePoint site for a public group named "District & School Websites". The left-hand navigation pane includes links for Home, Website Help, Content Accessibility, WordPress, Processes, Website Channels, Recycle bin, and Edit. The main content area features a introductory paragraph and a grid of six content tiles:

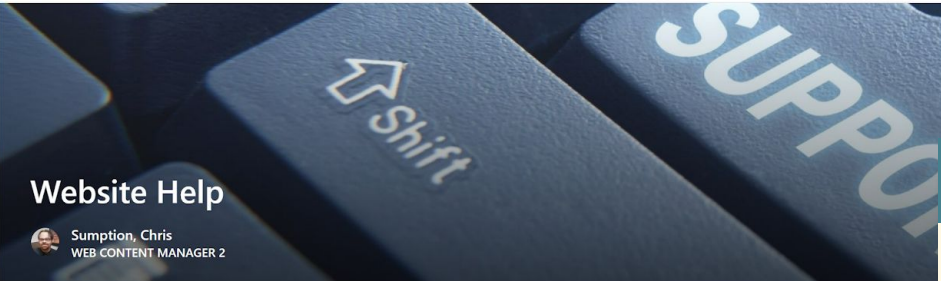
- Website Help**: Includes an image of a keyboard with a "SUPPORT" key and a headset icon. The text describes assistance with website-related projects.
- WordPress Resources**: Includes an image of hands typing on a laptop. The text provides information on logging into WordPress, publishing posts, and editing pages.
- User Experience**: Includes an image of a person standing in a maze. The text discusses creating the best experience for the audience.
- Web Content Accessibility**: Includes an image of a rainbow. The text explains the importance of WCAG compliance.
- Processes**: Includes an image of interlocking gears. The text describes website-related processes used by the Bellevue School District.
- Website Channels**: Includes an image of a keyboard. The text notes that content producers can share news items to other district pages.

Below the grid is a "News" section with a "+ Add" button and two news items:


- Is the Content on Your School or District Website up to Date?**: A news item with a thumbnail of autumn leaves, dated May 31.
- How to Share Videos with Families Using OneDrive or SharePoint (Video)**: A news item with a thumbnail of a hand holding a tablet, dated May 23.

At the bottom, a partial news item is visible: **It's Not Just Your Website: How Email Must Be Accessibility-Compliant**.

- Home
- Website Help
- Content Accessibility
- WordPress
- Processes
- Website Channels
- Recycle bin
- Edit



## Website Help


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 WEB CONTENT MANAGER 2

Do you need help with your website or web related project?

We can assist with:

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Simple page edits</li> <li>• New pages</li> <li>• PDF file uploads</li> <li>• Video file upload questions</li> <li>• School website navigation changes (drop down menus, right side navigation menus, etc.)</li> </ul> | <ul style="list-style-type: none"> <li>• Website training</li> <li>• Website user support</li> <li>• Web design</li> <li>• Analytics</li> <li>• User experience consultation</li> <li>• Web Content Accessibility Guidelines</li> </ul> | <ul style="list-style-type: none"> <li>• Micro</li> <li>• Gra</li> <li>• Ima</li> </ul> |
|---|---|---|

**WEBSITE HELP**

- Serves as an internal landing page for website related customer support
- Communicates typical turnaround times and how the department can help content owners and editors

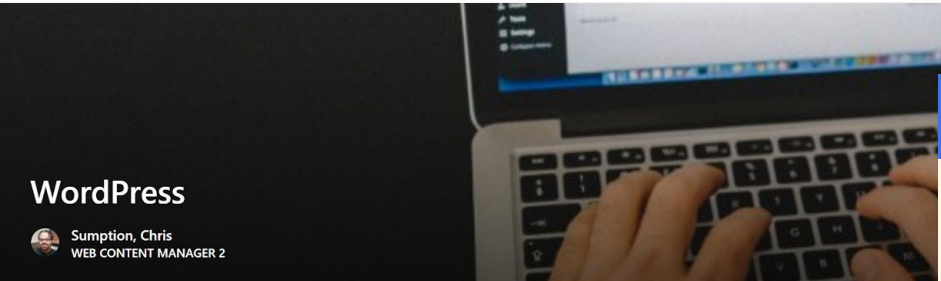
- [Submit a Support Request](#)
[Typical Turnaround Times](#)
[View Support Resources](#)

You can also reach out directly to Chris Sumption - [sumptionc@bsd405.org](mailto:sumptionc@bsd405.org)

If you need assistance with internal and external communications, [please visit the Communications SharePoint site.](#)

DS District & School Websites  
Public group

Home Website Help Content Accessibility WordPress Processes Website Channels Recycle bin Edit



## WORDPRESS RESOURCES

- Pages map to the initial website editor in-person training
- Topics cover the basics of what editors need to know
- Content uses real world examples that district editors encounter

Welcome to the Bellevue School District website, powered by WordPress. On these pages you can learn how to:

- [Log into WordPress](#)
- [Publish Posts](#)
- [Edit Pages](#)
- [Publish Calendar Events](#)
- [Add Images](#)
- [Add Links](#)
- [Add PDF Files](#)
- [Edit TablePress Tables](#)
- [Add Videos](#)
- [View Record Retention Resources](#)

Visit our [Website Help page](#) to contact a web content manager for assistance.

### The Difference Between Posts, Pages and Events

Posts, Pages, and Events are three main methods of displaying content on the website.

- [Posts](#) are used for timely news items that you want to appear on your homepage. Examples include principal newsletters, upcoming parent information sessions, library news, etc.
- [Pages](#) are used for static content like contact us information, staff directories, school profiles, etc. You can edit pages, but if you want a new page added to your website, please contact a Web Content Manager.
- [Events](#) appear on your website calendar and the upcoming events section on your homepage. Note: Not all schools use the events plugin on their school website. Some schools record their events in Tandem.

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+ New Send to Promote Page details Immersive Reader Analytics

Published 8/24/2022 Edit

## Posts

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Creating a New Post Using the "WP Bakery" Interface

[Watch a Video: How to Add a News Post to Your Website Using the WP Bakery Interface](#)

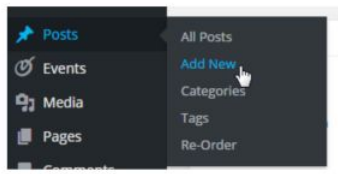
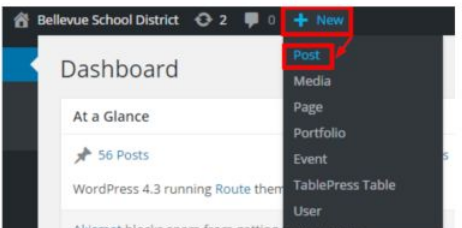
Creating a New Post Using the "Classic" Interface

From the top admin bar hover over **New** and select **Post**. Or, if you are in the dashboard hover over **Posts** and select

### WORDPRESS RESOURCES

Typical resource pages include:

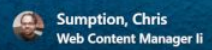
- Step by step tutorials that map to the initial website editor in-person training
- Video content that uses a typical communication scenario that a school office manager would encounter





- Home
- Website Help
- Content Accessibility
- WordPress
  - Log In
  - Posts
  - Pages
  - Events
  - Links**
  - Images
  - PDF Files
  - TablePress
  - Videos
  - Record Retention
  - Processes
  - Website Channels
  - Recycle bin
  - Edit

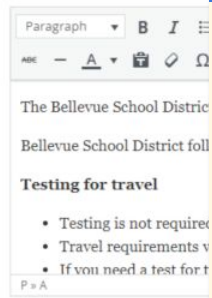
## Links



You can add links to other pages, images, and PDF files in the body of any post, page or event.

Open up the post, page, or calendar event that you want to edit, or create a new one. Find the text you want to use as the link's anchor and highlight it. Then, click the 'Link' button (chain icon) which should appear in the first row of toolbar buttons.

You can then copy and paste the URL you want to link to, or search for it, as in the block editor.



## WORDPRESS RESOURCES

- In addition to the tutorial:
- Pages include best practices where applicable
  - Also include the rationale behind the best practice

### Best Practice For Linking to Internal and External Webpages

- For links to webpages that exist on district and school websites, always have the link open in the same window.
- For links to webpages that exist outside of the bsd405.org domain, always have the link open in a new window.
- For links to any PDF document, always have the link open in a new window.

**Why is this important?** Most users easily forget the last website they were visiting. If they have multiple tabs open then chances are that they will have issues navigating back to your page. For better user experience, we recommend opening external links in a new window or tab. This way the original district or school web page is not lost and users can resume browsing our website by switching back.

- Home
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## Things To Consider When Creating District Website, Email, and

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When viewing web content, it takes people **less than two-tenths of a second** to form a first impression. People spend **less than two-tenths of a second** on a **website** before focusing on a particular section. ([cxl.com](#))

**57% of user page-viewing time is above the fold. 74% of the viewing time is spent in the first two screenfuls** beat shorter pages. But for a long page to be effective, readers must be aware that it's long. Be clear and direct with what you'd like them to do. it's fine to say, "Scroll down this page to..." . ([Nielsen Norman Group](#))

**Low-income households have lower rates of in-home Internet connectivity** compared with higher-income groups, particularly low among HUD-assisted renter households, **who are also more likely to depend exclusively on smartphones to access the Internet in the home.** ([U.S. Department of Housing and Urban Development](#))

**53% of mobile site visits are abandoned** if pages take longer than 3 seconds to load. ([thinkwithgoogle.com](#))

[How fast does your website page load?](#)

**50 percent** of BSD website traffic is from a mobile device. That number grows up to **58 percent** in the evenings (2021 Google Analytics).

### USER EXPERIENCE

- Short list of best practices that content owners can use to evaluate community facing website content, emails, documents, web forms, and applications
- Can also be used to inform website related technology purchases



DS District & School Websites  
Public group

Home Website Help Content Accessibility WordPress Processes Website Channels Recycle bin Edit

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# Web Content Accessibility

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WEB CONTENT MANAGER 2

"The District is committed to addressing inequities and biases towards students and families whose voice or access has been limited by their disabilities..." In order to meet that commitment from our [Equity and Accountability policy](#), all content on the website must meet Web Content Accessibility Guidelines (WCAG) 2.1, Level AA.

### What is web accessibility?

Web accessibility means that websites, tools, and technologies are designed and developed so that people with disabilities can specifically, people can:

- perceive, understand, navigate, and interact with the Web
- contribute to the Web

### Why is web accessibility important?

Many websites and web tools are developed with accessibility barriers that make them difficult or impossible for people with disabilities to use. Below W3C Web Accessibility Initiative resources provide an introduction to web accessibility and how people with disabilities can use the Web.

- [Introduction to Web Accessibility](#)
- [How People with Disabilities Use the Web](#)
- [Stories of Web Users](#)

### How do we make sure the content we produce is WCAG compliant?

The following is a listing of the most common WCAG 2.1 AA requirements that typically apply to BSD content producers.:

- [Requirements for Accessible Web Pages](#)

## WEB CONTENT ACCESSIBILITY

- Focuses on what content editors and owners will typically encounter: Website, PDFs, Word Documents, PowerPoint Presentations
- Provides links to regularly audited external WCAG resources

## Requirements for Accessible Web Pages

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Content hosted on all BSD websites should strive to meet the following requirements. The listing below includes the most typical requirements encountered by BSD website editors. A complete listing of WCAG guidelines can be found at the [W3C Web Accessibility Initiative Web Content Accessibility Guidelines \(WCAG\) Overview page](#).

### All images have alternate text that can be read by screen reader software

Images must have text alternatives that describe the information or function represented by them. This ensures that images can be used by people with various disabilities.

Use the resources below for guidance on how to meet this requirement:

- [What is alternate text and why is it important?](#)
- [An alternate text decision tree](#)
- [The Ins and Outs of Image Accessibility Standards](#)
- [Moz SEO Learning Center Alt Text Page](#)
- [How to add alternate text in WordPress?](#)
- When uploading image files to district websites, the name of the image file should be human readable, be descriptive, and use dashes where spaces would be. Example: "rendering-clyde-hill-front-entry.jpg"
- When using Icomoon or Font Awesome icons on district websites, make sure that the aria-hidden="true" attribute is used in the icon tag.

### Links and buttons are clearly and logically named

Links are more useful when they make sense out of context.

These are the key points to remember:

- Authors should avoid non-informative link phrases such as: link, click here, here, more, read more, link to [some link destination], and info.
  - Screen reader users can generate a list of links and navigate them alphabetically. Redundant or ambiguous link text such as "More" is meaningless in this context.
  - Screen readers typically add a "link" statement each time they encounter a link.
  - Avoid using the URL as the link.
- Do not underline text that does not provide a link.

Additional things to consider when creating links:

- If the link takes you to a different website or opens an application (like a PDF viewer), configure the link so that it opens in a new browser tab.
- When linking to a PDF, "(PDF)" has been added to the end of the link.  
Example: "For more information see Policy 0130 Equity and Accountability (PDF)."

For more information and additional guidance on how to meet this requirement, please visit the [WebAim Links and Hypertext page](#). You can also [view an example of how a screen reader processes links](#).

### Images of text are not used where text can achieve the same purpose

Genuine text is much more flexible than images:

- It can be resized without losing clarity
- background and text colors can be modified to suit the reading preferences of users
- it can be translated by the district website translation tool

### The page title clearly and succinctly describes the page content

The title of each web page should:

- Identify the subject of the web page
- Make sense when read out of context, for example by a screen reader, in a site map or a listing of search results
- If possible, be short

It may also be helpful for the title to:

- Identify the site or other resource to which the web page links
- Be unique within the site or other resource to which it links

For more information and additional guidance on how to meet this requirement, please visit the [WebAim Page Titles page](#).

### Page headings are presented in a logical order

When encountering a lengthy web page, sighted users of structure and content of the page. Screen reader and other users assuming true headings are used (as opposed to text that is used as a heading).

These are the key points to remember:

- Do not use text formatting, such as font size or bold, to make text look like a heading.
- Do not use headers to achieve visual results only

Additional things to consider related to the logical order of headings:

- Unordered and ordered lists should always contain at least one heading.
- Lists should never be used for merely indenting or grouping content.

For more information and guidance on how to meet this requirement, please visit the [WebAim Headings page](#).

### Contrast ratio between text and page background

People with low vision often have difficulty reading text if the contrast between the text and the background is low. This is a vision deficiency that lowers the contrast even further.

Use the resources below for guidance on how to meet this requirement:

- [WebAim Color Contrast Checker](#)
- [W3C Web Accessibility Initiative: Colors with Good Contrast](#)
- [What is Color Contrast and Why Does it Matter For Us?](#)
- [WebAim Contrast and Color Accessibility](#)

### Presentation does not rely solely on color

While color can be useful to convey information, color should not be used as the only way to convey information.

Use the resources below for guidance on how to meet this requirement:

- [Harvard University - Online Accessibility - Avoid Reliance on Color](#)
- [W3C Web Accessibility Initiative: Tips for Getting Started Designing for Web Accessibility](#)
- [W3C - Use of Color: Understanding Success Criterion 1.4.1](#)

### Tables should not be used for content layout purposes

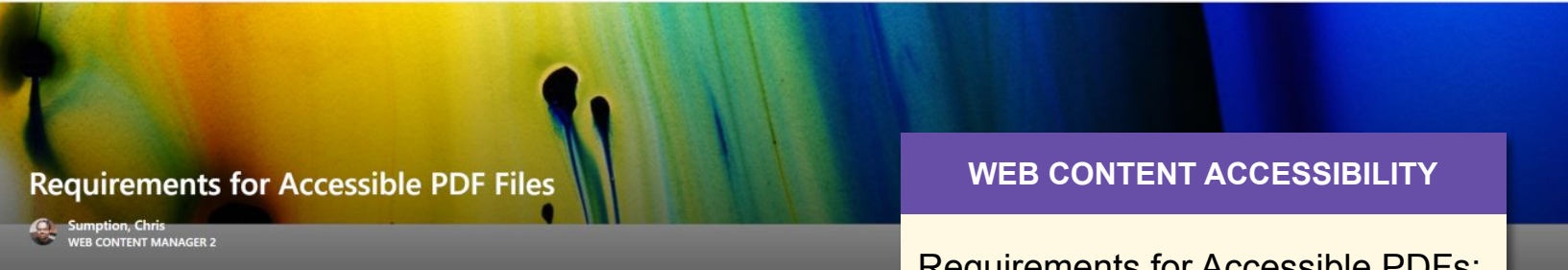
As a general rule, tables should not be used for layout purposes. They are meant to organize data with a logical relationship in grids. On a mobile device, a community member will frequently need to pan right and left to see all the data in the table. This can lead to a poor user experience.

## WEB CONTENT ACCESSIBILITY

### Requirements for Pages:

- Used as the main accessibility checklist
- Focuses on the requirements website editors will typically encounter
- Provides links to regularly audited external WCAG resources
- PDF, Word, and PowerPoint pages refer back to this page

- Home
- Website Help
- Content Accessibility
- WordPress
- Processes
- Website Channels
- Recycle bin
- Edit



**WEB CONTENT ACCESSIBILITY**

Requirements for Accessible PDFs:

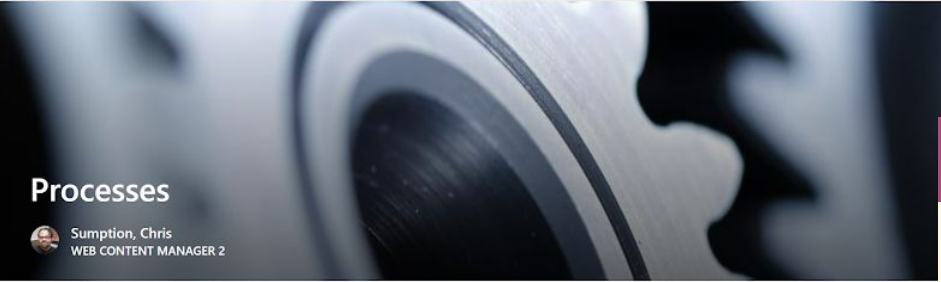
- Refers back to the web page requirements and Adobe's own documentation
- Includes guidance for file naming, metadata, and language access

Adobe Acrobat has built in tools that can help content producers create accessible documents. Information about these [PDF Accessibility page](#).

Below is a listing of accessibility requirements that must be addressed prior to publishing PDF documents to the di

- **Online PDF documents have the same requirements as web pages.**
- **Online PDF documents must meet these additional requirements:**
  - The file name of the document:
    - Is human readable (so it can be found later by using search)
    - Only contains lowercase letters and numbers
    - Provides a short, relevant description (so it can be found later by using search)
    - Uses dashes where spaces would be
      - Examples:
        - "osdv-message-spanish.pdf"
        - "eek-parent-info-night-presentation-2019.pdf"
  - A [Title has been added](#) to the PDF's Properties section and:
    - Matches the title that is used in the content of the document
    - Must be in the same language as the title in the content of the document
  - The [Language of the PDF](#) has been set
    - If the language is not available in your PDF editor, use the [ISO 639-1 code](#) instead
    - **Important:** any alternate text (alt tags) must be in the same language as the document
  - Fillable form fields have labels and legends that can be read by screen reader software
    - **Important:** any labels and legends must be in the same language as the document

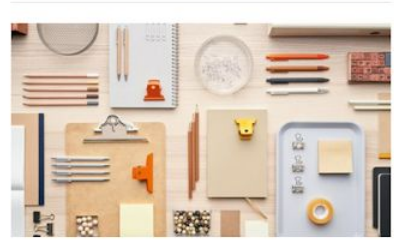
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## Processes

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WEB CONTENT MANAGER 2

The following website related processes are used by the Bellevue School District Communications Department:



**Website Publishing Best Practices**  
 bsd405.sharepoint.com  
 Learn about district user experience best practices and compliance guidelines.



**Website News Posts**  
 bsd405.sharepoint.com  
 The following process illustrates how to submit news post content for publication to the district website.



**Website Cal**  
 bsd405.sharepo  
 Use this process for events that need to be advertised in the news feeds of other district website pages.

### PROCESSES

- Creates transparency for how the department operates
- Includes processes for: best practices, content publication, page layout, alert messages, documentation, record retention, FERPA compliance, and user management



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## Process: Website Publishing Best Practices

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Before you add or update content on the district website, please make sure your content aligns with district user experience and compliance guidelines.

### Questions to ask:

- Does your content need to be checked for spelling or grammar errors?
- Have you checked that your links are working correctly? If the links go to SharePoint or OneDrive, [are the links working?](#)
- Should this content be published as a Post, Page, and/or Calendar Event?
  - [Posts](#) are used for timely news items that you want to appear in a news feed. Examples include upcoming session content, etc. Content owners should use the [Website News Posts Process](#) to submit content to the web production team.
  - [Pages](#) are used for static (or "evergreen") content that will remain published year-round. Examples include community advisory group, and contact us type pages.
  - [Events](#) appear on the district website calendar. Content owners should use the [Website Calendar Events \(Calendar Event Only\) Process](#) to submit content to the web production team.
- Does your new or updated content affect other content that is already on the website? Does that other content need to be updated or retired?
- Does your content follow [cyber security best practices](#)?
- [Is your content FERPA Compliant?](#)
- [Does your content need to be translated into other languages prior to website publication?](#)

### Recommended user experience best practice and compliance resources:

- [Things To Consider When Creating District Website, Email, and Document Content](#)
- [Washington State's guidelines for writing to customers in Plain Talk](#)
- [BSD Website Style Guidelines](#)
- [Requirements for Accessible Web Pages](#)

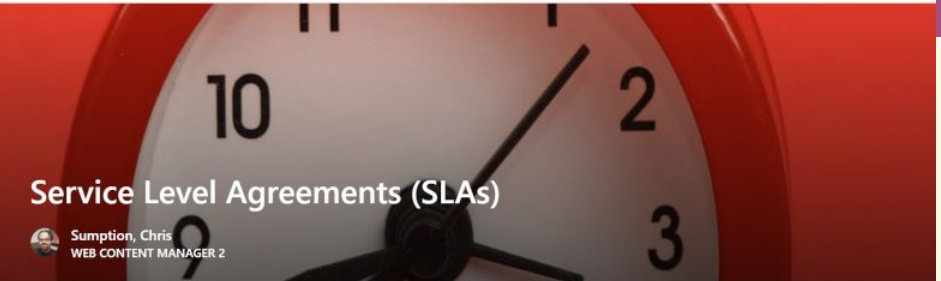
**PROCESSES**

**Website Publishing Best Practices:**

- Acts as a checklist for content owners and editors
- Links back to State Plain Talk guidelines and other user experience best practices

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+ New Send to Promote Page details Immersive Reader Analytics



We would like to provide the highest quality of service when updating and publishing your content. In order to provide us with adequate time to complete your requests. Use the listings below to help aid in your project planning

### Typical Request Turnaround Times

- Website Edits (simple edits, PDF uploads) = 48 to 72 hours
- Add Calendar Events to the District Website Calendar = 4 weeks
- Videos Uploaded to the District YouTube Channel = 48 to 72 hours
- Website Post that appears in the "District News" section of the district homepage = 4 weeks
- Web Page (single webpage, complete update or redesign) = 1 to 2 weeks
- Web Page (multiple pages, complete update or redesign) = 4 to 5 weeks
- Web Forms (Microsoft Forms) = 1 to 3 months

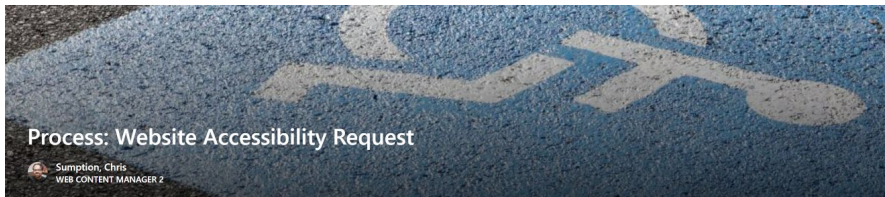
### August, September, and Periods of High-Volume Turnaround Times

- We must adjust our timeline estimates due to the volume of content requests that we receive during certain times of the year.
- Website Edits (simple edits, PDF uploads) = 1 week
  - Add Calendar Events to the District Website Calendar = 4 weeks
  - Videos Uploaded to the District YouTube Channel = 1 week

## PROCESSES

### Service Level Agreements (SLAs):

- Allows the team to ally with the content owner instead of being a gatekeeper
- Encourages content owners to think about website content at the beginning of a project (instead of at the end)
- Creates room for other communication channels to participate (newsletters, social media, etc.)



## Process: Website Accessibility Request

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The Bellevue School District is committed to providing access to all individuals, with or without disabilities, seeking information on our district website. If, because of a disability, a community member is unable to access content on Bellevue School District's website, has questions about the accessibility of content or technology used by the district, and/or would like to report barriers to accessing any information on the website, they are directed to contact the Communications office. Please use this process to receive, document, and fulfill website accessibility requests.

### A phone call or email is received from a community member

A community member is requesting assistance with one or more of the following:

- Accessing content on Bellevue School District's website
- Questions about the accessibility of content or technology used by the district
- Report barriers to accessing any information on this website

Resources that should be reviewed:

- [Communicating With and About People with Disabilities \(CDC\)](#)
- [ADA Quick Tips - Customer Service for Front Line Staff](#)
- [Telecommunications Relay Service \(Wikipedia\)](#)

### Step 1: Collect information

1. Collect the following information from the community member:
  - The contact information for the community member including:
    - Name
    - Email address
    - Phone number
    - Alternate means of contact
    - Preferred method of contact
  - URL of the content that the community member is trying to access
  - The nature of the accessibility need (include details)
    - Assistance accessing content
    - Questions about content accessibility
    - Report barriers to accessing content
    - Other
2. Inform the community member that we will need to:
  - Research this request
  - Develop a plan to fulfill this request
3. Inform the community member that we will contact them the next business day to provide an update.

#### Tips:

If the initial contact with the community member is by phone, try to collect as much information as possible.

- Look at the content that the community member is trying to access as you collect information.
- Ask the community member what they need; What would be their ideal solution?

### Step 2: Documentation

- Complete a [Web Accessibility Request Form](#)
- Send copies of the request form to the Bellevue School District's ADA Officer: Heather Edlund, [edlundh@bsd405.org](mailto:edlundh@bsd405.org), (425) 456-4156.

### Step 3: Process request

1. Create a website update request ticket and folder.
2. Add the request to the website production queue.
3. Move the request to the front of the production queue.

### Step 4: Fulfillment

1. Research the request:
  - Determine the type of content at
    - Web page
    - PDF file - text only
    - PDF file - fillable form
    - Image
    - Web form
  - Determine the stakeholder who
2. Develop a plan to fulfill the request:
  - What are the steps needed?
  - What resources will be needed?
    - Is it possible to leverage staff?
  - How long will it take?
  - Notify the community member
3. Implement the planned solution
4. Notify the community member about the solution:
  - Things to consider:
    - If the solution is published online
    - If the solution is content that is not published online

### Step 5: Documentation

1. Document the solution in the Web Accessibility Request Form
2. Document the solution in the [District Website]
3. If necessary, update this [Website Accessibility Request Form]
4. Close out the request in the website update queue

### Step 6: Follow up

1. Contact the community member after one week:
  - Record input from the stakeholder
  - Ask the community member if they can be contacted as a future resource to assist the district in their accessibility efforts.
2. Add input received to the Web Accessibility Request Form associated with this request.

### Review

- Combine all accessibility requests into a searchable report
- Review this report annually.

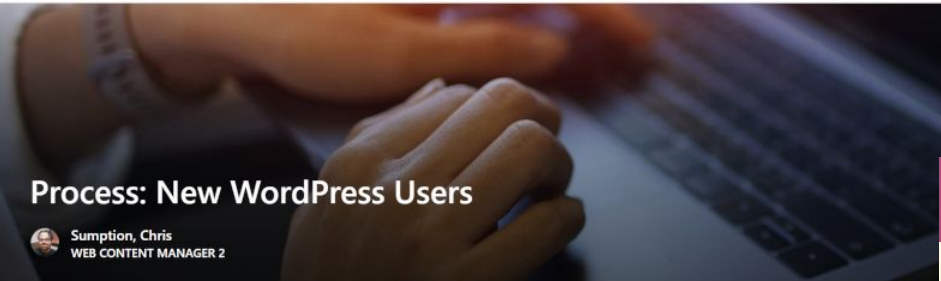
## PROCESSES

### Website Accessibility Request:

- Developed in response to an agreement with the Department of Education's Office for Civil Rights
- Provides a process for when a community member requests that specific website content be made more accessible

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Use this process to add users to the District WordPress Content Management System (CMS)

Step 1: Receive documentable authorization

This should be from a school administrator or department leadership indicating that it is okay to add the new user

Step 2: Add the user to the appropriate website(s).

- For school websites add the user as an "Editor"
- For the district website, add the user as a "District Editor"
- Add the user without sending an email that requires their confirmation.

Step 3: Add the user to the WordPress Users Spreadsheet

Step 4: Reset the new user's password.

**PROCESSES**

**New WordPress Users:**

- Requires the user taxonomy owner to document authorization
- Captures user information for easier CRM



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- Recycle bin
- Edit



## PROCESSES

### Documenting Website Updates:

- Creates transparency so any team member can step in and have an understanding of the current production queue
- Communicates record retention compliance

Changes to any content on the district website should be recorded in the **Website Updates Teams** channel and the goal of this step is to ensure that documentation about the update is easily accessible by all team members.

Website support requests should be made through the [Website Support Request Form](#) located on the [Communica](#) is submitted, a conversation is automatically added to the Website Updates Teams Channel. At the same time a cor added to the Website Production Planner Board and an email capturing the request is sent to responsible parties.

As conversation occurs or more information is gathered about the request, capture that information in a reply to th applicable, store any relevant documentation related to the task in the "Notes", "Checklist" and "Comments" sectio Planner card. Typical things that can be captured: Any relevant task steps (especially if the task is complicated), rele stakeholders (that is not being captured in the Teams conversation), and steps that were taken to complete the tas

- [See an example update request Teams conversation .\(jpeg\)](#)
- [See an example Task in the Production Planner .\(jpeg\)](#)
- [See an example notification email notification to responsible parties .\(jpeg\)](#)

#### Record Retention Resources

- [Policy 4041 Records Retention \(PDF\)](#)
- [Procedure 4041 Records Retention \(PDF\)](#)
- [Washington State Archives - Managing School and ESD Records](#)
- [Washington State Archives - Managing Websites](#)

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## Process: Publishing and Retiring Media Files on the District Website

Sumption, Chris  
WEB CONTENT MANAGER 2

On this page, learn how to properly publish and retire media files (PDF, images, etc.) that are hosted on the district website.

**Important:** For record retention purposes, before replacing or deleting media files (PDFs, images, etc.) from the district website, follow these steps:

1. Download a copy of the file that you are replacing or deleting.
2. Save the old version of the file to the ticketed post in the Website Updates Teams channel (or other documentation medium).

### Steps for Publishing PDF Files to the District Website

1. (If applicable) Retire and save the old PDF(s). Save it to the correct Teams post or other documentation medium.
2. Rename PDF(s) using the [compliant naming convention](#).
3. Add [WCAG compliant Title and Language metadata](#) to the PDF(s).
4. Upload the new PDF(s) to the correct media location.
5. (If applicable) Add or update [WCAG compliant link\(s\)](#) to the PDF(s) on relevant web pages.
6. Validate that the link(s) takes the community member to the correct PDF(s).

### Steps for Publishing Image Files to the District Website

1. If replacing an image file, retire and save the old image file(s). Save it to the correct Teams post or other documentation medium.
2. Rename image file(s) using the [compliant naming convention](#).
3. Upload the new image file(s) to the correct media location.
4. Add [WCAG compliant Alternative Text metadata](#) to the image file(s).

## PROCESSES

### Publishing and Retiring Media:

- Pertains to PDFs and images
- Helps departments maintain record retention compliance, especially for media files that are regularly updated

- Home
- Website Help
- Content Accessibility
- WordPress
- Processes
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- Recycle bin
- Edit

New Send to Promote Page details Immersive Reader Analytics Published 4/18/2022 Edit



## Process: District YouTube Video Upload and Media Clearance

Videos that are uploaded to the district YouTube channel should be checked for FERPA compliance. They should all naming and metadata conventions. Videos created by the Communications are also captioned in English, Spanish,

**Step 1:** Check with the content owner to see if there are any [privacy issues](#).

Sample query: "Before proceeding, I just need to confirm, Is there any FERPA-protected material in the records of students, images of students, or discussions about students that could identify them. If yes, have those studer

**Step 2:** Based on the response, approve or deny the request.

**Step 3:** If the request was approved, upload the video to the district YouTube channel

All videos uploaded to the district YouTube Channel should have a proper name, description and if necessary, a thumbnail image.

### Video Name Convention:

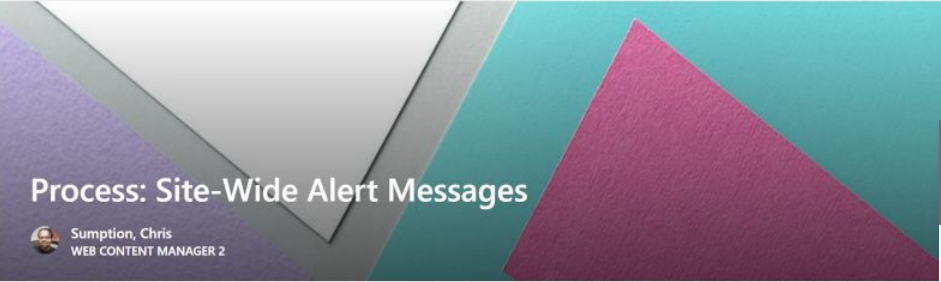
[Department or School Name if applicable] [Event Name] - [AP Style compliant Date]

## PROCESSES

### Video Upload & Media Clearance:

- Communicates FERPA compliance best practices
- Communicates consistent standards for uploading videos to the District YouTube channel (naming, metadata)

- Home
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## Process: Site-Wide Alert Messages

Sumption, Chris  
WEB CONTENT MANAGER 2

Use this process for site-wide alert messages that appear on every district and school webpage.  
Scroll down to learn more about recommended message length, holiday closure message examples, and air quality

### Recommended Message Length:

104 English characters (90 if you don't include the spaces)

You can get a character count in a Word document by selecting the "Review" tab and clicking "[Word Count](#)." You can also use the character count tool in Word Online. The character count includes characters with spaces and the character count not including spaces.

### Rationale:

Since this message is displayed on every single page of the website, if the message takes up too many lines, it pushes below the fold of a mobile device. That presents difficulties for community members understanding which pages the message interrupts any messaging that other website properties are attempting to advertise. 104 characters produces a good compromise that equates to 15% of the available viewport height of an average 850-pixel high device. Average mobile screen dimension for BSD community members is 400 by 850 pixels. If you subtract the navigation menu height, the available screen height is approximately 700 pixels. This compromise also tries to address the potential change in content length that can occur when machine translation is applied.

## PROCESSES

### Site-Wide Alert Messages:

- Encourages website editors to consider how their content is viewed within the context of other pages and on different devices
- Creates a concrete standard and provides examples on how to meet that standard

Oct 20: Air quality is a concern today. [Learn how this affects school activities.](#)

- Home
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## Process: Sub Landing Pages for Departments and Services

Sumption, Chris  
WEB CONTENT MANAGER 2

The following process illustrates how to submit new Sub Landing Page content for publication to the district website using a Page using WordPress, [please visit our Pages page](#).

[Learn more about the new Departmental Sub-Landing Page Design \(PowerPoint\)](#)

**Step 1:** Download a copy of the [BSD New Page Template](#).

**Step 2:** Use the template to build your page content.

Use these page examples for the "Page Template" prompt:

- Main Top-Level Page:
  - <https://bsd405.sharepoint.com/:t/s/communications/EdTDAg31zMxjk2rU1WfLJK0BJmEb7mJ6fykc0pot>
- Child Pages:
  - [https://bsd405.sharepoint.com/:t/s/communications/EZ4eQYOs2MRLjIPGWOsZkVkBvNsy\\_rtKn2f0Sz\\_az](https://bsd405.sharepoint.com/:t/s/communications/EZ4eQYOs2MRLjIPGWOsZkVkBvNsy_rtKn2f0Sz_az)

**Step 3:** Make sure your content aligns with [district best practices and applicable compliance guidelines](#).

**Step 4:** Submit your content to the [Website Support Request Form](#).

## PROCESSES

### Department Sub Landing Pages:

- Makes department landing page information consistent and mobile friendly
- Provides Word templates that content owners can use to develop their content
- Communicates website content best practices and compliance guidelines

- Home
- Website Help
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## Process: Website Calendar Events (with a Post)

Sumption, Chris  
WEB CONTENT MANAGER 2

Use this process for events that need to be advertised in the news feeds of other district website pages. This process has resources that need to stay available to community members well after the event. An example of this would be making available recordings and PowerPoint presentations that were used in past sessions.

For these types of calendar events, you will want to create a [website news post](#) and a [website calendar event](#) that t

**Rationale:** The news post will be the single source of information about the event. The news post can also be used in district [website channels](#). The calendar event acts as an advertisement for the event driving traffic back to the news website calendar and if configured, it can appear on other [website calendar event channels](#) like school website cale

**Step 1:** Add the event to the [Communications Calendar](#). Verify that the event does not conflict with another already scheduled holiday. If there is a conflict, seek guidance from Communications leadership.

**Step 2:** Use the [Website News Posts Process](#) to build your post content.

**Step 3:** Use the [Website Calendar Events \(Calendar Event Only\) Process](#) to build your calendar event content.

Example calendar event format that illustrates this process:

## PROCESSES

### Website Calendar Events:

- Promotes the best practice of creating a single source of information for event content
- Communicates website content best practices and compliance guidelines

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## Website Post Channels

**Sumption, Chris**  
 WEB CONTENT MANAGER 2

This is a listing of different district website pages that have their own news post feeds. Communications department posts to these feeds by assigning the listed "Category". To learn more about how to assign post categories, [please see this information.](#)

**Bellevue Digital Discovery:** Posts that are assigned the category "Bellevue Digital Discovery" will appear in the blog that is listed on the [Digital Discovery page.](#)

**Career and Technical Education (CTE):** Posts that are assigned the category "CTE" will appear in the blog that is listed on the [Education page.](#)

**Community Engagement Officer Program (CEO):** Posts that are assigned the category "CEO Program" will appear in the blog that is listed on the [Community Engagement Officer Program page.](#)

**Counseling:** Posts that are assigned the category "Counseling" will appear in the blog that is listed on the [Counseling page.](#)

**Community Partners:** Posts that are assigned the category "Community Partners" will appear in the blog that is listed on the [Community Partners page.](#)

**Construction:** Posts that are assigned the category "Construction" will appear in the blog that is listed on the [Construction page.](#)

**Construction - Clyde Hill:** Posts that are assigned the category "Construction - Clyde Hill" will appear in the blog that is listed on the [Construction - Clyde Hill page.](#)

### WEBSITE CHANNELS

- Supports automated content curation across multiple departmental pages
- Works in conjunction with department content templates (Next slide)

## Website News Post Template

**Title:** Ideally, the post title should clearly and succinctly describe the post content. Think of this as a news headline.

**Summary (Excerpt):** Summaries should be no more than 1-2 sentences that briefly explain what site visitors will learn about when they click “Read More.”

**Post Date:** The date when your article needs to be published on or by.

**Post to Home Page:** Yes or No – Some posts won’t need to be on the district home page but are affiliated with other areas of the district site.

**Post Categories:** Pages that this post should appear on (if the page has a news feed set up) - [See currently available district website channels](#)

**Expiration Date:** Time-sensitive information, such as events, should have an expiration date, but things like human interest stories can remain over time.

**Analytics:** If you would like to track campaign source traffic for this post, [see this UTM resource](#). For questions and consultation, see Chris Sumption.

**Thumbnail Photo:** Please link or describe the photo you would like to use to accompany the summary. Photo Dimensions: W=1140px H=540px

**Thumbnail Alternative Text** (if it is a new image, not previously uploaded to the district website): [Learn more about alternative text](#)

**Additional Directions:** Any additional directions (example: links to this post that could be added to other website locations)

### Body Copy:

#### Use Headings for Ease of Reading and to Create Sections of Content

Use body copy to share important information in each section.

*“Use pull quotes, when possible, to highlight things people have shared about the topic in the story. These will have different formatting to make them stand out from the rest of the text.”*

**INSERT PHOTOS AND VIDEO:** Denote what you would like added to the body of the story and add links to any photos or videos. They can be stored in the Graphics folder within each BSD News & Events folder.

#### Learn More and Access Resources

Add links, resources and/or historical information about this topic for those who may wish to learn more.

## Holiday Site-Wide Alert Template

**Instructions:** Holiday site-wide alert messages include a yellow alert message (maximum 90 characters) that appears at the top of every district web page. In the message there will be a link that takes users to the calendar event page for the holiday being advertised. On that calendar event page will be additional information about the holiday (when school resumes, affected services, etc.).

### [Yellow Site-Wide Alert Message]

#### Content (90-character limit):

No school May 30 in observ

**Post Date:** (1) business day before h  
**Expiration Date:** Last (or same) day

### [Calendar Event Page Update]

**Page Title:** No School: Memorial Da

**Page URL:** <https://bsd405.org/event>

**Update Date:** Ideally 7-14 days befo

**Content Expiration Date:** Ideally, th holiday calendar event should rema

**Content to add to page:**

The content for this page should inc

- The dates of the closure.
- When school resumes.
- Information about what ser... childcare, etc.
- Whether or not district and school offices are open.
- Any available services available to families like Right at School or Boys, Girls Club, etc.

## WEBSITE CHANNELS

### Content Templates:

- Promotes editorial consistency and best practices for content owners and editors
- Encourages content owners to start thinking about analytics at the beginning of a communications project



What is web accessibility? Why is web accessibility important? How do we make sure the content we produce is WCAG compliant?

Learn about website related processes that are used by the Bellevue School District Communications and Community Relations Department.

Communications content producers have the ability to cross post news items and events to other district pages and calendars.

## News

[See all](#)

+ Add ▾



### NEWS

- SharePoint News articles appear on departmental and district wide pages
- Focus on content auditing and continuing web content education

## Is the Content on Your School or District Website up to Date?

As back-to-school and fall approaches, now is a great time to audit the content o...



Sumption, Chris August 8



## It's Not Just Your Website: How Email Must Be Accessibility-Compliant

A simple email can present a host of reading challenges to...

Sumption, Chris March 18

DS District & School Websites  
Public group

Home

Website Help

Content Accessibility

WordPress

Processes

Website Channels

Recycle bin

Edit

+ New Send to Promote Page details Immersive Reader Analytics



As back-to-school and fall approaches, now is a great time to audit the content on your school or district website.

Things to look for:

- Is there any content on your school or district web pages that contain out of date information? Some areas to look for:
  - Past COVID-19 health and safety information
  - Past parent information sessions and curriculum nights
  - School breakfast and lunch information
  - Events that may have occurred over the summer or last fall
  - Past school supply lists
  - Past August/September back to school events
  - Has your school or department schedule changed? Does that change need to be advertised on your web page?
- Are your school daily schedule pages up to date?
- Are your staff directory pages current? [Learn How to Update Your School Staff Directory Listing](#)
- Are there any broken links on your school homepage or any of the drop-down menus?
- Are your student or parent handbooks up to date. One term that has changed, School Resource Officers (SRO) [Community Engagement Officers \(CEO\)](#).
- Are the files stored in your website's Media Library up to date? [PDFs in your Media Library](#) are still technically findable by search engines. We recommend that you audit the files located in your Media Library. Files to look for: Old Student or Parent Handbooks, old forms, etc.

If you are a school, consider adding a family focused news post to your homepage

Here is a listing of frequently asked topics that families ask about during summer and into fall (courtesy of Student Placement):

**NEWS**

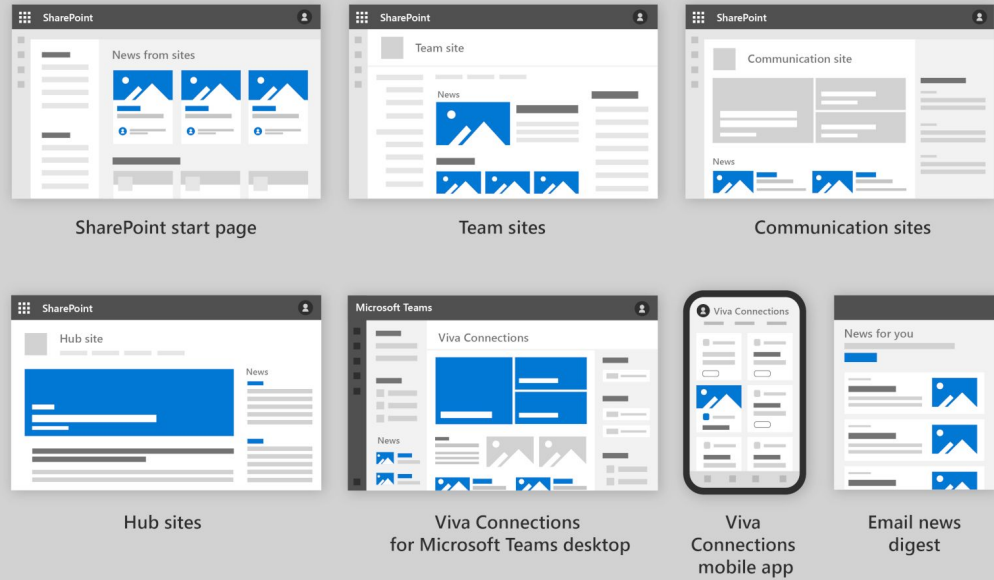
Example Content Auditing Article:

- Works in conjunction with the active content auditing schedule
- Encourages web content management best practices
- Provides resources for content owners and editors
- Offers the Communication Department as a resource

# Future Phases:

Use Microsoft Teams Channels and SharePoint News to communicate with content owners and editors:

- Weekly updates communicating major departmental content changes to the district website
- Regular training resource updates
- Regular content auditing resources and call-to-actions
- Allows a space for transparent communication and feedback



## Create and distribute organizational news





Thank You