Wylie Independent School District

STYLE GUIDE

Communications Department

Wylie Independent School District

District Style Guide

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YOU ONLY GET ONE CHANCE TO MAKE A FIRST IMPRESSION.

A logo is a graphic mark or emblem used to aid and promote instant public recognition. It's our most valuable communications asset! This guide is designed to aid in the appropriate use and application of the Wylie ISD logo.

Our logo is a visual representation of our brand. It is designed to conjure an immediate, positive perception by the viewer. It also functions as a reminder of the culture we strive to build and maintain as we pursue our mission. In other words, the logo goes hand-in-hand with our district brand, so proper use is paramount.

When used, the District logo should appear as shown below*. To download the logo, visit www.wylieisd.net/branding.

The information contained in this style guide has been compiled as a resource for all staff members as you work with vendors, ensuring that each element is reproduced correctly. The Communications Department is available to help.

* The "W" in the logo is always tilted 19 degrees counter clockwise to the horizon, and should never be reproduced at any other angle.

Logo Versions

The primary logo for the Wylie ISD is the version with Wylie Independent School District across the top. Department names* or approved slogans (i.e. Riding for the Brand or www.wylieisd.net) can be inserted on the bottom portion of the logo.

When the District name is already accompanying the logo on a document or item, using the thin bordered W only is permissible.

Regardless of the logo used**, the logo should only be reproduced in black. **The only exception would be when it is placed on a black (or very dark) background. In such a case, the logo should be reproduced in white only**.

** To request a department or division logo, please e-mail communications@wylieisd.net*

*** One of the described logos below must appear on all internal and external communications.*

PRIMARY LOGO

PRIMARY LOGO
WITH DEPARTMENT ADDED

THIN BORDER
SHOULD ONLY BE USED WHEN "WYLIE ISD" APPEARS NEAR THE LOGO OR WHEN REPRODUCING THE PRIMARY LOGO RESULTS IN TEXT TOO SMALL TO READ.

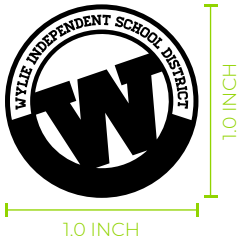
Size and Spacing

To ensure the integrity and legibility of the logo in various media, it should be applied at the proper size. The sizes shown are appropriate for the screen. Larger sizes may be required for print media, signage, apparel, etc. When branding items such as pens, pencils and lapel pins, use the thin border logo with text outside the graphic.

On all sides, the margin/white space should be measured from the farthest edge of the logo. No element may encroach on this space.

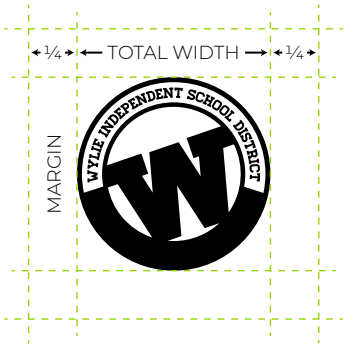
MINIMUM SIZE

1.0 INCHES WIDE | 1.0 INCHES HIGH



MARGIN

LEAVE A MARGIN THAT IS ONE QUARTER OF THE LOGO WIDTH.



With all logos, the margin must be maintained on all sides. If the logo is produced larger than 4 inches in diameter, the margin can be reduced to 1/10 of the logo width.

Adequate margin ensures prominence of the logo. This margin around the logo is central to the design and ensures that the logo can be seen and recognized quickly.

Logo Usage*

The district has updated our logo to the Wylie brand. This new logo embraces our district initiative to “Ride for the Brand”. Consistent use means our District maintains its distinctive visual identity by ensuring it is recognized as representing Wylie ISD and the values, tradition and success we stand for.

We want to look good all the time, so take time to consider the potential misuses of our logo.

01 DON’T STRETCH, CONDENSE OR CHANGE THE DIMENSIONS.

02 DON’T ALTER THE PLACEMENT OR SCALE OF ELEMENTS.

03 DON’T ADD COLORS TO INDIVIDUAL ELEMENTS.

04 DON’T ALTER OR REPLACE THE TYPEFACES OF THE IDENTITY.

05 DON’T SKEW OR BEND.

06 DON’T ROTATE.

07 DON’T CHANGE THE COLORS.

08 DON’T ADD EXTRA ELEMENTS.

09 DON’T USE DROP SHADOWS, STROKES OR OTHER VISUAL EFFECTS.

*Personal and commercial use of the Wylie ISD logos are allowed in most cases, however, we ask that all regulations listed in this guide be followed. The logos cannot be used for political, religious or on any goods or services that are prohibited under district policy or state law (alcohol, firearms, tobacco, etc.) We do ask that all artwork be approved before production by submitting a hi-res digital proof to communications@wylieisd.net. Questions on usage may also be sent to that address.

Style Guide

Our style guide exists to help us all consistently communicate our culture, our values, our message and much more. The District's purpose and personality are expressed through the color palette, fonts and images otherwise known as our brand identity. All District departments must follow the guidelines as described here.

District style guidelines apply to all internal and external communications including: Advertising, Apparel, Banners, Brochures, Fliers/posters, Invitations, Newsletters, Presentations, Reports, Signage and Stationery.

COLOR PALETTE

Our colors are one of our most distinctive visual identity traits. It's important to understand what is provided and what each type is used for. Understanding color will ensure the best final product.

PANTONE MATCHING SYSTEM (PMS)	PANTONE COLORS ARE PREMIXED INKS USED IN PROFESSIONAL OFFSET AND SCREEN PRINTING AS WELL AS MANUFACTURING APPLICATIONS. THEY PROVIDE AN INDUSTRY STANDARD FOR SPECIFYING COLOR FOR CONSISTENT REPRODUCTION.
CMYK (CYAN, MAGENTA, YELLOW AND BLACK)	4-COLOR PROCESS IS THE STANDARD INK SYSTEM USED BY PROFESSIONAL OFFSET AND DIGITAL PRINTING. MOST MODERN DESKTOP PRINTERS CAN REPRODUCE THESE COLORS.
RGB (RED, GREEN AND BLUE)	STANDARD COLOR SYSTEM TO REPRODUCE DIGITAL COLOR ON SCREEN. THESE COLORS APPEAR BRIGHTER AND MORE INTENSE THAN CMYK COLORS. RGB COLORS SOMETIMES APPEAR AS SIX CHARACTER HEXADECIMAL CODES (EG. #94D600).

DISTRICT COLOR PALETTE

	Black	Grass	Sunset	Sky	Grape	Cloud
Color						
Pantone Value	Process Black	375C	715C	297C	7655C	7541C
RGB Value	0,0,0	148,214,0	249,142,43	108,197,233	164,91,150	217,224,226
CMYK Value	60,40,40,100	47,0,100,0	0,54,93,0	52,4,2,0	39,76,11,0	14,7,8,0
Hex (web) Value	#000000	#94d600	#f98e2b	#6cc5e9	#a45b96	#d9e0e2

TYPEFACES

Century Gothic, Hypatia Sans, Open Sans, Calibri and Arial are the suggested typefaces to be used for the development of any Communications initiative. Other project specific typefaces may by used by the Communications department on a case-by-case basis.

Montserrat is the only typeface assigned for use on the web. It is the default font on our website template. Josefin Sans and CCSignLaguage are used as accents. None of these fonts should ever be changed without prior, written approval from the District Webmaster.

Montserrat has a range of weights suitable for any layout and offers a great deal of flexibility for the layout of headings, body copy, and captions throughout a variety of media.

WEB TYPEFACE SAMPLES

Montserrat

VARIATIONS/WEIGHTS

Montserrat Thin
Montserrat Thin Italic
Montserrat ExtraLight
Montserrat ExtraLight Italic
Montserrat Light
Montserrat Light Italic
Montserrat Regular
Montserrat Italic
Montserrat Medium
Montserrat Medium Italic
Montserrat SemiBold
Montserrat SemiBold Italic
Montserrat Bold
Montserrat Bold Italic
Montserrat Extra Bold
Montserrat Extra Bold Italic
Montserrat Black
Montserrat Black Italic

Campus Logos

All Wylie ISD Campuses have their own brand and are expected to use the campus brand on official documents and communications.

Campus logos may be reproduced in any **approved** campus color, black or white. White is only allowed on black or very dark backgrounds (see options on pages 10-14).

AKIN

BIRMINGHAM

BUSH

COX

DODD

GROVES

KREYMER

SMITH

TIBBALS

WATKINS

WHITT

HARTMAN

DAVIS

DRAPER

HARRISON

BURNETT

COOPER

McMILLAN

WYLIE HIGH

WYLIE EAST

ACHIEVE

Campus Color Values

WYLIE HIGH SCHOOL

Color	Maroon	Black	Gray	White
Pantone Value	7421C	Process Black	Cool Gray 1C	N/A
RGB Value	97,22,45	29,29,29	226,225,221	255,255,255
CMYK Value	39,94,63,50	72,66,65,76	10,8,10,0	0,0,0,0
Hex (web) Value	#61162d	#1d1d1d	#e2e1dd	#ffffff

WYLIE EAST HIGH SCHOOL

Color	Navy Blue	Jay Blue	Powder Blue	Silver
Pantone Value	2757C	2935C	542C	877C
RGB Value	0,38,100	0,90,187	123,174,213	132,136,139
CMYK Value	100,91,31,27	100,65,2,0	42,18,0,6	51,40,39,4
Hex (web) Value	#002664	#005abb	#7baed5	#84888b

BURNETT JUNIOR HIGH SCHOOL

Color	Navy Blue	Jay Blue	Powder Blue	Silver
Pantone Value	2757C	2935C	542C	877C
RGB Value	0,38,100	0,90,187	123,174,213	132,136,139
CMYK Value	100,91,31,27	100,65,2,0	42,18,0,6	51,40,39,4
Hex (web) Value	#002664	#005abb	#7baed5	#84888b

COOPER JUNIOR HIGH SCHOOL

Color	Maroon	Black	Gray	White
Pantone Value	7421C	Process Black	Cool Gray 1C	N/A
RGB Value	97,22,45	29,29,29	226,225,221	255,255,255
CMYK Value	39,94,63,50	72,66,65,76	10,8,10,0	0,0,0,0
Hex (web) Value	#61162d	#1d1d1d	#e2e1dd	#ffffff

MCMILLAN JUNIOR HIGH SCHOOL

Color	Black	Maroon	Gray	White
Pantone Value	Process Black	7421C	Cool Gray 1C	N/A
RGB Value	29,29,29	97,22,45	226,225,221	255,255,255
CMYK Value	72,66,65,76	39,94,63,50	10,8,10,0	0,0,0,0
Hex (web) Value	#1d1d1d	#61162d	#e2e1dd	#ffffff

PARKER JUNIOR HIGH SCHOOL

Color	Jay Blue	Navy Blue	Powder Blue	Silver
Pantone Value	2935C	2757C	542C	877C
RGB Value	0,90,187	0,38,100	123,174,213	132,136,139
CMYK Value	100,65,2,0	100,91,31,27	42,18,0,6	51,40,39,4
Hex (web) Value	#005abb	#002664	#7baed5	#84888b

DAVIS INTERMEDIATE SCHOOL

Color	Black	Maroon	Gray	White
Pantone Value	Process Black	7421C	Cool Gray 1C	N/A
RGB Value	29,29,29	97,22,45	226,225,221	255,255,255
CMYK Value	72,66,65,76	39,94,63,50	10,8,10,0	0,0,0,0
Hex (web) Value	#1d1d1d	#61162d	#e2e1dd	#ffffff

DRAPER INTERMEDIATE SCHOOL

Color	Maroon	Black	Gray	White
Pantone Value	7421C	Process Black	Cool Gray 1C	N/A
RGB Value	97,22,45	29,29,29	226,225,221	255,255,255
CMYK Value	39,94,63,50	72,66,65,76	10,8,10,0	0,0,0,0
Hex (web) Value	#61162d	#1d1d1d	#e2e1dd	#ffffff

HAMPTON INTERMEDIATE SCHOOL

Color	Jay Blue	Navy Blue	Powder Blue	Silver
Pantone Value	2935C	2757C	542C	877C
RGB Value	0,90,187	0,38,100	123,174,213	132,136,139
CMYK Value	100,65,2,0	100,91,31,27	42,18,0,6	51,40,39,4
Hex (web) Value	#005abb	#002664	#7baed5	#84888b

HARRISON INTERMEDIATE SCHOOL

Color	Navy Blue	Jay Blue	Powder Blue	Silver
Pantone Value	2757C	2935C	542C	877C
RGB Value	0,38,100	0,90,187	123,174,213	132,136,139
CMYK Value	100,91,31,27	100,65,2,0	42,18,0,6	51,40,39,4
Hex (web) Value	#002664	#005abb	#7baed5	#84888b

AKIN ELEMENTARY SCHOOL

Color	Green	Yellow	Black	Navy Blue
Pantone Value	355C	130C	Process Black	2757C
RGB Value	0,154,61	244,170,0	29,29,29	0,38,100
CMYK Value	98,9,100,1	4,36,100,0	72,66,65,76	100,91,31,27
Hex (web) Value	#009a3d	#f4aa00	#1d1d1d	#002664

BIRMINGHAM ELEMENTARY SCHOOL

Color	Blue	Red
Pantone Value	2935C	200C
RGB Value	0,90,187	190,15,52
CMYK Value	100,65,2,0	18,100,83,8
Hex (web) Value	#005abb	#be0f34

BUSH ELEMENTARY SCHOOL

Color	Red	Blue	Yellow
Pantone Value	193C	288C	1205C
RGB Value	197,15,60	0,45,116	249,224,142
CMYK Value	16,100,76,5	100,87,27,19	3,9,53,0
Hex (web) Value	#c50f3c	#002d74	#f9e08e

COX ELEMENTARY SCHOOL

Color	Dark Blue	Silver	White
Pantone Value	2735C	877C	N/A
RGB Value	34,0,144	132,136,139	255,255,255
CMYK Value	99,100,6,7	51,40,39,4	0,0,0,0
Hex (web) Value	#220090	#84888b	#ffffff

DODD ELEMENTARY SCHOOL

Color	Forest Green	Navy Blue	White
Pantone Value	3305C	2757C	N/A
RGB Value	0,77,67	0,38,100	255,255,255
CMYK Value	93,45,69,42	100,91,31,27	0,0,0,0
Hex (web) Value	#004d43	#002664	#ffffff

GROVES ELEMENTARY SCHOOL

Color	Blue	Green
Pantone Value	301C	3415C
RGB Value	0,81,149	0,122,80
CMYK Value	100,69,23,7	100,26,86,14
Hex (web) Value	#005195	#007a50

KREYMER ELEMENTARY SCHOOL

Color	Blue	Yellow	Teal
Pantone Value	2945C	116C	3275C
RGB Value	0,76,151	255,205,0	0,179,152
CMYK Value	100,80,9,0	0,18,100,0	77,2,52,0
Hex (web) Value	#004c97	#ffcd00	#00b398

SMITH ELEMENTARY SCHOOL

Color	*Red*	*Black*
Pantone Value	*1805C*	*Process Black*
RGB Value	*144,0,0*	*29,29,29*
CMYK Value	*26,100,100,29*	*72,66,65,76*
Hex (web) Value	*#900000*	*#1d1d1d*

TIBBALS ELEMENTARY SCHOOL

Color	*Orange*	*Navy Blue*
Pantone Value	*1505C*	*2757C*
RGB Value	*255,108,0*	*0,38,100*
CMYK Value	*0,71,100,0*	*100,91,31,27*
Hex (web) Value	*#ff6c00*	*#002664*

WATKINS ELEMENTARY SCHOOL

Color	*Navy Blue*	*Royal Blue*	*Silver*
Pantone Value	*2757C*	*661C*	*877C*
RGB Value	*0,38,100*	*0,53,146*	*132,136,139*
CMYK Value	*100,91,31,27*	*100,85,17,6*	*51,40,39,4*
Hex (web) Value	*#002664*	*#003592*	*#84888b*

WHITT ELEMENTARY SCHOOL

Color	*Black*	*Silver*	*Purple*
Pantone Value	*Process Black*	*877C*	*266C*
RGB Value	*29,29,29*	*132,136,139*	*103,59,184*
CMYK Value	*72,66,65,76*	*51,40,39,4*	*72,84,0,0*
Hex (web) Value	*#1d1d1d*	*#84888b*	*#673bb8*

ACHIEVE ACADEMY

Color	*Blue*	*Green*	*Gray*	*Maroon*
Pantone Value	*5415C*	*5565C*	*Warm Gray 11C*	*7421C*
RGB Value	*90,126,146*	*137,167,158*	*104,92,83*	*97,22,45*
CMYK Value	*69,42,33,5*	*49,24,38,1*	*54,55,61,28*	*39,94,63,50*
Hex (web) Value	*#5a7e92*	*#89a79e*	*#685c53*	*#61162d*

HARTMAN EARLY CHILDHOOD LEARNING CENTER

Color	*Blue*	*Green*
Pantone Value	*Blue 072C*	*356C*
RGB Value	*0,28,168*	*0,120,54*
CMYK Value	*100,91,3,2*	*96,27,100,16*
Hex (web) Value	*#001ca8*	*#007836*

The colors listed above are the only approved colors. Please do not deviate from these specific color values unless absolutely necessary and you have prior written consent from your principal **and** the Communications Department. If a color change/ modification is required, please contact the District Webmaster.

Copy writing

WORDS MATTER

As brand assets go, our writing is as important as how we look. Every written communication should be clear, accurate and engaging and our written words should deliver something more – a consistent voice or tone that sets us apart and helps us connect on an emotional level with our audience. The Wylie ISD written voice is:

- More friendly than formal
- Active instead of passive
- Smart, not “smarty pants” (Avoid “academic-ese”, acronyms and legalese – unless it is a legal document)

The Associated Press Stylebook is our primary editorial guide.

Resources

The Communications Department has created several templates and resources in order to streamline your efforts to adhere to the brand.

There are print and digital templates available for download from www.wylieisd.net/branding. Every department is encouraged to use these resources.

BUSINESS CARDS

District business cards should use the approved template available for download on the branding site. Do not use alternate or modified templates without written approval from the Communications Department.

PRESENTATIONS

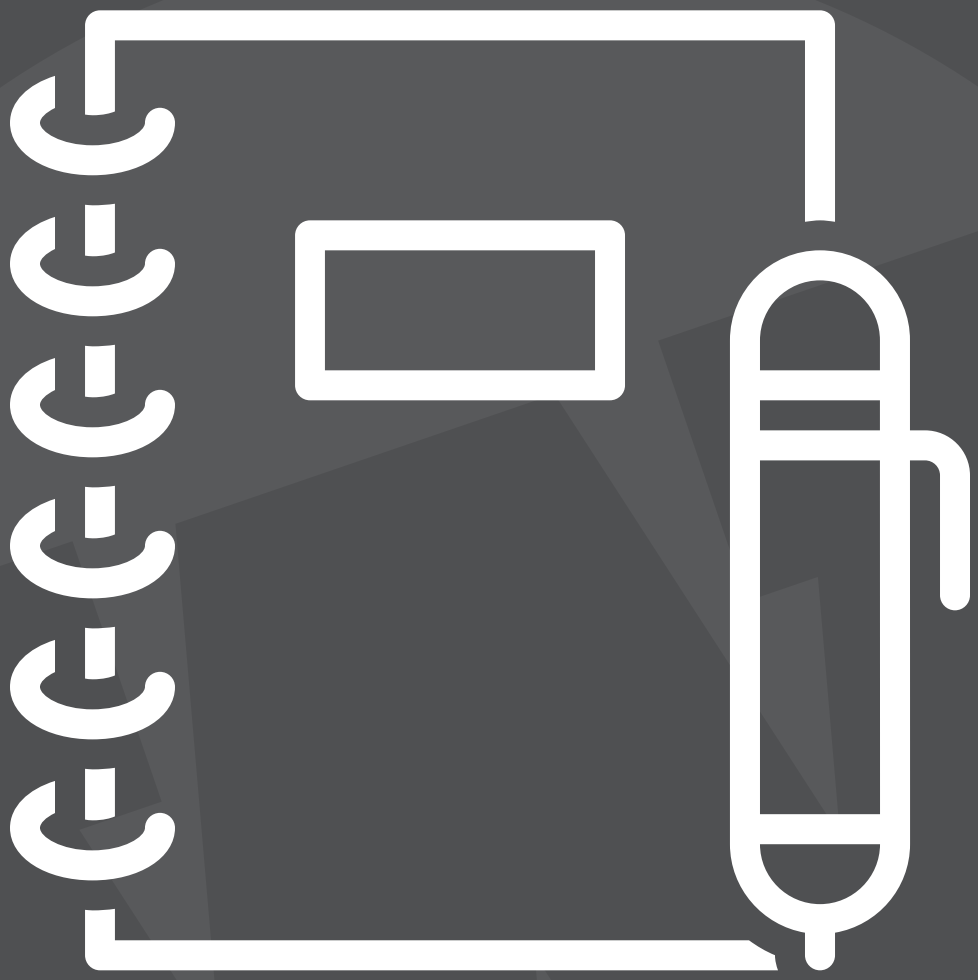
District approved PowerPoint templates (available on the branding website) are strongly recommended to aid in the delivery of your message to internal and external audiences. Presentations should not be overcrowded with text and should include photography and other visuals to help illustrate your message. **Ensure every slide contains the Wylie ISD logo when presenting to other professionals, whether internal or external.**

APPAREL AND PROMOTIONAL ITEMS

Apparel and promotional items must follow the District's style guide and properly use the District or campus logo and color palette. Commonly ordered items include:

- T-shirts and polos
- Lanyards
- Notebooks
- Tote bags

If you need assistance with ordering apparel or promotional items, please email communications@wylieisd.net



Wylie Independent School District

EDITORIAL GUIDELINES

This section includes some of the items you are likely to encounter. We will periodically update this guide as our style preferences evolve and when clarification of guidelines is needed.

Editorial Guidelines

ACADEMIC DEGREES

When writing advanced degrees, use the abbreviation with periods (e.g. Steve Smith, Ph.D.). On second reference, you may use Dr. Smith. Use an apostrophe for bachelor's degree and master's degree. Omit the apostrophe in associate degree and doctoral degree.

ACRONYMS

Spell out the full name on first reference unless the acronym is widely recognized. SAT is an example of a widely recognized acronym inside and outside academic circles. Generally, omit periods in acronyms.

AGES

Use figures for people and animals, but spell out for inanimate objects. (e.g. The student is 15 years old. The textbook is two years old.) Use hyphens for ages expressed as adjectives before a noun or as substitutes for a noun. (e.g. the 7-year-old boy. The boy is 7 years old.)

AMPERSANDS

Spell out "and." Avoid using ampersands (&) unless they are part of an official title or in use on the District website.

BULLETS

Each bullet should start with a capital letter. Keep the structure consistent and avoid mixing sentences and phrases in a bulleted list. Punctuation is not needed at the end of each bullet, but if used, must be uniform (as-in always use or never use).

CLASSES AND COURSES

Lowercase general references to subjects. (e.g. mathematics, history, photography), unless they include the name of a country, language (e.g. English literature) or number (e.g. Algebra II). Capitalize exact course titles and those followed by a numeral. (e.g. U.S. Military History; Biology I).

COMMAS IN A SERIES

Eliminate the comma before the conjunction, unless it is needed for clarification. (e.g. The flag is red, white and blue. We learned more about the STEM, Culinary, and Career and Technical Gold Seal categories.)

DATES

When a month is used with a specific date, abbreviate only Jan., Feb., Aug., Sept., Oct., Nov. and Dec. (e.g. Aug. 15, 2006, was the due date.) Spell out all months if using them alone or with only a year. (e.g. August 1980 was one of the hottest months on record.) If using only a month and a year, do not separate the year with a comma. (e.g. October 1989 was unusually cold.) If using the month, day and year, set off the year with a comma. (e.g. Feb. 1, 2015, was the last day to register.)

WYLIE INDEPENDENT SCHOOL DISTRICT

For external audiences, use Wylie Independent School District on first reference or Wylie ISD. District (capitalized) is acceptable on second reference. Never use WISD as it can be ambiguous (e.g. Waco or Waxahachie ISD).

WYLIE ISD BOARD OF EDUCATION

Wylie ISD Board of Education (or Wylie ISD Board of Trustees). On subsequent references, you can use the board or trustees. Do not capitalize on second reference.

GRADE LEVELS

Generally, spell out numbers one through eight (e.g. ninth grade). Use freshman, sophomore, junior and senior instead of ninth-12th grade. Use all numerals in a mixed situation (e.g. 5th grade and 10th grade). Use a hyphen if a noun follows the grade.

PERCENTAGES

Spell out instead of using the % symbol when using percentages in text.

PRE-KINDERGARTEN

Use pre-kindergarten on first reference. You can use Pre-K on subsequent references (note the capitalization).

SUPERINTENDENT

Use Wylie ISD Superintendent David Vinson, Ph.D. on first reference. On second reference you may use the superintendent (lowercase) or Dr. Vinson or Dr. David Vinson.

TELEPHONE NUMBERS

Use periods (e.g. 972.429.3000)

TIME OF DAY

Use 8 a.m. instead of 8:00 a.m. Do not repeat a.m. and p.m. unnecessarily. (e.g. 4-5 p.m., 9 a.m.-3:30 p.m., 10 a.m.-noon, 2 p.m., or 4 to 5 p.m., 9 a.m. to 3:30 p.m., etc.) Use noon and midnight.

TITLES

Capitalize when they precede a person's name. (e.g. The children sang to Principal Bill Smith as he entered the auditorium.) Use lower case for generic teacher titles (e.g. art teacher) but capitalize when the title includes a language, number of Country (e.g. English III, U.S. History). Capitalize specific teacher titles (e.g. Law Enforcement teacher).

Wylie Independent School District

WEBSITE GUIDELINES

District & School Website Guidelines

A visit to our website is often the first time our community interacts with us. Whether it's learning more about programs or locating contact information, many people will view a web page before they pick up a phone. That is why it's so important that all of our public websites reinforce the District's image, are updated regularly and contain relevant information.

We represent one of the largest and most recognizable organizations in the area, and we want every aspect of our communications to parents, students, employees, prospective employees, the community and business members to be just as easily recognizable.

By utilizing the Content Management System (CMS) provided by Finalsite, maintaining a consistent look is much easier to create and sustain. The information in this document is meant to help keep up certain standards and be a useful guide to maintaining your website.

RESPONSIBILITY OF THE SCHOOL, DEPARTMENT OR PROGRAM

- Each intermediate, junior high and high school's Webmaster will be responsible for the development and maintenance of that campus website.
- Principals are ultimately responsible for any and all of the content posted on their school's website.
- All elementary, department and Achieve Academy content will be maintained by the district webmaster.
- The District's Communications and Staff Development departments will provide training and supporting documents.
- The Communications Department will be responsible for adherence to the District and school brands and style guidelines. The District Webmaster will oversee the content posted to the District website and make cursory audits of school websites.

Website Content

CONTENT REQUIREMENTS

Information posted to the web should be relevant, reviewed and updated on a regular basis. Write announcements and news articles in an inverted pyramid style, with the most pertinent information in the first few sentences. Visitors tend to scan for information. Keep it brief and to the point. Check that your content is free of grammatical and spelling errors.

**The Associated Press Stylebook is the preferred reference guide.*

- Check pages frequently for broken links and outdated information (use the scheduling feature to automatically remove old content).
- Save yourself time and effort — link to District content when possible (standards of dress, lunch menus, school supplies or other District information)
- Links to Wylie ISD related sites hosted on external Web servers are allowed. However, ensure the link opens in a new window/tab.
- Always use the tools available in the Finalsite CMS to make your content accessible to those users that may have visual or auditory limitations. See the Content Accessibility section for more information on ADA compliance.

PROHIBITED CONTENT

- Links to personal websites or pages pertaining to or created by staff, parents or students are not permitted.
- For security reasons, do not post campus layout maps, bell schedules or bus schedules. Please contact the Communications Department with questions or comments.
- Google sites are not allowed for any public facing content.

Wylie Independent School District

CONTENT ACCESSIBILITY

Content Accessibility

The Wylie ISD websites are accessed and used by a diverse group of people. Some of our users, including students, parents and employees, have visual or hearing impairments that create challenges when accessing websites and require the use of assistive technologies such as screen readers and text-only browsers.

Information on how to make your content accessible can be found below and online at www.wylieisd.net/websiteaccessibility.

WHY SHOULD I CARE ABOUT ACCESSIBLE CONTENT?

Accessible content is better content. In most cases, when a content creator takes the time to think about accessibility throughout the creation of documents, they typically create better quality materials.

LEGAL REQUIREMENT

The Office of Civil Rights (OCR) as well as the Americans with Disabilities Act (ADA) require that content provided via electronic means is accessible to all users.

Creating digital documents that are accessible to all students and staff is essential for ensuring equitable learning opportunities and complying with legal requirements. This guide is intended to assist all Wylie ISD educators and staff to understand the importance of accessibility and provide step-by-step instructions on creating ADA-compliant digital documents.

Overview of ADA and WCAG 2.2 Standards

AMERICANS WITH DISABILITIES ACT (ADA)

The ADA is a civil rights law that prohibits discrimination based on disability. In education, it requires schools to provide digital content that is accessible to all students, parents and staff, including those with disabilities.

Web accessibility means that people with disabilities can equally

perceive, understand, navigate, and interact with websites and tools. It also means that they can contribute equally without barriers. Anything posted online must be capable of being transformed by Assistive Technology (AT). Assistive Technology refers to products, equipment, and systems that enhance learning, working, and daily living for persons with disabilities.

WEB CONTENT ACCESSIBILITY GUIDELINES (WCAG) 2.2

Developed by the World Wide Web Consortium (W3C), WCAG 2.2 provides internationally recognized standards for making digital content accessible. The guidelines include principles, criteria, and techniques to ensure content is perceivable, operable, understandable, and robust.

The recommended compliance level for educational documents is WCAG Level AA, which balances accessibility with practical implementation.

Why Accessibility Matters in K–12 Education

Accessible documents ensure that all learners, including those with disabilities, can access educational content equally. Accessibility fosters inclusiveness and supports the Universal Design for Learning (UDL) framework, which benefits all students by providing multiple ways to engage with material. Accessible digital content and documents are also mandated by multiple state and federal laws, primarily the Rehabilitation Act (Sections 504 & 508) and The American With Disabilities Act (Title 2).

What makes Documents Accessible?

The key principles of accessible documents are guided by the Web Content Accessibility Guidelines (WCAG) which are based on 4 principles known as POUR.

Perceivable: Information and user interface components must be presented in ways users can perceive.

Operable: Interface components and navigation must be operable by all users.

Understandable: Information and operation of the user interface must be understandable.

Robust: Content must be robust enough to be interpreted reliably by a wide variety of user agents, including assistive technologies.

The intention of the POUR model can generally be achieved using The Fab Five. These five things hold the key the vast majority of web accessibility compliance.

1. **Alt Text**
   All non-text objects are tagged with alternative text.
2. **Headings**
   Heading elements are tagged and follow the correct nesting order.
3. **Text Formatting**
   Anything different must be tagged!
4. **Links**
   Link text must be descriptive and unique.
5. **Tables**
   Simple layouts with tagged headers.

How do I Make my Document Compliant?

The following section will help you address each of the main accessibility issues.

ALT TEXT

The #1 Rule for Alt Text - Photos can enhance your text but they cannot replace it. Relying solely on photos and infographics obstructs accessibility for users of assistive technology.

HOW TO MEET COMPLIANCE FOR ALT-TAGS:

1. Ensure that any textual content within images is accurately reflected in the Alt Tag.
2. Keep descriptions concise, akin to a tweet rather than an essay.
3. Alt Tags must convey the same meaning as the visual elements they represent.
4. Avoid using images solely composed of text, as they are not permissible for accessibility compliance.
5. When infographics are accompanied by adjacent identical text, Tag them as artifacts.
6. For infographics featuring textual alternatives, ensure users are directed to the accompanying text file within the Alt-Tag.

Alt Text rules apply to every digital platform including, but not limited to our website, Facebook, Instagram, documents, and presentations.

TAG PHOTOS

- **Word:** Right Click > View Alt Text OR Alt-Text button in the Picture Format section of the ribbon. On the Alt Text window, type your Alt Text into the window.
- **Canva:** Right Click > Alternative Text > Type in a description > Save.
- **Adobe InDesign:** Right Click, Object Export Options. Under Tagged PDF at the top, next to Apply Tag, click down arrow and select From Structure. Click on Alt Text at the top. Under Alt Text Source, select Custom. Type your description into the box. Click Done.

- **Adobe Acrobat:** Open Accessibility Tools and select Add Alternate Text. On the Alternate Text box check box for Decorative Figure.
- **HTML:** Place “alt=” tag inside SRC code. Example: <img src=”meeting.jpg” alt=”Meeting Room with Podium” width=”500” height=”600”>

TAG ARTIFACTS

Shapes, spacers, Text-Adjacent images which do not give additional meaning should be turned into an artifact.

- **Word:** Right Click > View Alt-Text OR Alt-Text button in the Picture Format section of the ribbon. On the Alt Text window, check the button for “Mark As Decorative.
- **Canva:** Right Click > Alternative Text > Check Box for Mark As Decorative > Save.
- **Adobe InDesign:** Right Click, Object Export Options. Under Tagged PDF at the top, next to Apply Tag, click down arrow and select Artifact.
- **Adobe Acrobat:** Open Accessibility Tools and select Add Alternate Text. On the Alternate Text box check box for Decorative Figure.
- **HTML:** Place alt=”” within image code. Example: <img src=”meeting.jpg” alt=”” width=”500” height=”600”>

METADATA

THREE DATA POINTS NEEDED

- Document Title (May or May Not be the same as Your Heading Level 1)
- Author (Use your district’s name / Acronym rather than your personal information.)
- Language (Set default language of the document. Usually defaults to English.)

WHERE TO FIND IT:

Adobe Acrobat: File > Document Properties.

Description Tab - Title and Author.

Advanced Tab - Default Language.

Adobe InDesign: File > File Info

Basic Tab - Title and Author.

Language defaults to the language set for the user interface.

Word: File > Properties

Summary Tab - Basic Tab - Title and Author.

Language defaults to the language set for the user interface.

Canva:

Title defaults to the name of your Project

Author Defaults to the name of the User

Language is set in File > Settings > Language

HTML (webpages):

Inside the header section, add the following elements:

<title>Page Title</title>

<meta name="author" content="John Doe">
<html lang="en">

HEADINGS

THREE RULES

1. Headings are a required element for ALL documents and webpages
2. The primary function of Headings is navigation
3. Headings should flow logically and sequentially

HOW TO MEET COMPLIANCE FOR HEADINGS

- **Tagged.** Headings must be created with tags rather than fonts.
- **Nested.** Down levels cannot be skipped.

WHERE TO FIND IT:

Adobe InDesign: Tagging is handled in the Paragraph Styles window. If you cannot see it, click on Window, Styles > Paragraph Styles.

- Right Click [Basic Paragraph] and select “Duplicate Style”
- Name it Heading 1
- Click Basic Character Formats and set Default Font
- Click Hyphenation & Uncheck it.
- Click Character Color and set default color
- Click Export Tagging. At the top, under EPUB and HTML Change tag to H1. At the bottom, under PDF tagging, change tag to H1.
- Click OK
- Repeat this entire process to create H2, H3, H4, etc.
- Once Styles are created, select the text in the document and click the Style to apply it.

Word: Styles are found under the Home tab of the ribbon. There is a “Styles” window and you can also open the Styles pane. Headings levels are already built. To update Style fonts, create your heading in the document as regular text and use the FONT settings to select the font face, size, and color. RIGHT click on whichever heading you wish to update with this style and choose “Update Heading to Match Selection.”

Canva: Of all platforms, headings are the MOST inconsistent in Canva and the location/steps will depend on the template you used to create your design.

- Document based templates will typically have H1 and H2 headings on the text input box at the top. They can also be found when clicking the + sign in the document creation window.
- Click text in the document, then click the font name at the top. Then Text Styles > Document Style
- If headings are present, you will see them listing. If there are no headings: Go to Design > Styles. Expand the font sets and choose another.
- When exporting from Canva, it will be necessary to check & correct headings in Acrobat.

TEXT VARIATION

SCREEN READERS CAN'T SEE:

- Font Face
- Font Size
- Font Color
- Font Case

THE RULES OF FONTS:

- If you touch it, you tag it
- Only use ALL CAPS for acronyms
- Only use underline for links
- Use Strong & Emphasis Styles instead of Bold/Italics buttons.

WHERE TO FIND IT:

Adobe InDesign: No additional steps.

Word: Use Strong & Emphasis Styles instead of Bold/Italics buttons.

Canva: No Additional Steps.

HTML (Webpages): Tag using Styles (Strong, Emphasis)

LINKS

TWO RULES

- Rule 1 - Links must be descriptive
- Rule 2 - Links Must be unique

HOW TO ENSURE COMPLIANCE

- No Broken Links
- Don't use "Click Here"
- Don't use the URL
- Don't repeat a link.

Adobe InDesign: Highlight the text, Right Click, and select "Hyperlinks" then "Add Hyperlink" Enter the URL, then click on Accessibility tag. Type a description in the Alt Text and click OK.

Word: Highlight the text, Right Click and select "Hyperlink". Enter the URL and then click ScreenTip. Type in a description and click OK, then OK.

Canva: Highlight the text, click the Link icon at the top of the text box, Enter the URL, click OK.

HTML (webpages): Add a title="" to your HTML or an ARIA Label

TABLES

- Layout must be simple
- No secondary headers
- Title above the table
- No blank rows/columns
- Limited to single data sets
- Only used for tabular data
- Header row and/or column must be tagged
- Cells cannot be merged
- Scope must be set in PDF Files

WHERE TO FIND IT:

- **Adobe InDesign:** Table > Insert Table > Ensure you have Header Rows set to 1.
- **Word:** Insert > Table then draw the table out. Select at least one cell in the top row of the table then go to Table Layout in the Ribbon and click on Repeat Header Rows.
- **Canva:** Do not use tables, they will output as DIV Containers. While they will pass a scan, they will fail accessibility.
- **HTML (webpages):** All cells in top row MUST contain the code: <th scope="col"> instead of a <td> tag.

FIX MISSING HEADER TAGS

It is best to fix the error in the original file and then re-convert to PDF. If original is not available, go to the tags panel and locate the TR tag for the first row. Expand it, and locate all of the TD tags. Click on each and rename it TH.

ADD SCOPE TAG

- Go to the Reading order tool and enable "Show Reading Order Panel"
- Click on the table and click Edit Table in Reading Order Panel.
- Click first cell, hold mouse and draw line to last cell.
- Right Click > Table Cell Properties
- Use Scope Drop down to set Top row as Column Headers.
- If Column A contains Row Headers, start in Cell A2 and select remaining cells down. (Leave A1 as a Column Header)
- Set scope to Row Headers.

ADD TABLE SUMMARY

- Go to the Reading order tool and enable "Show Reading Order Panel"
- Right Click the Table and select Edit Table Summary

READING ORDER

You may not be able to set the reading order in the software you are creating in, however you can set the reading order in Adobe Acrobat.

WHERE TO FIND IT:

Adobe InDesign:

- Reading order is set by the Articles Panel
- To add the panel: Windows > Articles
- Each document can have unlimited articles. A good rule of thumb is to create articles based on Heading Level 2.
- There is no hard and fast rule about how Articles must be separated.
- Reading Order will match Top to Bottom order in Articles, but you must manually set that option.

How to create an article in InDesign

- Open the Articles Panel
- Click the “Hamburger” icon on the top right (series of horizontal lines) and select “Use for Tagging Order in Tagged PDF”
- Click the Plus icon with the box around it at the bottom (Create New Article) and name the first article.
- Drag items from the PDF file into the Article you created in the order you need them read in. (Do not drag over artifacts”)
- Repeat process to create as many articles as needed.
- Drag items up and down to change order as needed.

Adobe Acrobat:

- Open your PDF.
- Navigate to Tools > Accessibility.
- Choose the Reading Order tool from the Accessibility options.
- If the Order Panel isn’t visible, select Show Order Panel in the Reading Order window.
- Adjust the reading order:
- In the Order Panel, you can click and drag elements (like paragraphs, headings, etc.) to rearrange their order.
- You can also adjust the reading order within the Tag Tree (usually found under the Accessibility panel) by dragging and dropping tags.
- After making adjustments, you can use the Accessibility Checker or

manually check the reading order by using the arrow keys to “walk” through the tags in the Tag Tree, simulating how a screen reader would read the content.

General Best Practices for Document Accessibility

- Use semantic headings to structure your content logically (H1, H2, H3, etc.).
- Add alternative text (alt text) to all meaningful images and graphics.
- Ensure sufficient color contrast between text and background (minimum 4.5:1 ratio).
- Use accessible fonts and font sizes (sans-serif fonts, minimum 12pt for body text).
- Format tables with proper header rows and/or columns and avoid merged cells.
- Use descriptive hyperlink text (avoid “click here” or “read more”).
- Set the document language in file properties.
- Ensure logical reading order, especially in PDFs and complex layouts.
- Include captions for videos and provide transcripts when possible.

Creating Accessible Documents in Popular Tools

GOOGLE DOCS

- Use the Paragraph Styles menu to apply heading levels consistently (Heading 1, Heading 2, etc.).
- Right-click images and select Alt text to add descriptive text.
- Use built-in bulleted and numbered lists instead of manual symbols.
- Avoid the use of color alone to convey information or emphasis, screen readers cannot process color or font.
- Export as tagged PDFs for accessibility when sharing.

MICROSOFT WORD

- Apply built-in Styles to create headings and maintain document structure.
- Right-click images to select Edit Alt Text and add descriptions.
- Use Review > Check Accessibility to find and fix common issues.
- Create tables with Header Row enabled and avoid merged cells when possible.
- Set document language under Review > Language.
- Export as accessible PDFs using Save As > PDF > Options > Document structure tags for accessibility.

ADOBE INDESIGN

- Use Paragraph Styles to format headings and body text.
- Add alt text to images via Object > Object Export Options > Alt Text.
- Define reading order through the Articles panel by arranging content in the desired sequence.
- When exporting PDFs, check Tagged PDF and Use Structure for Tab Order options.
- Test exported PDFs using accessibility checkers like Adobe Acrobat Pro.

CANVA

- Use high-contrast colors to ensure readability.
- Choose sans-serif fonts such as Open Sans or Arial, with sizes at least 12pt for body text.
- Align text left and maintain a simple, logical layout.
- Avoid embedding important text in images alone.
- Export as PDFs, then use Adobe Acrobat Pro to add alt text and tags manually.
- Provide alternate text-only versions when possible.

Examples of WCAG Level AA Compliance

- **Text Contrast:** At least 4.5:1 contrast ratio for normal text, 3:1 for large text. When using district colors, text should use Black or Grape on white backgrounds. All other colors fail. However, using the other colors for large text or text box backgrounds will pass.
- **Headings:** Proper hierarchical order, such as H1 for main section headings, H2 for subheadings and H3-6 for further grouping text together. Never skip numbers for visual preference. Instead, edit the heading styles so the structure is correct and the visual is as intended.
- **Alt Text:** Clear descriptions of images conveying meaning or information. The best rule of thumb is use the least amount of words that can present a mental image of the photo/graphic.
- **Link Text:** Use unique and descriptive phrases such as “View the science curriculum” or “Visit our Communications website”. Never use “click here”.
- **Reading Order:** Logical flow of content that matches the visual presentation.

Tools and Resources for Accessibility

GOOGLE DOCS

- Grackle Docs: Add-on for accessibility checking.
- Chrome Extensions: Contrast checkers and screen readers.

MICROSOFT WORD

- Built-in Accessibility Checker under the Review tab.

ADOBE INDESIGN

- Object Export Options, Articles panel, and Tagged PDF Export.

CANVA

- Canva's Accessibility Help and Tips: https://www.canva.com/help/accessibility/
- WebAIM Color Contrast Checker: https://webaim.org/resources/contrastchecker/
- Use Adobe Acrobat Pro for adding alt text and tagging exported PDFs.

Glossary of Key Accessibility Terms

- **Alt Text:** Alternative text description for images.
- **Screen Reader:** Software that reads screen content aloud for visually impaired users.
- **Heading Structure:** Organized use of headings to create a document outline.
- **Color Contrast:** Difference in brightness between foreground and background colors.
- **Tagged PDF:** A PDF file with embedded structural information for assistive technologies.
- **Descriptive Links:** Hyperlinks with clear information about their destination.

Appendix

SAMPLE ACCESSIBLE DOCUMENT LAYOUTS

CLASS NEWSLETTER EXAMPLE:

- Heading 1: October Newsletter
- Heading 2: Upcoming Events
- Bulleted list of dates and events
- Heading 2: Classroom Highlights
- Left-aligned paragraphs
- Images with alt text (e.g., “Students planting in the garden”)
- Descriptive links (e.g., “See full calendar [School Events Page]”)

LESSON PLAN TEMPLATE EXAMPLE:

ELEMENT	ACCESSIBILITY TIP
Title	Use Heading 1
Objectives	Use Heading 2 and bulleted list
Materials	List with clear formatting
Activities	Numbered steps
Images	Include alt text
Links	Use descriptive text (e.g., “Read about ecosystems”)

P.O.U.R. ACCESSIBILITY CHECKLIST

FEATURE TO CHECK	NOTES	DONE
Is my doc Perceivable?	Added alt text and video captions.	
Is my doc Operable?	Set reading order to follow a logical path	
Is my doc Understandable?	Simple, readable language	
Is my doc Robust?	Clean HTML code	

ACCESSIBILITY QUICK CHECKLIST

TASK	DONE
Headings are used in correct order (H1, H2...)	
All images include appropriate alt text	
Sufficient color contrast between text/background	
Lists use proper formatting (no hyphens)	
Tables use headers and are simple (no merged cells)	
Descriptive link text is used (never “click here”)	
Document language is set (e.g., English)	
Reading order is logical (especially for PDFs)	
Captions are included for any video content	
Accessibility checker was run and issues fixed	

GOOGLE DOCS

TASK	WHERE TO FIND IT
Apply Headings	Format > Paragraph styles
Add Alt Text	Right-click image > Alt text
Check Contrast	Use Chrome extension or web tool
Run Accessibility Checker	Extensions > Grackle Docs

MICROSOFT WORD

TASK	WHERE TO FIND IT
Apply Headings	Use “Styles” panel
Add Alt Text	Right-click image > Edit Alt Text
Run Accessibility Checker	Review > Check Accessibility
Create Tables with Headers	Table Design > Header Row

ADOBE INDESIGN

TASK	WHERE TO FIND IT
Add Alt Text	Object > Object Export Options
Use Headings	Apply Paragraph Styles (H1, H2...)
Define Reading Order	Use Articles Panel
Export Tagged PDF	File > Export > Enable Tagged PDF

CANVA

TASK / GOAL	WHERE TO FIND IT / TIPS
Use accessible color contrast	Use dark-on-light or light-on-dark combinations. Test at WebAIM.
Choose readable fonts	Sans-serif fonts like Open Sans or Arial. Avoid scripts and all-caps in body text.
Use logical text hierarchy	Use consistent font sizes and weights to indicate importance.
Add alt text to images	Export PDF, then add alt text in Adobe Acrobat Pro or similar PDF editor.
Export accessible PDFs	Export your design as PDF and run through accessibility checkers or editors.
Provide alternative versions	Offer text-only or simplified versions for screen reader users.

TESTING TOOLS AND RESOURCES

INFORMATION & TRAINING

- Word Wide Web Consortium (w3c)
- Section508.gov
- webAim
- Knowbility
- Adobe Max

TESTING

- Wave tool (by Webaim)
- QualWeb
- Mac VoiceOver
- JAWS / NVDA

REGULATORY

- Department of Education - Office of Civil Rights
- Department of Justice - Civil Rights Division

ADVOCACY

- National Federation of the Blind
- National Association of the Deaf

CASE LAW

- Level Access - 10 Landmark Cases
- NFB Vs. Seattle
- EdX Vs. DOJ
- Gil Vs. Winn Dixie
- Payan Vs. LACCD
- NAD Vs. Harvard / NAD Vs. MIT
- Robles Vs. Domino's Pizza

Wylie Independent School District

ADDITIONAL RESOURCES

Best Practices

Use your students to help tell your story. The community loves seeing our kids in action. However, when doing so do not identify students without parental approval and unless it is necessary to tell the story, i.e. when a student wins an award.

When adding images, crop them to size and DO NOT resize them... especially when the result is a disproportionate image.

Cropped to Size

Resized to Fit

Do not use clip art on your campus website. If you need a graphic for the web, please contact the district webmaster for assistance.

Keep text simple and easy to read. There's no need to overuse fonts, colors and backgrounds — your message is more likely to get lost.

Simple, Easy to Read

Family Math Night

Our Family Math Night will be held Tuesday, February 3 at 6:30 p.m. Join us for fun activities for the whole family. Light snacks will be provided.

Overly Complicated

*****FUN **** FAMILY

JOIN US TONIGHT !!!!

We're having our annual

MATH NIGHT.

Photography and Graphics

Always optimize graphics and photos for the Web. Keep in mind that not everyone has a fast Internet connection.

Images on the web ideally should be less than 100k and 72 ppi (pixels per inch).

JPEGs work better for photos and PNGs are great for graphics.

Photos and graphics should NEVER be stretched or distorted.

Remember less is more. You don't want the graphics to take away from the message.

If you embed a photo or graphic within text, keep to a maximum of 1500 pixels wide.

All photos and graphics must have alt text associated with them when added to the website.

Media Release Form

All students have a signed FERPA form on file. Please be aware of any students on your campus that are not allowed to be used online. Always be prepared to remove a photograph quickly, when needed.

Slide Shows

Never use over or under exposed photos, those that may be considered inappropriate or images that may embarrass someone.

Rotate/crop images and keep slide shows under 100 images.

Give your slide show a relevant name.
Example: P.M. Akin Elementary holds annual Family Math Night

Suggestions

Documents and File Naming

- The preferred document type is PDF. They are more difficult to manipulate and by linking to a PDF most browsers will open the PDF directly, instead of downloading it to the user's computer.

  Ensure the PDF is ADA compliant. If not, do not post it.
- Do not store multiple versions of the same document on the website. If a new version is created, delete the old document and upload the new version.
- Page and file names should be concise and relevant. Spaces are acceptable.

  Examples:

  Band Schedule
  Principal's Message
  Student Nutrition Department
- When posting news and announcements, stay organized by using tags and display dates, especially expiration dates.

Additional Questions

If you have any additional questions, comments or issues about your website, please contact the District Administrator:

Doug Bellamy
972.429.3036
doug.bellamy@wylieisd.net

Checklist

It is best to have a checklist. It makes it easy to know that you have done everything correctly.

- [ ] **The Logo**
  Only use logos that are complete and in an appropriate version, created from original digital artwork. Please check that you have respected the minimum size and exclusion zone requirements.

- [ ] **Backgrounds**
  The logo should not appear on light or cluttered images without being reversed out and appropriate margins maintained.

- [ ] **Graphics**
  Check that any supporting graphics or graphic elements do not marginalize, obscure or overpower our logo.

- [ ] **Typography**
  Check that our typefaces have been used appropriately where applicable.

- [ ] **Design**
  Be sure to provide these guidelines to third parties or collaborating partners.

- [ ] **A final thought.**
  If in doubt, take a look back through this document. We don't ask for much, just a little love and respect for our branding. We think we've created a flexible system that won't stifle your creativity.