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A New Design for the Hudson Community School District's Website

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A NEW DESIGN FOR THE HUDSON COMMUNITY SCHOOL DISTRICT'S WEBSITE

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Technology is increasingly becoming a bigger and more important part of our daily lives. Especially in such institutions as the public education system, the Internet is becoming more widely used as a source of information and a means of communication between the district and parents, students, the community, and even teachers. The Internet, and all forms of technology, is increasingly becoming the primary way people access information, especially in education. As more and more schools are depending on the Internet to promote their schools, they are in turn becoming dependent on how outsiders view their website as a first impression of the school. My thesis project consisted of a redesign of the Hudson Community School District's website to make it more informative, easy to navigate, and functional. This paper is accompanying my completed project – which can be viewed by visiting www.hudson.k12.ia.us – to explain the necessity for this redesign and updated functionality of the school's website.

Technology use has changed since it was first introduced into education, and *Key Technology Trends* published in Technology & Learning identifies eight new trends in the use of technology in education. These eight trends were identified through a survey conducted by the Greaves Group involving more than 900 school administrators (Key technology trends. *Technology & Learning.* 2007).

First, there is an increase in the number of laptops that can be found being used in schools. From the responses to this 2006 survey it was found that "19 percent of all student devices today are mobile and that 50 percent will be mobile in 2011." Another study conducted by Project Tomorrow in 2006 found that "54 percent of students in grades seven through twelve were found to know more of their friends' instant messaging screen names than their home phone numbers; 67 percent go online first to research a

topic; and 81 percent acknowledge that losing access to the Internet would affect their personal lives and their schoolwork" (Tomei, L., 2007). This essentially means that students are becoming increasingly exposed to new technologies and the Internet to aid them in their learning and expanding their current knowledge (Key technology trends. *Technology & Learning.* 2007). This is one of the issues that gave cause for the redesign of the Hudson Community School website.

On the previous website, there were no resources for students. With the new design, there is a directory listing all teachers and providing a link to their personal webpage. This allows students to better access the information that teachers are providing via the Internet. Another possibility for student growth via wireless technologies is the opportunity for students to be in charge of the upkeep of the website now that it has been handed over.

Second, the move toward the idea that "each student and teacher has one Internet-connected wireless computing device for use both in the classroom and at home" (known as ubiquitous computing) is becoming increasingly recognized and steps are being taken to put this idea in place. This is different from the more recent idea of "computer carts," where a set of computers is brought into a classroom for the purpose of each student having their own computer during class time, since the use of computers is becoming increasingly required of the student for homework. This survey reveals that "more than 24 percent of school districts are in the process of transitioning" to ubiquitous computing, as compared to the 2003 survey conducted by the same group which revealed that only 4 percent of schools were starting implementations. This idea has clearly seen more and more recognition in the last three to four years, and it is obvious, as evidenced by the

numbers, that schools are not only recognizing the need, but trying to implement programs to make this idea a reality (Key technology trends. *Technology & Learning.* 2007).

Thirdly, even though ubiquitous computing is introduced, it may not have an effect on student achievement. The survey showed that of schools that had implemented a 1:1 ratio of computers to students, "88 percent of school districts where academic results were tracked report moderate to significant positive results, with 12 percent reporting no results or poor results." This is where the real problem lies. These implementations of new technology can only be effective if there is proper training for both students and teachers (Key technology trends. *Technology & Learning.* 2007). A state ahead of the game in implementing a program to ensure teacher training and professional development in technology use in education is South Carolina. In *Tech-Savvy Teachers,* there is a description of a program that South Carolina teachers are putting into practice to evaluate their technology proficiency and learning strategies to improve their knowledge. South Carolina has made strides in recognizing that the problem is not the idea that technology needs to be integrated into education, but "*how* to integrate technology through curriculum and instruction."

The state's five step plan includes teachers completing a self-assessment, the development of goals and plans based on the feedback from the answers to that self-assessment, further professional development provided in small-group and individual settings conducted by technology curriculum coaches, the creation of "ePortfolio artifacts" to verify the proficiency of the teacher as time goes on, and finally another evaluation to have feedback to compare to the pre implementation assessment to

determine the effectiveness of the professional development being used (Mainwaring, T., & Bergman, D., 2006).

Resources needed to implement wireless computing solutions is the fourth trend recognized. This implementation can only be effective if there are adequate resources to allow the students and teachers to get the most use out of these laptops. One of these resources is bandwidth. Bandwidth is simply the rate at which data can travel, and through this survey it was found that the current bandwidth is 2.90 kilobits per second (Kbps) per student. For the future, the survey found that "9.57 Kbps per student [will be needed] by 2011," and "as much as 40 Kbps may be needed in five years." This number is increasing exponentially because of the fact that computer technology grows at an exponential rate. As the sophistication of computers and technology grows, the bandwidth needed to transfer information grows. This number could change even more due to the number of computers and increased student use (Key technology trends. *Technology & Learning.* 2007).

Since computers are increasing in number in the classroom and the use of wireless technologies is steadily rising, the use of online learning is being incorporated more and more into student learning. According to the survey, the fifth trend recognized that 3.8 percent of students currently use online learning in any of the eight main subject areas, but this number is expected to rise to 15.6 percent by 2011 (Key technology trends. *Technology & Learning.* 2007). Even though the Hudson School District doesn't offer any online learning courses at present, there is an opportunity for that new facet with the new design. The old website was not well equipped with the tools that teachers would need to implement online learning, but with this new easily navigated and coherent

website, there is a definite opportunity for this kind of learning to be implemented if there is allowance in the budget to employ someone to put it in place.

The problem with this entire introduction of technology is the quality of professional development and teacher training. The sixth trend recognized in the results from the survey states that "17 percent of curriculum directors believe that their current professional development program is prepared to support 1:1 [ubiquitous] computing effectively. In contrast, 73 percent of superintendents rank professional development as extremely important in successful 1:1 computing initiatives." This survey was also the first time that school administrators recognized that this implementation of ubiquitous computing is part of their budget. It was found that the average amount spent was $94.75 per student per year (Key technology trends. *Technology & Learning.* 2007). In Hudson's case, the budget for technological advances is incorporated in teacher salary. Kevin Murray, the Technology Coordinator, is also a teacher. He is the one responsible for setting up new technology, training others that will be updating the new website, and general upkeep and repair of current technology.

As the number of computers in a school increases, so does the total cost of ownership (TCO), and this is the seventh trend. This means that for every computer there is a set amount needed for upkeep and maintenance of that computer. As the number of computers goes up, the cost per student also goes up, which means "every added dollar of support cost per computer becomes an added dollar per student, not 20 cents per student as in a 5:1 student/computer school environment." This can be one of the biggest setbacks for schools in implementing ubiquitous computing. Schools have a limited budget, and a limited part of the budget that can be devoted to technology.

Administrators need to use this wisely and be very discretionary in their implementation of a 1:1 student-computer ratio (Key technology trends. *Technology & Learning.* 2007).

Not only are the use of laptops on the rise, but the use of other wireless learning technology in the classroom is growing, and the eighth trend recognizes "student appliances, tablet computers, handheld devices, and interactive whiteboards will be some of the fastest-growing product categories among mainstream products of the next five years." The growth rates of these four technologies has been found to be 104 percent for student appliances, 78 percent for tablet computers, 37 percent for handheld devices, and 24 percent for interactive whiteboards. These numbers show that teachers and school staff not only need to be well versed in laptops, but these four relatively new technologies as well. This means more training and personal education for each teacher so that the technologies can be implemented effectively (Key technology trends. *Technology & Learning.* 2007).

These new technologies can be very beneficial to student learning and their growing knowledge of the technology they can use to enhance their daily life. But the key to implementing these technologies and making them worthwhile is the professional development and teacher training. As stated in *From technophobes to tech believers,* "Teachers who are provided with professional development in addition to ongoing training and support are more likely to integrate technology as part of their daily curriculum" (Fox, C., 2007). According to Richard Clarke, as quoted in *Editorial: Research on the Effectiveness of Technology in Schools: The Roles of Pedagogy and Content,* media are "mere vehicles that deliver instruction but do not influence achievement more than the truck that delivers our groceries cause changes in our

nutrition." In his studies, he concluded that "mere exposure to technology confers no particular educational benefits." The rebuttal to this finding is a list of outcomes for students, and an acknowledgement that technology needs to be implemented well by knowledgeable school officials and staff. This list includes four subject areas: English, mathematics, science, and social studies; and three to four outcomes for each (Schrum, L., Thompson, A., Maddus, C., Sprague, D., Bull, G., & Bell, L., 2007). Overall, teachers need to become better immersed and literate in technology in order to utilize its resources to enhance their teaching methods and student learning (Fox, C., 2007).

Implementing technology into education is not easy. It is a process, and could take as long as years. Lawrence A. Tomei, in *The Technology Façade,* gives schools a helpful checklist to measure whether or not they are doing all they can to enhance student learning through the use of technology. This is a list of twenty simple questions and a scoring method so schools can find out where they stand in their efforts to implement technology as a helpful learning tool. The basis of the first set of questions addresses the first trend that students need to have computers available in a 1:1 ratio. Questions ask things like "are the computer labs in your school used by classroom teachers," and "are your computers located in the library, classrooms, or computer labs?" These questions encourage the school district to review their placement of computers in the school and address the need for the change in the placement of some of those computers to better support ubiquitous computing (Tomei, L., 2007).

The second set of questions addresses the idea of professional development and teacher training. Questions such as "what is the extent of technology training received by teachers?," and "does your school provide access to a computer teacher, computer

technician, network administrator, and/or a technology coordinator?" are asked to address the idea that teachers need not only to have the technology available to them, but must have the resources to be able to learn these technologies. Also, it is very beneficial to have an expert on hand to direct questions/concerns to in order to have a solution quickly (Tomei, L., 2007). I commend Hudson Community School in having a technology coordinator in place, and much less a person that is part of the core staff so that his presence is seen and he is always available. With Kevin Murray being available whenever a solution for a technology problem needs to be found, it allows for situations to be fixed quickly and efficiently.

The third set of questions addresses the use of technology by teachers to teach their students. "For technology-based lessons, has the school developed a 'scope and sequence' to include technological competencies for all students, by grade and subject area," and "when using technology-based lessons in the classroom, do teachers prepare their own handouts, study guides, and workbooks to guide the lesson presentation?" are questions asked to try and direct the school in putting more emphasis not only on whether teachers and students can *use* the technology, but on the idea that technology needs to be integrated into all factions of education and there need to be standards and goals to meet to have data to measure success (Tomei, L., 2007). The biggest thing to consider when implementing technology into education is the professional development and teacher training that it involves, the budget planning it entails, and all of the things that need to be considered as far as student-computer ratio, ability to track progress, resources for technology knowledge and know-how, and how we teach our kids to use technology.

A large part of my research for this project was reviewing each Iowa school district's website and critiquing their layout, visual design, usability, information, and other aspects that made me either enjoy their website or make me want to contact them and offer my services for them as well. I looked at sites that had good navigation and found some to base my new implementations on, some that I couldn't navigate around or find any information I was looking for, some were using design practices that are virtually obsolete, and others were extremely outdated. It was clear as I looked through these sites that this idea of implementing technology in education, especially the use of school websites, is greatly needed in Iowa.

Through this experience of creating a new design for a website to be used as the representation of the Hudson Community School, I encountered many things that caused unexpected delays. This was my first experience in creating a website for an actual client, and I found out many things that extended my goals of learning more about the web design process and principles. I learned what clients can expect from you, how quickly they can expect things, and how excited they can get at even the smallest sign of a new tool or gadget that can be utilized.

The process of creating this website lasted a total of five months. The first phase was to discuss what was expected of this new design. I met with Kevin Murray, Technology Director; Roark Horn, Hudson Community School Superintendent; and the Hudson Community School board. In meetings between Kevin Murray, Roark Horn and I, we discussed where the old site was lacking, what the old site had that needed to be kept, what new things we wanted to implement, and what things we had to keep in mind as far as handing over the design once it was finished.

The old website was completely underdeveloped, hard to navigate, and not user friendly. Along with all of these shortcomings, there was very sparse information. The only information to be found was the student handbook, lunch menu, school calendar, employee benefits, and some random forms. New things we discussed implementing were a staff directory where visitors would have access to e-mail all staff and faculty members, along with links to their personal websites; new pages for extracurricular activities; a directory with directions to sporting events in away districts; a page of links for staff to easily access their information at work from home; and to create an overall format and design that was easier to navigate and find the information website visitors are seeking. In the end, we were able to implement all of these ideas with an individual page for each one of them that is easily accessible from the front page.

The second phase was to take all of the information collected and formulate it into a design that kept the old aspects of the website that were still needed, fixed the problems with the old website, implemented the new ideas we wanted to incorporate, and did this all while providing an easily navigated structure for the overall site. This phase took the most time. I spent about two full months coming up with the visual design. There were various stages of my design process that I submitted rough drafts to Roark Horn, Kevin Murray, and the school board. I submitted a paper rough draft, and also met with everyone once I had placed a mock up of the design on my personal website. I was able to run through how the links related to one another, how the new navigation was to work, and how the new aspects were going to be introduced at a school board meeting after the paper design had been approved by all parties. After the design was approved, I started

refining it and creating individual pages. A final showing was presented in late January and some additional tweaks were made before the final publishing on February 22, 2008.

I was lucky to have the opportunity to work with people who let me have a lot of freedom with the new design, but also knew what they didn't want, so they were able to give me some boundaries. The old website was very underdeveloped and didn't have a lot of information to be transferred to the new design. This made things more difficult for me because I like to have things completed before being published. Finally, I was convinced to simply hand over the design of the site and let the employees of the school district continue the work I started and let them take the reins on finishing the design and updating all the necessary information that needs to be communicated to community members and school staff and parents. In that sense, I finished what was expected of me by creating a more user-friendly easily updated website. Even though I am happy with the final product, and feel as if I satisfied all of the requirements I set out to fulfill, I came across a lot of difficulties with working with people and starting from such a sparse shell.

One big problem I encountered was inconsistent software. I used Macromedia Dreamweaver, the newest and most used web design software, to create the site, and I always had to keep in mind that the software the school would be using was Adobe GoLive, an older and now almost obsolete web design software. This kept me from creating a lot of advanced graphics or an advanced design that used Dreamweaver tools because I always kept in the back of my mind that the school's software program only allowed for basic creations and only required minimal training. It was hard for me to enjoy the finished product as much as I enjoy another website I have done since

(www.uni.edu/isflc) because I had to keep in mind this software issue, and also that the people updating the site had no advanced training in the software.

The thing I will take away most from this experience is the fact that busy people can take a long time to get back to you and get you information you need. I worked with people in the education business, and these people were concentrating on their students. When I proposed this redesign, I didn't consider the fact that I was putting even more burden on them until I started asking for information and it took a very long time for me to get a response. Another factor that delayed the publishing of the site much later than my proposed date is the fact that I, too, am a busy person. With four jobs, twenty-one credit hours, a new fiancé, and preparing to graduate and find a real job on my mind, I was very overwhelmed with this project and am very happy to be able to say I have completed it and met the goals I set out in the beginning.

Overall, I count this experience as very beneficial to my education, and to my future profession. I also feel that Hudson Community School has benefited from this redesign, and this is evidenced by the number of positive e-mails received by the Superintendent, Roark Horn, to compliment the new design and comment on its more user friendly interface and easier navigation tools. Even though I graduate in May 10, 2008, I haven't a clue what I want to do with the rest of my life, but with this experience I now know that I have the ability to create professional websites, work with clients, and meet requirements place on me by those clients.

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Appendix A

Iowa School District Website Review

School	Good Aspects	Bad Aspects	Conclusion
A-H-S-T		links move around and different sizes	
Adair-Casey		frames	
Adel-DeSoto-Minburn			
AGWSR	look link navigation		use
Akron-Westfield		frames	
Albert City-Truesdale		frames	
Albia			
Alburnett		background	
Alden	look link navigation	some incomplete info	use
Algona		too "corporate"	
Allamakee		not uniform	
Allison-Bristow		no design...	
Alta		no "home" button on linked pages	
Ames	professional, high end, have someone devoted full time		
Anamosa	mentioned by board member		use
Andrew	static left links		use
Anita		too much info on front page	
Ankeny	rollover links		
Anthon-Oto		links on right, not left, hard to notice	
Aplington-Parkersburg	rollover links		
Ar-We-Va	rollover links, links on right		use links on right
Armstrong-Ringsted		no links back or new windows	
Atlantic		note that firefox/safari work better, empty space on front	
Audubon		frames	
Aurelia	good		
Ballard		header too big	
Battle Creek-Ida Grove		basic, not advanced	
Baxter	rollover links		
BCLUW	rollover links	background clashes with yellow font	
Bedford		not consistent	
Belle Plaine	static left links		use
Bellevue		too much info on front page	
Belmond-Klemme	rollover links; color		
Bennett		red background/blue links = ouch!	
Benton	side links		use
Bettendorf	side links		use
B-G-M		different site for elementary	
Bondurant-Farrar			
Boone		too advanced to pass on	
Boyden-Hull		no links to home	
Boyer Valley	like Anamosa		use
Burlington	good		
C and M		high school and elementary different	
Cal	like Anamosa		use
Calumus-Wheatland		links too specific	
Camanche			
Cardinal		frames	
Carlisle		links on side too specific	
Carroll		inconsistent	
Cedar Falls		home links didn't work	
Cedar Rapids	static links; consistent; looks nice		
Center Point-Urbana	consistent	not catered to each section needs	

Centerville	static links on top		
Central		Requires Quicktime	
Central City		inconsistent; big font	
Central Clinton	static links on side	maybe too many links	
Central Decatur		frames	
Central Lee	links on side		
Central Lyon	good layout and color		
Chariton	static links		
Charles City	links on right		use
Charter Oak-Ute			
Cherokee		no home links	
Clarinda	static links; looks like a bulletin board	frames	
Clarion-Goldfield	links to links		use
Clarke	rollover links		
Carksville	consistent		
Clayton Ridge		frames	
Clay Central/Everly	static links		
Clear Creek-Amana	rollover links		
Clearfield			
Clear Lake	rollover links		
Clinton		flash site	
Colfax-Mingo		inconsistent	
College		frames on inner pages	
Collins-Maxwell	static links		
Colo-Nesco	pop up links		
Columbus		no home links	
Coon Rapids	link on right		use
Corning		too long to load	
Corwith-Wesley	good links		
Council Bluffs		too many stories on front	
Creston			
Dallas Center-Grimes		different looks on different pages	
Danville	static links		
Davenport	lots of links, static		
Davis County			
Decorah	staic links; consistent		
Deep River-Millersburg	static links		
Delwood			
Denison	NICE - consistent; static links		use
Denver	static links		
Des Moines Independent		home link on bottom	
Diagonal		links in table halfway down home page	
Dike-New Hartford		inconsistent	
Dows			
Dubuque		too much information on front	
Dunkerton	static links		
Durant			
Eagle Grove	drop down links to others		
Earlham	rollover links		
East Buchanan		pull down boxes	
East Central	links on right; static links		use
East Greene	lunch menu; staff contact		use
East Marshall		done by students; not updates since 9-25-07	
East Union			
Eastern Allamakee	good links		
Eddysville-Blakesburg			
Edgewood-Colesburg	links to use	more links on left	
Eldora-New Providence		goes to South Hardin page	

Elk Horn-Kimballton	links on left		
Emmetsburg	clean; professional; lots of links on left		
English Valleys		links on bottom; elementary has no information	
Essex		no home links	
Estherville Lincoln		links shift of left; bad background	
Exira		font too big	
Fairfield			
Farragut	like Anamosa		use
Forest City	professional, nice		
Fort Dodge	good links	plain	
Fort Madison	professional	random, unrelated pictures	
Fredericksburg			
Fremont			
Fremont-Mills		flash introduction	
Galva-Holstein		not uniform	
Garner-Hayfield		drop down links; high school different from rest - it's better	
George-Little Rock		no links on left	
Gilbert		not updated recently	
Gilmore City-Bradgate		goes to TRV	
Gladbrook-Reinbeck		borders on pictures are too big; no home links	
Glenwood	links on left	no home links	
Glidden-Ralston	links on left; consistent		
GMG		title of page not appropriate; inconsistent	
Graettinger	static links on top and left		
Greene		goes to "North Butler"; no home links	
Grinnell-Newburg	professional; static top and left links		
Griswold	static links on left		
Grundy Center	static links on top and left		
Guthrie Center	new windows for pdfs; static links on left		
H-L-V		no home links	
Hamburg	like Anamosa		use
Hampton-Dumont		home link is top banner	
Harlan	static top links		
Harmony	like Anamosa		use
Harris-Lake Park		using Joomla	
Hartley-Melvin-Sanborn		not consistent; no home links	
Highland		no links, pull down menu	
Howard-Winneshiek			
Hubbard-Radcliffe	static left links		
Hudson			
Humboldt	static left links		
IKM		GREEN; bland; links only good on homepage	
Independence	static top and changing left links		
Indianola	professional; static header and links; GOOD		
Interstate I-35		not consistent	
Iowa City	static left and top links		
Iowa Falls	static top links	entrance	
Iowa Valley	static top and left links		
Janesville		home links hard to find	
Jefferson-Scranton	statif links on left		
Jesup	static left links	bad font for links on left	

Johnston	detailed rollover static left links		
Keokuk		home link takes you to page with no links	
Keota			
Kingsley-Pierson			
Knoxville	static header and links on left		
Lake Mills			
Lamoni		links at bottom, not easy to find	
Laurens-Marathon	transitions; static top bar links		
Lawton-Bronson	static header	lots under construction	
Le Mars	rollover static top bar	lots on front	
Lenox		links on right only, but static	
Lewis	like Anamosa but with manilla folder-type header		use
Lineville-Clio			
Linn-Mar		new windows pop up	
Lisbon	static left and top links		
Logan-Magnolia	static left	no home links	
Lone Tree	static left and top links	no home links	
Louisa-Muscatine	static left and top links		
LuVerne		not consistent	
Lynnville-Sully	static top bar		
Madrid		no home links	
Malvern	like Lewis Central		use
Manning		no consistent links	
Manson Northwest Webster	professional look; static top and changing menu appropriate to section - GOOD		
Maple Valley		frames	
Maquoketa		no home links	
Maquoketa Valley		no home links	
Marcus-Meriden-Cleghorn		front page different than rest	
Marion Independent	transitions; rollover static left menu	no header	
Marshalltown	static top menu		
Martensdale-St. Mary's	consistent	no home links	
Mason City	rollover static top and left links		
Mediapolis	rollover static left links; links on linked pages		
Melcher-Dallas	rollover static left links		
MFL Marmac		entrance; table of links; link to home on bottom	
Mid-Prairie	static top menu		
Missouri Valley	like Lewis Central		use
MOC-Floyd Valley	static left	long to load	
Montezuma		no home links	
Monticello		pull down boxes on left	
Moravia	static top; patriotic		
Mormon Trail	static left	links don't work on some pages	
Morning Sun			
Moulton-Udell	static top	static pulldown menus on left	
Mount Ayr			
Mount Pleasant			
Mount Vernon	home takes you to sections; then static links		
Murray			
Muscatine	home link is on top	home links to everything	
Nashua-Plainfield	static left bar		
Nevada	static top, links on left change with section		
New Hampton		no home links on every page	

New London	rollover top links, static quicklinks on left		
New Market			
Newell-Fonda	static left		
Newton	static left and right on some pages	on page not built by webmaster there are no home links	
Nishna Valley	like Lewis Central		use
Nodaway Valley		no home links; inconsistent	
Nora Springs-Rock Falls	static left links	frames	
North Cedar		have to visit home page to link to anything else	
North Central	like Anamosa		use
North Fayette	static top	still being built; notes to webmaster on pages	
North Iowa	static left, variable top		
North Kossuth	transitions	everything linked from home	
North Linn	static top	some frames	
North Mahaska	static left	using Joomla	
North Polk		not consistent	
North Scott		not consistent	
North Tama	static header and left		
North Winneshiek		some pages don't work; some don't have home link; not consistent	
Northeast			
Northeast Hamilton	static left; transistions		
Northwood-Kensett	like Anamosa		use
Norwalk	static top		
Odebolt-Arthur		goes to INS website	
Oelwein	static top and left links		use
Ogden	like Lewis Central		
Okoboji	static top and variable left links		
Olin		nothing, under construction	
Orient-Macksburg		not consistent; some pages don't have home links	
Osage	static left	not exciting	
Oskaloosa		all links on homepage	
Ottumwa	professional; static top bar menu		
Panorama		static bar at top, but looks different on front page than on others	
Paton-Churdan	static left links on some pages	icon as home link	
PCM	static top and variable left links		
Pekin		student done; have to get to everything via the homepage	
Pella	static top menu		
Perry		nothing static; everything linked via the homepage	
Pleasant Valley			
Pleasantville		have to go back to homepage to get to different sections	
Pocahontas Area	static header and top menu with variable menus with clicked		
Pomeroy-Palmer			
Postville		not consistent, home links in different places on each page	
Prairie Valley		have to select topic when click on a subject in static top menu	
Prescott			
Preston	static left; new windows for pdfs	some use of frames	
Red Oak			
Remsen-Union	static top menu	too much scrolling on home page	
Riceville	static top and left links		

River Valley			
Riverside		nothing; or took too long to load	
Rock Valley		too busy; some links require and add-on; not consistent	
Rockwell City-Lytton		transistions; no home links; too long to load next page	
Rockwell-Swaledale		table of links; everything linked from home page	
Roland-Story		site contents on left instead of nice links	
Rudd-Rockford-Marble Roc	more basic version of Anamosa		use
Russell			
Ruthven-Syrshire	static header with home link		
Sac			
Saydel		requires plug-in	
Scaller-Crestland	static left menu and header		
Schleswig	static left links		
Sentral	like Lewis Central		
Sergeant Bluff-Luton	static top menu		
Seymour	static left menu and header		
Sheefiield-Chapin Meservey	Thornton		
Sheldon		have to visit hompage for different sections	
Shenandoah	static left and top links	some pages don't work	
Sibley-Ocheyedan	static left buttons		
Sidney		links halfway down	
Sigourney			
Sioux Center		inconsistent inside pages	
Sioux Central		Joomla for front, then built or outside pages for rest	
Sioux City	like Anamosa		use
Solon		requires "Apache"	
South Clay	static left menu		
South Hamilton	consistent header	pages have different layouts	
South O'Brien	static rollover top menu		
South Page		new windows pop up; inconsistent	
South Tama County	static top bar		
South Winneshiek	static top menu		
Southeast Polk	static rollover top menu		
Southeast Warren	more basic version of Anamosa		use
Southeast Webster-Grand	static header		
Southern Cal		inconsistent	
Spencer	professional; static top and left links		
Spirit Lake		static design on left, but links change and no link back home to get to a different section	
Springville	like Anamosa		use
St. Ansgar		inconsistent	
Stanton		inconsistent	
Starmont		inconsistent; icon as link home	
Storm Lake		have to visit homepage to link to different section	
Stratford		font too big	
Sumner			
Terril	static left and top links	like someone else's	
Tipton		have to visit homepage to link to different section	
Titonka			
Treynor	consistent left menu	icons as links	

Tri-Center		left static menu on front switches to top on inner pages and is too long	
Tri-County		pull down boxes	
Tripoli	static left links and header		
Turkey Valley		menu docked at top; inner pages have a lot more links that homepage	
Twin Cedar		pulldown menus	
Twin Rivers		confusin links; no home links	
Underwood	like Anamosa		use
Union		HS, MS and Elem pages all different	
United	static top menu and variable left menu		
Urbandale	static left menu		
Valley		table with big border	
Van Buren		links on right, not a lot of information	
Van Meter	like Anamosa		use
Ventura		random; inconsistent	
Villisca		have to go back to homepage to get to different sections	
Vinton-Shellsburg		inconsistent	
Waco	static left menu		
Wall Lake View Auburn	static top bar	Joomla	
Walnut			
Wapello	static left links; links to links		use for links to link
Wapsie Valley	static top menu	nothing on pages unless you click on rollover menu	
Washington	links on left on homepage	home link hard to find on inner pages	
Waterloo	static top menu	looks like a daycare site with logo	
Waukee	static top and left links		
Waverly-Shell Rock	static left menu with pull down menu when clicked		
Wayne		frames on inner pages; not much information; only 7 links on homepage	
Webster City			intermediate site was like this
West Bend-Mallard		have to click on rollover link; inconsistent	
West Branch	static header	student maintained	
West Burlington	static header	have to visit hompage for different sections	
West Central			
West Central Valley		frames	
West Delaware	static top menu		
West Des Moines	static top and left links		
West Hancock	static left menu		
West Harrison	static left menu		
West Liberty	static top menu; school calendar on right		
West Lyon	rollover top links, static links on left		use
West Marshall		inconsistent	
West Monona		intro page, then static link at bottom	
West Sioux	like Anamosa		use
Western Dubuque		TOO BUSY!!!!	
Westwood		home link says "up"	
Whiting		bad background; inconsistent	
Williamsburg		inconsistent; requires add-ons	

Wilton			
Winfield-Mt Union	static rollover top menu		
Winterset	static left menu		
Woden-Crystal Lake			
Woodbine			
Woodbury		too many static links on top, should be on left	
Woodward-Granger		pulldown menus to get anywhere	