BERKLEY
SCHOOLS

Berkley Schools
Brand & Communication Standards

August 2026

Table of Contents

Introduction 3
Guiding Principles 3
District Logo Guidelines 4
School Logo Guidelines 5
Accent Color Usage 10
Brand Standards 11
- Color Accessibility 11
- Logo Spacing & Sizing 11
- Fonts 12
- Email Signature 12
- Presentations 13
- Letterhead 13
- Photos 13
- Photography Guidelines 13

Communication Standards 14
- Social Media Guidelines 14
- Language for District Assets 15
- Language Norms 16
- Ability 16
- Identity 17
- Family Formation & Communication 18

Communication Tools 19
- Digital Accessibility Standards for All Staff 20
- Digital Accessibility Tips 21

INTRODUCTION

This Brand and Communications Standards document outlines the Berkley School District's standards for design, branding, language norms and communications.

The Standards describes the visual elements that represent Berkley Schools, including guidelines and templates required to present a unified brand image and message. The branding guidance includes applications for logos, color pallets, typography (font families), communications systems and photography. As a Standards guide, it also gives guidance to District employees on using inclusive language and communications strategies. The Standards guide is a part of the District's cohesive strategy to ensure equity and inclusion in Berkley Schools. Inclusive communications is an evolving practice; this is a living document that will be reviewed and updated regularly as new guidance emerges.

Anyone, staff or vendor alike, responsible for creating materials for the District or any of our schools is expected to follow these guidelines and, for outside vendors, seek approval to use any District materials.

GUIDING PRINCIPLES

DISTRICT VISION

Our inclusive culture will inspire, empower and lead all learners to realize their full potential and make a positive difference in their future and community.

DISTRICT MISSION

Student engagement, learning and growth are at the center of all we do.

DISTRICT TAGLINE

Inspire. Empower. Lead.

PORTRAIT OF A LEARNER

Critical Thinker
Creative
Collaborative
Communicator
Curious
Courageous

DISTRICT LOGO GUIDELINES

The Berkley Schools logo must appear on all print and digital materials published by the District. This includes marketing materials, informational materials, newsletters, videos, etc. The logo is not required to be added to digital photos. The logo is not required to be added to graphics for social media, as the social media page itself is branded, however this practice is encouraged when applicable.

The words “Berkley Schools” in the logo are a graphic element inseparable from the symbol.

The words “Berkley Schools” in the logo may not be resized, rearranged, or recreated with any font for any reason.

The logo should never be out of proportion. If scaling the logo while creating print or digital materials, ensure that the aspect ratio is preserved by pressing shift while enlarging or shrinking the logo. Applications like Canva should preserve aspect ratios if the corner of the logo bounding box is used when scaling.

Logos should only be used in the color ways listed in this document: Full color, all black, all white or white and blue combined.

The logo should not be used graphically as part of a sentence or headline.

The logo should always be legible. Placing over colors, textures and photos that make it difficult to read should not be used.

The alternative logo should be used when the traditional logo does not fit the space of the design.

If any outside vendor wishes to use the Berkley School District logo, permission must be granted by the Berkley Schools Communications Office. Use of the logo without permission will result in a request to cease use.

SECONDARY LOGO

LOGO ALTERNATES

LOGO COLOR

PMS 282
CMYK: 100, 89, 34, 25
Hex: #1d3160

HAND COLORS

Shaded down from darkest to lightest:

80%
50%
20%
10%
0% (White)

INCORRECT LOGO USAGE EXAMPLES

Wrong font

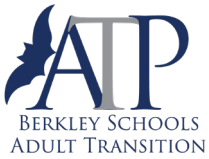
Out of proportion

Wrong color

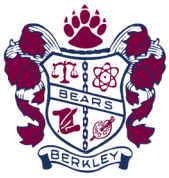
Not legible



















SCHOOL LOGO GUIDELINES

Each school logo has been developed to represent the school's mascot, colors and brand.

The school names attached to their logos may not be recreated with any font for any reason.

School logos should not be redesigned without the permission of the Communications Office.

Each school logo should never be out of proportion. If scaling the logo while creating print or digital materials, ensure that the aspect ratio is preserved by pressing shift while enlarging or shrinking the logo. Applications like Canva should preserve aspect ratios if the corners of the logo bounding box is used.

School logos should only be used in the color ways listed in this document: Full color, all black, all white.

The logo should not be used graphically as part of a sentence or headline.

The logo should always be legible. Placing over colors, textures and photos that make it difficult to read should not be used.

If any outside vendor wishes to use any school specific logo, permission must be granted by the Berkley Schools Communications Office. Use of the logo without permission will result in a request to cease use.

The Berkley High School Bear Head logo is a licensed trademark in Michigan and in the United States. It cannot be used without express permission from the Communications Office.

INCORRECT LOGO USAGE EXAMPLES



Font on angle



Out of proportion



Redesign/not legible

SCHOOL LOGO GUIDELINES

ANDERSON MIDDLE SCHOOL

ANDERSON MIDDLE SCHOOL

Anderson Middle School
3205 Catalpa Dr
Berkley, MI 48072

SECONDARY LOGOS







LOGO COLORS

PMS 350
CMYK: 84, 42, 100, 46
Hex: #1d4d25

PMS Black C (50%)
CMYK: 0, 0, 0, 50
Hex: #939598

MASCOT

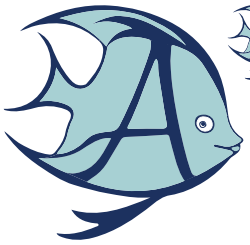
Vikings

ANGELL ELEMENTARY SCHOOL

ANGELL
ELEMENTARY SCHOOL

Angell Elementary School
3849 Beverly
Berkley, MI 48072

SECONDARY LOGOS





ANGELL ELEMENTARY SCHOOL
Be safe. Be kind. Be productive.

LOGO COLORS

PMS 282
CMYK: 100, 89, 34, 25
Hex: #1d3160

PMS 2204
CMYK: 34, 6, 16, 0
Hex: #a7cfd2

MASCOT

Angell Fish

SCHOOL LOGO GUIDELINES

ADULT TRANSITION PROGRAM

BERKLEY SCHOOLS
ADULT TRANSITION

Adult Transition Program
The Den
2119 Catalpa Dr
Berkley, MI 48072

SECONDARY LOGO

BERKLEY SCHOOLS
ADULT TRANSITION

LOGO COLORS

PMS 282
CMYK: 100, 89, 34, 25
Hex: #1d3160

PMS Black C (50%)
CMYK: 0, 0, 0, 50
Hex: #939598

MASCOT

Bats

BERKLEY BUILDING BLOCKS

berkley building blocks

Berkley Building Blocks
14700 W. Lincoln
Oak Park, MI 48237

SECONDARY LOGO

berkley building blocks

LOGO COLORS

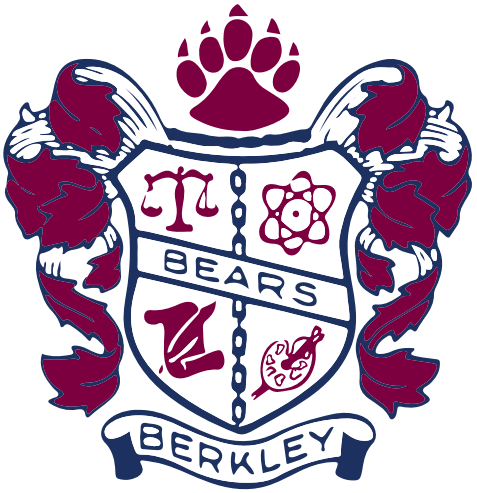
PMS 282
CMYK: 100, 89, 34, 25
Hex: #1d3160

PMS 282 (80%)
CMYK: 96, 79, 27, 12
Hex: #244779

PMS 282 (50%)
CMYK:67, 51, 18, 1
Hex: #6578a2

SCHOOL LOGO GUIDELINES

BERKLEY HIGH SCHOOL



Berkley High School
2325 Catalpa Dr
Berkley, MI 48072

SECONDARY LOGOS





LOGO COLORS

PMS 282
CMYK: 100, 89, 34, 25
Hex: #1d3160

PMS 222
CMYK: 0, 100, 10, 59
Hex: #7c0040

MASCOT

Bears

BURTON ELEMENTARY SCHOOL



Burton Elementary School
26315 Scotia
Huntington Woods, MI 48070

SECONDARY LOGOS





LOGO COLORS

PMS 282
CMYK: 100, 89, 34, 25
Hex: #1d3160

PMS 2718
CMYK: 62, 42, 1, 0
Hex: #6986c1

MASCOT

Blue Jays

SCHOOL LOGO GUIDELINES

NORUP INTERNATIONAL SCHOOL



Norup International School
14450 Manhattan
Oak Park, MI 48237

SECONDARY LOGO



LOGO COLORS

PMS 7691
CMYK: 89, 68, 1, 1
Hex: #2b5da8

PMS 136
CMYK: 2, 30, 99, 0
Hex: #f7b71b

MASCOT

The Hawks

PATTENGILL ELEMENTARY SCHOOL



Pattengill Elementary School
3540 Morrison
Berkley, MI 48072

SECONDARY LOGO



LOGO COLORS

PMS 5405
CMYK: 74, 46, 33, 7
Hex: #4e758b

PMS 128
CMYK: 5, 15, 87, 0
Hex: #f4d03e

MASCOT

Penguins

SCHOOL LOGO GUIDELINES

ROGERS ELEMENTARY SCHOOL



Rogers Elementary School
2265 Hamilton
Berkley, MI 48072

SECONDARY LOGO



LOGO COLORS

PMS 7691
CMYK: 96, 78, 27, 12
Hex: #214778

PMS Black C
CMYK: 0, 0, 0, 100
Hex: #000000

MASCOT

Raccoons

ACCENT COLOR USAGE

DISTRICT ACCENT COLOR

PMS 7472
CMYK: 65, 0, 40, 10
Hex: #45af9f

Berkley Schools and most individual schools have an accent color as part of their branding standards. Accent colors are used in addition to primary colors but should not be used in place of primary colors. For example, the Berkley Schools accent color of teal should not be used if the primary navy blue is not present.

Accent colors also must be used in an accessible way. The color chart listed in the Color Accessibility section of this Standards guide should be followed when accent colors are used in digital assets.

COLOR ACCESSIBILITY

Berkley School District follows the WCAG 2.1 AA guidelines for digital accessibility. This means high color contrast is important in developing all digital materials. The use of strong contrasting colors in designs ensure it can be easily read and seen by all people, especially people with visual impairments. See the chart below for the accessibility options that follow brand guidelines.

School	Print	Web	Web Accessible Combination
Anderson Middle	PMS 350 CMYK: 84, 42, 100, 46	#1d4d25	Aa White (#FFFFFF) Aa
Angell Elementary	PMS 2204 CMYK: 34, 6, 16, 0	#a7cfd2	Aa Blue (#1d3160) Aa Black (#000000)
Adult Transition	PMS 282 CMYK: 100, 89, 34, 25	#1d3160	Aa White (#FFFFFF) Aa
Berkley Building Blocks	PMS 282 CMYK: 100, 89, 34, 25	#1d3160	Aa White (#FFFFFF) Aa
Berkley High	PMS 282 CMYK: 100, 89, 34, 25	#1d3160	Aa White (#FFFFFF) Aa **NO:** Aa Aa
Burton Elementary	PMS 2718 CMYK: 62, 42, 1, 0	#6986c1	Aa Blue (#5173b8) *New Blue* Aa
Norup International	PMS 7691 CMYK: 89, 68, 1, 1	#2b5da8	Aa White (#FFFFFF) Aa **NO:** Aa Aa
Pattengill Elementary	PMS 5405 CMYK: 74, 46, 33, 7	#4e758b	Aa White (#FFFFFF) Aa **NO:** Aa Aa
Rogers Elementary	PMS 7691 CMYK: 96, 78, 27, 12	#214778	Aa White (#FFFFFF) Aa
Berkley School District	PMS 282 CMYK: 100, 89, 34, 25	#1d3160	Aa Teal (#45af9f) White (#FFFFFF) Aa **NO:** Aa

LOGO SAFE SPACE

BERKLEY SCHOOLS

Eria non net explatur sum aut in nullo illestium essit, officiu

BERKLEY SCHOOLS

MINIMUM LOGO SIZE

BERKLEY SCHOOLS

BURTON ELEMENTARY SCHOOL 1925

LOGO SPACING & SIZING

A safe area around both the Berkley Schools logo and each school's logo must be preserved to allow maximum legibility of the logo. No elements such as typography, other logos, graphics or photos may intrude upon this safe area.

In addition, placing the logo too close to a cut or folded edge also violates the safe area.

- For the District logo, the safe space is equal to the height of the B.
- Logo should be sized appropriately for each particular purpose.
- Berkley Schools logos and school logos may not appear smaller than .5" by .5"

DISTRICT STANDARD FONTS

Trajan Pro

Calibri

ALTERNATE FONTS

Arial

San Serif

FONTS

The District has two standard fonts: Trajan Pro and Calibri.

Trajan Pro, Bold, (or Trajan Pro 3) should be used primarily as heading and display text. It should rarely be used for copy/paragraph text. This font is available in Adobe products. If a District employee would like to add it to their Canva Pro account, contact the Communications Office for the font file.

Calibri is the preferred font for District publications as the copy/paragraph/body font. Calibri can also be used as heading and display text.

If Calibri is not available for the copy/paragraph text, Arial can be used as a substitute; in Gmail, San Serif; in Finalsite, Global Font or Arial.

These fonts should be used when creating official District or school documents. Alternate fonts may be acceptable when creating graphics or flyers and using them for heading text, however, the primary fonts are preferred.

SAMPLE EMAIL SIGNATURE

Jessica Stilger, APR
Director of Communications
Berkley Schools
she/her/hers

Berkley School District
14501 Talbot
Oak Park, MI 48237
jessica.stilger@berkleyschools.org
www.berkleyschools.org
p. 248.837.8095
c. 248.506.6602

Connect with us
Facebook
Instagram
YouTube

EMAIL SIGNATURE IMAGE SAMPLE - NOT COMPLIANT



EMAIL SIGNATURE

Due to the accessibility law, it is important for all staff to follow the guidelines listed below for email signatures.

All staff should have an email signature included in their Gmail settings.

To find the email signature, click on the settings gear, scroll down to click on “see all settings,” then scroll down to the signature setting.

Email signatures should be text, not images. When images are used, any text contained within is not accessible to those who use screen readers to interact with digital content. Placing an image of a signature created in an alternate program, like Canva, is not allowed.

Email signatures should not use color to emphasize words or actions as the only emphasis (color plus bold is ok).

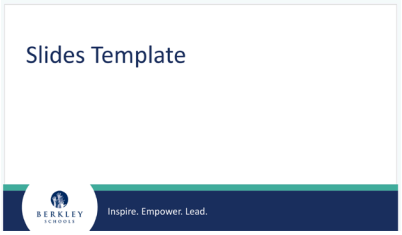
EACH EMAIL SIGNATURE SHOULD CONTAIN

- Name
- Title
- School / Building
- Address
- Phone number
- Email address

EACH EMAIL SIGNATURE MAY ALSO CONTAIN

- Preferred pronoun
- Links to a District, school or classroom social media page
- Links to the District or school website

SAMPLE SLIDE PRESENTATIONS



SAMPLE LETTERHEAD



PRESENTATIONS

To continue to represent the District and school brands as according to Branding Guidelines, official District and school public presentations should be created with the official District and school Google slide templates. You can locate those templates in the Slides Template Google Folder.

LETTERHEAD

During the 2022 Strategic Plan roll out, new District, school and individual letterhead was created. Staff should not use letterhead files from prior to 2022 that includes the old District tagline and graphics. To find the new letterhead to create documents, visit this Google Letterhead folder.

PHOTOS

Berkley School District is full of wonderful students, learning opportunities and facilities. There is not a need to use stock photography in official District publications. If you need photos of buildings or a few photos of students learning, please use those provided in this Google Folder, which will serve as the Berkley Schools in-house stock photography.

PHOTOGRAPHY GUIDELINES

Diversity encompasses far more than race. Each school community contains people of diverse ages, origins, gender identities, sexual orientations, physical and developmental abilities, socioeconomic statuses, religious beliefs, parental and marital statuses, educational backgrounds, veteran status, citizenship, income and employment. Within your school community, you have educators and students with varied interests, tastes, fashions, personalities and identities.

Every photo captured tells a story about that school community as well as the District as a whole.

It's important to capture the diversity present at events and in the classroom. By paying attention to what a camera is capturing, you are opening windows and mirrors. However, the imagery that you select should not overstate or misrepresent what that diversity looks like (for example, only taking photos of female students, when male students are also present). When a small number of people are repeatedly or prominently featured in such a way that suggests the District is more diverse in some areas than it may truly be, this is misleading and called tokenism.

When preparing to take photos at an event or in your classroom, consider the following:

- Who is missing or excluded? Can everyone see someone like themselves represented in these photos?
- Would I want to be portrayed this way?
- Are any stereotypes being perpetuated in the photo I am using?
- Do these images accurately represent our community? Does this look like a picture of my school?

COMMUNICATION STANDARDS



SOCIAL MEDIA GUIDELINES

The Berkley School District encourages teachers, advisors and coaches to find ways to communicate with their families. Social media sites may be used for this purpose. Staff members who create social media sites for the purpose of showcasing their classrooms, students, or anything related to their employment, must follow these guidelines.

- **Personal pages and content must be separate from a page dedicated to your classroom/school activity.**
    - In other words, you cannot post about your personal preferences, opinions on political candidates, ballot issues, etc, on your school social media pages. When you post about your classroom or school you are acting as an official steward of the District, and you must remain neutral and apolitical like the District must. *A United States Supreme Court ruling, Lindke vs Freed, is dictating these specifications.*
- Inform the Communications Office that you have started a page, so the District account can follow you.
- Posting photos and videos of students is OK, as long as they are not on the No Media list.
- First and last names of students should not be used on social media together. If you feel like identifying students is appropriate for your content, use first names only.
- Be mindful of how you identify your students - saying a student is in an ASD program, for example, shares their disability with the public and should not be disclosed.
- While families do not need to give express permission for their children to appear on social media (outside of the permission for photo/video annually), all staff members who use social media should notify their families on how the social media site will be used and how they can follow along. **Families may not opt out of social media only.** The only restrictions we offer are clearly communicated in the Annual Back to School Packet.
- Social media should not be the exclusive tool used to communicate with families. Not all families have social media accounts.
- Staff personal pages are encouraged to be set to private. It is also recommended that staff members not include their employer and job title in their personal social media profile. Doing these two steps keeps a clear separation between personal and professional pages.
- It is highly recommended that staff members should not be friends on social media with students and current parents/guardians of students in their class.
- Social media posts are public records. Posts should not be deleted, especially if that post was the only digital record of the information shared within it. Exceptions: If you accidentally post a photo with a “no media” student, that photo can be removed or replaced.
- Comments must always be allowed or always not allowed. You cannot pick and choose per post.

COMMUNICATION STANDARDS

COMMUNICATIONS OFFICE CONTACT

Jessica Stilger, APR
Director of Communications
communications@berkleyschools.org

ON SOCIAL MEDIA SITES, EMPLOYEES SHOULD NOT

- Act as a spokesperson for Berkley School District, unless authorized by the Superintendent.
- Disclose confidential information with regards to Berkley School District, its students, or employees or information that is protected by data privacy laws, including FERPA.
- Post images or videos on any social media network of co-workers without the co-worker's consent.
- Post images of students on any social media network without written parent/guardian consent, except for images of students taken in the public arena, such as at sporting events or public performances.
- Post any nonpublic images of Berkley School District's premises and property, including floor plans.
- Follow students (minors) and classroom parents/guardians. You should keep a professional line between you and the constituents you serve.
- Use obscene, profane or vulgar language on any social media network or engage in communications or conduct that is harassing, negative, threatening, libelous, or defamatory or that discusses or encourages any illegal activity or the inappropriate use of alcohol, use of illegal drugs, sexual behavior, sexual harassment or bullying, while utilizing a school related account.
- Delete comments from class/club/school pages. There are only a handful of reasons comments can be deleted that wouldn't violate the First Amendment. If you feel like a comment should be removed (because it is a threat, for example) please reach out to the Communications Office to discuss.

LANGUAGE FOR DISTRICT ASSETS

- **Yes - MISTAR**
- No - Mistar, MiStar, MiSTAR

- **Yes - The Berkley School District**
- **Yes - Berkley Schools**
- No - The Berkley Schools
- No - Berkley Public Schools
- No - Berkley Community Schools

- **Yes - ParentConnection**
- No - ParentPortal

- **Yes - Administrative Offices**
- No - Tyndall Center
- No - Administration Office

- **Yes - Berkley Building Blocks**
- No - Avery Center

- **Yes - The BEAR Complex**
- No - The Trash Lot

- **Yes - Performing Arts Center**
- No - The Auditorium

- **Yes - The Den**
- No - Cana

- **Yes - Multi-Purpose Room**
- No - Multipurpose Room

- **Yes - Kids' Zone**
- No - Kids Zone
- No - Kid's Zone

COMMUNICATION STANDARDS

LANGUAGE NORMS

Berkley School District is committed to keeping diversity, equity and inclusion at the forefront of its goal of creating an environment where all staff, students and community members feel a sense of belonging.

The following guidelines support an inclusive way to speak with and about our students and families. By making shifts in our language, we create safer spaces for our students, allowing them to show up stronger for learning.

ABILITY

AMERICAN PSYCHOLOGICAL ASSOCIATION



Avoid language that ascribes a negative association to disability, mental illness or addiction.

Samples include “blind spot,” “a deaf ear,” “turning a blind eye,” “lame,” “spaz,” and other words or expressions that stigmatize physical disability, as well as phrases like “I’m so OCD about my schedule” or “This cake is like crack to me.”

Use neutral or active language when referring to someone’s disability, injury, illness or addiction. Avoid language that suggests suffering, affliction or struggle unless that information is known and relevant to the information being shared.

- **Example**: “Mr. Mahsood uses a wheelchair” (not “Mr. Mahsood is wheelchair-bound”).
- **Example**: “Andrea Navarro has anxiety” (not “Andrea Navarro suffers from anxiety”).
- **Example**: “They are in recovery from addiction” (not “They struggle with addiction”).

For more guidance: American Psychological Association, General Guidelines for Reducing Bias.

To speak to audiences of all abilities

- Use language that is accessible to audiences of all abilities and cognitive levels.
- Avoid the use of jargon - non-educator speak for the general public.
- Write in the active voice, using clear and direct language.
- Assume your audience does not understand the topic you are addressing, and take time to level-set the topic for a greater audience.
- Explain acronyms or other terms of the profession in plain language.
- Provide structure in writing such as subheadings and bullets that allow readers to easily follow the information being presented.

COMMUNICATION STANDARDS

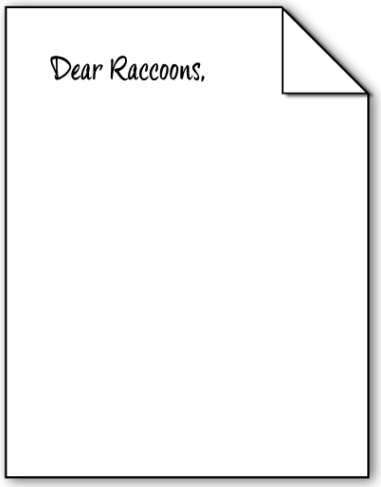


IDENTITY

Use language (names and pronouns, especially) that reflects what people call themselves. Take the time to find out what words a person or group uses for their identities and experiences, rather than making assumptions.

- If you are writing or speaking about someone whose pronouns you do not know, use their name, rather than assuming which pronoun to use, or use "they" as a gender-neutral pronoun.
- Avoid the use of gender-specific terms unless relevant.
  - Use "friends," "class," "students" or "children" when addressing a class instead of "boys and girls."
  - When addressing a group use "folks," "guests" or "friends" (instead of "you guys" or "ladies and gentlemen.")
  - Avoid adding gender-specific modifiers to someone's profession or role. For example, use "nurse" rather than "male nurse."
  - When presenting a generalization or speaking in the abstract, use "they," including as a singular pronoun. "When a student enters our school, they are welcomed …" (instead of "he/she is welcomed.")
- If you do not have the opportunity to ask about someone's title (Mr./Mrs.), consider using their full name in correspondence, such as, "Dear Raj Patel." Using Ms. instead of Mrs. is also appropriate to not assume someone is married.
- Understand and respect the differences between sexual orientation and gender identity.
- Avoid identifying members of the LGBTQ+ community without permission.
- Use person centered language unless otherwise indicated.
  - **Example**: "A person who is blind" not a "blind person."
  - **Example**: "People with disabilities" instead of "the disabled."
  - **Example**: "Black people" instead of "Blacks."
  - **Example**: "A deaf person" instead of "deaf," unless someone has indicated they identify themselves this way, then follow their lead.
  - **Example**: A person with autism may not consider themselves to be disabled, but may identify as autistic.
- Write without stereotyping. Be aware of stereotypes about race, gender, sexual orientation or physical ability that could show up as implicit bias.
  - **Examples**: Describing a person of color as "articulate," suggesting that someone of Asian descent is "naturally" skilled at math or science, or expressing surprise when a woman excels in a field that has traditionally been dominated by men, such as the construction trades.
- Include race and/or ethnicity to describe individuals only when relevant.
- Avoid references to age unless necessary and relevant. If a reference to age is necessary, use specifics rather than generalizations ("older than 65" rather than "elderly.")

COMMUNICATION STANDARDS



FAMILY FORMATION & COMMUNICATION

It's important to recognize and honor that families are all configured differently. Some students are being raised by a mom and dad, some have single parents, some have same-sex parents, some live with grandparents, others are in foster care, etc. It's important to be mindful of all of these situations when choosing language to communicate.

- Consider "parent/caregiver," "parent/guardian," or "families" instead of "parents" when addressing groups.
- Instead of assuming the marital status of adults, choose the generic Ms. for women unless you know otherwise, or consider using the adult's first name to address them instead.
- If you host events such as "Doughnuts with Dads," ensure that other types of non-parental caregivers, including single parents, grandparents and non-related caregivers, are also honored and included. This event could be renamed "Donuts with Grownups," to be more inclusive.
- Use language that is mindful of the pressures families face outside of school. For many families, weekends, breaks and time off school can be stressful, rather than fun or relaxing. Take these circumstances into consideration when you are referring to what happens outside of school.
    - **Example**: A homework assignment can direct a student to read a book "outside of school with an adult," rather than, "Read this book in your room at bedtime with your Mom or Dad."
    - **Example**: An end-of-year newsletter can wish families "a safe and healthy summer," rather than saying, "I'm sure we are all looking forward to some rest and relaxation."
    - **Example**: When returning from a long school break, you could ask students, "What did you do," over break, not "where did you go/visit?"

COMMUNICATION TOOLS

COMMUNICATION TOOLS & DIGITAL ACCESSIBILITY

The Berkley School District offers staff tools for digital communication. These tools are designed for uniform experiences for families as well as to lessen the number of tools for staff. As the District moves to a uniform approach for communication, it is encouraged that staff refrain from using additional digital tools that are not under a District contract like Remind.

COMMUNICATION TOOLS

Website

- Finalsite is the platform the District website is built with. The Communications Team, building administrators and secretaries as well as Central Office departments use this platform to maintain the website content.
- Staff, departments, etc, **should not** have websites that are built on other platforms.

App

- The District has a Berkley Schools app that connects with the website to share information with the community.

Teacher to Family Communication

- Teachers may use the following software for communication:
  - Gmail
  - Finalsite Messages Enterprise and App
  - MISTAR Mass Email
  - Schoology (secondary)
  - SeeSaw (elementary)

School to Family Communication

- Gmail
- Finalsite Messages Enterprise
- MISTAR Mass Email

Staff to Staff Communication

- Gmail
- Finalsite Messages Enterprise and App

Newsletters

- Smore
- Finalsite Messages Enterprise

COMMUNICATION TOOLS

DIGITAL ACCESSIBILITY STANDARDS FOR ALL STAFF

The Berkley School District is committed to following the WCAG 2.1 AA accessibility standards. This new law, enforced by the U.S. Department of Justice, requires that all school districts who serve populations under 50,000 be digitally compliant by April 26, 2028.

The following are reminders about digital accessibility:

Links

- Links contained on the website, using digital platforms (Smore, Schoology, etc) and in email should clearly indicate where the user will end up when they click on the link.
  - **Example:** If linking to a document titled "Field Trip Form," use the words "Field Trip Form" as your link text, rather than "click here" or simply "Form."
- URLs for links should not appear in digital communications. Typing a full URL into an email (www.smore.com/syzesh12345) or posting on a website would cause a screen reader to read the URL like a word, instead of letting the user know it's a link.

Photos

- If photos are added to digital content, they need to include Alt Text. Alt Text describes the photo to someone who has low or no vision. Alt Text should recreate the photo for someone who can't experience the photo.
  - **Alt Text Example:** Two young students are sitting on the lawn reading a picture book about turtles together.
- Alt text can be added in most digital platforms, including on social media.
- Alt text is required for Smore newsletters.

Flyers

- A picture (.png or .jpg) of a flyer with words on it cannot be accessed by screen readers. If a flyer graphic is used, consider it decorative.
- The text that the flyer is trying to convey ALSO needs to be added alongside the graphic so all users can consume the information.

QR Codes

- QR codes are mechanisms to share information on print applications. Unless the QR code was digitally coded to contain a link, QR codes do not work on digital devices like phones.
- QR codes should be used for print materials.
- URLs should be used for digital materials unless the creator knows how to add a clickable link to a QR code.

COMMUNICATION TOOLS

Color

- Color cannot be the only mechanism used to convey information. Many people are color blind and telling them to review the red text, for example, is not appropriate. If emphasis is needed, consider using bold text in addition to color.
- Color contrast is an important component of the WCAG 2.1 AA accessibility standards as well. Poor contrast also removes access from those with low vision or color blindness. If a dark background is used, ensure the highest contrast possible by the color/shade choice is made.

Underlining

- Avoid underlining for emphasis, and instead consider using a bold text. Underlining words for emphasis creates a situation in the digital space where the underlined word looks like a broken link.

Using Style Sheets

- To create accessible documents, webpages and newsletters, it's important to use the built in style sheets and headers to ensure proper formatting and organization of information.
- Documents should be organized in an outline style - Headings cascading down in proper numerical order.

Plain Text

- Use text on the page instead of an attachment as much as possible. Native text allows readers to scan and/or scale the content as needed on their device.
- Audiences may not be able to open, read or understand attachments such as PDFs, Powerpoints and Excel spreadsheets, depending on their ability, device and software access.

DIGITAL ACCESSIBILITY TIPS

Tips on how to make Google files more accessible.

For more guidance, visit WC3's Introduction to Web Accessibility.

Web Accessibility Perspectives: Explore the Impact and Benefits for Everyone

Read the full law on the ADA website