

Website Review Checklist

The website review checklist is a tool for the website owner to use with the site webmaster and web publishers to ensure the website and web content is created and maintained in compliance with the laws, regulations, policies, and other directives related to DDESS websites.

If you have questions or need assistance with your website you may contact the DDESS Webmaster, Cyndi Hoberg at: cynthia.hoberg@am.dodea.edu or (678) 364-8048.

	Yes	No
<p>1. Does your website include common content and use common terminology?</p> <p>Common content:</p> <ul style="list-style-type: none"> • Contact Us • About • Site map or index • Forms/publications • Jobs • Regulations, policies, procedures • Required policies and links <p>Common terminology:</p> <ul style="list-style-type: none"> • Use common expressions, generally used terminology. • Refrain from using acronyms or technical terms without defining them in context. • Acronyms must be spelled out the first time they are used on each page. 	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. Do you comply with information quality guidelines?</p> <p>a. Establish a content review process to keep content current - it is critical for providing accurate and timely information and services to the public.</p> <p>b. Write for the Web – The Web is inherently different from any other medium, in terms of getting your message across, especially print. To write good Web content, you need to learn some new rules (that probably contradict what you've been taught about writing in the past). The new rules are easily summarized:</p> <ul style="list-style-type: none"> • Simple is good. No more padding, complex sentence structures, fancy vocabulary. • Be brief and clear. • Get rid of pompous, stuffy language. • Eliminate unnecessary verbiage. <p>See Writing for the Web on the DDESS Intranet for additional information. http://intranet.am.dodea.edu/VisualInformation/WebPublishingHelp/WritingfortheWeb.htm</p> <p>c. Provide context on each page. Each separate Web page must make sense in its own context because you don't know whether or not your reader will have the context of surrounding material to help them make sense of it, particularly since you don't know just where they're entering your site. They may start on your home page, a search engine may drop them in the middle of the site (per your frame of reference) as the result of a search query, or they may have bookmarked an internal page during a previous visit to your site.</p> <p>d. "Under Construction" Web pages are not to be published.</p> <p>e. Contact Us Page Includes mailing address, phone number, email or web contact form, and direction on how to report errors.</p> <p>f. About Us Page Includes full name of organization, name of leadership (Superintendent, Principal, etc.), information about parent organization, description of your mission, link to CSP, SIP.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Website Review Checklist

- g. Provide links to other pages in the Website with related content.**
- h. Page Titles.** Each web page should have a descriptive, unique, concise, and meaningful page title. The page title is the text that appears at the top of the web browser when you view a page.



3. Do you avoid posting information only employees are interested in?

4. Do your web publishers avoid duplication of content on other websites?
 Avoid duplicating or recreating content that already exists on your own or another federal public website. Your audience can become confused if they find overlapping or inconsistent information on the same subject, either on your own website or on another DoDEA website. By focusing your efforts on creating content related to your own mission – and using links to related content – you save time and resources.

Examples of ways to avoid duplicating content:

Avoid duplicating or recreating content that already exists on your own or another federal website. The best practice to ensure accurate and quality web content is to create it once – by the organization having the greatest expertise – and use it many times through links.

Website Review Checklist

Link to District or Community website



Contact Us Forms

Welcome to Faith Middle School

Home of the Warrior Bears

Proud member of the Georgia/Alabama School District



Calendar | Food Service (Menus) | Team Web Pages | Clubs & Activities | Student Resources | Teacher Resources

About Our School

Principal's Page

Policies & Procedures

School Improvement

Transportation

Curriculum & Instruction

PTO Information

Employment Opportunities

Severe Weather

High School Information

PCSing Families

Mailing Address

Faith Middle School

1375 Ingersoll Street

Ft. Benning, GA 31905

Principal: Dr. Julie

Gonzalez

Phone: (706) 545-0310

Fax: (706) 545- 7800

News and Announcements

ALERT!! ALERT!! Faith Middle School's main line phone number (706)545-5524 is not working. Please call 706-545-0310 if you are attempting to call the school.

Great opportunities for students in grades 6 - 8. [Space Camp Info!](#) [Call for the Arts Info.](#)

View our [New Photo Galleries: AVID Photo Gallery!](#)

[Girls Bowling Photo Gallery](#)

2007 Partnership of the Year
Faith Middle School, The Military Police Academy and Troy University

[What is PIE? Watch this video to learn more...](#)

[Weekly Activity Calendar](#)

[Download the Principal's Newsletter for Quarter 2](#)

[Best Practices](#)

Faith Middle 1 5 of 62



Mark Your Calendars!

2/4/09 Girls bowling starts the 4th of Feb. and will be going for 12 days not to include Tuesdays [Download Letter to Sponsor](#)
2/18/09 President's Day (No School)
2/19/09 Midterm Progress Reports
2/21/09 Soccer Begins 3:15 - 4:30 PM
2/7 March Tena Nova Achievement Testing

Link to DDESS website

[Accessibility](#) | [Privacy Policy](#) | [No Fear Act](#) | [Freedom of Information Act](#) | [DDESS Headquarters](#) | [DDESS Area Service Center](#) | [District Website](#)
This document was last updated February 14, 2008 4:02 PM. Contact the site [Webmaster](#) with questions or comments about this website.
Some files may require the Adobe PDF Reader or Flash Player. Both players are free and may be downloaded through the following links:
Download [Adobe Acrobat PDF Reader](#) | Download [Adobe Flash Player](#)

Links to DoDEA's website

5. Does your website use the approved domain?

The approved domain for DDESS web sites is am.dodea.edu. All public web content is published to this domain.



6. Do you show U.S. sponsorship on every page?

This can be accomplished by using text or a logo. The DDESS Webmaster can provide you with DDESS logos like the examples below.



7. Do your links follow the linking requirements:

a. **Notification that visitors are leaving**, - Hyperlinks to non-Government web pages must include a notification letting the customer know they are leaving your web site.

Example:



Website Review Checklist

b. Disclaimers for non-federal sites

Pages with external links to non-government sites should contain a disclaimer that neither the DoD, DoDEA, DDESS nor the District or school endorses the product or organization at the destination, nor do they exercise any responsibility over the content at the destination. (The previous example also meets this requirement.)

Example:

The links on this page are provided as a service to DDESS students. The appearance of hyperlinks does not constitute endorsement by the Department of Defense, DoDEA, or DDESS of the linked Web site or the information, products or services contained therein. DDESS does not exercise any editorial control over the information you may find at externally linked locations.

Note: If there is a site you would like added to this page, please contact the [DDESS Webmaster](#).

c. Established link review schedule

External links should be routinely reviewed to ensure their continued suitability. If the content of a linked external site becomes questionable or objectionable, remove the link. (This can be accomplished as part of your regularly scheduled content maintenance. See item #5)

d. Required links to be included on your homepage and all major entry point in your website: DoDEA's Privacy Statement, FOIA, No Fear, Accessibility statement, DoDEA Homepage, DDESS Homepage.

Example:

[Accessibility](#) | [Privacy Policy](#) | [No Fear Act](#) | [Freedom of Information Act](#) | [DoDEA Headquarters](#) | [DDESS Area Service Center](#) | [District Website](#)
This document was last updated February 22, 2008 2:53 PM Contact the site [Webmaster](#) with questions or comments about this website.
Some files may require the Adobe PDF Reader or Flash Player. Both players are free and may be downloaded through the following links.
[Down load Adobe Acrobat PDF Reader](#) | [Download Adobe Flash Player](#)

e. Hyperlinks to non-government Web sites must support your mission.

f. Avoid links or references to Web sites with security and access controls. Under certain circumstances, however, it may be appropriate to establish a link to a log-on site provided details as to the controlled site's contents are not revealed.

g. Hyperlinks to large documents or graphics must specify the file type and size in parenthesis at the end of the hyperlink.

Example:



h. Hyperlinks to file types that require a separate browser plug-in or helper application (e.g., Adobe Acrobat (.pdf)) must include a text only hyperlink to the location of the plug-in or helper application.

Example:

Down load [Adobe Acrobat PDF Reader](#) | Download [Adobe Flash Player](#)

Note: This is also a requirement of Section 508. See item 27 m below.

i. Use link labels that are meaningful, understandable, and easily differentiated by users.

- Hyperlink text should be brief but descriptive, not just "Click Here."
- Use text rather than images for links.

Website Review Checklist

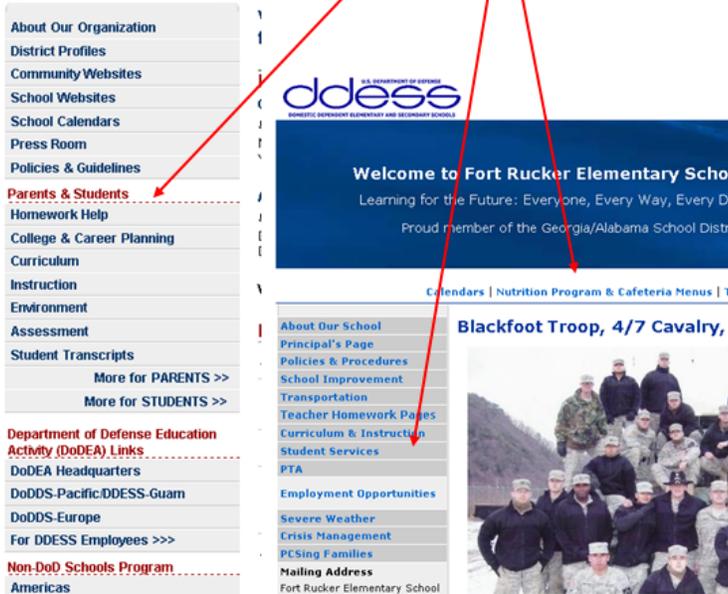
- Textual links should be blue and underlined (exception: navigation menus when the page design clearly indicates the area's function. Users typically understand a left-hand navigation rail with a list of links on a colored background, assuming it resembles the navigation areas on most other sites.
- Don't underline any text that's not a link.
- Use different colors for visited and unvisited links. The color for unvisited links should be more vivid, bright, and saturated than the color for visited links, which should look "used" (dull and washed out). As always, when using color to signal information, you should provide redundant cues for color-blind users. Making unvisited links brighter and more luminous than visited links will usually accomplish this goal.
- Don't use blue for non-link text.
- Don't use tiny text for links. (Exception: it's okay to use small font for links that few users will need (such as copyright info), as long as you place those links in a secondary location (such a footer) so users don't feel obligated to read them.
- Don't place links so close together that users with reduced motor skills will have difficulty selecting them.

8. Is your website written and organized for citizens and intended audiences (topics, audience groups, location)?

The target audience for school websites is parents or students (both are audiences, in which one becomes the primary or target audience will depend on the goals you set for your website.) What information are parents most frequently looking for? (What do they call the office about most frequently?)

Example of content organized for audiences:

Organized for intended audiences (topics, audience groups, location) Topics frequently viewed by the school's target audiences (parents & students)



9. Do you evaluate customer satisfaction and usability to improve your website?

10. Do you provide common access to a broad range of visitors?

You should routinely evaluate your website to be sure you're giving your visitors an equal chance to get the information and services you offer.

Website Review Checklist

- a. Design for commonly used screen resolution.** As of June 2006, 1024x768 was the most common screen size.
- b. Use an appropriate page layout to eliminate the need for users to scroll horizontally.**
- Note:** It is a best practice is to use a fluid design that changes based on the viewer's screen size.

Check it out yourself:

Click the appropriate button in the upper-right corner of the window to minimize or maximize a window.

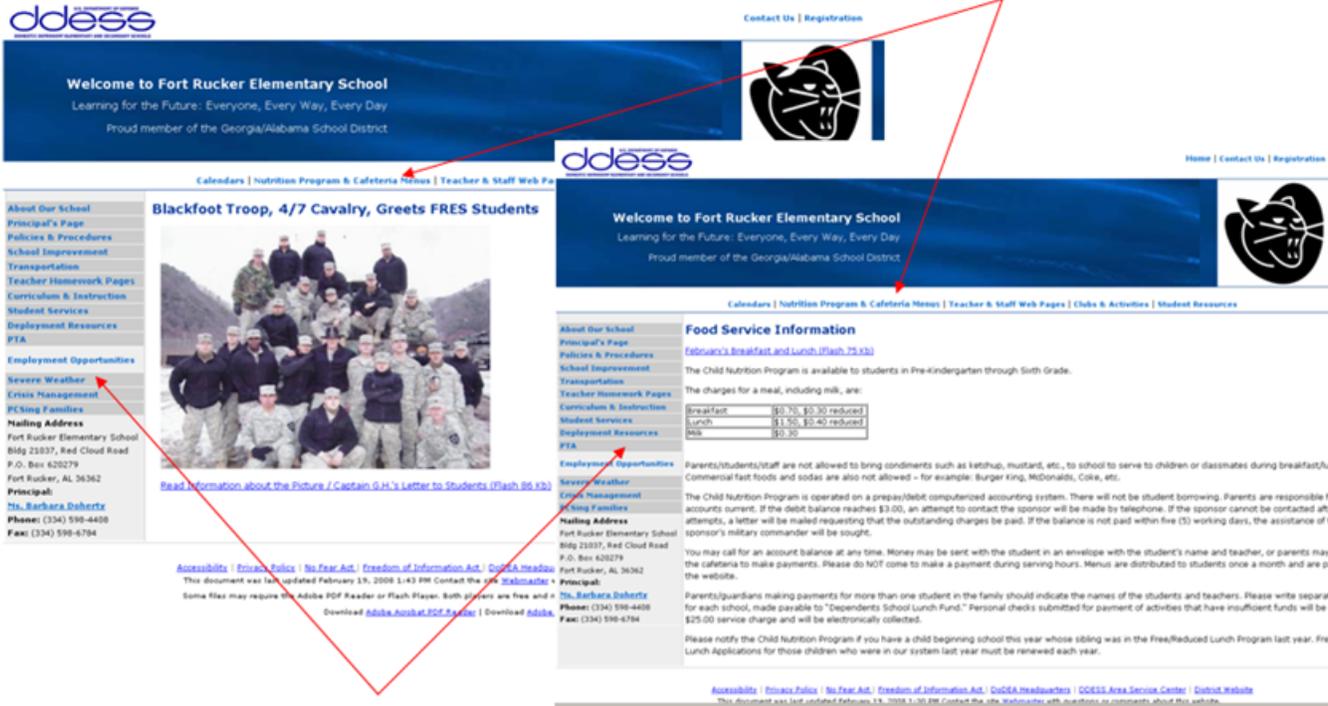
Click to maximize and to minimize

Resize your browser window to simulate different screen sizes.
Can you still access all the information?

<p>11. Is your content written in “plain language?” http://www.plainlanguage.gov/</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>12. Do you provide access to your content in appropriate file formats?</p> <ul style="list-style-type: none"> • Whenever possible content should be presented in standard HTML, XHTML, etc. • Only use Portable Document Formats (PDF), such as Adobe Acrobat, as an alternate format when there is a clear business need to use this format. For example, PDF format is an appropriate format when it is important to retain the original formatting of a document, such as forms or brochures , or if the document is very long (more than 5-10 print pages) and it is likely that readers prefer to print out the document for later reading rather than read the text on-screen. • Avoid making documents available only in proprietary formats that require purchase or licensing of commercial software (for example, MS Word, MS PowerPoint). • Include Text Descriptions: When linking to a document in an alternative format (such as PDF or MS Word), include a text description of the document, including the name, file type, and file size. This will ensure that visitors have a reasonable understanding of what to expect when they view the material and that search engines can easily find it. 	<input type="checkbox"/>	<input type="checkbox"/>
<p>13. Does the site use consistent navigation throughout?</p> <ul style="list-style-type: none"> • Put navigational items that appear on every page (such as the link back to the homepage) in the same location on each page. Make sure they have the same appearance and wording. • Use the same layout, appearance and wording for pages that are logically grouped (for example, by topic, audience, or organization). 	<input type="checkbox"/>	<input type="checkbox"/>

Website Review Checklist

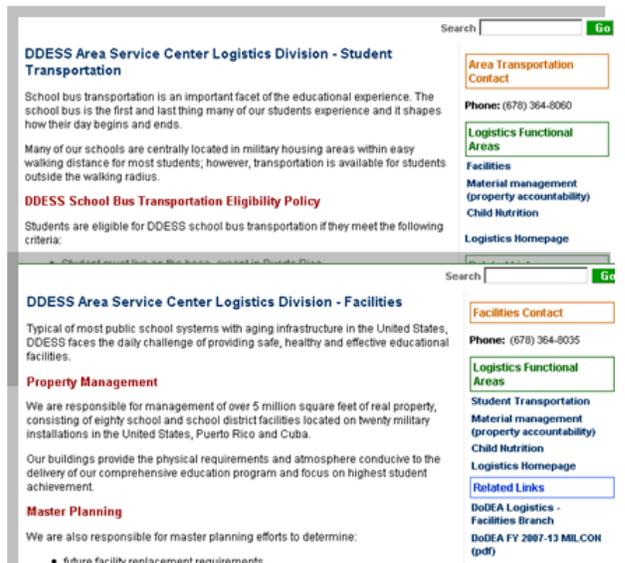
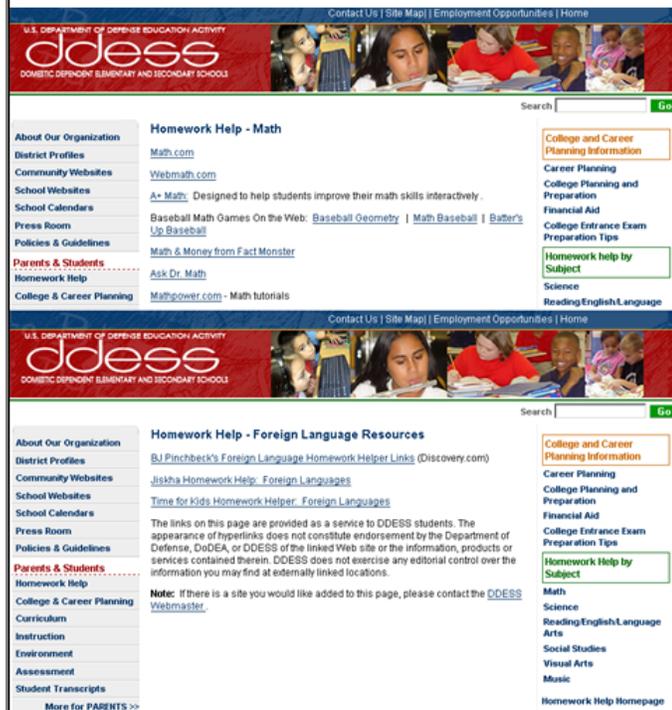
Examples of consistent navigation schemes:



Note: Using templates ensures you meet this requirement and also makes maintaining your website much more efficient.

Use consistent navigation continued . . .

Use the same layout, appearance and wording for pages that are logically grouped (for example, by topic, audience, or organization).



14. Does every page have a link back to the homepage (except homepage)?	<input type="checkbox"/>	<input type="checkbox"/>
15. Does your site comply with privacy requirements? Do not post information, the release of which would be a clearly unwarranted invasion of personal privacy.	<input type="checkbox"/>	<input type="checkbox"/>

Website Review Checklist

<p>This includes the following categories concerning U.S. citizens, DoDEA or DoD employees, and military personnel:</p> <ul style="list-style-type: none"> • Social Security Account Numbers; • dates of birth; • home addresses; • telephone numbers other than duty office numbers; • personal electronic mail addresses; • names, locations, and identifying information about family members of U.S citizens, DoDEA or DoD employees, or military personnel. 		
<p>16. Does your site comply with security requirements?</p> <p>a. Examine and verify Web pages for sensitivity and distribution/release controls, including sensitivity of information in the aggregate/disaggregate, prior to being posted on a publicly available Web site.</p> <p>b. Web pages may not contain any of the following:</p> <ul style="list-style-type: none"> • First, middle, or last name of any DoDEA employee, student, parent, or family member with the exception of first and second tier Component Heads (e.g., Superintendent, Principal, Assistant Principal). • The physical location of a Component overseas. Use only official APO/FPO mailing addresses. • Detailed building description, depiction (e.g., floor plan, school map, blueprint), or photographic layout of complete exterior. • Any telephone number other than the Component's official telephone or facsimile number, or a telephone number for a DoDEA employee's position, generally know to the public (e.g., "Principal," "Athletic Director"). • An electronic mail address that matches a current log-in account or name of a DoDEA employee. If this condition exists, an electronic mail address alias (e.g. "webmaster@am.dodea.edul") should be created and used. <p>c. Do not post individual student pictures. Pictures with groups of three or more students are permitted.</p> <p>d. Web site visitors must not be permitted to enter and/or post information directly into Web content (e.g., Web forums, message boards, chats)</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>17. Do you avoid the appearance of conflicts of interest?</p> <p>In accordance with the Joint Ethics Regulation, product endorsements or preferential treatment of any private organization or individual shall not appear on any official DoD publicly accessible site. Commercial sponsorships and advertisements are also prohibited.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>18. Does your site use images, video, animation, and audio appropriately?</p> <ul style="list-style-type: none"> • Only used to help convey, or are supportive of the website's message or other content. • Background images are simple and used sparingly. • Large images that fill the screen are not used on the first screen of a multi screen webpage. • Images should reflect a consistent theme and support the messaging on the website. • The use of images should reflect a professional design strategy consistent with an academic institution. • Images should be smaller than 35K 	<input type="checkbox"/>	<input type="checkbox"/>

Website Review Checklist

2 examples of what NOT to do with images and animation.



<p>19. Do you provide access for people with limited English proficiency?</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>20. Does your site comply with the Paperwork Reduction Act (OMB approval on forms/surveys)?</p> <p>Requests for information or surveys of the general public must conform to DoD and Federal Government (e.g., Office of Management and Budget) policy. Forms for general solicitations of comments that do not seek responses to standard questions, such as the common opinion-based feedback forms and e-mail links, are allowed.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>21. Do all web publishers comply with digital rights, copyright, trademark, and patent laws?</p> <ul style="list-style-type: none"> Copyrighted information or trademarked material cannot be used without the written permission of the copyright or trademark owner. All non-Federal government information, to include student works, should be considered copyrighted until proved otherwise. While most Federal government information is not copyrighted or trademarked, information from some Federal government agencies such as the National Aeronautics and Space Administration (NASA) may be copyrighted or trademarked, and written permission must be obtained before it can be used. A statement must appear near the copyrighted information stating it is used with permission. <p>Student Works. Before student works may be published on a Web site, permission must be obtained from the individual or, in the case of minors, parent/guardian.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Website Review Checklist

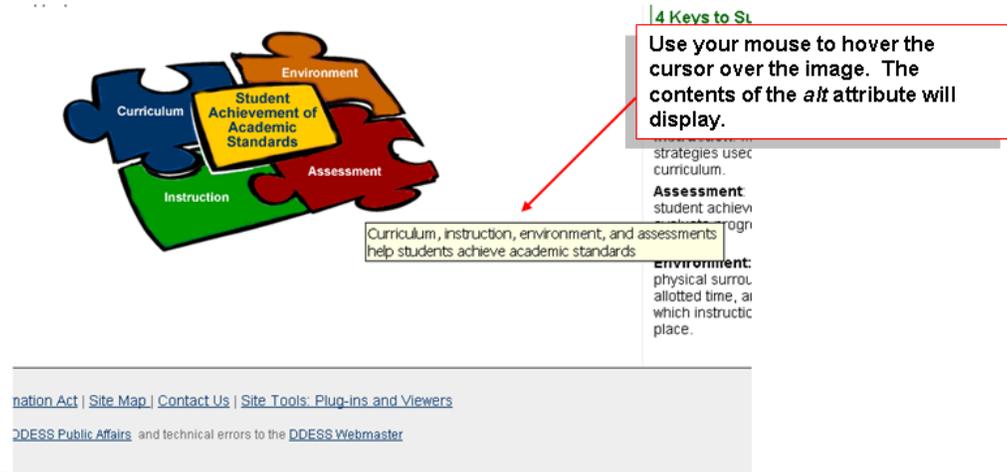
22. Do you ensure you website is accessible to people with disabilities (Section 508)?

a. A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).

Alternative text can be presented in two ways:

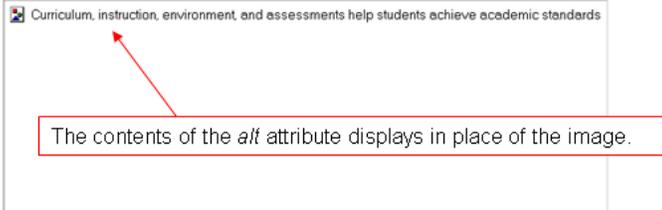
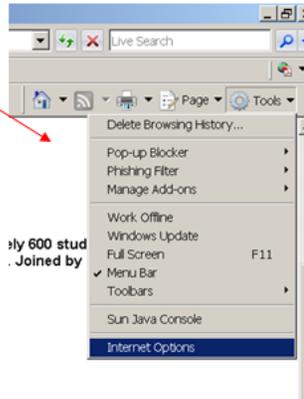
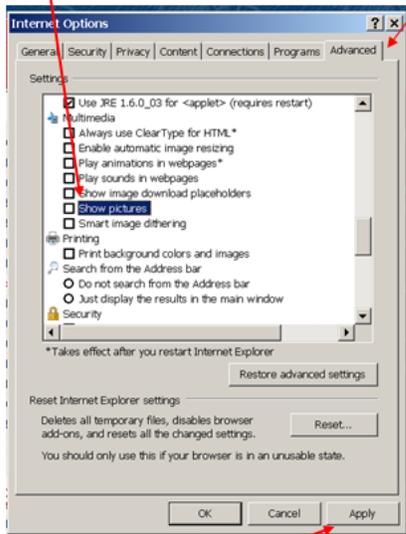
- Within the *alt* attribute of the images tag (HTML).
- Within the context or surroundings of the image itself.

You can see the contents of an image's *alt* attribute using Internet Explorer.



You can also turn off images to see an image's *alt* attribute using Internet Explorer's Internet Options.

1. Select **Internet Options** from the **Tools** menu.
2. Select the **Advanced** tab of **Internet Options**.
3. **Uncheck** the **show pictures** checkbox (scroll to the Multimedia section to see it)



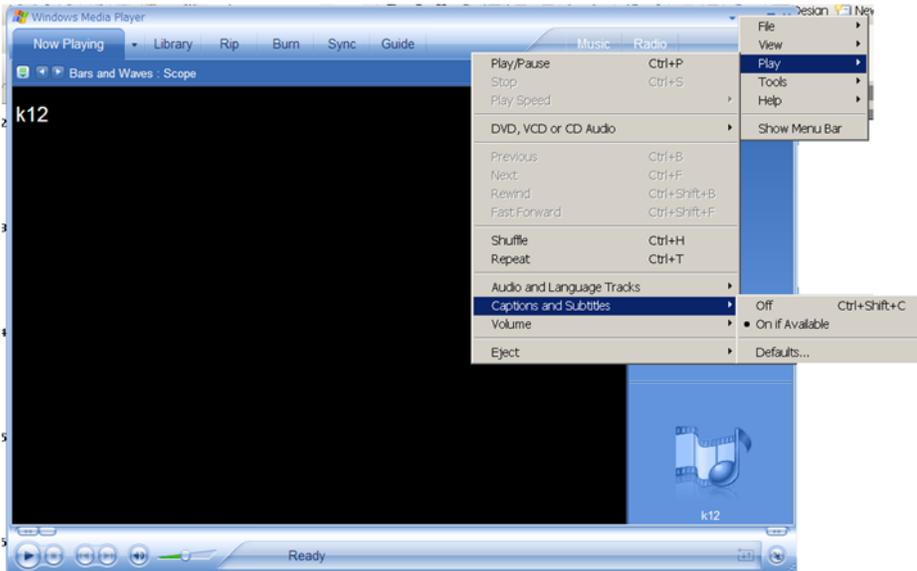
4. **Apply** the change.
5. Press **OK** to close the Internet Options
6. **Refresh** the web page.

Website Review Checklist

- b. Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.

Turn on captions or subtitles in Windows Media Player to see if videos meet this requirement.

1. Point to **Captions and Subtitles** on the **Play** menu.
2. Select **On if Available**.



- c. Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.

This standard requires that you use color only as a secondary indicator of meaning. The primary means for conveying information should be text within the context of the page or embedded within the graphic (using, of course, appropriate alt text!). The instructions in the following example are clear whether or not you can see the colorful buttons.



- d. Documents shall be organized so they are readable without requiring an associated style sheet.
- e. Redundant text links shall be provided for each active region of a server-side image map.
- f. Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.
- g. Row and column headers shall be identified for data tables.

Website Review Checklist

<p>h. Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers.</p> <p>i. Frames shall be titled with text that facilitates frame identification and navigation.</p> <p>j. Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz.</p> <p>k. A text-only page, with equivalent information or functionality, shall be provided to make a web site comply with the provisions of this part, when compliance cannot be accomplished in any other way. The content of the text-only page shall be updated whenever the primary page changes.</p> <p>l. When pages utilize scripting languages to display content, or to create interface elements, the information provided by the script shall be identified with functional text that can be read by assistive technology.</p> <p>m. When a web page requires that an applet, plug-in or other application be present on the client system to interpret page content, the page must provide a link to a plug-in or applet that complies with §1194.21(a) through (l).</p> <p>n. When electronic forms are designed to be completed on-line, the form shall allow people using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.</p> <p>o. A method shall be provided that permits users to skip repetitive navigation links.</p> <p>p. When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.</p>		
---	--	--

You can be relatively sure your site meets Section 508 standards e, f, l, and n above if you can navigate your website using keyboard commands.

Simply access the page and make sure that you can navigate through the entire Web page using the tab key (or equivalent). Ensure that every link and form item is accessible and that all forms can be filled out and submitted via the keyboard. If any content is displayed based upon mouse actions, make sure the content is also available using the keyboard.

To Do This	Press This
Move forward through the items on a webpage, the Address bar, or the Links bar	TAB
Move back through the items on a webpage, the Address bar, or the Links bar	SHIFT + TAB
Follow a Link	Enter

Common keyboard accessibility problems to watch for:

- "Popup" or "fly out" menus (menus that appear when you move the mouse over a link)
- Pages that change dynamically in response to user actions (not all of these cause keyboard accessibility problems, but they have the potential to cause problems)
- Flash objects not designed with keyboard accessibility in mind

About Us
Administration
Faculty
School Information
Policy
Food Service
News
Marshaling
Curriculum
Reading
Classrooms
Special Services
PTO
Links
Community
FCS
DDESS
DODEA

Website Review Checklist

References

The following links are to the Webcontent.gov website where you will not only find the law or regulation that applies but also resources and examples of how to implement a compliant solution.

Federal Laws and Regulations

- [Access for People with Disabilities \(Section 508\)](#)
- [Digital Rights, Copyright, Trademark, and Patent Laws](#)
- [E-Government Act of 2002](#)
- [Freedom of Information Act \(FOIA\)](#)
- [Government Paperwork Elimination Act \(GPEA\)](#)
- [Government Performance Results Act \(GPRA\)](#)
- [Information Quality](#)
- [Lobbying Restrictions](#)
- [No Fear Act](#)
- [Paperwork Reduction Act \(PRA\)](#)
- [Priorities and Schedules for Posting Content](#)
- [Privacy Requirements](#)
- [Security Protocols to Protect Information](#)
- [Small Business Paperwork Relief Act](#)
- [Web Records](#)

Executive Orders

[Other Languages](#)

Policies and Guidelines

- [OMB Policies for Federal Agency Public Websites](#)
- [DoD Web Policies and Guidelines](#)
- [DoD Webmasters Technical Information](#)
- [DoDEA 1005.1 DoDEA Administrators' Manual \(October 2007\)](#)
- [DoDEA Regulation 6800.1 Domain Registration](#)
- [DoDEA AI 1060.1 World Wide Web Site Administration](#)
- DoDEA Web Publishing Guidelines (I purposely have not linked to this document because it has not been updated to reflect changes in related laws and required Federal and DoD regulations and in some cases directly conflicts with direction from higher authority. There are no requirements in the currently published version of this document that are not covered by higher authority in one of the other linked reference documents.)