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CREATING QUALITY SCHOOL WEBSITES

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A Project  
Presented to the  
Faculty of  
California State University,  
San Bernardino

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in  
Education:  
Instructional Technology

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by  
Eman Essa Aldhafiri  
December 2013

CREATING QUALITY SCHOOL WEBSITES

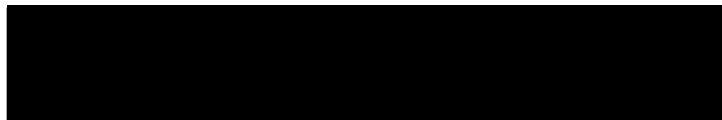
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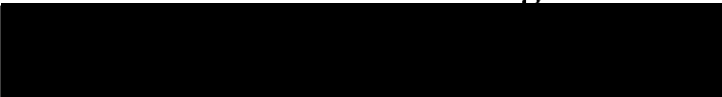
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by  
Eman Essa Aldhafiri  
December 2013

Approved by:



Dr. Brian Newberry, First Reader



Dr. Amy Leh, Second Reader

22-NOV-13  
Date

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## ABSTRACT

Creating a good website has become increasingly important for educational institutions. The school website is an educational tool that can enhance the role of teachers, students, and parents. Some schools' websites are lacking in quality, which has a negative effect on the ability of these sites to do as they are intended. Some schools seek to create a website, but do not know how best to do this, nor what to include. This project aims to create a teaching resource that will demonstrate the typical kinds of content that are included in school websites as well as helping schools build successful websites. This resource will also help creators of school websites evaluate their websites' effectiveness. A focus group and a checklist were used in developing the project. The implementation and evaluation of the template helped improve this project to ensure it reached its goals.

This project created a high quality school website template, as well as a presentation that includes several points to help those who seek to create and develop a school website. Future research could use different types of analysis and more resources that can help schools build successful websites.

## ACKNOWLEDGMENTS

Sincere thanks to:

- my first reader, Dr. Newberry, who inspired to achieve what I thought is nearly impossible. He was always there for guidance and advice.
- my second reader, Dr. Leh, a positive personality that taught me that every obstacle has a solution and benefits.

## DEDICATION

This project could not have been completed without the support and encouraged of my family.

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## CHAPTER ONE

### INTRODUCTION

This chapter presents an overview of the project. The context of the problem is discussed, followed by the purpose, significance, assumptions, and limitations of the project. Finally, the definitions of relevant terms are presented.

#### Statement of the Problem

After viewing many school websites, it became apparent that the majority did not reach their potential. Poor quality websites can negatively affect schools and the communities they serve. Some do not have basic contact information, such as teachers' telephone numbers and email addresses, while others have problems in design, such as problematic font colors or background pictures that make browsing the sites difficult.

Some schools seek to develop high quality websites, but encounter a number of obstacles. For example, they may have a lack of experience or knowledge, or they may have budget shortages that prevent them from hiring a professional web designer.

## Purpose of the Project

The purpose of this project is to develop a template and video presentation to assist schools to develop and create high quality websites. The template and video presentation will include instructional materials that explain the types of information that should be included in a school website. A sample website will also be created to serve as a model for others to use.

## Significance of the Project

The significance of the project is far-reaching because poor quality websites can have a negative effect on the ability of students or parents to access vital information. Teachers may not be able to communicate their expectations regarding student behavior or educational outcomes. Administrators may not be able to notify families of weather-related emergencies or of the schedules of sports events or musical performances. Schools may want to offer these services via good quality websites, but may not know how to do so.

## Limitations

During the development of the project, a number of limitations were noted. These limitations are presented in the following section.

There was some difficulty in completing this project because it was undertaken as a Master's project, not a district project. Another limitation pertained to the focus group: a total of 30 people were invited, and only two responded.

## Definition of Terms

The following terms are defined below, as they apply to the project:

CSUSB: California State University, San Bernardino.

Homepage: the first page of a website, which includes links to all other pages; this is also referred to as an index page.

Navigation bar (website): A set of buttons or images with hyperlinks to guide the users to pages beyond the homepage.

Server (web): A computer that is connected to the Internet so can deliver web pages.

Template: is a file or document that is established and formatted as a starting point for a new file or document.

Website: is a set of World Wide Web pages containing content such as text, images, audio, video etc.

## CHAPTER TWO

### REVIEW OF THE LITERATURE

#### Introduction

Chapter Two consists of a discussion of literature that relates to three areas. The first area deals with school communications between students, parents, and teachers. The second area focuses on school website development. The third area explores website design. Each of these areas is important in different ways to this project.

Creating a good website is an important strategy for every school. School websites can improve the ability of teachers to perform their work, can enhance students' skills, and can increase a school's communication with parents and the community. A school website can be an important resource for disseminating school information, such as calendars and events. To create an effective website, it is necessary to understand the building of websites. It is also necessary to examine the various factors that make a successful website, such as the design process and the content. This literature review highlights

the elements that are required to ensure an effective school website.

### School Communications

Korkmaz (2007) found that schools must communicate with their students' homes to give parents information about the school and the students' work. Schools should also offer parents a way to communicate with teachers and other staff, so that parents can better support teachers in developing students' skills.

According to Kervin (2005), parents and schools communicate to improve students' knowledge: "It appears that communication from the classroom to the home is often still infrequent and minimal. In this age of access to information 'anytime-anywhere', it is appropriate to explore alternate ways to facilitate dialogue between the context" (p. 150).

Longfellow (2008) noted the importance of communication between schools and parents in order to support students and ensure their learning is successful. Technology makes this communication process easier by giving parents information in a timely manner. Many

technological tools exist that can help parents and schools communicate, such as telephones, emails and websites. School websites should include essential information about the school and can use a variety of tools to improve communication between the school and students' homes. Longfellow (2008) also states:

Some of the most important content elements for a school site include contact information (administration, office, nurse, PTA, teachers), address/location, calendar, student registration procedure, news, link to the district site (or if an independent school, employment information), [and] links to teacher sites (p. 4).

Epstein (1995) noted that schools should "design effective forms of school-to-home and home-to-school communications about school programs and children's progress" (p. 708).

Schools may struggle to share important information with parents because of communication difficulties. Teachers cannot make telephone calls during the school day, and, if they could, parents may not be at home to answer these calls. School websites provide a solution to this communication problem (Goldberg, 2002) by providing email



addresses and other important contact information (Swann, 2006).

Hu and Soong (2007) noted that it is important for school websites to present information to students and parents about school staff, events, and methods of communication. As stated by Tarell (2002), it is important to have a student activities and projects element in the school website, so schools can feature students' projects online. Students or parents should be able to locate teachers' email addresses so they can ask questions about their assignments (Gamas & Nordquist, 1997). Smith (2001) described the importance of the school website for informing parents about their children's work by posting students' assignments online. Staff administration elements are also important for the school website and should include a list of staff names and positions with email and telephone numbers (Tarell, 2002). Teacher and staff pages are another important element for communication: "One technology with high potential is the counselor webpage" (Reynolds & Kitchens, 2007, p. 5).

Teachers can share information through school websites, and these websites can show teachers' names and educational credentials: "Teacher profiles and teacher of

the year can also be included" (Tarell, 2002). Websites can also be used to present assignments and homework. Swann (2006) noted that schools need to build reputations through their websites. Providing calendars, school news, and important events can help develop a school's relationship with the community. The school website offers an effective means of communication with and between parents, teachers, students, and school staff.

#### School Website Development

McKenzie (1997) used the term "information systems" to describe websites that are created well. Swann (2006) suggested that research is essential in order to ensure that a school website is organized well. Plous (2003) stated that those who aim to develop a website should undertake research before they begin:

A careful search of the web has three important benefits. First, it prevents you from reinventing the wheel. Second, it makes you aware of valuable web sites that can be added to yours as links. And third, it gives you ideas that can enhance your own web site. (p. 3)

According to Small and Arnone (1999), a good school website should include important and useful information. They stressed the importance of arranging school information to be presented in an interesting and clear manner. "Most websites are organized such that the home page is a central 'jumping off' place, so a good rule of thumb is to make sure that your home page does not exceed 2-3 screens' worth of material or 10-15 sec[onds] of loading time" (Plous, 2000, p.4). "Usability and accessibility are now important tenets for web site designers, especially for educational institutions" (Peterson, 2006, p. 217).

Swann (2006) explained the significance of consistency to enable a user to find information where he or she anticipated. There are two important navigational characteristics:

(1) a "home" button located consistently on each page so users who get lost can easily return to the home page, and (2) an internal search engine for the convenience of users who want to use a keyword search to find specific information on the site (Swann, 2006, p. 27).

Abdullah (1998) noted that navigation through the website must be easy for visitors, and that navigational keys should be clear and in the expected location. All links on the website also need to be guides to content.

A website is an introduction to a school. Thus, it should include information that ensures a positive image is presented. The website "should include an assortment of information, such as a picture of the school, demographic information of the student body, school accountability information, faculty/staff information, course offerings, and resource information" (Hartshorne, Friedman, Algozzine & Isibor, 2006, p. 51).

According to Tarell (2002), there are various reasons that people visit a school website. The first reason is to find information that is important to parents and students, such as calendars, phone numbers, required assignments, and school news and activities. Second, many parents conduct research about schools on the internet, so it is important for schools to provide information about the school curriculum, instructional technologies, and assignments. Third, grandparents and family who do not live in the same area as the student may use the school website to view the student's schoolwork.

After investigating 1,000 school websites in the United States (US), Kleiner and Farris (2002) found that:

- 76 percent presented a calendar;
- 73 percent offered staff information;
- 70 percent offered information about classes;
- 64 percent offered information for parents;
- 61 percent offered links to other learning websites;
- 47 percent presented students' assignments; and
- 41 percent offered school newsletters.

Hu and Soong (2007), in their study of 176 school websites in Singapore, noted that all the websites included basic information about the school, such as the school address, telephone numbers, and email addresses. Eighty-five percent of the school websites included information regarding the school mission statements, school motto, school history, and the programs offered. More than 50 percent of the websites included the school song. Hu and Soong (2007) found that "more schools publish their non-academic achievements (77.3%) than do their academic achievements (62.5%)" (p. 40). They found that 59.1 percent of the websites posted school calendars, and 30.1 percent posted school newsletters. In addition, 50.6 percent had

links to other educational sites, and about 56 percent had audio. Fewer than half of the websites offered notification regarding when the resource was last updated.

Smith (2001) described the importance of the school website in publishing and developing student assignments. Hartshorne et al. (2006) found many studies that showed the positive effect of posting students' assignments on the internet, as this encourages students to be more motivated, and subsequently improves student achievements.

#### Website Design

"School and school district websites began to mushroom in the mid-1990s in what looked like a rush to stake a cyber-claim in a new frontier" (Swann, 2006, p. 24). According to Hsu (2006), the two categories that school leaders need to focus on before selecting an educational website solution are the content and the design. Dyrli (2011) noted that, with the technology currently available, school administrators can complete the designing, updating, and maintenance of a school website in-house; they do not require a website design company. Some companies provide educational website services free of cost, such as Edline, eChalk, School Loop, and SCHOOLinSITES.

"If ... the web site will have interactive forms, frames, image maps, or other advanced features, then it is probably best to use software specifically designed to create web pages" (Plous, 2000, p. 2).

Swann (2006) noted that school websites need goals and objectives to clarify whether they are being developed to share information and contacts, or whether they are simply to support the school goals. Hartshorne et al. (2006) stated:

There are two primary goals of school web sites. First, as information systems for site visitors, they provide access to an array of data and information. Second, school web sites act as intermediaries between the various stakeholders in the educational process, such as the school, parents, and the community (p. 51).

Swann (2006) stated that school websites can use software-tracking programs to provide information about users, such as the number and length of visits, and the area of the site most frequently visited. Software tracking programs also allow schools to demonstrate that they are abiding by licensing agreement requirements to restrict access to certain databases and resources. "More school

districts are adopting content management systems; these allow limited access to certain web pages by designated content providers" (Swann, 2006, p. 26). Content management systems have the advantages of providing quicker updates and a greater variety of information.

Hu and Soong (2007), in their study of 176 school websites, uncovered important information relating to website design. "[Of] the 30.1% of the web sites where school newsletters can be found, most are in PDF format and some are scanned copies of printed school newsletters" (p. 37). They also found that many school websites were "hosted at Scholastic.com, a site that offers free hosting of class web pages, rather than the Ministry of Education's server" (p. 38). These class websites were protected by passwords. Only 3.4 percent of school websites had tools for downloading content, such as "Microsoft PowerPoint presentations used for parental seminars/meetings, and various application forms for students and families" (p. 38). Images and animated pictures were the major elements of the design of all the websites studied by Hu and Soong. All of the 176 school websites used digital images, and 97 percent used several forms of animated pictures, such as Flash objects or GIF images.



Pan (1998) suggested that website designers should always consider the effect of a website on users' hardware and software. Graphic-intensive websites slow down user response time: "Undesirable or irrelevant, big graphics should be avoided, and alternatives for unsupported functions or plug-ins should be provided" (p.4).

Frick, Su, and An (2005) explained the importance of using eXtensible Markup Language (XML) to enable the storage of website content separate from that being shown on webpages. This allows the designer to change a page's design without changing the information, or to change the content without changing the design. They stated that designers:

Need to pay attention to numerous details for web publishing—i.e., getting final versions of graphics produced so that they look good and load quickly, creating and debugging cascading style sheets (CSS), making sure HTML or XHTML is valid, making each web page look good in terms of layout, checking the use of white space and the inclusion of graphics, and so on (p. 24).

Hsu (2006) outlined three important features of website design: "Color value (CV), major navigation buttons

placement (BP), and navigation mode (NM) are essential features in interface design" (p. 234).

### Summary

This selective review of literature supports the fact that schools require good quality websites to support communication and information dissemination. This communication can support student learning and improve student skills by enabling parents to work with the school. This chapter also discussed two important aspects of school websites—content and design—and outlined how schools should make use of these elements to create the best possible websites.

## CHAPTER THREE

### METHODOLOGY

#### Introduction

Chapter Three documents the steps used in developing the project; specifically, its analysis, design, development, implementation, and evaluation.

#### Analysis

The main goal of this project was to create a high quality school website template and offer a presentation to assist schools to develop or create high quality websites. The purpose of the analysis was to obtain information and discuss the importance of this information to help the researcher in determining the most appropriate website design. Analysis allows the reader to absorb information quickly and easily.

The literature review discussed three areas. The first was communication between the school, students, parents, and teachers. The second area focused on school web development. The third area focused on website design.

After viewing many articles related to the project topic, it became clear that school communication is

essential. Schools must communicate with their students' homes and offer parents information about the school and their children's work. Schools should also ensure that parents are able to communicate with teachers and other staff. Communication between parents and teachers can support teachers in developing their children's skills.

The second area explored was website development. Many articles stressed the importance of creating a high quality website. To ensure a high quality website, it is essential to include important and useful information, and to have a website that is well organized. Many articles stated that those who seek to develop a website should undertake thorough research before they begin.

The third area explored was website design. The literature demonstrated that schools can build websites without requiring a design company, as current technology makes website design and maintenance relatively easy to complete in-house. There are also some companies that offer free educational website services. Before designing the website, the school needs to determine the website's goals and objectives.

For this study, 15 school websites were chosen randomly through undertaking an internet search via Google.

This search included the search terms: "high school in San Bernardino", "school websites in Los Angeles", and "high school in Chino". The Greenville County School's checklist (2012) was then used to assess these websites. Greenville County School created a "Website Evaluation Checklist" that is available online (see Appendix C). This checklist considers important categories that should be included in school websites, including site content, design, navigation, timeliness, consideration of parents' needs, a school calendar, staff directory, and students' work.

For the purpose of this analysis, this checklist was used to help organize ideas and information in a way that simplified the analysis process. For example, in the design section of the checklist, there was a section relating to text. This section offered three ways to classify a website's text:

1. Text is easy to read in all instances;
2. Text is mostly legible but not entirely consistent;  
and
3. Text is difficult to read.

These details enabled the analysis to measure accurate and consistent results. All school sites used in this study underwent evaluation via this checklist.

After viewing many school websites, it became clear that some had quality design, in that the text was easy to read, they had high quality pictures, and they were quick to upload. Some sites had useful site content, such as the school history and relevant student activities. Some sites also had easy and clear navigation systems.

On the other hand, some problems recurred in many school websites. In relation to the staff directory, there were often no contact telephone numbers, no email addresses, and sometimes no teachers' names. There were also design issues, such as having a font color that was too pale against the background, making the website difficult to read. Some school websites had many pictures on the homepage, which made the page visually distracting. Moreover, there were problems found in website navigation, such as links that did not work or were not updated.

A focus group was undertaken in order to obtain feedback and comments to contribute to the development of a template for the ideal website. A focus group is a qualitative research method that involves requesting a group of individuals to discuss a topic after an interviewer asks them prompting questions.

Emails were sent to participants to invite them to partake in this study's focus group. A total of 30 people were invited, and two responded. The focus group questions investigated five areas: the quality of the school website; the navigation elements of the website; the needs of the students, parents, and community in relation to the website; and how a school can ensure an effective and useful website.

The group indicated that they needed to navigate a website easily, and that it should be visually clear through using a light background with dark text. They also stressed the importance of having a contact list that included details such as teachers' emails. They stated that parents like to feel connected with the school, so that they can discuss things such as their children's grades. They stated that parents prefer to see new updates every day on the school website, as the community needs to know of any security issues and opening times.

The focus group stressed the importance of website design, stating that websites should not be too busy or have many links. They also preferred links on the left side of the website. The focus group suggested two things to make the school website effective and useful. First, the

school website should be updated every day, every week, and every month. Second, the links of the school website should be tested each week to ensure they operate correctly.

After examining many school websites and meeting the focus group, the following elements were identified as important to be included in school websites: school information and activities; the school calendar; communication between teachers, parents, and students; news; the gallery; and teachers' contact details. Consideration of these elements will ensure a school website is successful and useful.

## Design

### Template

The design and content were found to be the most important elements of a school website. This website template (see Appendix A) was designed using all elements described in the previous sections. The website begins with the homepage. The homepage includes the name of the school and the school information, and has links entitled: "Activities", "Calendar", "Teachers", "Parents-Community", "Students", "News and Events", "Friends of the School",



"The Gallery" and "Contacts". All links in the homepage guide the viewer to further information.

School information is important in order to allow parents to learn about the school before they enroll their children. Communication is central to a successful school website. The Eman website allows parents to communicate with teachers in a variety of ways. They can find all teachers names, the classes they teach, and their telephone numbers and email addresses. Parents can check the calendar to find the dates of events, such as holidays. Students and parents can view activities in the school, such as clubs and athletics. Teachers can also use the website to display students' work and grades.

The design is as important as the content. The website should be designed to ensure it is comfortable to view. The focus groups preferred a light green background with dark blue text. All links should be on the homepage, and every page should link back to the homepage. The school website design should have navigation on both sides; the left side should include all the links, and the right side should include quick links. Three quick links are provided: to the school news, the staff directory, and the athletics club.

Further, there is a moving text line that can show the school news and should update it regularly.

Presentation. The presentation was created on the basis of the results of the analysis. It presents information that ensures the website is organized in a way that achieves the goals of this project. The presentation covers the elements that every school website should include. All elements of the website should guide the viewer to more details. The viewer should understand why the school website is important and should obtain the full benefits of the website. The presentation also details the characteristics of a good school website, divided into four points: content, design, navigation, and communication. These four points are explained in detail during the presentation.

The presentation was started using Microsoft PowerPoint to create a series of handouts. Some illustrations were added to the PowerPoint slides, and screenshots were included to enable the viewer to develop a clearer understanding of the process. After the slide series was completed, the slides were checked and ordered correctly to allow the researcher to use Adobe to create a video presentation.

## Development

### Template

The template for the school website was constructed on the basis the results of this study's analysis, and is organized in such a way to attain the goals of this project. Viewers can find all important elements on the first page, which guide the viewer to further information. The following links should be on the homepage:

#### 1. School information

- a. History;
- b. Staff directory (including all staff names, telephone numbers, and email addresses);
- c. Policies, procedures, and forms;
- d. Map and directions (including a school map);

#### 2. Activities

- a. Clubs and organizations (names of clubs);
- b. Athletics (basketball, baseball, and soccer);
- c. Graduation (ticket information, academic requirements, and general information);

#### 3. Calendar

4. Teachers (including all teachers' names, telephone numbers, and emails)
5. Parents-community
  - a. Parents' association;
  - b. Helpful links;
  - c. Articles;
  - d. Translation assistance;
6. Students
  - a. Teachers' email addresses;
  - b. Clubs;
  - c. Class requirements;
  - d. Student services;
7. News and events
8. Friends of the school
9. The gallery; and
10. Contact us.

After creating the school website, all links were checked to ensure they worked. Each element was also checked to ensure the links guided the viewer to the correct information. Moreover, the template of the school website was tested in two ways. First, the template was used on a Windows computer and a Macintosh computer to ensure the website was compatible with different computer

systems. Second, a focus group was used to test the template. Fifteen people were invited from the Instructional Technology Department at CSUSB to participate in this focus group, two of whom responded. The focus group met to review and discuss different aspects of the template.

Presentation. The results from this second focus group were used to further develop the presentation. The presentation consists of explanatory pictures that are displayed as Microsoft PowerPoint slides. These pictures enable the viewer to visualize the content and understand the process more clearly. Some helpful resources are included in the presentation to give viewers references that can be used to assist in their website development.

## Implementation

### Template

After the focus group viewed the school website template, they stated that they believed the template was useful to assist in the development of a school website. The template includes all important elements on the first page of the website and is well organized. In the original template, the text size varied; however, the focus group

recommended that all text sizes be the same. All the elements on the homepage guide the viewer to further useful information. All the links work correctly and guide the viewer to the correct page. The focus group recommended that the school website needed a "friends of the school" element. This will be available for those schools that believe it should be included. Other school websites have links to such things as fairs, health resources, and local police departments.

Presentation. To ensure the presentation achieved the goals of this project, invitations were sent by email to 15 people, and two responded. After the focus group viewed the presentation, the interviewer discussed questions relating to the website, and the results of this discussion are outlined below.

The focus group stated that the presentation was well organized and informative. On the other hand, they did not like the extended focus given to the text slides. They recommended adding more pictures to explain the words. They also recommended adding more resources and examples to the presentation to make it more effective in assisting viewers to understand how to create a high quality school website.

## Evaluation

### Template

A school website is the school's gateway to students, parents, and the community. A website designer should focus on this when creating a school website. The developer should focus on two areas when developing and designing a school website. First is the content, including information about the school, displayed with both words and pictures. Second is the design, including the font, background, and navigation. This project focused on the content and design before creating the template. In this template, the viewer is able to locate all the important elements of the school website. These elements address the needs of the students, parents, and community. The template organization focuses on design elements such as the font, colors, background images, and links.

Presentation. The developer of a school website needs to understand the role and benefits of the website to help them determine the website's most important elements. The developer of the website needs to understand the characteristics of a good school website before creating their own. The presentation created in this project helps designers and developers understand the characteristics of a good school website. The characteristics of good school website were divided into four elements: content, design, navigation, and communication. Each of these points was explained in detail. The presentation was well organized, with adequate information to assist the developer.

#### Summary

Analysis, design, and development were used in this chapter to help complete this project. Specific details were included in each section to guide the project to success. The implementation and evaluation of the template helped improve this project to ensure it reached its goals.



## CHAPTER FOUR

### CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

Technology services enhance education in many ways. The school website is an important tool for improving the learning process. It is also a bridge between students, parents, the community, and the school. School websites improve communication and make the learning process easier and more effective. The developer of school websites should understand the goals of the school website, and design it to achieve these goals. This chapter presents recommendations for future projects, and offers this project's conclusions.

#### Recommendations for Future Projects

The recommendations resulting from the project are as follows: There was some difficulty in completing this project because it was undertaken as a Master's project, not a district project. More reliable data would be obtained by interviewing students, parents, and teachers from a chosen school. Such data would assist a website

developer to implement real information in the development and improvement of the school's website. Future research could use different types of analysis and more resources to ensure a strong and clear result. It is strongly recommended that future developers collect surveys from both students and parents to ascertain their needs in order to develop a successful school website.

### Conclusion

Poor quality school websites can negatively affect the education process. Some websites may have poor communications tools that impede communication between the school, students' homes, and the community. For example, they may not include teachers' telephone numbers or email addresses. Other sites have problems in their design, which can make the site difficult to view and navigate.

This project discussed two aspects that are essential for every school website: useful content and clear, logical design. The literature review demonstrated the importance of communication in improving students' learning. It also outlined the importance of proper web development and instructional design. This project created a high quality school website template, as well as a presentation that

includes several points to assist those who seek to develop  
a school website.

APPENDIX A  
PAGES OF THE EMAN WEBSITE

# Eman School

search:

- [Home](#)
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# Eman School

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Baseball:

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- January 2011
- February 2011
- March 2011
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• January 2011

[School Information](#)    **Jan 3, 2011:**    [Celebrate Life - A Day for Students](#)  
from 12 noon - 2 PM at A center

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from 10 AM - 2 PM at B center

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[Parents-Community](#)    **Jan 29, 2011:**    [The best teacher](#)  
from 2 PM - 3 PM at C center

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**Map & Directions:**

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"Image map for the school"

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Teacher Directory:			
Administration:			
Ahmad, Mohammed	Art Teacher	(123) 456-7891	Ahmad@email.com
Bdr, Zed	Science Teacher	(123) 456-7891	Bdr@email.com
Can, Nor	Language Teacher- French	(123) 456-7891	Can@email.com
Dane, Abdallah	Special Education Teacher	(123) 456-7891	Dane@email.com
Eesa, nasr	Social Studies Teacher	(123) 456-7891	Eesa@email.com
Fadi, Asad	English Teacher	(123) 456-7891	Fadi@email.com
Gomana, Omar	Math Teacher	(123) 456-7891	Gomana@email.com
Hanan, Dhaffri	Math Teacher	(123) 456-7891	Hanan@email.com
Nor, Kalid	English Teacher/ English Department Chair	(123) 456-7891	Nor@email.com
Saad, Hani	Math Teacher	(123) 456-7891	Saad@email.com
Tahani, Rashed	English Teacher	(123) 456-7891	Tahani@email.com
Thamer, Bdr	Science Teacher	(123) 456-7891	Thamer@email.com
Yazeed, Mohammed	Physical Education Teacher	(123) 456-7891	Yazeed@email.com

# Eman School

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**Ticket Information:**

**General Information:**

# Eman School

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APPENDIX B  
THE CHECKLIST

The Greenville County Schools Web Site Evaluation Checklist is available at:

<http://www.greenville.k12.sc.us/gcsd/depts/ets/policy/evalschl.asp>.

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Service Center Survey

## School Web Site Evaluation

**Web Site Evaluation Checklist**

This School Website Evaluation is designed to be a self-assessment tool for schools to use to assess their individual school website.

These evaluation standards have been developed from a review of the best K-12 school websites on the Internet. To use this rubric, assign a score for each category, and then add the scores.

- ◆ [District Web Policy Guide](#)
- ◆ [Accessibility Use Policy](#)
- ◆ [Accessibility Guidelines](#)
- ◆ [Web Privacy Policy](#)
- ◆ [Web Copyright Policy](#)
- ◆ [Copyright Practices Guidelines](#)
- ◆ [School Web Site Evaluation Checklist](#)

Site Content			Score
0 - 5	6 - 12	13 - 20	
<ul style="list-style-type: none"> <li>◆ Site does not present a "picture" of the school.</li> <li>◆ No content of school activities or pictures are present</li> <li>◆ No mission or philosophy statement is present</li> <li>◆ No school history is present</li> <li>◆ No principal statement is present;</li> <li>◆ School or student handbook not present</li> </ul>	<ul style="list-style-type: none"> <li>◆ School activities, mission or philosophy statement included</li> <li>◆ Principal's statement included</li> <li>◆ Handbook, or history may be present, but not comprehensive</li> <li>◆ Site presents a fair picture of the school</li> </ul>	<ul style="list-style-type: none"> <li>◆ Site is content rich</li> <li>◆ School/student activities, mission or philosophy statement included</li> <li>◆ Handbook included</li> <li>◆ History and principal's statement are all present and current</li> <li>◆ A clear picture of school life is evident</li> <li>◆ Links to Community Resources</li> </ul>	
<b>Design</b>			Score



## School Web Site Evaluation

### Web Site Evaluation Checklist

This School Website Evaluation is designed to be a self-assessment tool for schools to use to assess their individual school websites.

These evaluation standards have been developed from a review of the best K-12 school websites on the Internet. To use this rubric, assign a score for each category, and then add the scores.

- ◆ [District Web Policy Guide](#)
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- ◆ [Web Privacy Policy](#)
- ◆ [Web Copyright Policy](#)
- ◆ [Copyright Practices Guidelines](#)
- ◆ [School Web Site Evaluation Checklist](#)

Site Content			Score
0 - 5	6 - 12	13 - 20	
<ul style="list-style-type: none"> <li>◆ Site does not present a "picture" of the school</li> <li>◆ No content of school activities or pictures are present</li> <li>◆ No mission or philosophy statement is present</li> <li>◆ No school history is present</li> <li>◆ No principal statement is present</li> <li>◆ School or student handbook not present</li> </ul>	<ul style="list-style-type: none"> <li>◆ School activities, mission or philosophy statement included</li> <li>◆ Principal's statement included</li> <li>◆ Handbook, or history may be present, but not comprehensive</li> <li>◆ Site presents a fair picture of the school</li> </ul>	<ul style="list-style-type: none"> <li>◆ Site is content rich</li> <li>◆ School/student activities, mission or philosophy statement included</li> <li>◆ Handbook included</li> <li>◆ History and principal's statement are all present and current</li> <li>◆ A clear picture of school life is evident</li> <li>◆ Links to Community Resources</li> </ul>	
Design			Score
0 - 5	6 - 10	11 - 15	
<ul style="list-style-type: none"> <li>◆ Pages do not show evidence of overall design or layout</li> <li>◆ Graphics and logos are poor quality</li> <li>◆ Text is difficult to read</li> <li>◆ Page design changes throughout the site</li> <li>◆ Graphics are excessive and distracting</li> </ul>	<ul style="list-style-type: none"> <li>◆ Pages show some evidence of overall design or layout</li> <li>◆ Consistent use of colors, backgrounds, fonts, or icons</li> <li>◆ Graphics are mostly of good quality</li> <li>◆ Text is mostly legible but not entirely consistent</li> </ul>	<ul style="list-style-type: none"> <li>◆ Pages show clear evidence of overall design themes</li> <li>◆ Graphics are of high quality and fast to load</li> <li>◆ Text is easy to read in all instances.</li> </ul>	
Navigation			Score
0 - 3	4 - 6	7 - 10	
<ul style="list-style-type: none"> <li>◆ Navigation is missing or inconsistent</li> <li>◆ Different methods of navigation are used</li> <li>◆ User feels lost or stranded, buttons or links do not act predictably</li> <li>◆ User must use "Back" or "Go" buttons in browser to navigate</li> <li>◆ Frames (if used) are not targeted correctly and create confusion</li> <li>◆ No link to district home page</li> </ul>	<ul style="list-style-type: none"> <li>◆ Buttons and text links usually work predictably</li> <li>◆ Some inconsistency with navigation conventions</li> <li>◆ User might need to resort to browser controls for navigation in some cases</li> <li>◆ Frames (if used) are mostly consistent but do not contribute to navigation and user experience</li> <li>◆ Link to school / district home page is present but may not be used consistently throughout site</li> </ul>	<ul style="list-style-type: none"> <li>◆ Navigation is consistent</li> <li>◆ Buttons and links work predictably</li> <li>◆ Navigation conventions are clear</li> <li>◆ User is never lost or stranded</li> <li>◆ Frames (if used) are targeted correctly and aid in navigation and user experience</li> <li>◆ Main links are repeated at the bottom of every page</li> <li>◆ Links to district home page are present and consistently used throughout site</li> </ul>	
Timeliness			Score
0 - 3	4 - 6	7 - 10	
<ul style="list-style-type: none"> <li>◆ Pages are rarely updated</li> <li>◆ Old projects are presented as new or current</li> <li>◆ E-mail addresses or home pages of staff no longer at the school are present</li> <li>◆ Published dates for upcoming projects are already past</li> <li>◆ Pages with "under construction" messages are common and not updated</li> </ul>	<ul style="list-style-type: none"> <li>◆ Pages are updated infrequently</li> <li>◆ Some "under construction" messages persist</li> <li>◆ E-mail and home page addresses are mostly current</li> <li>◆ Some project dates are past</li> <li>◆ Teachers identified in a specific grade /subject /department may have moved to another</li> </ul>	<ul style="list-style-type: none"> <li>◆ Pages are updated regularly</li> <li>◆ Materials dated correctly</li> <li>◆ E-mail addresses or home pages for staff are current</li> <li>◆ Ongoing projects are truly current</li> <li>◆ No "under construction" messages</li> </ul>	

<b>Parents</b>			<b>Score</b>
<b>0 - 3</b>	<b>4 - 6</b>	<b>7 - 10</b>	
<ul style="list-style-type: none"> <li>◆ No Parents section is present</li> <li>◆ Parents section is not current and does not provide methods for parental input or contact</li> <li>◆ Links to sites for parents are not present</li> </ul>	<ul style="list-style-type: none"> <li>◆ Parents section is present but does not include information about ongoing projects</li> <li>◆ Minimal parental input options are present (e.g., phone numbers)</li> <li>◆ Newsletter is not published consistently</li> <li>◆ PTA / SIC represented</li> <li>◆ Some links to parent sites are present</li> </ul>	<ul style="list-style-type: none"> <li>◆ Parents section is current</li> <li>◆ Parental involvement is encouraged with multiple methods for input (e.g., phone, e-mail, suggestion box form, bulletin board, etc.)</li> <li>◆ Ongoing projects are listed</li> <li>◆ Newsletter is published consistently</li> <li>◆ PTA / SIC pages present and complete</li> <li>◆ Links to parent sites are present.</li> </ul>	
<b>School Calendar</b>			<b>Score</b>
<b>0 - 3</b>	<b>4 - 6</b>	<b>7 - 10</b>	
<ul style="list-style-type: none"> <li>◆ No school activity calendars are present</li> <li>◆ Activity calendars are out of date</li> </ul>	<ul style="list-style-type: none"> <li>◆ School activity calendar is present but links to district calendars are not</li> <li>◆ Activity calendars are mostly up to date but may omit some events</li> </ul>	<ul style="list-style-type: none"> <li>◆ School activity calendars are always up to date and reliable</li> <li>◆ They are updated frequently</li> <li>◆ Links are provided to district and other calendars</li> </ul>	
<b>Staff Directory</b>			<b>Score</b>
<b>0 - 3</b>	<b>4 - 6</b>	<b>7 - 10</b>	
<ul style="list-style-type: none"> <li>◆ No staff directory is present</li> <li>◆ Staff directory does not provide ways to contact staff (e.g., e-mail, phone).</li> </ul>	<ul style="list-style-type: none"> <li>◆ Staff directory is present but not always current</li> <li>◆ Does not include all staff members</li> <li>◆ Contact information is mostly provided</li> </ul>	<ul style="list-style-type: none"> <li>◆ Staff directory is current and lists all staff, including itinerant staff</li> <li>◆ Contact information is complete</li> </ul>	
<b>Student Work</b>			<b>Score</b>
<b>0 - 3</b>	<b>4 - 6</b>	<b>7 - 10</b>	
<ul style="list-style-type: none"> <li>◆ Few, if any, student projects are published</li> <li>◆ Projects are limited to basic home pages</li> <li>◆ Projects show limited editing or proofing</li> </ul>	<ul style="list-style-type: none"> <li>◆ Some student work is present</li> <li>◆ Teacher-created information about student projects (rather than actual student work) predominates</li> <li>◆ Student projects are limited to only a few classes or individuals (e.g., only a few teachers or classes are involved)</li> <li>◆ Some ongoing projects (such as literary magazines) are present</li> <li>◆ Projects show some evidence of editing and proofing</li> </ul>	<ul style="list-style-type: none"> <li>◆ Student projects are a significant feature</li> <li>◆ Projects are from a variety of classes, levels, or individuals</li> <li>◆ Projects feature original student work, including drawings, writing, photographs, videos, etc.</li> <li>◆ Projects are related to curriculum</li> <li>◆ Ongoing projects are present</li> <li>◆ Projects show strong evidence of editing and proofing</li> </ul>	
<b>Legal/Guidelines</b>			<b>Score</b>
<b>0 - 1</b>	<b>2 - 3</b>	<b>4 - 5</b>	
<ul style="list-style-type: none"> <li>◆ Copyrighted images are used without permission</li> <li>◆ Pages do not comply with district guidelines</li> </ul>	<ul style="list-style-type: none"> <li>◆ Copyrighted images are used with permission but not always clearly credited</li> <li>◆ Pages mostly comply with district guidelines</li> </ul>	<ul style="list-style-type: none"> <li>◆ Copyrighted images are used with permission and clearly credited</li> <li>◆ All pages comply with district guidelines</li> </ul>	
<b>Total</b>			

Greenville County Schools claims copyright for material on its website at

([http://www.greenville.k12.sc.us/Departments/main.asp?title\\_id=etscopyright](http://www.greenville.k12.sc.us/Departments/main.asp?title_id=etscopyright)) and includes the following notice regarding educational permissions.

### **Permissions to use our material**

#### **Educational Use**

We extend the following permissions to schools, districts, or other educational institutions that wish to use material from our web sites:

1. Links to any document, whether signed or unsigned, on any of Greenville County Schools web sites are freely permitted and encouraged

These permissions are applicable to this master's thesis, completed as a graduation requirement for California State University, San Bernardino.





<b>Parents</b>			<b>Score</b>
<b>0 - 3</b>	<b>4 - 6</b>	<b>7 - 10</b>	
<ul style="list-style-type: none"> <li>◆ No Parents section is present</li> <li>◆ Parents section is not current and does not provide methods for parental input or contact</li> <li>◆ Links to sites for parents are not present</li> </ul>	<ul style="list-style-type: none"> <li>◆ Parents section is present but does not include information about ongoing projects</li> <li>◆ Minimal parental input options are present (e.g., phone numbers)</li> <li>◆ Newsletter is not published consistently</li> <li>◆ PTA / SIC represented</li> <li>◆ Some links to parent sites are present</li> </ul>	<ul style="list-style-type: none"> <li>◆ Parents section is current</li> <li>◆ Parental involvement is encouraged with multiple methods for input (e.g., phone, e-mail, suggestion box form, bulletin board, etc.)</li> <li>◆ Ongoing projects are listed</li> <li>◆ Newsletter is published consistently</li> <li>◆ PTA / SIC pages present and complete</li> <li>◆ Links to parent sites are present.</li> </ul>	
<b>School Calendar</b>			<b>Score</b>
<b>0 - 3</b>	<b>4 - 6</b>	<b>7 - 10</b>	
<ul style="list-style-type: none"> <li>◆ No school activity calendars are present</li> <li>◆ Activity calendars are out of date</li> </ul>	<ul style="list-style-type: none"> <li>◆ School activity calendar is present but links to district calendars are not</li> <li>◆ Activity calendars are mostly up to date but may omit some events</li> </ul>	<ul style="list-style-type: none"> <li>◆ School activity calendars are always up to date and reliable</li> <li>◆ They are updated frequently</li> <li>◆ Links are provided to district and other calendars</li> </ul>	
<b>Staff Directory</b>			<b>Score</b>
<b>0 - 3</b>	<b>4 - 6</b>	<b>7 - 10</b>	
<ul style="list-style-type: none"> <li>◆ No staff directory is present</li> <li>◆ Staff directory does not provide ways to contact staff (e.g., e-mail, phone).</li> </ul>	<ul style="list-style-type: none"> <li>◆ Staff directory is present but not always current</li> <li>◆ Does not include all staff members</li> <li>◆ Contact information is mostly provided</li> </ul>	<ul style="list-style-type: none"> <li>◆ Staff directory is current and lists all staff, including itinerant staff</li> <li>◆ Contact information is complete</li> </ul>	
<b>Student Work</b>			<b>Score</b>
<b>0 - 3</b>	<b>4 - 6</b>	<b>7 - 10</b>	
<ul style="list-style-type: none"> <li>◆ Few, if any, student projects are published</li> <li>◆ Projects are limited to basic home pages</li> <li>◆ Projects show limited editing or proofing</li> </ul>	<ul style="list-style-type: none"> <li>◆ Some student work is present</li> <li>◆ Teacher-created information about student projects (rather than actual student work) predominates</li> <li>◆ Student projects are limited to only a few classes or individuals (e.g., only a few teachers or classes are involved)</li> <li>◆ Some ongoing projects (such as literary magazines) are present</li> <li>◆ Projects show some evidence of editing and proofing</li> </ul>	<ul style="list-style-type: none"> <li>◆ Student projects are a significant feature</li> <li>◆ Projects are from a variety of classes, levels, or individuals</li> <li>◆ Projects feature original student work, including drawings, writing, photographs, videos, etc.</li> <li>◆ Projects are related to curriculum</li> <li>◆ Ongoing projects are present</li> <li>◆ Projects show strong evidence of editing and proofing</li> </ul>	
<b>Legal/Guidelines</b>			<b>Score</b>
<b>0 - 1</b>	<b>2 - 3</b>	<b>4 - 5</b>	
<ul style="list-style-type: none"> <li>◆ Copyrighted images are used without permission</li> <li>◆ Pages do not comply with district guidelines</li> </ul>	<ul style="list-style-type: none"> <li>◆ Copyrighted images are used with permission but not always clearly credited</li> <li>◆ Pages mostly comply with district guidelines</li> </ul>	<ul style="list-style-type: none"> <li>◆ Copyrighted images are used with permission and clearly credited</li> <li>◆ All pages comply with district guidelines</li> </ul>	
<b>Total</b>			

APPENDIX C  
RIGHTS AND PERMISSIONS

Evanston/Skokie School District 65

- Permission obtained from Lora Taira on June 4, 2012

-----Original Message-----

From: Lora Taira  
Date: Mon, 4 Jun 2012 12:57:13  
To:  
Subject: Re: Ms. Taira

You may use the screenshot shown below as long as you site the website as your source.

Lora Taira  
Chief Information Officer  
Information Services  
Evanston/Skokie SD 65  
1500 McDaniel  
Evanston, IL 60201  
847.859.8063  
847.859.8709 (fax)

---

Lora Taira  
Chief Information Officer  
Evanston/Skokie School District 65

Dear Ms. Taira,

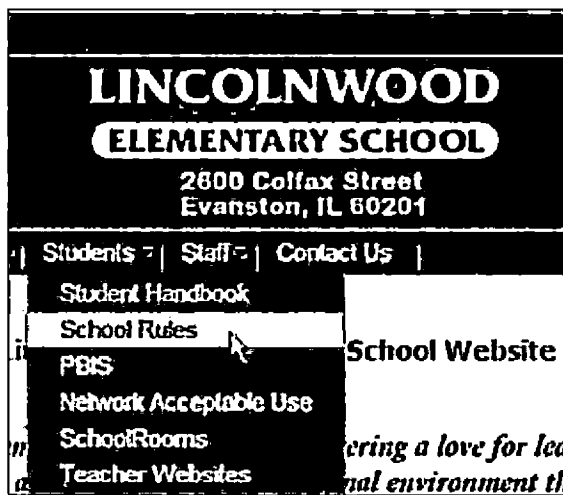
I would like to include a screenshot from the Lincolnwood School website in "Creating a Quality School Website," my thesis and final project. This will fulfill part of the requirements for getting a Master's degree from California State University San Bernadino. The purpose of this letter is to obtain your prior written permission to use the screenshot below.

If you agree, please sign (an electronic signature is fine) below and return to me at your earliest convenience.

Thank you very much.

Sincerely,

Eman Aldhafiri



**LINCOLNWOOD**  
**ELEMENTARY SCHOOL**  
2800 Colfax Street  
Evanston, IL 60201

Students | Staff | Contact Us |

- Student Handbook
- School Rules
- PBIS
- Network Acceptable Use
- School Rooms
- Teacher Websites

School Website

*ering a love for lea*  
*nal environment th*

Presentation:

- Permission obtained from Mary Alice Ball on June 1, 2012

On Fri, Jun 1, 2012 at 3:53 PM, Mary Alice Ball wrote:

I grant permission to Eman Aldhafiri, a Master's student at California State University San Bernadino, to use my voiceover narration of her presentation, *Creating a Quality School Website*.

I have read this release before signing (electronically via my email account), and I fully understand the contents, meaning and impact of this release.

Sincerely,  
Mary Alice Ball

Mary Alice Ball, Ph.D.

Evanston Township High School

- Permission obtained from Paula Frohman

On Feb 12, 2013, at 10:20 PM, "Frohman, Paula"  
<[frohmanp@eths.k12.il.us](mailto:frohmanp@eths.k12.il.us)> wrote:

Yes you have my permission  
Paula Frohman  
Director of Technology

Ms. Paula Frohman  
Department Chair of Media and Instructional Technology  
Evanston Township High School  
[frohmanp@eths.k12.il.us](mailto:frohmanp@eths.k12.il.us)

Dear Ms. Frohman,

I would like to include screenshots from the Evanston Township High School website in "Creating a Quality School Website," my thesis and final project. This will fulfill part of the requirements for getting a Master's degree from California State University San Bernadino. I use ETHS as an example of a model website. The purpose of this letter is to obtain your prior written permission to use the screenshots below.

If you agree, please sign (an electronic signature is fine) below and return to me at your earliest convenience.

Thank you very much.


Sincerely,

Eman Aldhafiri






About ETHS Academics Activities Arts Athletics



STUDENTS IN GRADES 9-12




LAST DAY OF SCHOOL  
JUNE 8  
2010

About ETHS Academics Activities Arts Athletics

IT'S A GREAT DAY  
TO BE A  
**WILDKIT!**

**ETHS THEATRE**



IRB Letter:



Academic Affairs  
Office of Academic Research • Institutional Review Board

March 23, 2011

Ms. Eman Aldhafiri  
c/o: Prof. Brian Newberry  
Department of Science, Math and Technology  
California State University  
5500 University Parkway  
San Bernardino, California 92407

**CSUSB  
INSTITUTIONAL  
REVIEW BOARD**  
Expedited Review  
IRB# 10066  
Status  
**APPROVED**

Dear Ms. Aldhafiri:

Your application to use human subjects, titled "Creating Quality School Websites" has been reviewed and approved by the Institutional Review Board (IRB). The attached informed consent document has been stamped and signed by the IRB chairperson. All subsequent copies used must be this officially approved version. A change in your informed consent (no matter how minor the change) requires resubmission of your protocol as amended. Your application is approved for one year from March 23, 2011 through March 23, 2012. One month prior to the approval end date you need to file for a renewal if you have not completed your research. See additional requirements (Items 1 – 4) of your approval below.

Your responsibilities as the researcher/investigator reporting to the IRB Committee include the following 4 requirements as mandated by the Code of Federal Regulations 45 CFR 46 listed below. Please note that the protocol change form and renewal form are located on the IRB website under the forms menu. Failure to notify the IRB of the above may result in disciplinary action. You are required to keep copies of the informed consent forms and data for at least three years.

- 1) Submit a protocol change form if any changes (no matter how minor) are made in your research prospectus/protocol for review and approval of the IRB before implemented in your research.
- 2) If any unanticipated/adverse events are experienced by subjects during your research;
- 3) Too renew your protocol one month prior to the protocols end date,
- 4) When your project has ended by emailing the IRB Coordinator/Compliance Analyst.

The CSUSB IRB has not evaluated your proposal for scientific merit, except to weigh the risk to the human participants and the aspects of the proposal related to potential risk and benefit. This approval notice does not replace any departmental or additional approvals which may be required.

If you have any questions regarding the IRB decision, please contact Michael Gillespie, IRB Compliance Coordinator. Mr. Michael Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at [mgillesp@csusb.edu](mailto:mgillesp@csusb.edu). Please include your application approval identification number (listed at the top) in all correspondence.

Best of luck with your research.

Sincerely, *Sharon Ward, Ph.D.*  
Sharon Ward, Ph.D., Chair  
Institutional Review Board

SW/mg

cc: Prof. Brian Newberry, Department of Science, Math and Technology

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