



BELLEVUE SCHOOL DISTRICT
STRATEGIC PLAN 2018–2023

Website Accessibility Notice



AFFIRM. INSPIRE. THRIVE.

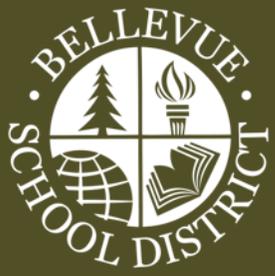


Things to consider

Resolution Agreement | Bellevue School District No. 405 | OCR Reference No. 10171059

To resolve the above-referenced complaint brought under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, the Office for Civil Rights (OCR) of the U.S. Department of Education and the Bellevue School District ("the district") enter into the following agreement.

By January 9th, 2020 the district agrees that it will take all actions necessary to ensure that individuals with disabilities have an equal opportunity to participate in the district's programs and activities offered through the district's website or equally effective alternate access. To meet this commitment, the district will: develop a strategy for identifying inaccessible content and functionality for individuals with disabilities; develop a notice to persons with disabilities regarding how to request that the district provide access to online information or functionality; prominently post this notice on its home page and throughout its website; and develop a process to ensure that, upon request, inaccessible content and functionality will be made accessible' in an expedient manner.

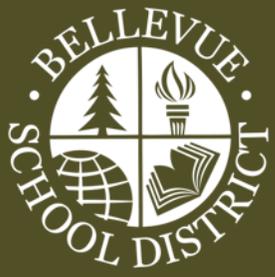


Things to consider

Policy 0130: Equity and Accountability

We are working to achieve inclusion in our schools such that all students and families have safe and equitable access, feel a deep sense of belonging, and experience a welcoming classroom and school community where instruction is strengths-based, aligned to or exceeds grade-level and subject standards, and to the maximum extent possible, takes place with all grade-level or subject peers. While this goal extends to all our students, it is especially relevant for students with disabilities and students acquiring English.

The District recognizes that students with disabilities can be marginalized and often separated from their peer community. We also recognize that these students face additional barriers when they come from other marginalized groups, particularly students of color. The District is committed to addressing inequities and biases towards students and families whose voice or access has been marginalized in conjunction with their disabilities, and the District is committed to minimizing situations that separate students from their peers and peer learning environments.



Things to consider

12.9 percent of people in Washington State live with a disability.

Of all individuals with a disability:

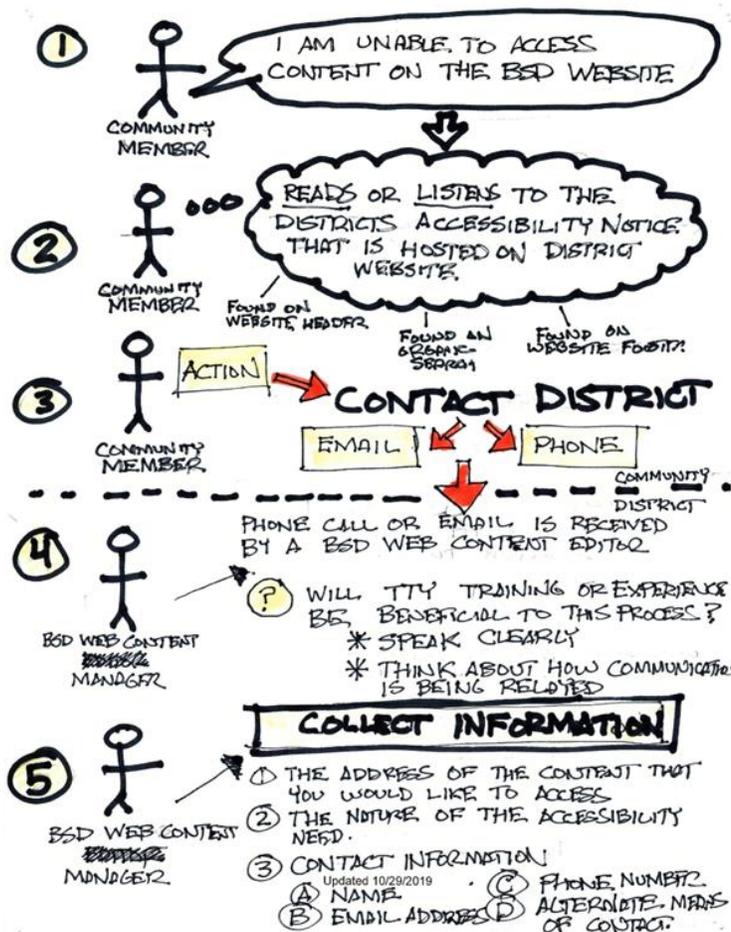
- 26 percent have an ambulatory difficulty.
- 21.3 percent have a cognitive difficulty.
- 16.8 percent have a hearing difficulty.
- 9.3 percent have a vision difficulty.



(2017 Washington DSHS)



Ideation and Design



- 4** INFORM THE COMMUNITY MEMBER THAT WE WILL NEED TO RESEARCH THE REQUEST -AND- DEVELOP A PLAN TO MAKE THE REQUESTED CONTENT ACCESSIBLE
- 5** INFORM THE COMMUNITY MEMBER THAT WE WILL GET BACK TO THEM WITHIN **24 HOURS** OF THE NEXT BUSINESS DAY.
- DONT SAY 24 HOURS
- SET EXPECTATION - TELL THEM WHEN YOU WILL GET BACK TO THEM (IDEAL RESPONSE TIME GOAL IS NEXT BUSINESS DAY)

TIP IF CONTACT MADE BY PHONE, ATTEMPT TO COLLECT AS MUCH INFO. AS POSSIBLE.

TIP IF CONTACT MADE BY PHONE, GO TO THE SITE WHILE YOU HAVE THE COMMUNITY MEMBER ON THE PHONE.



DOCUMENTATION

- 6** BSD WEB CONTENT MANAGER
- NEED 1 NEW FORM
- 1** COMPLETE A WEB ACCESSIBILITY REQUEST FORM [FORM]
- 2** SEND COPIES OF THE REQUEST FORM TO APPROPRIATE PARTIES

PROCESS REQUEST

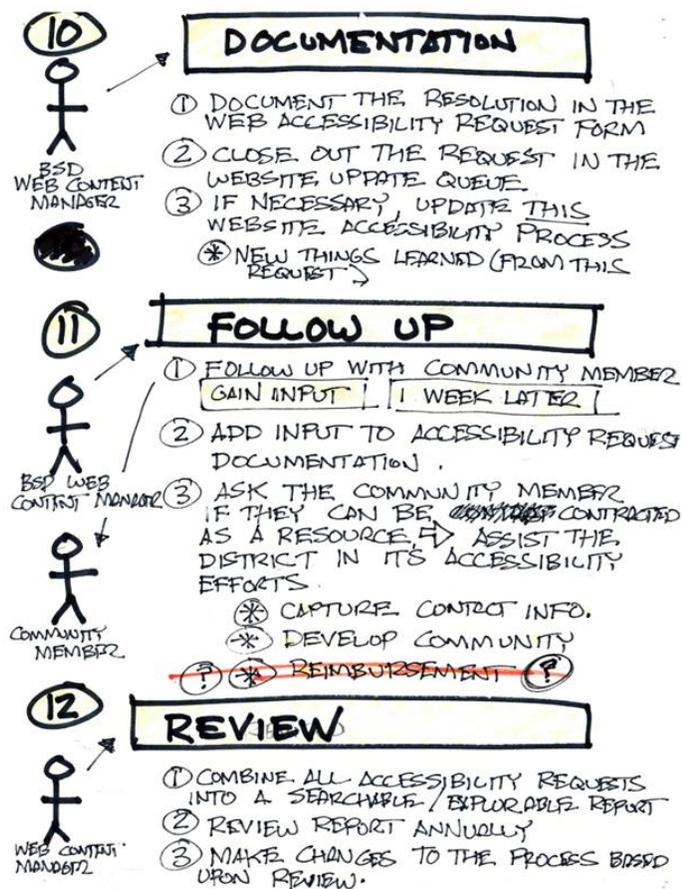
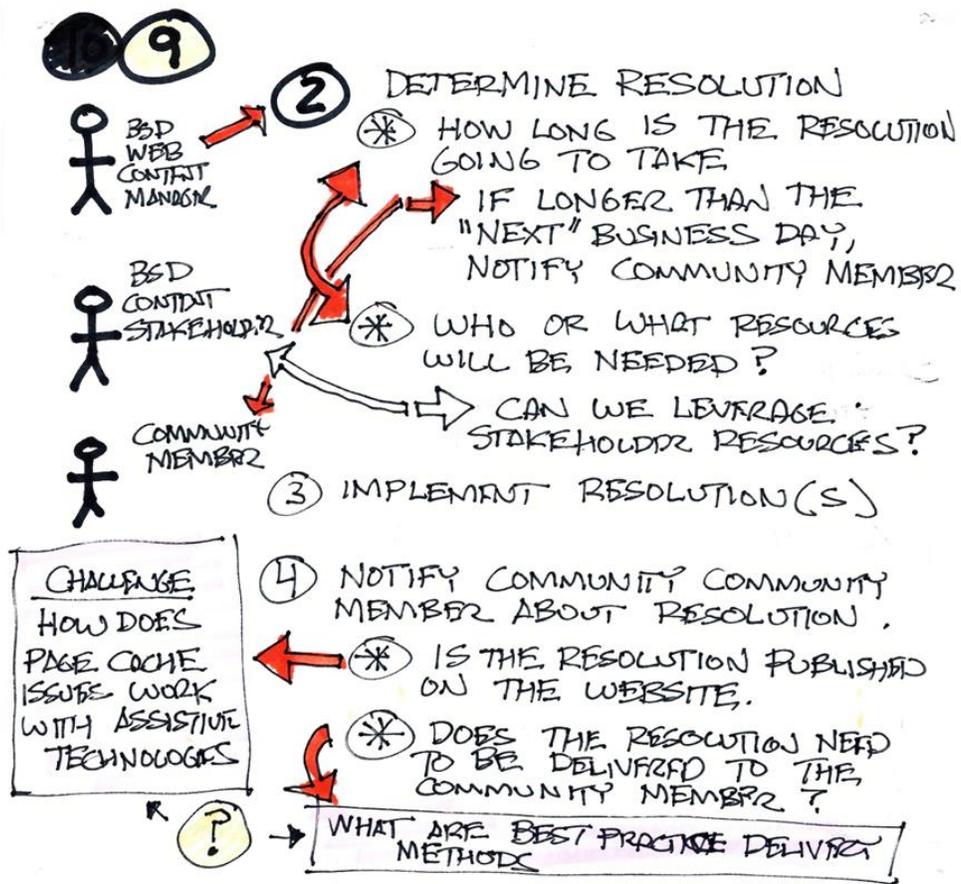
- 7** BSD WEB CONTENT MANAGER
- 1** CREATE A WEBSITE UPDATE REQUEST TICKET
- 2** ADD THE REQUEST TO THE TRACKING QUEUE,
- 3** MOVE THE REQUEST TO THE TOP OF THE QUEUE
- * THIS ITEM WILL BE CONSIDERED A COMPLAINT OR ISSUE **TOP PRIORITY**

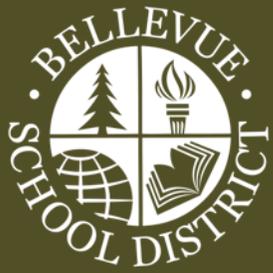
FULL FILLMENT

- 8** BSD WEB CONTENT MANAGER
- 1** RESEARCH THE REQUEST
- a. WHO IS THE STAKEHOLDER WHO OWNS THIS CONTENT?
- b. WHAT TYPE OF CONTENT IS THIS?
- RECH OUT TO STAKEHOLDER
- 1** WEB PAGE CONTENT
2 PDF FILE CONTENT
3 PDF FILE-FILLABLE FORM
4 IMAGE
5 WEB FORM
- BSD CONTENT STAKEHOLDER

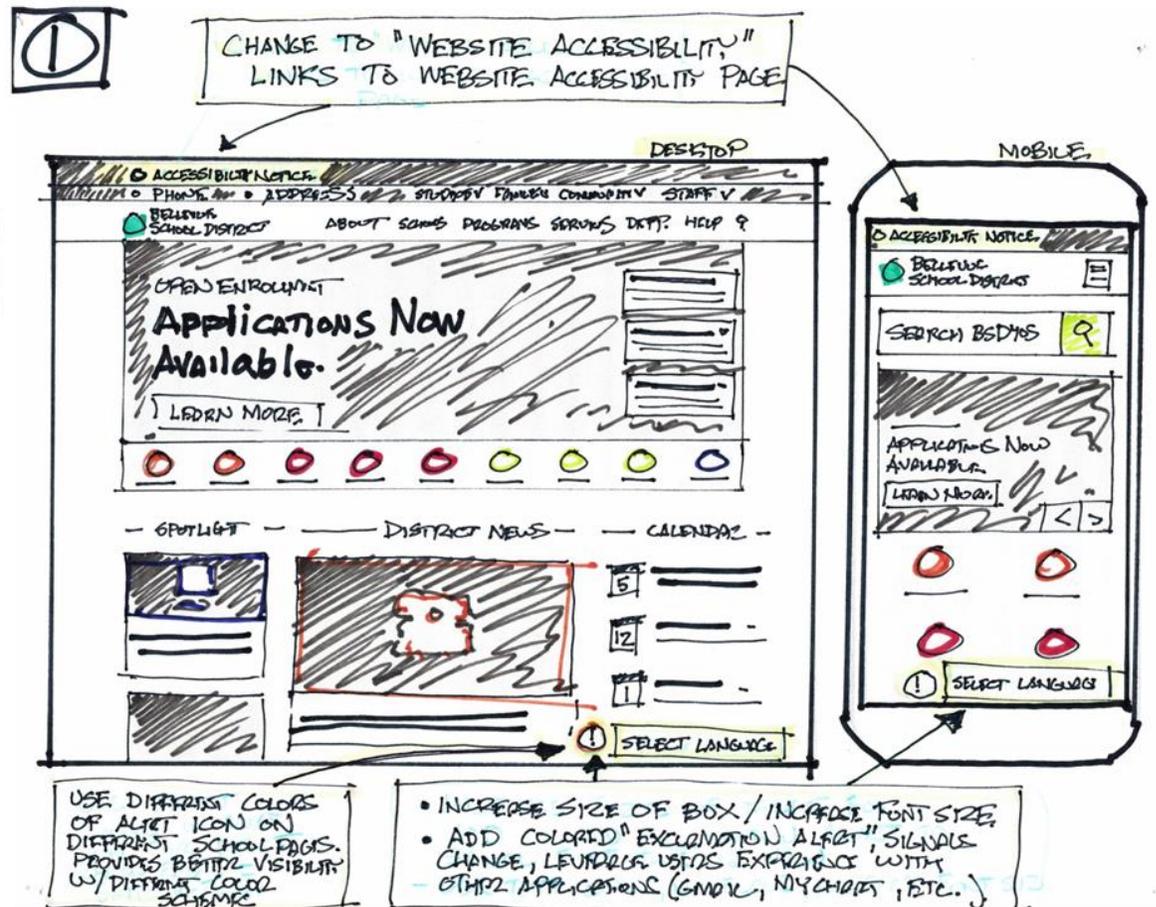
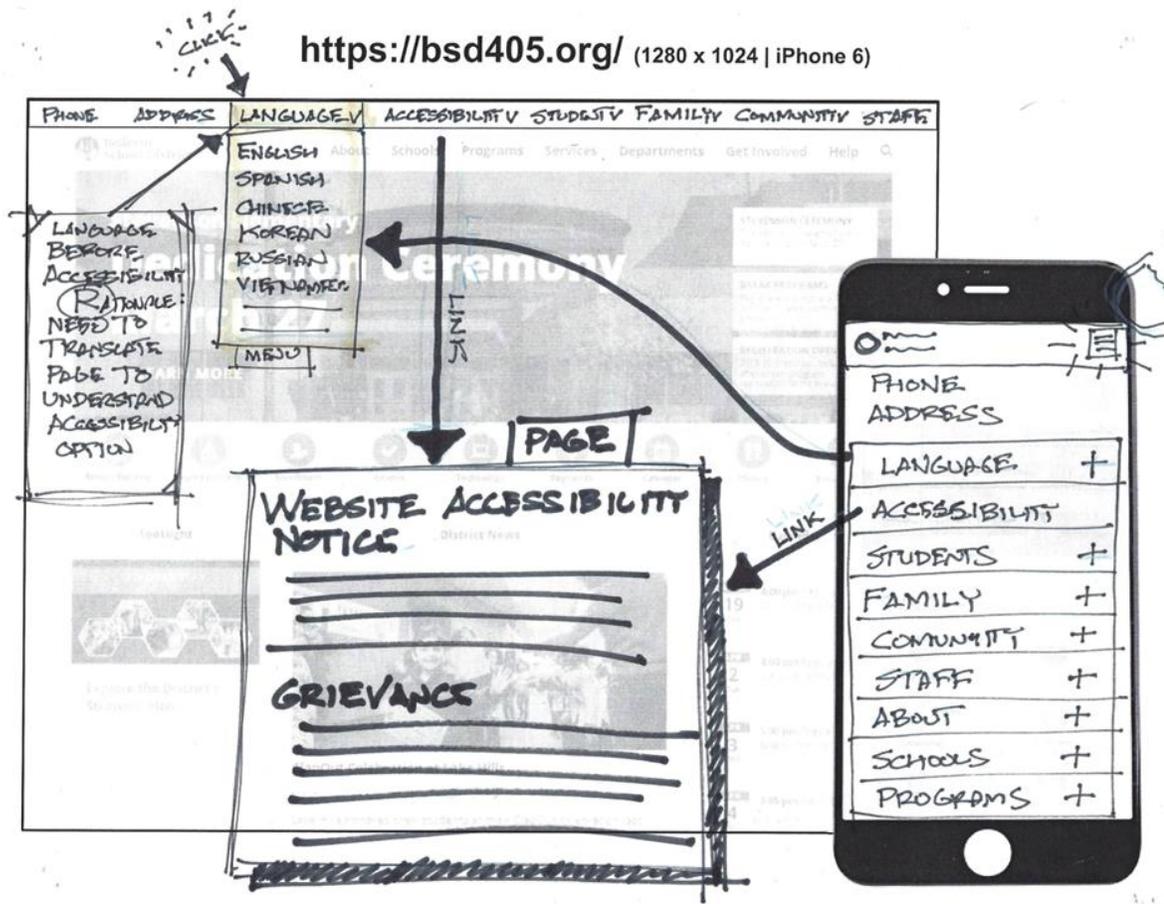


Ideation and Design





Ideation and Design





Implementation & Documentation

Website Accessibility Request Process

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 \(U.S. Department of Labor\)](#)
- [ADA Quick Tips - Customer Service for Front Line Staff](#)
- [Communication Facilitator \(CF\) Program \(Deaf Blind Service Center\)](#)
- [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, and 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?



Implementation - Documentation

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, (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 (note: this type of request will be considered a top priority compliance issue).

Step 4: Fulfillment

1. Research the request:
 - Determine the type of content affected by the request: Web page, PDF file (text only), PDF file (fillable form), Image, or Web form.
 - Determine the stakeholder who is responsible for the content and contact them.
2. Develop a plan to fulfill the request:
 - What are the steps needed?
 - What resources will be needed? Is it possible to leverage stakeholder resources?
 - How long will it take? Notify the community member if it will take longer than the next business day.
3. Implement the planned solution.

4. Notify the community member about the solution. Things to consider:
 - If the solution is published on the website, consider how browser page caching affects assistive technologies.
 - If the solution is content that needs to be delivered to the community member, consider what is the best practice for delivering the solution.

Step 5: Documentation

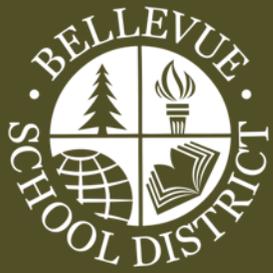
1. Document the solution in the Web Accessibility Request Form.
2. Document the solution in the [District Web Accessibility Program Document].
3. If necessary, update this [Website Accessibility Process] document with new things learned from processing this request.
4. Close out the request in the website update queue.

Step 6: Follow up

1. Contact the community member after one week's time:
 - 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.
- Make changes to this process based upon the annual review.



Implementation - Documentation

Web Accessibility Request Form

Community Member Name:

Email Address:

Phone Number:

Alternate Means of Contact:

Preferred Method of Contact

Nature of the Accessibility Need (include details)

- Assistance accessing content
- Questions about content accessibility
- Report barriers to accessing content
- Other

Content Stakeholder:

4 - Updated 12/5/2019

Accessibility Solution:

Post Implementation Input Received from the Community Member:

5 - Updated 12/5/2019



Implementation - District Website

This screenshot shows the top navigation bar of the Bellevue School District website. It features a dark blue header with a language selection dropdown, "Language Access", and "Website Accessibility" links. Below this, contact information (phone number and address) and navigation links for "Students", "Families", "Community", and "Staff" are displayed. A white navigation bar contains the Bellevue School District logo and main menu items: "About", "Schools", "Programs", "Services", "Departments", "Get Involved", and "Help", along with a search icon.

This screenshot shows the mobile version of the website. It features a dark blue header with a language selection dropdown, "Language Access", and "Website Accessibility" links. Below this, the Bellevue School District logo and a search bar with the placeholder text "Search BSD405..." are visible. A hamburger menu icon is located to the right of the logo. At the bottom, a banner for "Winter Resources" is partially visible.

This screenshot shows the "Website Accessibility" page. The page has a green header with the title "Website Accessibility" and a breadcrumb trail: "# Home -> About -> Resources -> Official Notices ->". The main content area contains a "Website Accessibility Notice" section with the following text: "The Bellevue School District is committed to providing access to all individuals, with or without disabilities, seeking information on our district website. To meet this commitment the District will comply with standards of the [World Wide Web Consortium's Web Content Accessibility Guidelines \(WCAG\) 2.0 Level AA](#) for web-based content. If, because of a disability, you are unable to access content on Bellevue School District's website, have questions about the accessibility of content or technology used by the district, and/or would like to report barriers to accessing any information on this website, please contact Chris Sumption at sumptionc@bsd405.org." To the right of the main content is a sidebar titled "OFFICIAL NOTICES" containing links to "Notice of Non-Discrimination", "Family Educational Rights and Privacy Act (FERPA)", "Language Access - Interpretation and Translation Services", and "Notice of the District's Use".



Implementation - SharePoint Process Page

A screenshot of a SharePoint page. The top navigation bar is blue with the "SharePoint" logo, a search bar, and user information for "Sumption, Chris". The page title is "District & School Websites" (Public group). The left sidebar shows navigation options like Home, Website Help, Content Accessibility, WordPress, Processes, Website Channels, and Recycle bin. The main content area features a large blue-tinted image of a person's shadow on a path, with the title "Process: Website Accessibility Request" and the author "Sumption, Chris, WEB CONTENT MANAGER 2". Below the image is a paragraph of text explaining the district's commitment to accessibility and the process for requests. The page is published on 8/4/2022 and includes options for "New", "Send to", "Promote", "Page details", "Immersive Reader", and "Analytics".

SharePoint

Search this site

Sumption, Chris

DS District & School Websites

Public group

Following

13 members

Home

New Send to Promote Page details Immersive Reader Analytics

Published 8/4/2022 Edit

Process: Website Accessibility Request

Sumption, Chris
WEB CONTENT MANAGER 2

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Thank You



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