REQUEST FOR PROPOSAL #691
WEBSITE REDESIGN AND DEVELOPMENT

Issue Date: Friday, February 17, 2017
Buyer: Jennifer Frederickson
Issued by: Thames Valley District School Board
RETURN DATE and TIME: prior to 12:00:00 noon local time Thursday, March 16, 2017

ITEM NO.	TERMS AND CONDITIONS	WILL COMPLY/WILL NOT COMPLY	COMMENT
1.0	**INTRODUCTION**		
1.0.1	The Thames Valley District School Board (hereafter referred to as the TVDSB) invites interested parties to submit sealed submissions in response to this bid document. The TVDSB is one of the largest public school boards in the Province of Ontario and is comprised of all public schools within the counties of Elgin, Middlesex, and Oxford. The TVDSB is the employer of approximately 8,000 staff and operates 160 schools with an estimated enrolment of 75,000 students.		
1.1	**PURPOSE**		
1.1.1	The purpose of this bid document is to provide interested parties with sufficient information to enable them to prepare and submit bids for consideration by the TVDSB for the redevelopment of the tvdsb.ca, subject to the conditions herein.		
1.1.2	The successful candidate will lead TVDSB through the redesign and redevelopment of tvdsb.ca, aligning with and improving upon - where necessary - the recommendations arising from Phase One of the TVDSB Website Project - Research and Analysis. In 2009, TVDSB launched its current site and is in need of an expert team to build a site that better meets the needs of its diverse stakeholder group. The new site will be a critical external stakeholder engagement tool that provides an improved user experience and is able to communicate the unique culture, innovative thinking and successes of the students and staff of TVDSB.		
1.1.3	The TVDSB may agree to permit other public organizations within Ontario to access any contract(s) that may result from this solicitation. The successful proponent(s) shall allow such access with the understanding that the participating organizations be responsible for their own contract management.		
2.0	**BID DEFINITIONS AND INFORMATION**		
2.1	**DEFINITIONS**		
2.1.1	The following words are used throughout this bid document and proponents should note these conditions when completing their bid submission.		
2.1.1.1	The word “MUST” shall mean proponents “must” include the required information in bid submission. Failure to include the required information will deem submission noncompliant.		
2.1.1.2	The word “SHOULD” shall mean proponents “should” include the required information in bid submission.		
2.1.1.3	The word “NONCOMPLIANT” shall mean bid submissions will be eliminated from further evaluation if the submission does not include the required information.		
2.1.1.4	The word “SUBCONTRACTOR” shall mean a person, firm or company hired by the proponent(s) or the successful proponent(s) to perform any portion or all of this bid.		

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2.1.1.5	The word “QUALIFIED” shall mean a proponent who is compliant and has included the required information in their bid submission.		
2.1.1.6	BID IRREGULARITY: A deviation between the requirements (terms, conditions, specifications, special instructions) of a bid response for the purposes of this bid; bid irregularities are further classified as major irregularities or minor irregularities. The classification of what is a major irregularity or a minor irregularity shall be the sole discretion of the TVDSB.		
2.1.1.6.1	Major Irregularity: A deviation from the bid request which affects the price, quality, quantity or delivery, and is material to the award. If the deviation is permitted, the proponent could gain an unfair advantage over competitors. The TVDSB will reject any bid submission which contains a major irregularity.		
2.1.1.6.2	Minor Irregularity: A deviation from the bid request which affects form, rather than substance. The effect on the price, quality, quantity or delivery is not material to the award. If the deviation is permitted or corrected the proponent would not gain an unfair advantage over competitors. The TVDSB may permit the proponent to correct a minor irregularity.		
2.2	**STRUCTURE OF THIS BID**		
2.2.1	Proponents must use the online bidding system which is available on the internet at:		
2.2.1.1	www.tvdsb.ca		
2.2.1.2	"Board"		
2.2.1.3	“Purchasing”		
2.2.1.4	“Bids”		
2.2.1.5	Scroll to the end of the document, click "Proceed to inquiry/download page".		
2.2.1.6	Proceed to the bid, click "New" icon		
2.2.1.7	You will be directed to the "TVDSB Client Portal"		
2.2.1.7.1	Proponents that already have a TVDSB Client Portal account:		
2.2.1.7.1.1	Click "TVDSB Login".		
2.2.1.7.1.2	Login using TVDSB Client Portal account and password.		
2.2.1.7.2	Proponents that do not already have a TVDSB Client Portal account:		
2.2.1.7.2.1	Click "Sign up now".		
2.2.1.7.2.2	Read TVDSB Client Portal Disclaimer, scroll to bottom and click "I agree" or "I do not agree".		
2.2.1.7.2.3	If "I do not agree" was clicked, you will not be able to proceed. If "I agree" was clicked, you will be taken to "New Account Application".		
2.2.1.7.2.4	Complete account information and click "Create My Account"		
2.2.1.7.2.5	Click "TVDSB Login".		
2.2.1.7.2.6	Login using new TVDSB Client Portal account and password.		

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2.2.1.8	Within the Client Portal click "Open to Bid"		
2.2.1.9	Click on the "New" icon for the bid upon which you will be bidding.		
2.2.1.10	Download the 2017Appendices691.xlsx file to your hard drive.		
2.2.1.10.1	The file contains the following worksheets:		
2.2.1.10.1.1	Worksheet A: Terms and Conditions in Excel format		
2.2.1.10.1.2	Worksheet B: Requirements in Excel format		
2.2.1.10.1.3	Worksheet C: Qualifications and Experience in Excel format		
2.2.1.10.1.4	Worksheet D: Pricing and Payment in Excel format		
2.2.1.10.1.5	Worksheet E: Criteria and Weighting (for information purposes only)		
2.2.1.10.1.6	Appendix 1: Scope of Work (for information purposes only)		
2.3	**IMPORTANT DATES**		
2.3.1	ISSUE DATE: Friday, February 17, 2017		
2.3.2	QUESTIONS: Monday, February 27, 2017		
2.3.3	ANSWERS TO QUESTIONS: Wednesday, March 1, 2017		
2.3.4	**RETURN DATE and TIME: prior to 12:00:00 noon local time Thursday, March 16, 2017**		
2.3.5	PRESENTATION: To be determined if required		
2.4	**RETURN LOCATION**		
2.4.1	Sealed bid submissions **must** be returned to:		
2.4.2	“Tenders Clerk”		
2.4.3	Tenders Clerk’s box, Basement, Education Centre		
2.4.4	Thames Valley District School Board		
2.4.5	1250 Dundas Street		
2.4.6	London, Ontario		
2.4.7	N5W 5P2		
2.4.8	The bid submission envelope should show the bid document name, number, return date and time (as set out in Section 9.5 - Labeling of Envelope).		
2.4.9	The bid submission **must** be returned to the “Tenders Clerk” for your bid submission to be accepted.		
2.4.10	Delivery to the “Tenders Clerk” is the responsibility of the proponent.		
2.4.11	Submissions received by electronic transmission (i.e. fax or email) will not be accepted.		
2.4.12	Late bids will be returned to the proponent, unopened, if a return address is included on the submission envelope.		
2.5	**QUESTIONS**		

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2.5.2	All questions pertaining to this bid document are to be addressed to: Jennifer Frederickson, Buyer, by email j.frederickson@tvdsb.on.ca no later than Monday, February 27, 2017. After this date no further inquiries, concerns or questions may be submitted. The TVDSB reserves the right to distribute a notice of content of any inquiry and the TVDSB's response to all other registered proponents. All questions pertaining to this bid document must be submitted in writing.		
2.5.3	Questions concerning the terms and conditions of the bid document, whether made orally or in writing, to any individual other than indicated above may, at the sole discretion of the TVDSB, render your submission noncompliant. Direct questions in written form only to: Jennifer Frederickson. The TVDSB will only be bound by written answers to questions.		
2.5.4	Answers to all questions will be posted to the TVDSB web site at www.tvdsb.ca:		
2.5.4.1	www.tvdsb.ca		
2.5.4.2	"Board"		
2.5.4.3	"Purchasing"		
2.5.4.4	"Bids"		
2.5.4.5	Scroll to the end of the document, click		
2.5.4.6	"Proceed to inquiry/download page"		
2.5.4.7	Proceed to the Bid, click		
2.5.4.8	"Answers to Questions"		
2.5.4.9	View documents in PDF format.		
2.5.4.10	All bid files are available for downloading at no charge from the TVDSB web site.		
2.5.5	Should any questions raised by a proponent necessitate an addendum to this bid document, the addendum will be posted to the TVDSB Web Site. See Section 2.5.3.		
2.5.6	All Addenda will be issued at least seven days prior to the closing date. If an addendum is issued within seven days of the closing date, the date will be extended accordingly.		
3.0	**CONTRACT TERM / PRICING / TAXES / DELIVERY / PAYMENT**		
3.1	**CONTRACT TERM**		
3.1.1	The requirements/contract terms/timelines are outlined in Worksheet B - Requirements.		
3.2	**PRICING**		
3.2.1	Proponents **must** complete the pricing section - Worksheet D - Pricing		
3.3	**TAXES**		
3.3.1	HST: Where applicable, Harmonized Sales Tax **must** be shown separately as extras on all invoices in accordance with Canadian and Provincial Government regulations.		
3.4	**INVOICING/PAYMENT TERMS**		
3.4.1	All invoices must be sent to the Thames Valley District School Board, P.O. Box 5888, London, ON N6A 5L1. Attention: Accounts Payable.		

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3.4.2	Applicable taxes **must** be shown as separate line items on all invoices.		
3.4.3	Proponents should indicate any specific payment terms. It is generally expected that payment will be 45 days from receipt of invoice.		
3.4.3.1	Proponents should state percentage discount for early payment and net payment terms.		
3.4.4	Purchase order numbers **must** be stated on all invoices; invoices without will be returned unpaid.		
4.0	**SPECIFICATIONS/REQUIREMENTS**		
4.1	**QUALITY**		
4.1.1	The successful proponent(s) must carry out all work to the satisfaction of the TVDSB. All work is to be performed by appropriately certified staff.		
4.1.2	The determination of equal quality will be based on our internal professional opinions.		
4.1.3	In addition to price, quality and suitability to school use will be among the first considerations. Delivery lead times, service, performance record and the value of the overall award will be also taken into consideration when awarding this contract.		
4.1.4	Any service or work ordered which, in the opinion of the TVDSB, does not completely fulfill the specifications must immediately be completed to the specifications or sample quality at the expense of the successful proponent.		
4.2	**PRESENTATION/INTERVIEW/DEMONSTRATION**		
4.2.1	Qualified proponents may be required to make a presentation/attend an interview at the proponents' own expense. No bid alterations will be allowed. Notification will be given to qualified proponents as to time and place.		
5.0	**TERMS AND CONDITIONS**		
5.1	**GENERAL TERMS AND CONDITIONS**		
5.1.1	Any response submitted to the bid is IRREVOCABLE for 120 days.		
5.1.2	A proponent who has already submitted a bid may submit an addendum in writing and signed by the proponent at any time up to the official closing time. No facsimiles shall be accepted. The last submission shall supercede and invalidate all previous submissions by that proponent as it applies to this bid. Addenda must be submitted to the "Tenders Clerk" in the same manner and within the same time constraints as the bid submission.		
5.1.3	A proponent may withdraw the bid at any time up to the official closing time by letter bearing his/her signature as it is in the submission. Withdrawal requests received after the closing date shall not be permitted. Submission withdrawals must be submitted to the "Tenders Clerk" in the same manner and within the same constraints as a bid submission.		
5.1.4	The issuance of this call for bids shall not constitute any obligation on the part of the TVDSB to any firm or individual who submits a bid.		

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THAMES VALLEY DISTRICT SCHOOL BOARD
2017 - REQUEST FOR PROPOSAL - WEBSITE REDESIGN AND DEVELOPMENT
WORKSHEET A - TERMS AND CONDITIONS

ITEM NO.	*TERMS AND CONDITIONS*	*WILL COMPLY/WILL NOT COMPLY*	*COMMENT*
5.1.5	The proponent should have satisfactorily fulfilled all relevant obligations as required under the terms and conditions of any previous award in order to be considered as an acceptable proponent.		
5.1.6	The laws of the Province of Ontario shall govern in any dispute occasioned as a result of the performance or non-performance and/or workmanship of a contract issued pursuant to the bid and any dispute arising out of the issuance of and response to this bid.		
5.1.7	The TVDSB reserves the right to withdraw the award of the contract to a successful proponent(s) within 30 days of the award if in the opinion of the TVDSB the successful proponent(s) is unable or unwilling to enter into a form of contract satisfactory to the TVDSB. The TVDSB shall be entitled to do so without any liability being incurred by the TVDSB to the proponent		
5.1.8	The lowest or any bid submission may not necessarily be accepted. The TVDSB reserves the right to decline any or all bid submissions, or to cancel the bid call in whole or in part at any time prior to making an award, for any reason, or no reason, without liability being incurred by the TVDSB to any proponent for any expense, cost, loss or damage incurred or suffered by the proponent as a result of such withdrawal.		
5.1.9	All costs associated with the preparation of the bid submission will be solely the responsibility of the proponent.		
5.1.10	The TVDSB reserves the right to decline or purchase one or all items in this bid from one supplier or from multiple suppliers.		
5.1.11	All of the terms and conditions of this bid are deemed to be accepted by the proponent and incorporated into the proponent's proposal submission. It is the TVDSB's intention that the Terms and Conditions stated in this bid and the successful proponent's response to this bid will form the contract between TVDSB and the successful proponent(s). Any conflict in the wording of the proponent's invoice and/or sales agreement and the wording of the terms and conditions of this proposal, shall be resolved in favour of the TVDSB and shall be deemed to be incorporated into the proponent's invoice and/or sales agreement.		
5.1.12	The successful proponent(s) must not at any time subcontract any portion of its contract with the TVDSB nor shall it assign the contract without the written permission of the TVDSB. The successful proponent(s) must not, at any time, change subcontractors approved by the TVDSB without written permission of the TVDSB.		
5.1.13	While the TVDSB has used considerable efforts to ensure an accurate representation of information in this bid document, the information contained herein is contained solely as a guideline for proponents. The information is not guaranteed or warranted to be accurate by the TVDSB, nor is it necessarily comprehensive or exhaustive. Nothing in this bid document is intended to relieve proponents from forming their own opinions and conclusions in respect to the matters addressed in this bid document.		

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5.1.14	The TVDSB may accept or waive a minor irregularity, or where practical to do so the TVDSB may as a condition of bid acceptance request a proponent to correct a minor irregularity with no change in bid price. Items of non compliancy on any bid submissions which do not strictly comply with the provisions, procedures and requirements of this bid, or are incomplete, ambiguous, or which contain errors, alterations, misleading information, omissions, or irregularities of any kind, may be rejected and disqualified at the discretion of the TVDSB. All proponents agree to provide all such additional information as, and when requested, at their own expense, provided no proponent in supplying any such information shall be allowed, in any way to change the pricing or other cost quotations originally given in its bid submission or in any way materially alter or add to the solution originally proposed.		
5.1.15	All TVDSB policies, procedures and regulations must be adhered to by the successful proponent(s).		
5.1.15.1	Smoking is prohibited in all TVDSB buildings and on all TVDSB property.		
5.1.15.2	Some TVDSB sites are equipped with video surveillance cameras.		
5.1.15.3	The successful proponent(s) is obliged to cooperate with all recycling and environmental procedures and initiatives established by government, the TVDSB and each school.		
5.1.16	The successful proponent(s) will reimburse the TVDSB for any damages through negligence or willful acts of any of the successful proponent(s)' employees or contracted staff.		
5.1.17	The successful proponent(s)' employees and contracted staff shall not be considered TVDSB employees and shall not represent themselves as an agent of the TVDSB nor be eligible for any of the benefits provided to TVDSB employees.		
5.1.18	The TVDSB reserves the right to demand the removal of any successful proponent's employees or contracted staff engaged in this contract if, in the TVDSB's opinion, their conduct has been of an unacceptable nature.		
5.1.19	The successful proponent(s) will be responsible for seeing that regular supervision is maintained over all working personnel. It is the proponent's responsibility to see that all their activities are properly coordinated with the TVDSB's operations and modify assignments as required.		
5.1.20	This bid document is being issued pursuant to the TVDSB's Purchasing Policies and Procedures.		
5.1.21	The acceptance of the bid by the successful proponent and the award of the contract contemplated by this bid document is subject to approval of the Board of Trustees.		
5.2	**CANCELLATION OF CONTRACT / LOSS OF SERVICE**		

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ITEM NO.	TERMS AND CONDITIONS	WILL COMPLY/WILL NOT COMPLY	COMMENT
5.2.1	The TVDSB reserves the right to terminate this contract with 30 days written notice if, in its opinion, the successful proponent(s) fails to meet the terms and conditions of the contract. Notwithstanding the termination of the contract, the successful proponent(s) shall remain responsible for its obligations under this contract up to the date of termination. The TVDSB reserves the right to commence an action in a court of competent jurisdiction against the successful proponent(s) for damages that result from the breach of the terms and conditions of the contract, by the successful proponent(s).		
5.2.2	The TVDSB shall have the right to retain and set off from any monies payable to the successful proponent(s) under the contract the total outstanding amount from time to time and for all damage claims by the TVDSB or any third parties arising out of this contract which have not been resolved by the successful proponent(s) or its insurer.		
5.2.3	The TVDSB reserves the right to withhold monies owing under a contract to the value of the obligation to a maximum of the monies owing to the successful proponent(s) for any indebtedness of the supplier that may impact on the TVDSB.		
5.2.4	The successful proponent(s) shall be responsible for ensuring continuous delivery of the goods and services in the event of a labour disruption by either, the successful proponent(s), the TVDSB's staff or third party interruptions.		
5.2.5	In the event that the successful proponent(s) becomes insolvent, and/or the successful proponent(s) is unable or unwilling to provide the contracted service for a period of more than 30 consecutive days during the period of the contract, the TVDSB shall have the right to replace the successful proponent(s) with another service provider suitable to the TVDSB in addition to all of its other rights pursuant to the term of this bid.		
5.3	**FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT**		
5.3.1	Proponents agree that all documentation and information contained in any bid submissions and any addendum that becomes the property of the TVDSB shall be subject to disclosure pursuant to an application pursuant to a Municipal Freedom of Information and Protection of Privacy Act request for disclosure. Notwithstanding that a bid submission or an addendum may contain a trade secret of the proponent, intellectual property right of the proponent, or scientific, technical, commercial, pricing or other financial or labour relations information or any other similar secret.		

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5.3.2	A proponent specifically consents to the disclosure of any and all information contained in their bid submission or any addendum pursuant to a request for disclosure pursuant to a Municipal Freedom of Information and Protection of Privacy Act and such consent shall be considered a consent given pursuant to Subsection 10(2) of the said Act. Notwithstanding the aforesaid, the proponent assigns all right, title and interest that they have in the bid submission, and any addendum to the TVDSB, including the right to copy and/or publish the same as the TVDSB sees fit, notwithstanding that no request for disclosure is made pursuant to the Municipal Freedom of Information and Protection of Privacy Act.		
5.3.3	All proponents agree not to disclose any information provided by the TVDSB in this bid document to any third party without the written consent of the TVDSB.		
5.4	**PERSONAL INFORMATION PROTECTION AND ELECTRONIC DOCUMENTS ACT**		
5.4.1	The Proponent represents and warrants that if the proponent is or becomes subject to any private sector privacy legislation in responding hereto, or in carrying out its obligations under any subsequent agreement, the Proponent will be soley responsible for compliance with such legislation. Without limitation, the Proponent represents and warrants that if the Proponent is subject to the Personal Information Protection and Electronics Act, S.C. 2000, c.5, including any amendments thereto ("PIPEDA"), the Proponents shall ensure PIPEDA compliance of:		
5.4.2	All PIPEDA Protected Information the Proponent collects directly from the individual or indirectly from the Board or others.		
5.4.3	All PIPEDA Protected Information the Proponent uses or discloses in the course of responding hereto or in performing its obligation under any subsequent agreement and,		
5.4.4	All PIPEDA Protected Information the Proponent transfers or discloses to the Board.		
5.4.5	For the purposes hereof, "PIPEDA Protected Information" means any "Personal Information" or "Personal Health Information" as such terms are defined in PIPEDA.		
5.5	**ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES**		
5.5.1	The successful proponent shall comply with the provisions of the Accessibility for Ontarians with Disabilities Act, 2005, and the regulations thereunder with regard to the provision of its goods or service to persons with disabilities. The proponents acknowledge that pursuant to the Accessibility for Ontarians with Disabilities Act, 2005, the Board must, in deciding to purchase goods or services through its procurement process, consider the accessibility for persons with disabilities to such goods or services. This legislation can be accessed through the following link to the Government of Ontario's website: http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_05a11_e.htm		
5.6	**HUMAN RIGHTS AND CHILD LABOUR LAWS**		

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5.6.1	Any infringement on human rights, but namely those of children, is of considerable concern to the TVDSB. Proponents wishing to do business with the TVDSB are asked to promote the purchase of goods from companies that operate in full compliance with the laws of their respective countries and with all applicable child labour laws, rules and regulations related to hiring, wages, hours worked, overtime and working conditions.		
5.6.2	Proponents should indicate your firm's policy and present practices and procedures in place to encourage promotion of this objective.		
5.6.3	For proponents information the web site address of the International Labour Organization and its objectives toward the abolition of child labour is:		
5.6.3.1	http://www.ilo.org		
5.7	**HEALTH, SAFETY REGULATIONS**		
5.7.1	Every person who supplies any machine, device, tool, equipment or service to the TVDSB **must** ensure that the machine, device, tool, equipment or service complies with the Occupational Health and Safety Act and Regulations of Industrial Establishments. The burden of proof rests with the supplier.		
5.7.2	The Occupational Health and Safety Act describes the responsibilities of an employer. The TVDSB requires contractors maintain procedures, training and enforcement so that the responsibilities are carried out at our workplace. The contract shall abide by and strictly adhere to the regulations and conditions set out and laid down by the most current versions of the Occupational Health and Safety Act, 1990, Chapter 0-1. Their workers must be trained in WHIMS in accordance with Occupational Health and Safety Act Regulations. They **must** adhere to all of the TVDSB's Health and Safety Policy, Procedures and Guidelines and Municipal Bylaws.		
5.8	**WORKPLACE SAFETY AND INSURANCE BOARD**		
5.8.1	The successful proponent(s) must ensure that all workers are covered by the Workplace Safety & Insurance Board for the duration of this contract.		
5.8.2	The successful proponent(s) must furnish a Certificate of Clearance from the Workplace Safety and Insurance Board as evidence that all returns have been made and all necessary assessments have been paid as required, or levied, by the Workplace Safety and Insurance Board. This certification is to be furnished prior to the commencement of this contract. The good standing must be maintained throughout the contract. It is the responsibility of the Contractor to ensure that the Workplace Safety & Insurance Board Certificate is updated every sixty (60) days. The TVDSB reserves the right to request proof of coverage any time throughout the duration of the contract.		
5.8.3	All workplace injuries or accidents on TVDSB or the other boards' property must be reported by the successful proponent(s) to the TVDSB's or the other boards' representative within 24 hours.		

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5.9	**COMMERCIAL LIABILITY INSURANCE**		
5.9.1	The successful proponent(s) must be covered by Commercial General Liability Insurance throughout the term of the contract. Each proponent must state if it has Commercial General Liability Insurance Coverage.		
5.9.2	Each proponent should show proof with the submission of this bid that upon the award of this contract that it will be covered by Commercial Liability Insurance coverage with limits of $2 million per occurrence for liability (by way of primary coverage and/or Umbrella Coverage and/or otherwise), arising at law for damages caused by reason of bodily injury (including death) or damage to property by its employees or subcontractors. If the proponent does not presently have $2 million per occurrence of Commercial Liability Insurance coverage, the proponent shall provide a written assurance from his insurer or agent on the insurer's or agent's letterhead that liability insurance limits will be increased to $2 million per occurrence from the commencement of the contract should the contract be awarded to the proponent. The successful proponent(s) further agrees to maintain good standing throughout the term of the contract. The TVDSB reserves the right to request proof of coverage any time throughout the duration of the contract.		
5.9.2.1	This liability policy shall contain the following coverage:		
5.9.2.2	Personal Injury and Property Damage		
5.9.2.3	Non-Owned Automobile Liability		
5.9.2.4	Owners and Contractors Protective Coverage		
5.9.2.5	Contractual Liability		
5.9.2.6	Broad Form Property Damage		
5.9.2.7	Products and Completed Operation Insurance		
5.9.2.8	Contingent Employees Liability		
5.9.2.9	Cross Liability Clause and Severability of Interest Clause		
5.9.3	Upon an award to the successful proponent(s) by the TVDSB, the successful proponent(s) shall be required to submit certification in a form satisfactory to the TVDSB of the above-mentioned coverage to protect the TVDSB against claims for property damages and personal injuries, including accidental death, caused by the successful proponent(s) or its employees or subcontractors during the performance of its obligations under the contract.		
5.9.4	The successful proponent(s) agrees to indemnify, hold harmless and defend the TVDSB from and against any and all liability for loss, damage and expense, which the TVDSB may suffer or for which the TVDSB may be held liable by reason or injury (including death) or damage to any property a rising out of negligent or willful acts on the part of the successful proponent(s) or any of its representatives or employees or subcontractors in the execution of the work performed or from defects in the equipment supplied.		
5.10	**MOTOR VEHICLE LIABILITY INSURANCE**		

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5.10.1	Proponents **must** state if their own vehicles and/or those vehicles owned by its employees or subcontractors shall operate on the property of the TVDSB.		
5.10.2	In the event of an affirmative answer to 5.10.1, the successful proponents must be covered by Automobile Liability Insurance through the term of the Contract. If the proponent's employees or subcontractors will operate their own vehicles during the contract then they must maintain the same Automobile Liability Coverage as the proponent. Each proponent must state if it or its employees or subcontractors have Automobile Liability Insurance Coverage. Sub clauses 5.10.3 to 5.10.4 also apply to those employees or subcontractors who operate their own automobiles on the property of the TVDSB.		
5.10.3	Proponents should show proof with the submission of this bid, that upon the award of this contract that it will be covered by Automobile Liability Insurance with coverage limits of $2 million commercial and $1 million on all personally owned vehicles per occurrence for liability arising at law for damages caused by reason or bodily injury (including death) or damage to property by its employees or subcontractors. If the proponent does not presently have $2 million per occurrence of Automobile Liability Insurance Coverage, the proponent shall provide a written assurance from his insurer or agent on the insurer's or the agent's letterhead that liability insurance limits will be increased to $2 million for commercial Vehicles and $1 million for personally owned vehicles per occurrence from the commencement of the contract and annually thereafter for the term of the contract, should the contract be awarded to the proponent. The successful proponent(s) further agrees to maintain that good standing throughout the term of the contract.		
5.10.3.1	The TVDSB reserves the right to request proof of coverage anytime throughout the duration of the contract. This liability policy shall contain the following coverage:		
5.10.3.2	Third Party Liability Coverage in the form of OAP-1		
5.10.4	Upon an award to the successful proponent(s) by the TVDSB, the successful proponent(s) shall be required to submit certification in a form satisfactory to the TVDSB of the above-mentioned coverage to protect the TVDSB against claims for property damage and personal injuries, including accidental death, caused by the successful proponent(s) or its employees or subcontractors during the performance of its obligations under the contract by way of the ownership or operation of an automobile.		
5.10.5	The successful proponent(s) agrees to indemnify, hold harmless, and defend, the TVDSB from and against any and all liability for loss, damage and expense, which the TVDSB may suffer or for which the TVDSB may be held liable by reason of injury (including death) or damage to any property arising out of negligence on the party of the successful proponent(s) or any of its representatives or employees by way of the ownership or operation of an automobile.		
5.11	**CANADA'S ANTISPAM LEGISLATION**		

FIRM NAME : _____ SIGNATURE : _____

ITEM NO.	TERMS AND CONDITIONS	WILL COMPLY/WILL NOT COMPLY	COMMENT
5.11.1	Please note that vendors are required to comply with all applicable laws, including CASL, in providing goods or services to the TVDSB. This also extends to communications sent on the TVDSB's behalf. The successful proponent(s) will be required to indemnify the TVDSB for any failure by the successful proponent(s) to comply with CASL, to the extent that the successful proponent(s) action, or inaction, could expose the TVDSB to liability.		
6.0	**PROPONENT PROFILE**		
6.1	**REFERENCES**		
6.1.1	Proponents **must** provide a minimum of three references where you have successfully provided goods and or services similar to this bid document. References from an Educational Industry would be preferred. The reference **must** contain the following information:		
6.1.1.1	Reference 1 - Company Name:		
6.1.1.2	Reference 1 - Address:		
6.1.1.3	Reference 1 - Contact Name:		
6.1.1.4	Reference 1 - Phone Number:		
6.1.1.5	Reference 1 - Fax Number:		
6.1.1.6	Reference 1 - e-mail address:		
6.1.1.7	Reference 2 - Company Name:		
6.1.1.8	Reference 2 - Address:		
6.1.1.9	Reference 2 - Contact Name:		
6.1.1.10	Reference 2 - Phone Number:		
6.1.1.11	Reference 2 - Fax Number:		
6.1.1.12	Reference 2 - e-mail address:		
6.1.1.13	Reference 3 - Company Name:		
6.1.1.14	Reference 3 - Address:		
6.1.1.15	Reference 3 - Contact Name:		
6.1.1.16	Reference 3 - Phone Number:		
6.1.1.17	Reference 3 - Fax Number:		
6.1.1.18	Reference 3 - e-mail address:		
6.2	**ADMINISTRATION and ORGANIZATION**		
6.2.1	The TVDSB reserves the right at any time after the closing date, to request from any proponent evidence of its financial standing and stability, including that of each of its officers, directors and principals. All proponents agree to provide at their own expense all such above-related information as may be requested by the TVDSB within four (4) days of the date of any such request.		

FIRM NAME : _____ SIGNATURE : _____

ITEM NO.	TERMS AND CONDITIONS	WILL COMPLY/WILL NOT COMPLY	COMMENT
6.2.2	Proponents are required to list any and all pending or ongoing legal claims or disputes where the proponent could individually or in combination with other claims, suffer a potential economic loss greater than $100,000.00.		
6.2.3	Proponents should state if the staff involved in the execution of this contract are employees or sub-contractors.		
7.0	**BID SUBMISSION**		
7.1	**PROPONENTS' RESPONSE GUIDE**		
7.1.1	Each bid submission should be structured using only the criteria identified in this bid document. When submitting bids, proponents should use the same numbering format, as on this bid document.		
7.1.2	The bid submission **must** include:		
7.1.2.1	Printed and signed copies of all Worksheets.		
7.1.3	Failure to respond in electronic format will deem the bid noncompliant.		
7.1.4	All bid documents should be submitted in an envelope marked with the bid name and number (as set out in Section 9.5 - Labeling of Envelope).		
7.1.5	Proponents' submissions should include page numbers for ease of reference by committee members.		
7.1.6	The specifications and pricing section of the bid submission should not make reference to supplemental materials.		
7.1.7	Supplemental materials will not qualify as substitutes for direct responses to the bid's requirements unless specifically requested.		
8.0	**AWARD**		
8.1	**EVALUATION PROCESS**		
8.1.1	An evaluation committee will be established to evaluate bid submissions.		
8.1.2	All bid submissions will first be evaluated on their compliance with the requirements of this bid document.		
8.1.3	All compliant bid submissions will be evaluated by a TVDSB evaluation committee based on the evaluation criteria shown in Worksheet E - Criteria and Weighting.		
8.1.4	Compliant proponents may be requested to make a presentation of their bid for clarification only. No alteration of your submission will be permitted. Notification will be given to qualified proponents as to the time and place. The presentation shall be at the expense of the proponent.		
8.1.5	Delivery, lead times, service, performance record, and the value of the overall award will also be taken into consideration when awarding this contract.		
8.1.6	The determination of equal quality will be based on our internal professional opinions.		

FIRM NAME : _____ SIGNATURE : _____

ITEM NO.	TERMS AND CONDITIONS	WILL COMPLY/WILL NOT COMPLY	COMMENT
8.1.7	In the event of a tie score the TVDSB will resolve the tie by a draw. The names of the tie proponents will be entered into the draw. All parties will have representation when the draw takes place.		
8.2	**AWARD AND NOTIFICATION OF CONTRACT**		
8.2.1	The results of this bid will be posted to the TVDSB web site as soon as decisions have been made:		
8.2.1.1	www.tvdsb.ca		
8.2.1.2	"Board"		
8.2.1.3	“Purchasing"		
8.2.1.4	"Bids"		
8.2.1.5	Scroll to the end of the document, click “Proceed to inquiry/download page”.		
8.2.1.6	Proceed to the Bid, click		
8.2.1.7	“Results - Check Mark”		
8.2.1.8	View documents in PDF format.		
8.2.2	All bid files are available for downloading at no charge from the TVDSB web site.		
8.3	**DEBRIEFING**		
8.3.1	Not later than 60 Days following the date of posting of a contract award notification in respect of the RFP, a Proponent may contact the Buyer requesting a debriefing from the TVDSB, and the TVDSB shall conduct such debriefing in accordance with the requirements of the Ontario Broader Public Sector Procurement Directive.		
8.3.1.2	Any request that is not timely received will not be considered and the Proponent will be notified in writing.		
8.3.1.3	Proponents should note that, regardless of the time of submission of a request by a Proponent, debriefings will not be provided until such time as a contract award notification has been posted.		
8.4	**BID PROTEST PROCEDURE**		
8.4.1	In the event that a Proponent wishes to review the decision of the TVDSB in respect of any material aspect of the RFP process, and subject to having attended a debriefing, the Proponent shall submit a protest in writing to the TVDSB within 10 Days from such a debriefing.		
8.4.2	Any protest in writing that is not timely received will not be considered and the Proponent will be notified in writing.		
8.4.3	A protest in writing shall include the following:		
8.4.3.1	A specific identification of the provision and/or procurement procedure that is alleged to have been breached;		
8.4.3.2	A specific description of each act alleged to have breached the procurement process;		
8.4.3.3	A precise statement of the relevant facts;		

FIRM NAME : _____ SIGNATURE : _____

ITEM NO.	TERMS AND CONDITIONS	WILL COMPLY/WILL NOT COMPLY	COMMENT
8.4.3.4	An identification of the issues to be resolved;		
8.4.3.5	The Proponent's arguments and supporting documentation; and		
8.4.3.6	The Proponent's requested remedy.		
8.4.3.7	In the event of any dispute or claim arising between the Board and any proponent as to their respective rights and obligations under the Contract, either party may give the other written notice of such dispute or claim within fourteen (14) calendar days of dispute or cause of action arising. The parties agree that they will first work together in good faith to resolve the matter internally by escalating it to higher levels of management and then if necessary, use mutually agreeable alternative dispute resolution prior to resorting to litigation. Each party shall continue performing its obligations during the resolution of any dispute.		
	Jennifer Frederickson, Buyer **Purchasing Services**	Matthew Reid Chairperson	
9.0	**ELECTRONIC BIDDING INSTRUCTIONS**		
9.1	**DOWNLOADING BID DOCUMENTS**		
9.1.1	All documents are available from the TVDSB Web Site at www.tvdsb.ca		
9.1.2	Click "Board"		
9.1.3	Click "Purchasing"		
9.1.4	Click "Bids"		
9.1.5	Read "Electronic Bidding Instructions, Bid Download and Bid Results" or "Bids"		
9.1.6	Click "Proceed to Inquiry/Download page"		
9.1.7	Click on the "Name of the Bid" to view documents in PDF format.		
9.1.8	Click on the "NEW" logo to be directed to the TVDSB Client Portal.		
9.1.9	Follow log in instructions beginning with item 2.2.1.7.		
9.2	**COMPUTER SYSTEM REQUIREMENTS**		
9.2.1	To use the electronic system, proponents must be using Microsoft Internet Explorer.		
9.3	**BID WORKSHEETS**		
9.3.1	Download the file "2017Appendices691.xlsx from the Associated Files.		
9.3.1.1	The file contains the following worksheets and appendices:		
9.3.1.1.1	Worksheet A: Terms and Conditions in Excel format		
9.3.1.1.2	Worksheet B: Requirements in Excel format		
9.3.1.1.3	Worksheet C: Qualifications and Experience in Excel format		
9.3.1.1.4	Worksheet D: Pricing and Payment in Excel format		
9.3.1.1.5	Worksheet E: Criteria and Weighting (for information purposes only)		
9.3.1.1.6	Appendix 1: Scope of Work (for information purposes only)		
9.3.2	Complete the worksheets as required.		

FIRM NAME : _____ SIGNATURE : _____

ITEM NO.	TERMS AND CONDITIONS	WILL COMPLY/WILL NOT COMPLY	COMMENT
9.3.2.1	Do not convert the worksheets to a different file format (i.e. Word, .pdf, etc.). They must be uploaded to us in Excel format.		
9.3.2.2	Do not modify the Excel files by adding or deleting rows or columns, etc.		
9.3.3	Print and sign all worksheets. The printed and signed copies **must** be returned as hard copies.		
9.3.4	Upload files back to the TVDSB using the "Your Uploaded Files for this Tender" area.		
9.4	**BID REPORT**		
9.4.1	The "Bid Report" button **must** be clicked to initiate the transfer of any uploaded files into our system.		
9.5	**LABELING OF ENVELOPE**		
9.5.1	ADDRESS BID ENVELOPE AS SHOWN BELOW:		
9.5.2	From - Company Name and Address		
9.5.3	To: OFFICE OF THE TENDERS CLERK		
9.5.4	Thames Valley District School Board		
9.5.5	EDUCATION CENTRE,		
9.5.6	1250 Dundas Street,		
9.5.7	LONDON, Ontario		
9.5.8	N5W 5P2		
9.5.9	Website Redesign and Development		
9.5.10	Bid #691		
9.5.11	**RETURN DATE and TIME: prior to 12:00:00 noon local time Thursday, March 16, 2017**		
10.0	**SIGNATURE PAGE**		
10.1	This section **must** be completed, signed, and included with your submission for your bid to be accepted.		
10.2	I hereby acknowledge and agree that I have read and completed all of the preceding Contract Terms and Conditions and all Worksheets. All required Worksheets are included in our bid submission.		
10.3	I/We the undersigned are duly authorized to execute this Bid Submission on behalf of:		
10.4	NAME (Please print):		
10.5	TITLE:		
10.6	SIGNATURE:		
10.7	FIRM NAME:		
10.8	State the legal entity that your organization operates under:		
10.8.1	Proprietorship		
10.8.2	Partnership		
10.8.3	Corporation		

FIRM NAME : _____ SIGNATURE : _____

ITEM NO.	TERMS AND CONDITIONS	WILL COMPLY/WILL NOT COMPLY	COMMENT
10.9	If your organization is incorporated, proponents **must** state the jurisdiction in which the corporation was originally incorporated in:		
10.9.1	Name of each individual Partner or Correct Legal Name of Corporation:		
10.9.2	E-MAIL ADDRESS:		
10.9.3	ADDRESS:		
10.9.4	INTERNET ADDRESS:		
10.9.5	TELEPHONE NO.:		
10.9.6	FAX NO.:		
10.10	If subcontracting, proponents **must** provide the correct legal name for any sub contractor, their full personal name and address, telephone number, fax number, as well as the name(s) of appropriate contact persons (with whom the TVDSB may consult regarding this bid with whom the proponent enters into a contract(s) with to carry out any portion of this contract:		
10.10.1	Firm Name:		
10.10.2	Firm Address:		
10.10.3	Telephone Number:		
10.10.4	Fax Number:		
10.10.5	E-MAIL ADDRESS:		

ITEM NO.	*TERMS AND CONDITIONS*	*COMMENT*
B1.0	**SCOPE OF WORK**	
B1.1	For **Scope of Work**, please see Appendix 1 which lists the detailed requirements. This is a sample of what the TVDSB is requesting.	
B2.0	**REQUIRED DOCUMENTATION**	
B2.1	The proponent **must** attach a past work plan with similar requirements as outlined in Appendix 1 that outlines in detail how the proponent will meet the requirements of the board for this project.	
B2.2	The proponent should describe a unique situation or challenge encountered when implementing and conducting a web project and how they resolved it.	
B3.0	**CONTRACT TERM/TIMELINE**	
B3.1	Website redesign and development **must** be completed and ready for launch by October/November 2017.	

THAMES VALLEY DISTRICT SCHOOL BOARD
2017 - REQUEST FOR PROPOSAL - WEBSITE REDESIGN AND DEVELOPMENT
WORKSHEET C - QUALIFICATIONS AND EXPERIENCE

ITEM NO.	*TERMS AND CONDITIONS*	*COMMENT*
C1.0	**REQUIRED QUALIFICATIONS/EXPERIENCE**	
C1.1	At least 5-10 years of digital product development experience. Needs a deep understanding of how to drive results through strategic project management. Proponents must describe their digital experience.	
C1.2	Experience with PMP, Agile Project Management methodologies. Proponents must provide examples that demonstrate a broad range of experience with PMP and Agile Project Management methodologies.	
C1.3	Strong knowledge of software development life cycles, web technologies, web development processes and the delivery of solutions with creative and engineering components.	
C1.4	Strong organizational skills.	
C1.5	Solid understanding of project management methodology including the ability to identify and resolve issues and manage risk.	
C1.6	Excellent communication and client service skills both written and oral.	
C1.7	Demonstrated leadership capabilities.	
C1.8	Experience with the development of large-scale websites. Proponents must provide URL's where this work has been completed.	
C1.9	Demonstrates a strong understanding of associated web development technologies. Proponents must list the technologies they have familiar experience with.	
C1.10	Demonstrates a strong understanding of third party applications and platforms. Proponents must list the technologies you are familiar with.	
C1.11	Experience working with an Educational Industry to develop a website would be an asset.	

C2.0	*PROPONENT PROFILE*	*Educational Qualifications*	*Number of Years Experience with PMP, Agile Project Management methodologies.*	*Additional Qualifications*
C2.1				

FIRM NAME: _____ SIGNATURE: _____

THAMES VALLEY DISTRICT SCHOOL BOARD
2017 - REQUEST FOR PROPOSAL - WEBSITE REDESIGN AND DEVELOPMENT
WORKSHEET D - PRICING AND PAYMENT

ITEM NO.	*TERMS AND CONDITIONS*	*PRICING (Canadian Currency)*	*COMMENT*
D1.0	**PRICING**	**Total cost for Project Completion**	
D1.1	Prices quoted **must** be for services exactly as specified and in Canadian funds, unless otherwise indicated.		
D1.2	Final cost (include accommodation and travel).	**$**	
D1.3	Pricing **must** remain in effect for the term of the contract.		
D2.0	**Progress payments will be made on the basis of work completed during the course of the contract.**		
D2.1	*First Payment:* 30% - 1/3 of completion		
D2.2	*Second Payment:* 30% - 2/3 completion		
D2.3	*Third and Final Payment:* 40% - Full completion - website complete and functioning		

FIRM NAME: _____ SIGNATURE: _____

THAMES VALLEY DISTRICT SCHOOL BOARD
2017 - REQUEST FOR PROPOSAL - WEBSITE REDESIGN AND DEVELOPMENT
WORKSHEET E - CRITERIA AND WEIGHTING

	CRITERIA	POSSIBLE POINTS	POSSIBLE SUB-POINTS	COMMENTS
1	Pricing	15		
			15	
2	Proponent Profile: Experience and Qualifications	88		
			20	Experience with the development of large-scale websites. Proponents must provide URL's where this work has been completed.
			15	Strong understanding of associated web development technologies
			10	Strong understanding of third party applications and platforms.
			15	Prior engagements with an Educational Industry - Demonstrates the proponent has experience in successful execution of services in Education
			15	5-10 years of digital product development experience.
			10	Experience with PMP, Agile Project Management methodologies.
			3	Financial Standing and Stability
3	Scope of Work	15		
			10	Work plan of how the proponent will meet the requirements of the board for this project.
			5	Unique situation or challenge encountered when implementing and conducting a web project and how it was resolved.
4	References	5		
			5	Based on the average of 3 references per proponent.
5	Bid Submission	3		
			3	All required documentation is included in the bid submission.
6	Presentation (if Required)	15		
			15	
	TOTAL	**141**	**141**	

FIRM NAME: _____ SIGNATURE: _____

APPENDIX 1

Thames Valley District School Board Website Audit Report

Prepared for Thames Valley District School Board (TVDSB)

Prepared by
Alison Carden
eSolutionsGroup Limited

DECEMBER 2, 2016

eSolutionsGroup
A GHD COMPANY

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EXECUTIVE SUMMARY

PURPOSE OF DOCUMENT

The Thames Valley District School Board (TVDSB) website is a primary source for parents and stakeholders to find information and services for parents and staff. It is essential that TVDSB's website provides their audience with information and services that are accurate, up-to-date, visually pleasing, easy-to-read and easy-to-find.

This document outlines recommendations, priorities, technologies and associated costs based on current web trends, research, focus groups, interviews and surveys. An important part of this report was to evaluate the various strengths and weaknesses of the current TVDSB website in order to make recommendations to improve user experience, simplify the information navigation and enhance overall customer service.

This document serves as a concrete starting point in the re-design of the TVDSB website by creating an engaging, reliable and robust online presence.

BACKGROUND

The Thames Valley District School Board is one of the largest public school boards in Ontario, serving an area that stretches more than 200 kilometres – from Rodney to Tavistock and Glencoe to Norwich – across more than 7,000 square kilometres.

TVDSB came into being on January 1, 1998, with the amalgamation of the Elgin County Board of Education, the Board of Education for the City of London, Middlesex County Board of Education and Oxford County Board of Education. As a public education provider, they offer a full range of programs and services to learners across Thames Valley. They have 159 schools serving approximately 74,000 students in elementary and secondary schools, as well as adult and continuing education programs. Their district covers urban, suburban and rural communities.

Overseeing the Board are 15 trustees – six elected to represent London, two each for the counties of Elgin, Middlesex and Oxford, one First Nations representative and two non-voting student trustees.

Through its website, TVDSB provides valuable information and services on a daily basis. The first point of contact is often through their website and this method of access continues to grow every day. TVDSB recognizes the importance of ensuring that their online presence provides a positive experience to users. To achieve this goal, TVDSB has undertaken the website audit and review as the first step in moving forward.

To answer the growing needs of their large geographical coverage and to keep up with modern technological demands, TVDSB website needs to serve as a hub of information with enhanced online tools and services. Keeping users' needs in mind, TVDSB seeks to improve communications with their audience, deliver reliable material, offer a wide range of online services such as online forms, news releases, calendars, donations, enhance e-commerce abilities and ensure thorough adherence to legislative requirements.

Unfortunately, the existing TVDSB website does not meet today's audience's high expectations. The current appearance of the TVDSB website is dated and does not take advantage of modern technologies. The design feels too cluttered and busy in its bulletin-board style approach and it does not lend itself to today's larger screens and

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mobile devices. Although the website contains valuable information, it is not always easy to find due to a navigation structure that is not user-friendly and intuitive.

Ultimately, the proposed plan will offer solutions to overcome the current website's shortcomings by focusing on leveraging opportunities to increase service and enhance engagement and make overall efficiency improvements.

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KEY PERFORMANCE INDICATORS

KEY PERFORMANCE INDICATORS (KPI'S)

1. All identified stakeholder groups have the opportunity to provide input on UX (gaps) on the current tvdsb.ca site by the completion of Phase One of the web project.
2. By the end of the stakeholder input and research phase, all stakeholders are provided with the opportunity to input on the future tvdsb.ca site, contributing to site development recommendations and creating buy-in.
3. The Web Team and eSolutions identify and evaluate all inputs/applications for the current site so that all elements of the site are captured to determine value-add for future site, by the end of Phase One.
4. By December 23, 2016, eSolutions provides TVDSB with a complete list of recommendations that succeeds research and stakeholder input sessions allowing for the creation of a Scope of Supply in order to move to Phase 2 of the Web Development project.

PHASE 2 KEY PERFORMANCE INDICATORS (KPI'S)

The following key performance indicators can be used to evaluate the success of the new websites.

The use of key performance indicators (KPIs) will provide staff with metrics to monitor effectiveness of the website and online services. You can analyze important trends by measuring both real numbers and analytics over similar time periods (e.g., February 2016 vs. March 2017) and by filtering results by target audiences (e.g., parents, students, visitors, etc.). Tools such as Google Analytics facilitate the compiling of the data for you so that it is ready to be analyzed by your staff.

The following KPIs will be used to measure the website success. The KPIs are measurable objectives that can be analyzed quantitatively. Each dimension represents a current challenge with the Board website.

The KPIs have been broken out into the dimensions listed below:

- Content Management System (CMS) usability
- Engagement
- Website content
- Mobile-friendly
- Search usability

CMS Usability (Ease of Use for Staff)

The following KPIs will be used to measure the CMS usability:

1. Stale content – number pages that have not been updated in 30, 60, 90 days.
2. Page statistics – number of pages that have been:
   a. added
   b. deleted
   c. updated
   d. expired

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3. Average time to publish a page (amount of time between staff requesting a page in i:Create and the page appearing on the website/being declined)
4. Number of news items published

Engagement

The following KPIs will be used to measure the engagement of the website:

1. Number of calendar, news, and event subscriptions (track the number of subscribers at launch and at three months)
2. Increase in number of visitors who come to the website via social media
3. Increase in accessibility (number of errors found decreases)
4. Feedback form – average rating
5. Decrease in bounce rate on homepage

Website Content

The following KPI will be used to measure the quality of the website page content:

1. Measuring a sample of 5-10 pages against the Writing for the Web principles:
    a. Inverted Pyramid
    b. 50% (Note – this may be replaced by page length – 250-300 words; since the "50%" rule doesn't necessarily make sense for web pages if they're not based on written document content.)
    c. Literacy Levels and Readability Statistics
    d. Tone – Relevant, friendly, objective, and direct

Mobile-friendly

The following KPIs will be used to measure the mobile-friendliness of the website:

1. Decrease in homepage bounce rate when accessing from a mobile phone
2. Increase in mobile traffic

Search Usability

The following KPI will be used to measure the usability of the website search:

1. Search relevance rating

OTHER PERFORMANCE INDICATORS

In addition to the KPIs listed above, the following are also indicative of a successful website implementation. The Board should look at these performance indicators internally to track the website's success.

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Service Improvement Indicators

- Measure call volume - if the information on the website is accessible and easy to find, call volume to the board should decrease.
- In-person traffic - moving more information online--including online services--should result in fewer people coming to your physical schools and/or offices for information and services that will now be offered online.
- Increase in online applications and online transactions.
- Frequency of website updates - with a structure to implement new content, combined with regularly scheduled meetings to review content, the communications team should see an increase in updates to each person's content on the website and social media properties.

Website Analytics

The website should see:

- An increase in volume from individual traffic sources while maintaining a consistent (or decreased) bounce rate or consistent (or increased) average visit duration
- Bounce rates should be less than 50% for overall website
- Pages per visit should be between 3 and 3.5
- Increase in organic search traffic
- Increase traffic to top 10 pages

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GOOGLE ANALYTICS REVIEW

GOOGLE ANALYTICS REVIEW

The following section examines key metrics obtained from November 8, 2015 to November 8, 2016, for the TVDSB Board website. This does not include any of the school websites or other websites. A list of observations and recommendations has been detailed below based on these metrics.

Traffic Overview

Traffic Overview				
Total Sessions	6,876,636			
Total Page Views	17,303,596			
Avg. Page Views per Session	2.52			
Visitor Sessions		Total Sessions	Pages per Session	Bounce Rate
	New Visitors	2,925,885	2.33	54.94%
	Returning Visitors	3,950,154	2.65	47.13%
Activity	Date		Visits	
Most Active Day	October 6, 2016		56,922	
Least Active Days	December 25, 2015 and July 30, 2016		1,608	

Main Website Pages

Title	Pageviews	Bounce Rate
Homepage	6,173,453	66.53%
Welcome	19,985	37.44%
Board	9,280	55.69%
Parents	19,341	65.41%
Students	38,453	20.61%
Schools	86,370	11.60%
Programs	8,453	76.88%
Employees	263,889	76.35%

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Top 10 Content Pages

Web Page	Pageviews	Unique Pageviews	Bounce Rate	Average Time on Page
/	6,173,453	4,571,882	66.53%	00:05:28
/index.cfm	947,868	746,368	54.46%	00:04:22
/employees.cfm	263,889	216,661	76.35%	00:03:54
/jobs.cfm	249,141	181,561	61.25%	00:01:57
/search.cfm	166,722	117,197	35.42%	00:00:25
/Lucas.cfm	149,172	108,928	0.00%	00:01:51
/schools.cfm?subpage=104739 Find a School / Transportation	141,776	113,981	63.82%	00:03:55
/Saunders.cfm	135,712	87,978	0.00%	00:01:33
/welcome.cfm?subpage=279424 2015/2016 School Calendar Page (deactivated at time of Google Analytics review)	129,739	118,438	75.45%	00:02:10
/Central.cfm	120,275	90,000	0.00%	00:01:07

Top 10 Exit Pages

Web Page	Exits	% of visitors that exit
/	3,825,560	61.97%
/index.cfm	458,911	48.42%
/employees.cfm	178,989	67.83%
/jobs.cfm	139,387	55.95%
/welcome.cfm?subpage=279424 2015/2016 School Calendar Page (deactivated at time of Google Analytics review)	82,052	63.24%
/schools.cfm?subpage=104739 Find a School / Transportation	74,701	52.69%
/classroompages.cfm?location=21&school=21 London Central CCS	73,415	71.82%
/welcome.cfm?subpage=298647 School Year Calendar	58,254	76.43%
/classroompages.cfm?location=95&school=95 AB Lucas S.S	58,116	68.75%
/classroompages.cfm?location=128&school=128 Oakridge SS	37,994	64.56%

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Top Acquisition Channels

Title	Visits	Bounce Rate
Direct	4,066,386	56.29%
Organic Search	2,670,036	41.54%
Referral	110,122	45.06%
Social	29,449	73.79%
Email	46	0.00%

Top Referring Sites

Source	Visits
tvdsb.knighthunter.com	18,101
m.facebook.com	16,217
com.google.android.googlequicksearchbox	15,345
www3.sympatico.ca	13,966
ca.search.yahoo.com	10,980
tvdsb.on.ca	10,475
facebook.com	6,799
tvdsb.libguides.com	6,753
apps3.tvdsb.ca	4,594
t.co	3,216

Desktop vs. Mobile vs. Tablets

Device Category	Visits	Visit %	Bounce Rate
desktop	4,861,452	70.70%	56.56%
mobile	1,693,363	24.63%	34.51%
tablet	321,224	4.67%	42.11%

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Top 10 Mobile Devices

Device Name	Visits	Bounce Rate	Pages per Session	Average Time on Site
Apple iPhone	240,415	53.04%	1.76	00:01:16
Apple iPad	92,941	44.63%	2.23	00:01:52
Samsung SM-G900W8 Galaxy S5	26,022	50.52%	2.06	00:01:37
Samsung SGH-I337M Galaxy S4	22,332	50.13%	2.08	00:01:39
(not set)	16,904	41.43%	2.35	00:01:59
Samsung SM-G920W8 Galaxy S6	16,610	51.11%	2.09	00:01:42
LG D852 G3	11,010	54.48%	2.08	00:01:31
Samsung SM-G925W8 Galaxy S6 Edge	7,219	49.23%	2.18	00:01:57
Google Nexus 5	7,120	49.30%	2.15	00:01:25
BlackBerry KBD	6,743	49.87%	1.90	00:01:22

Top 10 Mobile Content Pages (Including Tablets)

Web Page	Visits	Bounce Rate	Average Time on Page
/	4,899,676	69.63%	00:05:53
/index.cfm	505,082	46.73%	00:04:29
/jobs.cfm	169,708	62.46%	00:02:06
/employees.cfm	136,217	75.37%	00:04:34
/search.cfm	102,542	23.83%	00:00:24
/Lucas.cfm	92,894	0.00%	00:01:27
/schools.cfm?subpage=104739	80,765	62.43%	00:04:24
/Saunders.cfm	78,239	0.00%	00:01:09
/ElginCourt.cfm	75,206	0.00%	00:03:12
/classroompages.cfm	74,977	10.43%	00:00:59

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Top 10 Mobile Referring Sites on Mobile Website

Web Page	Visits	Bounce Rate	Pages per Session	Average Time on Page
ca.search.yahoo.com	10,980	54.81%	2.46	00:02:16
tvdsb.on.ca	9,832	67.29%	1.75	00:04:35
facebook.com	6,707	69.18%	1.88	00:01:33
tvdsb.libguides.com	6,707	58.91%	1.76	00:04:32
www3.sympatico.ca	6,616	23.61%	1.90	00:00:22
tvdsb.knighthunter.com	3,997	43.68%	2.37	00:02:22
wiki.tvdsb.ca	2,205	18.73%	2.98	00:03:10
ontario.compareschoolrankings.org	1,562	2.94%	5.06	00:06:50
london-jobs.ca	1,424	45.15%	3.19	00:01:25
int.search.tb.ask.com	1,057	56.48%	2.35	00:00:33

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Observations and Recommendations

Observations	Recommendations
About 30% of visitors are using mobile devices (including tablets) to navigate the TVDSB board website. When including the other TVDSB sites, this number increases to almost 45%. The TVDSB websites are currently not responsive across all devices, and as a result, unfortunately the user is not receiving the best possible experience when using mobile devices.	Update website to a responsive design ensuring an optimal experience across all devices (desktop, laptop, phone, tablet), every time. View Google's report on the TVDSB on mobile: https://www.google.com/webmasters/tools/mobile-friendly/?url=http%3A%2F%2Fwww.tvdsb.ca%2F
Google Analytics is not set up to segment property (the school sites and the board site) as individual views. As a result, the entire domain is treated as one site making it difficult to obtain complete data for specific schools or the board site. Currently, all subsites exist under the same property in Google Analytics.	Maintaining separate data for each subsite is important so that comparisons to current and archived data can be made after the new websites have launched. Each subsite on the TVDSB domain should be set up with its own specific views and proper filters applied. This will allow enough data to accumulate prior to the launch of the new websites so that this data can be used for comparison purposes after launch. For the new websites, each school site should be treated as a separate property, if possible with its own unique Google Analytics property number.
Internal and external traffic views have not been set up properly in Google Analytics for this property. To obtain accurate traffic data, views are often set up to track internal and external traffic separately so that differentiations can be made between public traffic and internal organizational traffic.	Set up internal and external views and apply appropriate filters to each for the most accurate results. https://support.google.com/analytics/answer/1033162?hl=en
The most traffic has been associated to the Direct acquisition channel. Typically the Direct acquisition channel represents direct traffic received by entering the website URL into a web browser, bookmarks, and any other uncategorized sources of traffic. In this case, it's likely that the traffic is direct or bookmark traffic; however a large portion of this traffic may be internal traffic. It's usually desirable to understand if this traffic is internal or external traffic, which can only be done if the proper filters are defined.	Set up internal and external views and apply appropriate filters to each to receive desirable results. https://support.google.com/analytics/answer/1033162?hl=en
Currently, pages appear on the board site without content. Such as: http://www.tvdsb.ca/welcome.cfm and http://www.tvdsb.ca/board.cfm.	Unfortunately, empty content pages, especially main pages, can affect usability and search engine optimization for the site as a whole. Typically, main content pages are ranked higher in search rankings than sub section pages. Main content pages also help to provide a theme for the page. Adding content to any blank pages or removing the page altogether would be very beneficial to the health of the website, as well as to provide a better user experience for visitors to the site.

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STRATEGIC WEBSITE AND TACTICAL RECOMMENDATIONS (SWATR)

Our Strategic Website Assessment and Tactical Recommendations (SWOT or as we have branded our as SWATr) includes a detailed review by separate functional internal consultants, a senior graphic designer, website programmer, search engine specialist and a communications consultant (for navigation and content). The team reviewed the school board site, as well as sample elementary school, secondary school, and teacher websites. The overall TVDSB domain was analyzed on the following:

- Appearance
- Content
- Usability
- Search Engine Optimization
- Social Media Usage
- Accessibility
- Infrastructure

Separate analyses of the following were done for a sample secondary school, elementary school, and teacher site in addition to the overall board site:

- Appearance
- Content
- Usability

SCORECARD

The summary scorecard for each site is provided below. Detailed observations for each dimension of the SWATr are provided in Appendix A.

	Board Site (http://www.tvdsb.ca/)	Secondary School Site (http://www.tvdsb.ca/Lucas.cfm)	Elementary School Site (http://www.tvdsb.ca/Hepburn.cfm)	Teacher Site (http://www.tvdsb.ca/webpages/larmstrong/)
Appearance	15/30	14/30	16/30	14/30
Content	29/50	30/50	28/50	29/50
Usability	15/30	14/30	15/30	12/30
Search Engine Optimization	63/115			
Social Media Usage	20/40			
Accessibility	6/15			
Infrastructure	3/10			
Total	151/290 (52%)	58/110 (53%)	59/110 (54%)	55/110 (50%)

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OVERALL SUMMARY AND RECOMMENDATIONS

Design

Overall, the current site appears outdated, and the homepage has many different elements on it, which can cause a cluttered appearance which in turn makes it difficult for visitors to find what they are looking for. All TVDSB websites would benefit from a responsive design to allow users to access content easily from any device. Adding more white space or simplifying the number of elements on the homepage will help users find what they are looking for. A maximum of seven calls to action should appear on the homepage, with the most important information appearing on the left side, in an "F" pattern. The addition of more imagery on the homepage and interior pages would also make the sites more engaging. To maintain consistency across the sites, styles for headings, paragraphs, etc., should be provided and used. A teacher's template should be created for all the various teachers' sites and the design should tie in elements and branding from the school site for a complete and comprehensive experience across all TVDSB sites and pages.

Content

Overall, the websites for the Thames Valley District School Board would benefit from a complete restructuring of both navigation and design to meet with today's industry standards and user expectations. Content is integral to the success of any website, as people return to websites when they find valuable content, and a website must be able to capture the user's attention and get them to what they are looking for a in a matter of seconds before the user's fleeting attention span moves on. In this way, having a user-friendly and intuitive sitemap is the best way to ensure that users can find what they are looking for in a quick and easy way, including reorganizing the amount of vertical dropdown menus (to avoid having an incongruous number across the sites). Once the navigation has been reordered to allow for any audience member to find the page that they are looking for quickly and easily, the content on all pages needs to be edited and assessed for usefulness and presentation (ensuring that only the most pertinent, useful and engaging content remains). It is always recommended to write to the lowest possible reading level for accessibility and to present all information and all pages with content written to web writing best practices, which are designed with the end-user in mind. Although many of the pages do currently have useful and engaging content, it is not necessarily presented in the user-friendly way. There are also a lot of "dead ends" on the pages throughout the sites, either because they are blank content pages or because the journey through the site ends at the last sentence of a content page; instead, the content should be used to provide useful and accessible hyperlinks to drive the user around the site to other useful and similar content throughout the many TVDSB sites. Content should also be updated regularly to ensure that there is nothing out of date on the websites, including removing old attachments and replacing old content with new, always keeping user-experience and expectations in mind when it comes to new and refreshing content. Once the navigation of the sites has been reorganized with user-friendly sitemaps, and the content has been rewritten to web writing best practices, these sites will be very effective, easy to navigate, and easy to understand by all users, creating the optimal web experience for TVDSB's website visitors.

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Search Engine Optimization (SEO)

There are several technical and SEO factors affecting TVDSB's website's search engine presence and usability. These factors can often be overlooked, but are integral to the overall health of the website.

The primary factors currently affecting overall website's health are:

- The website is not mobile-friendly
- Errors associated to page Titles and Meta Descriptions
- W3C HTML and CSS errors
- Pages resulting in 4XX errors, with the majority of these being 404 errors (broken links)
- sitemap.xml is not present on the website
- Improper prioritization of www version of the website over non-www version; the website does not automatically redirect one to the other

Fortunately, fixing these issues and implementing proper maintenance of the website will ensure better indexing through search engines, higher search engine rankings, and better website usability.

Usability/Accessibility

Website usability and accessibility are extremely important components to a website's overall success, both in dealing with accessibility legislature but also when it comes to user experience. Usability and accessibility go hand-in-hand when it comes to the overall success of any website, as accessible websites benefit everyone. For a website to be accessible, there are of course certain design components that must be met, but content and navigation of the website as a whole and also of each individual page greatly impact accessibility, which in turn determines usability. Included in this area are overall navigation of the website and the sitemap, individual page navigation, and adhering to accessibility standards.

A WCAG 2.0 AA scan was performed with the Total Validator tool to assess accessibility, which unfortunately produced numerous WCAG 2.0 A and WCAG 2.0 AA errors, including:

- Use of obsolete tags for styling instead of using CSS for presentation effects and headings for structure;
- Many images containing improper or empty alt tags; and
- HTML forms in an inaccessible format.

For navigation, the website would benefit from a new navigational design, focusing on offering a consistent and user-friendly reorganizing of both the overall top navigation and the pages that fall from these dropdown menus.

Social Media

Overall, TVDSB clearly displays its social media presence on the website's homepage, making it easy for users to see which properties the School Board is active on. Reducing the number of clicks required to arrive at any of these social media platforms from the School Board website will improve user experiences and overall interactivity, as it relates to finding TVDSB on social media. Currently, after a visitor clicks on one of the social media icons on the School Board's homepage, an additional 2 clicks is required to arrive at most of the School Board's social media accounts. A visually appealing and efficient way to provide visitors easy navigation to the Board's social media platforms is to include a static Social Media Panel, reducing the number of clicks needed to reach the desired page, as well as drawing more attention to the Board's above average social media presence. While TVDSB's Facebook,

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Twitter and YouTube presence is strong, there is potential to promote its other social media channels, LinkedIn and the newly created Instagram account, in order to continue the community engagement and dialogue already happening within each social channel. Including calls-to-action, such as "Share to Social Media" buttons or hyperlinks are effective ways to get your visitors sharing your web content, which can result in new website visitors. TVDSB would also benefit from the integration of a real-time social feed on the homepage or the news section of their website.

Programming and Infrastructure

A number of different subdomains and applications using Secure Sockets Layer (SSL) were tested on ssllabs.com. The results of these tests were not made visible to the public. These tests resulted in a letter grade score as well as technical details and remediation steps. Most TVDSB subdomains were capped at a "C" grade; however, the reportcards.tvdsb.on.ca domain received an "F" grade. To remedy this, the best course of action would be for TVDSB to run the ssllabs.com report themselves and follow the advice that is provided in this report.

A number of pages were also discovered which required a password; this is important as without using an SSL, this could allow an eavesdropper to potentially "sniff" passwords as they are submitted.

A Web Technology Analysis showed that numerous pages were leaking information about the technologies used by the sites and servers. While not an urgent issue in itself, it is generally recommended not to display version information as this could allow an attacker to find successful attacks against the technology. In particular, the Apache Tomcat interface was discovered on one machine. Aside from allowing brute-force credential attacks, the version of Tomcat reported possesses numerous publically-known vulnerabilities against it. Please note that these vulnerabilities often have other pre-conditions (such as admin credentials) that may not make them immediately exploitable; however, it is still dangerous to leave such software unpatched.

Recommendations:

1. Hide the Apache Tomcat interface so that only internal staff users can access it
2. Implement a patch maintenance program to keep critical infrastructure up-to-date
3. Disable HTTP headers that provide version information

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PUBLIC SURVEY

A public survey was issued from October 12 until October 26, 2016. The survey was advertised on the TVDSB website. Board staff also emailed the survey to their internal and external contacts.

The complete (detailed) results have been provided to the TVDSB communications team and are available upon request. The summarized highlights of the survey are as follows:

- 418 responses (363 complete responses)
  - 55.28% of respondents are TVDSB parents/guardians (178 respondents)
  - 23.91% of respondents are TVDSB employees (77 respondents)
  - 20.81% of respondents are TVDSB employees who are also parents/guardians (67 respondents)

- The items that most respondents have looked for on the School Board Website are:
  - Events/School Calendar (68.61% of respondents)
  - School closures or bus cancellations (68.37% of respondents)
  - Find my local school (63.50% of respondents)
  - Contact information (56.20% of respondents)
  - News (52.31% of respondents)

- The services that would be the most useful to respondents on the board website are:
  - Automated Notice for School Closures
  - Automated Notice for bus Cancellation
  - School Directory
  - Online Forms for Field Trips, Student Exchange, Medication, Administration, etc.

- The Services that would be the most useful to respondents on the school website are:
  - Parent Portal
  - Automated notice for school closures
  - Staff/Teacher Directory
  - Automated Notice for Bus Cancellation
  - School Calendar/Class Calendar
  - Make Payments online for school trips, lunches, etc.

- In general, most respondents access information on the current website through the main menu (64.86% of respondents).

- The items that most respondents could not find on the Board or School website are:
  - Events Information
  - Contact Information
  - Forms

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- Most respondents think the new website should be improved in the following ways:
  - Easier to navigate
  - More user-friendly
  - Simplify website structure
  - Updated Design
  - Mobile-friendly

- Respondents indicated they prefer to interact with the Board and their School in the following ways:
  - By email (60.52% of respondents)
  - By Text Message (25.19% of respondents)
  - Through the Website (3.64% of respondents)

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STAKEHOLDER FOCUS GROUPS

Stakeholder focus group sessions ran on November 2, 3, 4, and 7, 2016. The interviews were group sessions where participants discussed how they used the website, and, for staff, the services that their department provides to the public. Participants were then invited to do an interactive card sorting activity where they discussed challenges with the current website, and features they would like to see on the new website. In total, 55 participants attended the stakeholder focus groups. The number of participants by day is:

- November 2, 2016 – 10 participants over two sessions
- November 3, 2016 – 10 participants over three sessions
- November 4, 2016 – 11 participants over three sessions
- November 7, 2016 – 24 participants over two sessions

The stakeholders invited, and the number from each stakeholder group is:

- Parents – 6 participants
- Board staff – 36 participants (including staff from departments, associate directors, and superintendents)
- Teachers/Educators – 9 participants (including teachers and vice principals)
- Trustees – 4 participants

COMMON CHALLENGES WITH THE CURRENT WEBSITES

During the stakeholder focus groups, participants were asked to identify challenges with the current site. The full list of challenges reported during the stakeholder focus groups was provided to the project team. The most commonly reported challenges are outlined in the report below. The challenges are divided up by site type. The new website, software and recommended services will resolve all of the challenges listed below.

Board Site – Top 5

1. The search does not return relevant results
2. The design is dated, cluttered and not visually pleasing
3. A large amount of the content on the website is not for external audiences – many web resources are intended for teachers and internal staff.
4. The navigation is confusing and hard to use, the content on the website is written in language that is difficult for parents with no knowledge of board terminology or organizational structure to understand.
5. Website content and documents posted to website are out-of-date.

School Sites – Top 5

1. It is difficult to find contact information for the school's teachers, principal, superintendent, and school council contacts
2. There is confusion around which apps parents should use to communicate with their children. This is especially confusing for parents with multiple children.
3. There is no clear expectation around who should update school sites, and how often sites should be updated.
4. It is difficult to find the most commonly requested links on the website, such as the absence reporting system, because the homepage has too many calls to action.

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5. The websites are out dated (some homepages refer to content from 2014) and abandoned

Teacher Sites – Top 5

1. There is no consistency or standardization around which products teachers use for their classrooms, which leads to a challenging experience for parents and students who learn a new system every year.
2. Information is out-of-date and rarely updated
3. No contact information for teachers
4. Staff do not always receive adequate training on the platforms/products that are required.
5. Design and use is inconsistent

COMMONLY REQUESTED UPDATES

The following updates were requested for the new website. The new website, software and recommended services will deliver all of the items listed below. The complete list of commonly requested updates has been provided to the project team and has been included in the recommendations section below.

"Must Haves"

- New navigation that is user based
- A website that is geared for the audience, not staff
- Search must be easy to use and return relevant data.
- The homepage design must be simplified and clutter-free. The homepage must represent the culture and community at TVDSB.
- Must have the ability to share content between the board site and school sites, including news, events and content pages
- Include a search for "Find My School" based on address. The search should include the trustee, elementary school, secondary school, and area boundary for the address.
- Calendar integrations that push board events (such as PA days) to all School calendars and that push certain school events into a combined calendar at the Board level.
- The Content Management System must be easy to use.
- Site should provide notices for events, closures, cancellations. Users should be able to subscribe to receive email alerts when new notices are posted to the website.

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DETAILED RECOMMENDATIONS

There are a diverse range of stakeholders that currently engage with TVDSB for specific information and services. These interactions provide an opportunity to improve the user experience and to more efficiently provide information and services. From our research and discussions with TVDSB we have identified the following areas where these improvements can be implemented:

- Design / UX
- Navigation and Content
- Professional Services and Training
- Content Management and Software
- Policy

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DESIGN / UX

Ref. No.	Recommendation	Priority	Category
1.	A new website design for the Board website that is modern, mobile compliant (responsive), accessible (AODA), consistent, clean, intuitive, uses whitespace and adheres to the brand. It should represent the TVDSB culture and community. The homepage design should include a prominent search feature, social feeds, events, news and 5-7 calls to action. All pages should have a printer friendly, text size adjuster and social media share tools	P1	Design / UX
2.	Standard design template for the Trustee pages	P1	Design / UX
3.	A new website design for the school websites that is modern, mobile compliant (responsive), accessible (AODA), consistent, clean, intuitive, uses whitespace and adheres to the brand. There must be standard homepage design that can be used by all schools. There must also be a standard inside page template for all school pages. The school templates should allow for theming selection so that the schools can choose a colour palette that matches their logo / brand. There should be a minimum of 10 palettes to choose from.	P1	Design / UX
4.	New design for teacher pages that are standardized across all schools and sites	P1	Design / UX
5.	Landing page designs should be included to allow for special event pages, department specific pages (e.g. International recruitment, Safe Schools, Early Years, etc.)	P1	Design / UX
6.	Audience based landing page designs that allow for a dedicated page for: ▪ Parents ▪ Students ▪ Teachers ▪ Staff ▪ Trustees These pages will pull content from various areas of the website and present it to the relevant audience. E.g. Tvdsb.ca/parents would have a nicely designed page that gives parents all of the relevant information specific to them	P1	Design / UX
7.	New website design (that is separate from the board site) for the Foundation Website (TVEF)	P1	Design / UX

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NAVIGATION AND CONTENT

Ref. No.	Recommendation	Priority	Category
8.	**Board Sitemap (Navigation)** The entire sitemap needs to be re-developed and organized to be audience and service based. The best way to develop a sitemap is through an interactive sitemapping session (focus group) that consists of internal and external participants. A draft sitemap should be prepared by a Web Content Strategist that can be later reviewed and revised by the focus group to test its usability. A good sitemap should allow any user to find any page within a website in three clicks or less. The sitemap should only contain content that is available to the public; the employee only content should be moved to the employee intranet.	P1	Navigation
9.	**School Sitemap (Navigation)** A standard, consistent sitemap should be developed for the elementary schools. The standardized sitemaps can be later tweaked by the schools, but a standard sitemap should be developed through a sitemapping focus group A standard, consistent sitemap should be developed for the secondary schools. The standardized sitemaps can be later tweaked by the schools, but a standard sitemap should be developed through a sitemapping focus group.	P1	Navigation
10.	**Website Content** All website content must be re-written to be accessible, consistent, and adhere to writing guidelines. The number of content pages required will align with the new sitemap. Standard content can be developed for the school sites as well and then later tweaked by the schools if required.	P1	Content
11.	**Accessible Documents** All public documents on the website need to be made accessible upon the launch of the new website, including policies, agendas, minutes, reports, etc. A plan will need to be developed to identify the documents and then begin converting them. Templates should be developed for staff so that going forward all documents are made accessible.	P1	Content
12.	Clear information on who to contact and the proper up to date contact information.	P1	Content
13.	The website should have information for parents primarily; currently the website is much focused on what staff need.	P1	Content

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SERVICES

Ref. No.	Recommendation	Priority	Category
14.	**Sitemap Focus Group** When developing the new website sitemaps there must be an Internal / External interactive focus group session to build the new sitemap (navigation) for both the school (elementary and secondary) and the board sites. 3 Sessions total.	P1	Service - Professional
15.	**Website Governance Framework Training** As the Website Governance Framework is implemented an Instructor led session, video, or online learning should be developed to onboard staff with the process, roles, rules and responsibility.	P1	Service – Training
16.	**Accessible documents training** With the new accessibility laws, all documents that are posted on any of the websites must be made accessible. Training sessions should be provided to staff that are developing documents that are publically posted on any of the websites; this includes agendas, minutes, policies and procedures.	P1	Service – Training
17.	**Public focus group for website design review** Part of the design phase of the websites, there should be an opportunity for public and staff to review and provide input prior to the sites being built. In person facilitated session are recommended however survey / online review and feedback would be acceptable.	P1	Service - Professional
18.	**Writing for the web training** As the content is re-written for the websites, all staff that are developing and contributing content should take a training course on writing for the web, which also includes how to write accessible (AODA) content.	P1	Service – Training
19.	**Google Analytics Training** Training for staff on how to use Google Analytics for tracking and monitoring web traffic. This will ensure the reporting structure is setup properly to allow efficient and meaningful reporting.	P2	Service – Training
20.	**Content Management System (CMS) training** Training should be provided for all staff that that will be using the new CMS. Power Users should receive instructor led training School Users and contributors should have online learning (videos) and simple documentation with step by step instructions on how to update and manage the websites.	P1	Service – Training

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SOFTWARE AND CONTENT MANAGEMENT SYSTEM

Ref. No.	Recommendation	Priority	Category
21.	**New Content Management System that is easy to use** It's recommended that TVDSB pursue an upgrade to a new web accessible easy to use Content Management System (CMS) for their websites. Key requirements for a CMS that TVDSB should specify for vendors to respond to include: **Key requirements for TVDSB website CMS** ▪ Web accessible ▪ Support multiple websites within a single installation ▪ Must not require any third party plugins or software downloads ▪ Ability to share users, content, documents and media between sites ▪ Ability to share news and calendars between sites ▪ Permission system that can tie into Open ID or Active Directory ▪ Easy to use WYSIWYG editing function with minimal technical experience needed ▪ Built-in spell checking, link checking and maintenance monitors ▪ Multiple site manager to handle landing pages ▪ Built in workflow and approval system ▪ Ability to preview content and/or email pages prior to them being published ▪ Ability to create and share multiple templates ▪ Ability to share content throughout the sites ▪ Ability to customize templates easily ▪ Ability to integrate third party solutions and APIs ▪ Built on W3C HTML CSS standards (including Responsive and Mobile) ▪ Built to WCAG 2.0 AA Accessibility Standards ▪ Built-in AODA checker ▪ Scalable ▪ Online and Live Support options ▪ Transferrable (ability to migrate data in or out) ▪ Host/Environment/OS Independent ▪ Ability for full reporting and logs ▪ Versioning and history of published and modified pages	P1	Software CMS Capability
22.	**Policy & Procedures Directory** A searchable document library / directory that contains all of the public policy documents. The directory should allow for filtering of policy type, dates and status. The search should search content within the policy documents (assuming they are not scanned). The directory should allow users to be notified when new policies are added, updated or approved	P1	Software CMS Capability

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Ref. No.	Recommendation	Priority	Category
23.	**Social Media Integration** The following integration options should be available: ▪ The new websites and CMS should provide the ability to pull social media feeds (Facebook, Twitter, YouTube, Instagram, etc.) into the websites (Board, School, Teacher, Foundation) ▪ The new websites and CMS should provide the ability to push content from the website to the social media feeds ▪ The new websites and CMS should provide the ability to easily embed YouTube videos into the websites ▪ The new websites and CMS should provide the ability to allow the end users to share pages, events, news, jobs, content pages onto their own social media channels via a "share" feature	P1	Software CMS Capability
24.	**Calendars for meetings, events, programs** The following features should be available within the calendar feature of the CMS ▪ The Board site and School Sites should each have a calendar that contains events, meetings, PA days, school events, etc. ▪ The Board should have a centralized way of pushing events down to all of the school sites (e.g. PA Days, Statutory Holidays, Important Meetings and Events) ▪ School and Board Events should also be listed on the Teachers pages ▪ The School Calendars should have an easy way and special view for displaying on the School TV's ▪ Parents should have the ability to download / synchronize the calendar to their personal calendar ▪ Potentially pull events or push events to the TVRA/Athletic calendar ▪ Accessible (AODA) ▪ Ability to send email notifications to subscribers (CASL compliant) when new meetings are added, updated, removed ▪ Provide a print function ▪ Social media integration to post and share events	P1	Software CMS Capability
25.	**Board Meeting Calendar** The Board calendar should have the following features with the CMS ▪ Meeting calendar to show all board meetings and committee meetings ▪ Search feature that allows searching of Meetings, Agendas, Minutes, Resolutions (search must search the contents of the documents as well) ▪ Mobile Friendly ▪ Accessible (AODA) ▪ Ability to send email notifications to subscribers (CASL compliant) when new meetings are added, updated, removed ▪ Provide a print function ▪ The calendar should include a link to view the live meeting ▪ Social media integration to post and share events	P1	Software CMS Capability

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26.	**Friendly URL's** Staff should have the ability to easily create and manage Friendly URL's through the CMS (e.g.. www.tvdsb.ca/jobs)	P1	Software CMS Capability
27.	**Emergency Banner** The CMS should provide a method to post emergency / important notices on the website which will lay over the homepage. It should have the ability to push the message onto all of the school sites (e.g. All buses cancelled). There should be the ability to send emails to a subscriber list (CASL Compliant) when emergency/ important messages need to be sent There should be a facility to set dates (posting, expire date) for the notices so they can be scheduled to be posted and removed	P1	Software CMS Capability
28.	**Integrated content / shared content** The CMS should have the ability to pull content from the board to the school sites so that it can be easily managed by the board and pushed down to the school sites automatically (single point of content) E.g. Early years, Awards, bursaries, scholarships, Rent facility pages should be on all school sites, but the content should be pulled from the board site	P1	Software CMS Capability
29.	**News, Notes, Events and Email Subscriptions** The CMS should provide an easy way to post news, media, notices and stories to the website. The following features should also be included: ▪ The postings should be located in a centralized location and searchable ▪ The postings should easily be shared on the various social media platforms ▪ An online centralized subscription form should be developed to allow end users to subscribe to the various notifications that are recommended, such as: o News Feeds for board and school specific (e.g. an end user can subscribe to their school and the board site and choose various categories within each site) o Notices for service disruptions and closures (e.g. bus, school, trips) o Enewsletters (donor, parents, residents, etc.) ▪ Subscriptions to the various event calendars for when events are added, updated or removed. This includes board and committee meetings and various categories of events and programs that are posted to the calendars. Users should be able to subscribe to receive automated notifications via email. The user should be able to subscribe to the school and the board within a single page ▪ Users should be able to subscribe to various webpages so receive automated notifications via email when the webpage changes. ▪ There should be one centralized page for all subscription signups ▪ All email signups and subscriptions must be CASL compliant and adhere to privacy policies	P1	Software CMS Capability

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Ref. No.	Recommendation	Priority	Category
30.	**Website Feedback** The CMS should have the ability to allow users to submit page specific feedback. This feature should appear on all pages and allow the user to submit issues, complaints or suggestions. When a request is submitted, it should be routed to the applicable internal resource and tracked within a backend system in the CMS for exporting and reporting	P1	Software CMS Capability
31.	**Online Web Forms** An online form building tool should be included with the CMS that allows for mobile compliant accessible and consistent forms. The online form should allow for online payments through a PCI DSS 2.0 or higher environment for credit card processing. Transaction fees should not be passed back to the end user. Suggested forms include: ▪ Out of Boundary ▪ Pizza Day ▪ Milk Program ▪ School Trips ▪ Speak at a board meeting ▪ Send comments ▪ Send feedback ▪ Report a problem ▪ Bully reporting ▪ Student registration ▪ Submit success story ▪ Celebrate special education	P1	Software CMS Capability
32.	**Due dates/expiry dates on content** Having a feature that allows staff to set expire dates or reminder dates on content will help keep the websites clean. This should be standard feature in the selected CMS	P1	Software CMS Capability
33.	**Multi-language platform** A CMS that supports multi language webpages and content should be selected to support the future need for having fully fledged multi language websites Google translate should be provided as an interim solution, however in the future the French Immersion schools should have dedicated bilingual websites and content	P1	Software CMS Capability
34.	**Searchable School Directory** There is currently a third party system on the website however it needs to be rebranded and made easier to locate for parents Web templates and brand documents should be provided to the vendor after the new design has been completed	P1	Software

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Ref. No.	Recommendation	Priority	Category
35.	**Searchable School Boundary Map** Currently a third party system does exist however it needs to be rebranded and made easier to locate for parents Web templates and brand documents should be provided to the vendor after the new design has been completed	P1	Software
36.	**Website(s) Search** A robust, relevant, fast and easy to use search is required. The search should include: ▪ Predictive search feature with trending searches ▪ Search within document content ▪ The board site should only search the board site content, while the school sites should search the school and the board site. The user should have an option to search one or the other or both ▪ The search should provide an interface to allow search configurations for terms, synonyms, top searches and integration into the website analytics reporting Google Site Search is recommended	P1	Software
37.	**Single / Central Data Source** The single data source will be used by the website, and provide direct access to the data so it is not required by staff to update. The data source should be updated automatically by internal software apps (AD, Database, etc.) There needs to be a single centralized data source that contains: ▪ Teacher Name ▪ Teacher School ▪ Teacher Class(s) ▪ Teacher Phone, extension and email address ▪ Trustee Contact Info ▪ Superintendent Contact info and schools	P1	Software
38.	**Teacher / Staff Directory and Auto generate Teacher Pages with basic information** A staff directory should be automatically generated based on the single data source so that it does not have to be manually updated and maintained. Each school should have a directory and the board site should also have a directory that lists the applicable staff /departments that work with the public. As mentioned, an IT strategy should be considered to find and implement the best software for the teacher webpages for posting assignments, forms, homework and resources. While this review is taking place, it's recommended that the CMS auto generate a page for every teacher on each school that automatically lists their name, class, phone number, phone extension, email address and a link to their preferred "online classroom" app if applicable. The teacher pages should automatically link into the school	P1	Software

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Ref. No.	Recommendation	Priority	Category
	directory with a link to the page. The pages should be automatically created each year based off of Active Directory or another internal database that is the true source of data.		
39.	**Job Postings – Applicant Tracking** Upgrade the existing online form to an online applicant tracking system that allows for automatic scoring and that meets todays security, accessibility, browser and mobile compliance	P3	Software
40.	**Online Donations** Currently the foundation is receiving payments through a third party provider that takes a percentage of the donation. As the online presence for the foundation improves there should be a method within the website to receive online payments for donations that generate tax receipts online.	P2	Software
41.	**Mobile app** for parents and students (including: alerts - snow day/field trip; attendance; grades; info specific to school; teachers update; positive messages; celebration innovations in our system)	P3	Software
42.	**Integration with TVRA calendar** There should be an option to push data to the current TVRA calendar so that athletic events are on the applicable school sites and then pushed to the TVRA site so that events do not have to be entered twice	P2	Software
43.	**Integration with "My Blueprint" - Course Information** Look at pulling course information onto the public facing website so that parents and students can see what courses are offered at each of the schools	P2	Software
44.	**User Engagement Online** Provide the ability to promote and collect user feedback through a user engagement platform. This can be used for public input sessions and collaboration through an online platform	P2	Software

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TIMELINE

Typical project duration for this type of project would be approximately 9 – 12 months. There will be a considerable amount of time (4 months) of staff time to re-write the content and the convert the PDF documents to accessible documents. Content writing and document conversion can be outsourced to elevate staff time.

TASK	TIMEFRAME
Sitemaps and Focus Groups	4 – 6 weeks
Content Writing ▪ Board site and base content for school sites	4 months (occurs parallel to development)
Document conversion (accessibility)	TBD – approx. 7 minutes per page
Designs and feedback sessions	6-8 weeks
CMS implementation and add-ons	6 weeks
Website development, testing and Implementation of all websites	12 weeks
Implementation of selected software and add-ons	3 - 6 weeks
Content migration and content review	2 weeks
CMS Training	1 week
Development of polices and guidelines	4 months (presentations / approvals, review, feedback) – can be done in parallel with the website development

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APPENDIX A – SWATR DETAILED RESULTS AND RECOMMENDATIONS

ANALYSIS – BOARD SITE

The board site analysis includes a review of the site's appearance, content, overall usability, search engine optimization, social media use, accessibility and infrastructure.

Appearance

Question	Evaluation	Observations	Recommendations (how to achieve above average)
1. Home page/welcome - general appearance	2 - Below Average	This page is busy with a lot of links and is not responsive.	Responsive design to ensure mobile users are greeted with a clean layout. Remove some links to avoid content overload.
2. Interior pages - general appearance	3 - Average	Inconsistent use of colour and size for headings and body text. 2nd level subnav is a bit cluttered but content area is better. Some use of imagery.	Redesign 2nd level subnav on interior page with more space. Provide styles for headings and body text to maintain consistency.
3. Eye-tracking/clutter	2 - Below Average	There is a lot of information on the homepage: quick links, highlights, social media, and mission/vision, which blend together. The interior page is less cluttered as sections are better defined.	Needs more depth or contrast for each of these elements to allow for easier differentiation of each element. More negative space can help.
4. Visual balance and proper use of negative space	2 - Below Average	Homepage items are tight and there is a lot of information presented. Interior page subnav is tight. Good negative space for interior page content.	Increase negative space between items.
5. Photography/Imagery - quality, relevance, placement	3 - Average	Good placement of images but there aren't many. Homepage is mostly text-heavy with some small images. Some interior pages have good imagery but many pages are just text.	Use larger images and add relevant imagery to interior pages.
6. Use of colours	3 - Average	Use of brand colours. Highlights are colourful which draws your eye down since most of the site is one colour (blue) but they are cluttered and have inconsistent layouts which makes it hard to find what you are looking for.	Use colour or shading to separate elements and establish hierarchy.
Total	15/30		

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Content

Question	Evaluation	Observations	Recommendations (how to achieve above average)
1. Audience relevant content	3 - Average	Presentation of content is inconsistent, sometimes appearing as HTML, sometimes linking to a PDF, sometimes with embedded images replacing content. It is also common to see a change in font styles, font sizes, font colours, and the layout of information throughout the website. There is prevalent usage of bold and italic text appearing on the pages, which are not accessible tools to highlight content. Bulleted lists are being used, which is great, however, they sometimes make the content more confusing and are creating inconsistent and difficult to follow formatting. Headings are also inconsistent across different pages for styling and appearance. The grammar and sentence structure itself is well-written throughout; however, it does not always follow web writing best practices as far as eliminating introductory and ancillary content. Hyperlinks are being used, but not always in an accessible way (which is something that can be easily rectified).	We recommend a style guide to ensure that content is consistent across all pages and that the same accessible tools are being used to highlight key messages. The introductory content should also be kept to a minimum. Headings across all pages should always look the same for consistency and for the reader's ease of navigation. Sentences are well-written but could be shortened to provide key messaging in the most direct and succinct way. The audience for a website has a fleeting attention span, so simplifying content and using consistent, familiar formatting throughout is the best way to present content. Most notably, instead of having an FAQ page, the content itself should provide the answers to these questions, and the page names and navigation of the site should clearly indicate to users where they would find the answers that they are looking for.
2. Current, up-to-date	2 - Below Average	A search through the site did yield out-of-date content. The "Pledge to end bullying" page has content from 2014, and the reports and highlighted additional reading from the page is mostly from 2011. Having content like this, with the dates highlighted throughout, makes the website appear out-of-date. Likewise, the FAQ page lists child ages for enrollment in classes in 2013.	We recommend that old content be removed and replaced with new, and that a governance guide for who updates what content on a regular basis be created and implemented to ensure that content is always relevant and current.

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Question	Evaluation	Observations	Recommendations (how to achieve above average)
3. Audience relevant language	3 - Average	An audit of 3 random content pages showed reading grade levels of 12.9, 11.3 and 6.3. The 6.3 result hits right in the desired range for a page of this nature, however, the 12.9 and 11.3 are way above the target grade level for understanding and reading ease. It is recommended for accessibility purposes and to keep your audience engaged that for regular content pages, the grade level should never be higher than grade 8 (with grade 5 being ideal). The language on the pages makes for inaccessible content that will be difficult for some users to understand, including any students accessing the site. On a very positive note, the same audit yielded 0% passive sentences on all three pages, which is exactly on the mark, and also creates the most engaging type of content (by using the active voice).	The language should be simplified to create more accessible content at lower reading grade levels, and sentences could also be more direct.
4. Presence of multiple dynamic content streams (events, news feeds, other)	5 - Well Above Average	There are lots of options for live streams, news, alerts, links to social media, ways to stay connected, and signing up for newsletters. However, there is so much of this content on the homepage that it appears cluttered, creating content overload, and making it so that there are so many options, the users cannot find the one they are looking for.	The amount of dynamic streams is excellent, and with a little reorganization, could be very useful for the user.
5. Media resources	4 - Above Average	As noted above, there are many sources of news as well as media resources available on the site, and the news pages have content that is up-to-date and relevant.	Excellent use of media resources. The only suggestion would be to update the design, look and feel of the pages for a more user-friendly and beneficial experience to the user.

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Question	Evaluation	Observations	Recommendations (how to achieve above average)
6. Careers section	2 - Below Average	The careers page was surprisingly not found under the Employees vertical, and a keyword search came up empty. After a few minutes of searching, an "employment" page was discovered under the "Board" vertical. Unfortunately, a typical web user would not search this long to find the content. Once found, the page was long and used inaccessible styling to show key messages (such as red text).	Careers is an item that users generally expect to find in the footer menu. If it is not there, it should be easy to find in the in most intuitive section. For this page, that would be the employment section. The page itself should be cleaned up and cut down to keep only the most relevant content.
7. Privacy statement	2 - Below Average	A cursory search of the footer menu did not provide the policy. It was found after a search through 4 of the verticals, which brings the user to a privacy policy PDF. This is not a very straightforward, intuitive or accessible way to present this information.	Privacy policy should have its own page and live in the footer menu. The page should be converted to HTML content that lives on the website.
8. Terms and Conditions	2 - Below Average	Is not readily found by this title.	This section should be prominent and should appear with the privacy policy or freedom of information.
9. Contact Us page	3 - Average	Prominent in header menu. Contact/connect options are clear and easy to find, however, the pages leading to actual contact options are presented as hyperlinks that are not accessible ("click here"), causing issues for those using assistive devices and for the average user's ease of navigation and reading.	Present content on the contact us page or create accessible hyperlinks by linking explanatory words rather than "click here."
10. Grammar and style errors	3 - Average	Content is well-written in general but some places have common grammar or proofreading errors such as missing spaces or punctuation.	Make sure a spelling and grammar checker is run on each page and every time a page is updated. Simplify sentences wherever possible using direct language.
Total	**29/50**		

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Usability

Question	Evaluation	Observations	Recommendations (how to achieve Above Average)
1. Overall ease of navigation	2 - Below Average	Left side quick links paired with the right side calls to action create a very busy space. The site is difficult to navigate as we have 7 vertical menus. The overall navigation is cluttered and very confusing. On a positive note, the vertical dropdown menus are alphabetized.	Our recommendation would be to clear out some of the clutter from the homepage and reorganize the sitemap entirely to improve navigation into no more than 6 vertical dropdown menus.
2. Navigation consistency	2 - Below Average	Navigation is inconsistent as without warning when selecting any option the user can be taken to a content page, a blank page (e.g., "Board" page) or a PDF. This is not an ideal experience for a user, and will easily cause confusion.	A well-organized sitemap would be extremely beneficial to the site, as well as pages in the sitemap that have content inside them that clearly indicate what action will be taken when the user clicks on an item (i.e., accessible hyperlinks that explain to the user when they are going to an outside website or being taken to a document).
3. Ease of Navigation and readability across platforms (i.e. desktop vs. tablet)	3 - Average	The navigation is located at the top of the website, which is the standard approach used by most websites. As a result, site users do not need to search for the main navigation bar or learn a new non-standard navigation approach. To that end, the navigation is fairly easy to use and locate. That said, from a user interface standpoint, the navigation is competing with several other elements on the page. These competing elements are: ▪ Top blue bar (translate, search) ▪ Left quick links panel (bookmark, social, icon links) ▪ bottom left highlights panel on the homepage The top blue bar and the blue main	Recommendations: Main navigation and page layouts need to be redesigned to provide greater focus on main navigational elements Resources: Examples of responsive mobile-friendly websites with clean main navigations: http://www.dcdsb.ca/en/index.aspx https://www.grandriver.ca/en/index.aspx

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Question	Evaluation	Observations	Recommendations (how to achieve Above Average)
		navigation are identical in colour, which makes it difficult to distinguish one from the other at a quick glance. In addition, having so many clickable elements on the page that compete for the user's attention can initially lead to confusion and act as an obstacle in allowing users to quickly find the information they're after. Too much clutter and noise can hinder ease of navigation and usability. It's important that main navigational elements stand out ahead of other page elements in a very clean and intuitive way. Likewise, ensuring that main navigational elements are optimized for tablet and mobile devices is equally important. Users should experience websites as intended across all devices. Unfortunately, this website is not mobile-friendly and as a result users will not have an optimized experience on tablet and mobile devices.	
4. Site Map	2 - Below Average	The sitemap needs to be simplified and reorganized as having 7 vertical dropdown menus creates too many options for the user, and the dropdowns sometimes contain more than 20 pages, which should be the maximum number.	A page of this nature would benefit from having less vertical top menu items, with 5 or 6 being ideal. The quick links need to be worked out of the homepage and into an intuitive and user-friendly sitemap.
5. Search functionality	3 - Average	The search bar is located at the top of the page in the top blue bar just above the main navigation. The search box is a little small but is intuitive in its placement. That said the search input box is cluttered and crowded by other elements in the top bar. Users will need to pay closer attention to distinguishing the search box from other elements. In terms of user interface design, this	Recommendations: ▪ improve search styling so that it is not confused with other elements on the page ▪ consider adding predictive search functionality for improved user experience Resources: Predictive Search Example: https://www.grandriver.ca/en/inde

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Question	Evaluation	Observations	Recommendations (how to achieve Above Average)
		adds an unnecessary obstacle for the user. Test searches were performed on the using the site search functionality. These searches are compared to similar searches performed using Google's site search functionality. First and foremost, the website's site search functionality does not offer predictive search suggestions. It's common on many websites for site search to recommend search phrases to users as they begin to type their desired search phrase. Predictive search suggestions can help users to save time and perform more efficient searches on the website. The following presents the results of searches performed using the website's site search functionality vs. Google's site search functionality: Search Phrase: jobs Site search result: Displays several results listed under several categories. The first result is listed under the Adult and Continuing Education category. http://www.tvdsb.ca/AAEducation.cfm?subpage=95948 Google site search result: http://www.tvdsb.ca/jobs.cfm Observations: The Google result is far more targeted as it presents the users with the Employment Opportunities page. Search Phrase: online payments Site search result:	x.aspx

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Question	Evaluation	Observations	Recommendations (how to achieve Above Average)
		http://www.tvdsb.ca/Beal.cfm?subpage=234199 Google site search result: http://www.tvdsb.ca/parents.cfm?subpage=226450 Observations: Again, Google's search result was more targeted. The website site search displayed categorized results, likely by School, for pages that were similar.	
6. Easy to find contact information	3 - Average	Prominent in header menu. Contact/connect options are clear and easy to find, however, the pages leading to actual contact options are presented as hyperlinks that are not accessible ("click here"), causing issues for those using assistive devices and for the average user's ease of navigation and reading.	Present content on the contact us page or create accessible hyperlinks by linking explanatory words rather than "click here."
Total	**15/30**		

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Search Engine Optimization

The Search Engine Optimization analysis has been completed for all sites within the www.tvdsb.on.ca domain (including school sites and teacher sites).

Question	Rating	Observations	Recommendations (how to achieve above average)
1. Total website pages indexed by Google, Yahoo and Bing	5 - Pass	Google: 111,000; Yahoo: 125,000; Bing: 131,000 Search engines build their indexes by crawling websites and adding website pages to their search index. It's important that pages are indexed properly by search engines in order to be includes as part of search engine results pages.	**Recommendations:** None
2. Crawlability - 4XX Client Error pages	3 - Average	Several pages on tvdsb.ca are pointing to internal/external resources that have returned 4xx status codes, such as: 400 - Bad Request 401 - Unauthorized 403 - Forbidden 404 - Not found 4xx errors can lead to search and usability issues on a website, which in turn negatively impact search engine indexing, rankings and overall user experience. More specifically, search engines will simply stop crawling websites when encountering these sorts of pages. This can result in incomplete indexing on search engines for the website and possibly a drop in search engine rankings.	To maintain a healthy websites, it is important to regularly monitor these sorts of errors, investigate their causes, and fix them as soon as possible. This will ensure that the website is properly indexed and ranked by search engines. Many of these errors can be referenced using Google's Search Console. Action can be taken to correct reported issues and verified as fixed through the Search console as well. In most cases properly handling 404 - Not Found error codes can greatly improve the health of a website. 404 pages should either be redirected to proper existing pages on a website using 301 permanent redirects or should be marked as 410 - Gone. Making these changes will let search engines know how to handle these pages in their search index and will allow search engines to continue properly crawling the entire website.

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Question	Rating	Observations	Recommendations (how to achieve above average)
			Recommendations: Fix 4XX errors found on the website **Resources:** 4XX Status codes:https://en.wikipedia.org/wiki/List_of_HTTP_status_codes#4xx_Client_Error Google Search Console:https://www.google.ca/webmasters/#?modal_active=none
3. Crawlability - 5XX Server Error pages	5 - Well Above Average	5XX Server Errors are returned when a server is unable to fulfill a request. These errors typically indicate server-specific issues such as misconfigurations, timeouts, gateway issues and so on. Currently no server errors were found on the tvdsb.ca website when sampling 1000 pages.	Similar to above, actively monitoring and fixing these errors will ensure a healthy website that is in good standing with search engines. The Google Search Console is a great way to reference these errors and verify they have been fixed. It's important to correct these issues to ensure search engines can properly index a website. **Recommendations:** None **Resources:** 5XX Status codes: https://en.wikipedia.org/wiki/List_of_HTTP_status_codes#5xx_Server_Error Google Search Console: https://www.google.ca/webmasters/#?modal_active=none

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Question	Rating	Observations	Recommendations (how to achieve above average)
4. Crawlability - Custom 404 Page	5 - Pass	tvdsb.ca's custom 404 error page has not been set up correctly. A custom 404 error page can help keep users on the website when 404 errors are encountered. A custom 404 error page should inform users that the page they are looking for doesn't exist, and should feature such elements as a navigation bar and a site search field. It's also important that custom 404 pages accurately report the proper status code; otherwise, search engines will continue to crawl these pages and wrongfully include these pages in the search index.	**Recommendations:** Set up a properly formatted custom 404 page.
5. Crawlability - robots.txt	5 - Pass	A robots.txt file is available on your website. As a result, search engine bots (and other bots) will not be able to indiscriminately index any and all pages on a website, including private pages and any other pages/sections that may not require indexing. If a website has no pages or sections to exclude from search indexes, it is still common practice to include a robots.txt file with proper instructions for search engine bots to index all pages. Inclusion of this file is also used as a marker by most search engines as part of their ranking algorithms.	The availability of a valid robots.txt file on your website does not guarantee that it will be quickly or correctly indexed by search engines, but it does help provide search engine bots (and other bots) with explicit instructions on which sections and pages to crawl and which not to crawl. This, in conjunction with a properly structured sitemap.xml file and the proper handling of other crawlability factors, will ensure fast indexation of the most important pages on a website. **Recommendation:** None **Resources:** Information on robots.txt file: www.robotstxt.org/robotstxt.html

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Question	Rating	Observations	Recommendations (how to achieve above average)
6. Crawlability - sitemap.xml	0 - Fail	A sitemap.xml file is not present on your website. A quick check can be performed to ensure a search engine is properly indexing a sitemap by typing the following into the search engine's search field: site:http://www.tvdsb.ca/sitemap.xml An XML sitemap should contain all of the website pages that you want to get indexed, and should be located on the website one directory structure away from the homepage (http://www.site.com/sitemap.xml). In general, a sitemap.xml file serves to aid proper indexing and the saturation of site pages in search indexes. The sitemap.xml file should be updated when new pages are added to the website, and needs to be properly coded.	The availability of a valid robots.txt file on your website does not guarantee that it will be quickly or correctly indexed by search engines, but it does help provide search engine bots (and other bots) with explicit instructions on which sections and pages to crawl and which not to crawl. This, in conjunction with a properly structured sitemap.xml file and the proper handling of other crawlability factors, will ensure fast indexation of the most important pages on a website. **Recommendation:** Create a properly formatted sitemap.xml file for your website and upload to the server. Use Google's Search Console to submit the sitemap to Google. **Resources:** Managing Sitemaps in Google Search Console: https://support.google.com/webmasters/topic/4581190?hl=en&ref_topic=4581352 Sitemap Information: http://www.sitemaps.org/

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Question	Rating	Observations	Recommendations (how to achieve above average)
7. Redirects - www and non-www versions	0 - Fail	The www version of the website has not been prioritized over the non-www version of the website. For example, entering http://tvdsb.ca into a web browser does not properly redirect to www.tvdsb.ca. The non-www version does issue a notice on the homepage and an error page on internal pages. Many websites are available with and without "www" in the domain name. This issue is quite common and results in external and internal links to both www and non-www versions, which is an issue with regards to SEO. Fixing this will help prevent search engines from indexing two versions of a website and will ensure all link juice is passed to only one version of the website.	**Recommendations:** ▪ Fix redirect issue with URLs not properly being redirected to www versions ▪ Set up preferred version in Google Search Console if this hasn't already been done **Resources:** Set up preferred version Google Search Console: https://support.google.com/webmasters/answer/44231?hl=en
8. Redirects - HTTP/HTTPS versions	5 - Pass	The website does not appear to support secure pages via an HTTPS version of the website. As a result, duplicate content does not exist on HTTP and HTTPS versions of the website. Typically, website pages should be served using one protocol or the other and not both. Using secure encryption is highly recommended for many websites (for instance, those taking transactions and collecting sensitive user information.) If the HTTP and HTTPS versions of your website are not set properly, both of them can get indexed by search engines and cause duplicate content issues that may undermine your website rankings.	**Recommendations:** Although there are no HTTP and HTTPS duplicate content issues, consideration should still be given to supporting SSL encryption across the site, specifically for pages where user input is required. **Resources:** HTTP vs. HTTPS: https://ahrefs.com/blog/http-vs-https-for-seo/

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Question	Rating	Observations	Recommendations (how to achieve above average)
		It's important to have one version of each page. HTTPS pages should be set up to include only secure content, otherwise insecure content errors can result in pages not being indexed by search engines.	
9. Redirects - 302 Redirects	0 - Fail	There are 5 found instances of 302 redirects being used on tvdsb.ca when sampling 1,000 pages. 302 redirects are temporary, so they don't pass any link juice. If you use them instead of 301s, search engines might continue to index the old URL and disregard the new one as a duplicate, or they might divide the link popularity between the 2 versions. This can hurt search rankings related to the page.	It is recommended ***not*** to use 302 redirects on websites unless the redirect is in fact temporary. If you are permanently moving a page on a website, a 301 redirect should be used instead to preserve link juice and avoid duplicate content issues. If a website is being removed completely and the page is not going to be redirected, a 410 - Gone status code should be issued instead. **Recommendations:** Check server configurations and logs to ensure 302 redirects are not being used improperly.
10. Redirects - 301 Redirects	5 - Well Above Average	There are 22 found instances of 301 redirects being used on tvdsb.ca when sampling 1,000 pages. 301 redirects are permanent and are usually used to solve problems with duplicate content, or if URLs are no longer necessary. The use of 301 redirects is absolutely legitimate, and it's good for SEO because 301 redirects will funnel link juice from the old page to the new one.	**Recommendations:** - Check server configurations and logs to ensure that 301 redirects are redirecting to legitimate and topically relevant pages if being used.

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Question	Rating	Observations	Recommendations (how to achieve above average)
11. Redirects - Long redirect chains	3 - Average	Unable to determine whether long redirect chains are being used on tvdsb.ca. The website has set the robots.txt file not to allow crawling of the website outside of popular search engines, which can make it difficult to crawl websites in order to find these sorts of issues. In certain cases, a page may end up with having two or more redirects. It is strongly recommended to avoid such redirect chains longer than 2 redirects since this can result in multiple issues such as: ▪ a high risk that a page will not be indexed as Google bots have a limit on how many redirects to follow ▪ too many redirects will slow down your page speed. Every new redirect may add up to several seconds to the page load time ▪ high bounce rate: users are not willing to stay on a page that takes too long to load	**Recommendations:** Check server configurations and logs to ensure long redirect chains aren't being used.
12. Redirects - Meta Refresh	5 - Pass	No meta refresh redirects have been used on the website. Meta refresh may be seen as violation of Google's Quality Guidelines and therefore is not recommended from SEO point of view. 301 redirects should always be used instead.	**Recommendations:** None

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Question	Rating	Observations	Recommendations (how to achieve above average)
13. Encoding and Technical - Mobile Friendly	0 - Fail	Unfortunately, the website is not mobile-friendly. Mobile-friendliness is one of the ranking factors used by Google for search engine results and in particular mobile search engine results. According to Google, the mobile-friendly algorithm affects mobile searches in all languages worldwide and has a significant impact on Google rankings. This algorithm works on a page-by-page basis. The algorithm is based on such criteria as small font sizes, tap targets/links, readable content, viewpoint, etc.	If a website is being accessed by users coming from mobile devices, it should support a responsive or mobile-friendly version of the website; this will ensure higher rankings, maximum mobile exposure, and better overall user experience. **Recommendations:** The website should be modified or rebuilt as a mobile-friendly website. **Resources:** Google Mobile Test: https://www.google.com/webmasters/tools/mobile-friendly/?url=http%3A%2F%2Fwww.tvdsb.ca%2F
14. Encoding and Technical - W3C HTML Errors	0 - Fail	Testing of several pages on the website resulted in significant W3C HTML errors. This validation is performed using the W3C Markup Validation service, and although it's not obligatory and will not have direct SEO effect, bad code may cause Google not to index important content on a website.	It is recommended to check website pages for broken code to avoid issues with search engine crawlers. **Recommendation:** Fix HTML errors in order to improve user experience and search engine optimization. **Resources:** WC3 Markup Validation Service: https://validator.w3.org/
15. Encoding and Technical - W3C CSS Errors	0 - Fail	Testing of several pages on the website resulted in W3C CSS errors. This validation is performed using the W3C Markup Validation service. CSS styles are used to control the design and formatting of the page. Errors in CSS may be not factor into search engine algorithms directly but can lead to pages being incorrectly displayed or rendered to visitors. This in turn, may affect conversions and bounce rates.	**Recommendation:** Fix CSS errors in order to improve user experience and search engine optimization. **Resources:** WC3 Markup Validation Service: https://validator.w3.org/

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Question	Rating	Observations	Recommendations (how to achieve above average)
16. Encoding and Technical - Pages Too Big	3 - Average	No pages found that are over 3MB in size when sampling 1,000 pages on the website. There is a direct correlation between the size of the page and its loading speed. Page load speed is one of many factors included in search engine algorithms. In some cases, keeping web pages less than 3MB in size is not possible, but as a general rule of thumb, pages should load as quickly as possible.	**Recommendations:** Check server configurations and logs to ensure large pages aren't being served. **Resources:** Google PageSpeed Insights: https://developers.google.com/speed/pagespeed/insights/
17. Broken Links	0 - Fail	Unable to determine broken links for this website. The website has set the robots.txt file not to allow crawling of the website outside of popular search engines, which can make it difficult to crawl websites in order to find these sorts of issues. Broken links can be a quality signal to search engines and users. If a site has many broken links, it is logical to conclude that it has not been updated for some time. As a result, the site's rankings may be downgraded.	**Recommendations:** Just about every website will have some broken links. It's important to find these links and fix them to ensure proper search engine optimization. This will also help to improve usability across the website.
18. On Page - Empty Title Tags	3 - Average	There are 10 pages with empty title tags on the website when sampling 1,000 pages. If a page doesn't have a properly defined title tag or the title tag is empty (i.e., <title></title>), search engines will decide on their own what content to show on the results page. This in turn can affect search engine rankings and click-throughs from search engine results pages.	**Recommendation:** Set unique title tags to all pages on the website, particularly to important site pages.

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Question	Rating	Observations	Recommendations (how to achieve above average)
19. On Page - Duplicate Title Tags	1 - Well Below Average	There are 423 pages that have identical titles on the website when sampling 1,000 pages. A page title is one of the most important on-page elements. It gives strong relevancy signals to search engines because it tells search engines what the topic of the web page is about. Likewise, it's also important to include targeted keywords in title tags as well. Most or all website pages, particularly important pages, should have unique titles to ensure that search engines have no trouble in determining the web page's subject matter and its relevancy for specific keywords when searches are performed. Pages with duplicate titles have fewer chances to rank high.	**Recommendation:** Set unique title tags to all pages on the website, particularly to important site pages. It is recommended to avoid duplicate titles.
20. On Page - Title Tags Too Long	4 - Above Average	There are 6 pages that have title tags that are too long on the website when sampling 1,000 pages. Every page should have a unique, keyword rich title. At the same time, title tags should be kept to 55 characters or less. Title tags that are longer than 55 characters get truncated by search engines and will look unappealing in search results. This can negatively affect click-through rates from search engine results pages.	**Recommendations:** Shorten title tags to less than 55 characters, particularly for important site pages.

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Question	Rating	Observations	Recommendations (how to achieve above average)
21. On Page - Empty Meta Descriptions	1 - Well Below Average	There are 692 pages with empty meta descriptions on the tvdsb.ca website when sampling 1,000 pages. Although meta descriptions don't have direct influence on rankings, they are still important since they form the snippet users see in search results. If the meta description is empty, search engines will decide themselves what to include in the search results snippet, which may be unappealing and irrelevant to users. This can negatively affect click-through rates from search engine results pages. With this in mind, all important web site pages should include meaningful meta descriptions.	It is not necessary that each and every page include a meta description but certainly the most important site pages should. A good rule of thumb to follow is if a page is likely to appear on a search results page, then it should have a meta description. **Recommendations:** Check important site pages and ensure each page contains meaningful and unique meta descriptions.
22. On Page - Duplicate Meta Descriptions	5 - Well Above Average	There are 0 pages with empty meta descriptions on the website when sampling 1,000 pages. According to Google's Matt Cutts, it is better to have unique meta descriptions or even no meta descriptions at all than to show duplicate meta descriptions across pages. Google's search algorithm will struggle to determine which page is most relevant for specific keywords when analyzing pages with duplicate meta descriptions. As a result, it may devalue all pages with duplicate meta description, which in turn may not allow legitimate and relevant site pages from appearing higher up in search rankings.	**Recommendations:** Check important site pages and ensure each page contains meaningful and unique meta descriptions.

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Question	Rating	Observations	Recommendations (how to achieve above average)
23. On Page - Meta Descriptions Too Long	5 - Well Above Average	There are 0 pages with meta descriptions that are too long on the website when sampling 1,000 pages. Meta descriptions should be between 100 and 155 characters in length. Meta descriptions that are longer than 155 characters will be truncated in search results. Although meta descriptions don't have direct influence on rankings, they are still important since they form the snippet users see in search results. If the meta description is too long, the description will be truncated by search engines, which may be unappealing to users and may not properly reflect the description as intended.	**Recommendations:** Check important site pages and ensure each page contains meaningful and unique meta descriptions that are no longer than 155 characters.
Total	**63/115**		

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Social Media Usage

The Social Media Usage analysis has been completed for the Board's social media accounts.

Question	Rating	Observations	Recommendations (how to achieve above average)
1. Video (**241 subscribers)**	2 - Below Average	TVDSB has 241 subscribers and 37 videos posted to their YouTube channel, currently: ▪ Posting new videos an average of two times a month over the course of one year ▪ Most recent videos are live streams of board meetings ▪ Older videos are event/promotional in nature, such as award ceremonies, district announcements and informative videos that demonstrate how TVDSB is enhancing student learning ▪ TVDSB's YouTube account results in 0% of all traffic to the website (one-year time period) The YouTube content that resulted in the highest "views" was the TVDSB Dance Festival videos, resulting in an average of 950 to 2,700 views. All other videos are currently averaging around 50 to 200 views.	In order to take full advantage of TVDSB's audience's current interest in video content, we recommend including videos hosted on YouTube in TVDSB's Facebook and Twitter posts as well as on the homepage and/or landing pages of the website. Including images on the homepage or landing pages can increase audience engagement by 80%. Videos in social media posts often generate more engagement than those without. TVDSB would benefit from increasing the videos produced and shared on social media channels. Continued and more frequent activity on TVDSB's YouTube channel will also appeal to and engage this social audience. The best time to post videos to YouTube is as follows: ▪ Monday to Wednesday: 2 p.m., 4 p.m. ▪ Thursday to Friday: 12 p.m., 3 p.m. ▪ Saturday to Sunday, 9 a.m. to 11 a.m. A social media calendar can focus on posting items during these hours. We recommend using a simple tool like Hootsuite to pre-load posts to maximize efficiency and resource load.

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Question	Rating	Observations	Recommendations (how to achieve above average)
			In addition to more targeted activity, the following will help to further engage TVDSB's website visitors through video: ▪ Posting more video content that provides valuable, interesting information directly to your audience ▪ Integrating audience-specific videos directly on TVDSB's website, including on subject specific landing pages (i.e., Parents, Students, Board) ▪ Including share links to allow visitors to push out the TVDSB's videos to their social properties ▪ Sharing video content through the Board's social media channels linking back to the website or audience specific landing pages ▪ Involving the students of the schools in developing ideas for engaging content and the its creation would help the school board produce more content that appeals to its audience while limiting resource load We recommend TVDSB continue to focus on the main YouTube channel and use it to promote targeted content through audience-specific landing pages and through audience-specific social posts.
2. Share with Friend	2 - Below Average	TVDSB doesn't currently have clear links to share website content using social media or through email directly from the website. Overall, TVDSB's Facebook and Twitter channels receive the most consistent engagement on a regular basis.	Visitors of the TVDSB website can be further engaged through clear opportunities to share content by introducing "Share" buttons for a number of social media channels. This allows the Board to take advantage of a user's own social media presence to help engage the school community and push more

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Question	Rating	Observations	Recommendations (how to achieve above average)
		Some of the Board's Tweets receive anywhere between 2 to 8 likes and retweets on their original posts on Twitter, while the same post on Facebook will often receive less or more than the Twitter post, depending on its content. TVDSB's tweets using images and other visually appealing content such as videos are re-tweeted more often than tweets with only text and a link.	traffic to their website. Share buttons for social media platforms that are easy to find on a webpage navigated with one-click allows visitors to share relevant information from the Board's website with an even larger and sometimes more engaged audience. This also promotes the Board as the go-to source for information, a message being delivered by the school community themselves instead of only through the Board. In addition, TVDSB can achieve higher rates of shares, likes, retweets and reposts of their social media content by introducing posts that include images, videos and other more visual content. This approach will engage the Board's social media audience effectively because of their preference for these types of posts. In order to increase the amount of engagement followers have with the Board's channels, it would be beneficial to analyze the types of content being posted on each of the channels and determine what content receives the most engagement and on which channel. This will ensure the right content appears in the right place and to the appropriate audience. Posting the same content on all of the channels may be counterproductive when attempting to increase overall engagement.

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Question	Rating	Observations	Recommendations (how to achieve above average)
3. Customer community activity and engagement	3 - Average	As mentioned earlier, TVDSB has a significant following and "likes" on a majority of their social media channels. While engagement across the highest followed channels is consistent, there is potential to generate more engagement with the followers of TVDSB. When looking at the Board's Facebook channel, posts that receive the highest engagement levels ▪ Show how the schools of TVDSB are helping the community through events and fundraisers ▪ Mention the TVDSB office staff and activities they participate in ▪ Highlight job opportunities ▪ Are general announcements, updates and holiday announcements ▪ Are shared posts from the community/News (London Free Press) ▪ Are posts that recognize students for their academic achievements There is a moderate to high number of engagements (likes, retweets, loves) on Twitter and Facebook. TVDSB responds to all comments both positive and negative in a timely (within 24 hours) and honest fashion. When looking at the Board's Twitter channel, there are mostly retweeted posts vs. original posts on their page. There has been moderate engagement through YouTube in the last six months, but it does receive higher engagement numbers when	Considering the Board's already strong following on Twitter and recognition on Facebook, there is great potential for more community engagement through social media, as well as the potential to build an even larger and more active social media audience. For the Board's Facebook account, we recommend that TVDSB continue to post about helping the community, events and fundraisers, office staff and activities they participate in, general announcements or updates, shared news and other topics mentioned, in order to increase and maintain engagement with the community. TVDSB may want to consider putting together a Social Media Committee comprised of one representative from each of the schools in the Board who will be in charge of curating posts for/about their school to push out via each social channel. This will help diversify content and increase engagement through relevant school-focused content. This can be easily organized through a program like Hootsuite, where every member of the committee is able to view scheduled posts across social channels. We also recommend that the Board increase the use of videos on all of their social media channels in order to drive engagement and use a variety of content.

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Question	Rating	Observations	Recommendations (how to achieve above average)
		posting videos that are promotional or audience-specific in nature.	For the Board's Twitter account, we recommend that TVDSB increase the amount of original posts on their page, not by creating too many promotional posts, but by referring to related community events (schools, parents, teachers, students and staff) and news updates in their own posts about those events. While it is good for there to be a consistent stream of updates and information from relevant sources on an organization's page, the engagement gained from this stream of updates should also lead followers back to the Board's website/articles rather than to the owner of the retweeted tweet.
4. User subscriptions	1 - Well Below Average	Ability to subscribe to several topics via RSS. No ability to subscribe to news or pages via email on the main Board website, but does have the ability to sign up for e-news through the Parents page as well as on some of the individual school websites.	In addition to the RSS feed, we recommend TVDSB also offer updates on more specific topics by including subscription buttons on the pages of their website, like included on the Parent's page and some of the school websites. As seen in the interactions with the Board's social media audience, the following topics are most popular; ▪ Community and staff events ▪ Fundraising activities ▪ Job opportunities ▪ General news relevant to TVDSB's audiences Allowing visitors to subscribe to pages of the Board's website as well as the individual school site pages that publish this type of information allows the community to stay up-to-date and informed on an ongoing basis. Informed

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Question	Rating	Observations	Recommendations (how to achieve above average)
			audiences are generally more likely to share information about the Board through their own personal social media accounts.
5. Facebook (**11,918** people Like the page)	4 - Above Average	Thames Valley District School Board is active on Facebook, updating frequently, approximately 2 to 4 posts per day. 66.07% of all social traffic is coming from Facebook. The majority of TVDSB's posts highlight; ▪ Helping the community ▪ Events and fundraisers ▪ Office staff and activities they participate in ▪ General announcements or updates ▪ Shared news ▪ Job opportunities ▪ Holiday announcements ▪ Shared posts from the community/News (London Free Press) ▪ Posts that recognize students for their academic achievements are topics that the community frequently engages with. The posts receiving the highest number of "likes" often contain visual content, such as images or videos in addition to content involving any of the previous topics mentioned. The Board does an excellent job of responding to comments on Facebook, both positive and negative. Responses from TVDSB are also posted in a timely manner (24 hours or less), demonstrating the	While the TVDSB's Facebook presence is strong and fairly consistent, there are opportunities to increase engagement levels including: ▪ Posting during peak times, between 1 p.m. and 3 p.m. ▪ Creating posts specifically for the Board's Facebook audience ▪ Focusing on engaging, relevant content This audience likely follows the Board on more than one social media channel. It's important to avoid reusing exact posts on different channels. While posting about the same topics, issue or event on more than one social media channel is common practice; posts should vary in terms of images, written content, calls-to-action and timing. This allows the Board's social media audience to receive a variety of content at different times, instead of the exact same content through multiple channels. Varying content amongst the Board's various social media channels keeps users engaged and interested.

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Question	Rating	Observations	Recommendations (how to achieve above average)
		Board's desire to listen to and act upon complaints or issues raised by their audience.	
6. Twitter (11,400 followers)	4 - Above Average	Thames Valley District School Board frequently posts updates and retweets on their Twitter page, at a ratio of 1 original post to 3 retweets (with approximately 6 original posts per day). While this method often reduces the amount of engagement that the Board would receive on their own content, TVDSB has consistent engagement (likes and retweets) on all of their posts. Retweeting a number of times throughout the day on activities, events, school news/updates that occur within the school board, has increased their presence overall on Twitter and ensures their followers are seeing relevant and newsworthy content on an ongoing basis.	Creating posts specifically for the Board's Twitter audience will increase engagement. As this audience most likely follows TVDSB on more than one social media channel, it is important to avoid duplicating or repeating posts that appear on the other channels. Community engagement levels could also improve through more timely, "real-time" posts. We recommend increasing the amount of tweets made by staff at community events that includes photos and videos. TVDSB would benefit from continuing to post on a regular basis, specifically about school events as they happen to maximize the use of twitter audiences who like receiving updates as soon as they occur.
7. Use of social media platforms	3 - Average	TVDSB has a wide social media presence, which includes the use of multiple platforms to distribute their content. Aside from the two most used channels, Twitter and Facebook, the Board and the individual schools it represents also use the following social media platforms: YouTube (239 subscribers) As mentioned in the video section above, TVDSB is not consistently active on their YouTube channel. They receive anywhere from 50 to 200 views on average, with a few exceptions. The TVDSB Dance	We recommend linking all social posts back to TVDSB's operated website(s) where more information on the subject can be found instead of posting to external links not associated with the Board. We also recommend posting separate but relevant content to each channel which ensures that the same people are not seeing the exact same content multiple times. TVDSB would benefit from having a comprehensive Social Media Policy and Guideline in place, if not already in place, that provides Board staff and individual school

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Question	Rating	Observations	Recommendations (how to achieve above average)
		Festival videos have the highest number of views on their channel, with the most being 2,692 views. LinkedIn (**3,419** followers) The Board's LinkedIn page currently has many followers, but no posts or content on the page. There is potential to use the large following to share other information to TVDSB's audience that is more relevant to those who use this platform. Instagram (**103** followers) The Board's Instagram page consists of many of the same images that are in TVDSB's Facebook and Twitter posts. They receive a similar number of likes as on Facebook and Twitter, approximately 2 to 8, with a few exceptions. In the past year TVDSB has had 12,607,075 website sessions, 60,568 of those sessions are via social referrals (visited the website clicking directly from a social media property).	staff including teachers of the appropriate use of social media both on Board operated accounts and on personal accounts that can be linked back to the Board in any way. Specific recommendations for each social media channel include: **All channels:** ▪ Increasing the number of question style posts, asking the community questions about topics that matter to them, encouraging them to leave comments, share, retweet and repost more often, encouraging an ongoing dialogue between the Board, its schools and its community **YouTube:** ▪ Increasing the amount of videos posted that showcase events that take place within the school board as well as within each school; the inclusion of more videos also provides the other social media channels with more content to refer/link to **LinkedIn:** ▪ Consider the use of more news items, corporate event promotions, school events, and information valuable to the parents and teachers, as well as the staff, who make up the community and would follow the TVDSB

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Question	Rating	Observations	Recommendations (how to achieve above average)
			Instagram: ▪ Consider the use of more event related, real-time posts and images that are different from the images used on Twitter and Facebook posts
8. Feedback Forms	1 - Well Below Average	TVDSB currently does not have any feedback forms on their website or through their social media channels.	We recommend adding a link/pop-up for visitors to provide feedback in the top or side panel navigation of TVDSB's website. This not only helps visitors quickly locate an outlet for them to provide comments, ask questions or file complaints, but it also clearly demonstrates how much the Board values community feedback. Feedback forms should also be in accordance with the regulations of Bill 8.
Total	**20/40**		

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Accessibility

An Accessibility review was done on the website homepage, the top 10 pages on the website analytics, and two high school site homepages.

Question	Rating	Observations	Recommendations (how to achieve above average)
1. Homepage Scan -WCAG 2.0 AA (Accessibility Level, Minimal requirement is 2.0AA)	2 - Below Average	Many images were discovered that contained an empty alt tag that should instead have described the image. Some structural images did contain text within the alt tag; however the alt tag text was not used appropriately. Heading tags do not appear to be used. Instead, something similar is done with font tags of various sizes. Accessibility software, such as a screen reader, is able to detect and interact with heading tags, but not font tags. CSS should be used instead of font, u, big, etc. tags for presentation effects.	Decorative images such as Logo images should use an empty alt tag (alt="") so that when there is a hyperlink the title text of the tag is read instead. Other images (such as photos of staff members) should contain a short descriptive alt text to convey what the image is about. Use only one H1 tag per page, and ensure that other heading tags are ordered properly in the page such that the H1 comes before all H2 tags, at least one H2 before all H3 tags, and so on
2. Interior Scan -WCAG 2.0 AA (Accessibility Level, Minimal requirement is 2.0AA) (Do top 10 pages from analytics)	2 - Below Average	Subpages of Lucas.cfm / Saunders.cfm, etc. Do not use duplicate IDs: https://www.w3.org/TR/WCAG20-TECHS/F77.html Layout tables appear to be used. It's generally better to use CSS instead. Also, ensure that where data tables are used, they have an appropriate caption and/or summary. calendar_events.cfm: The <fieldset> element should be used for grouping controls together, such as in - https://www.w3.org/TR/WCAG20-TECHS/H71.html Form input without a label should	Ensure that the source code complies with the HTML 5 standards. While not an accessibility error in itself, it can interfere with the functioning of accessibility tools such as screen readers. After redeveloping the site, perform a scan with an accessibility scanner such as Total Validator. This will give you a more complete list of errors within the code and/or page content.

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Question	Rating	Observations	Recommendations (how to achieve above average)
		use the title attribute: https://www.w3.org/TR/WCAG20-TECHS/H65.html Different links that use the same link text may be confusing: https://www.w3.org/TR/UNDERSTANDING-WCAG20/navigation-mechanisms-refs.html	
3. Landing Page Scan -WCAG 2.0 AA (Accessibility Level, Minimal requirement is 2.0AA) - (If Applicable)	2 - Below Average	**Banting.cfm:** contains similar issues mentioned elsewhere. **EastElgin.cfm:** Found a duplicate alt tag to http://www.mybigyellowbus.ca/ that wrapped around nothing. While invisible to a sighted user, screen readers may detect it, which can be confusing to the user.	Please see above.
Total	**6/15**		

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Infrastructure

Question	Evaluation	Observations	Recommendations (how to achieve above average)
1. SSL	1 - Well Below Average		
2. Web Technology Fingerprint	2 - Below Average		
Total	3/10		

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ANALYSIS – HIGH SCHOOL SITE

The A.B. Lucas Secondary School site was chosen by the project team as the sample high school site for this evaluation. The site URL is http://www.tvdsb.ca/Lucas.cfm.

Appearance

Question	Evaluation	Observations	Recommendations (how to become above average)
1. Home page/welcome - general appearance	2 - Below Average	Page is busy with a lot of links. It is not responsive.	Use responsive design to ensure the mobile user is greeted with a clean layout.
2. Interior pages - general appearance	3 - Average	Inconsistent use of colour and size for headings and body text. Some pages with no information. Most pages without imagery.	Add relevant imagery to content pages. Provide styles for headings and body text to maintain consistency.
3. Eye-tracking/clutter	2 - Below Average	Homepage has a lot of information/links. There are events in the center column and right column. It's hard to find what you are looking for. The interior page is less cluttered as sections are better defined.	Needs more depth or contrast for each of these elements to allow for easier differentiation of each element. More negative space can also help.
4. Visual balance and proper use of negative space	2 - Below Average	Homepage items are tight and there is a lot of information presented. Interior page subnav is tight. Good negative space for interior page content.	Increase negative space between items.
5. Photography/Imagery - quality, relevance, placement	2 - Below Average	Homepage images are small. Most pages on interior do not have images.	Use larger images and add relevant imagery to interior pages.
6. Use of colours	3 - Average	Grey is a good complement to the blue colour scheme. Multiple colours for centre column text on the homepage make it a bit distracting.	Use colour or shading to separate elements and establish a clear hierarchy.
Total	14/30		

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Content

Question	Evaluation	Observations	Recommendations (how to become above average)
1. Audience relevant content	4 - Above Average	The content itself was engaging for the desired audience.	Recommendations would be to keep the style of writing and presentation of content consistent throughout. Right now, a lot of the pages have different layouts making it difficult for the user to feel grounded when moving from page to page in the site.
2. Current, up-to-date	3 - Average	A search of the athletics page brought up a heading with a blank page of content. This is something that the audience should never find on a website. Likewise, spirit wear yielded a page that simply said there was no spirit wear.	Pages that are not being used should be deleted or hidden until they are ready to be used. All pages should be monitored by a governance system to ensure users are not finding blank pages or old content.
3. Audience relevant language	4 - Above Average	Content on the site consistently hit below or around a high school level (grade 8 or 9), however, it is recommended that it not go above that level. Some pages did hit above grade 13, which assumes a high school graduate level for reading ease on a high school page. Passive sentences were also found nearing 25% in one example (computer use page).	We recommend lowering the literacy levels just a little more for reading ease.
4. Presence of multiple dynamic content streams (events, news feeds, other)	5 - Well Above Average	Just as with the Board page, there are many options for live streams, news, alerts, links to social media, newsletters, and school news. However, there is so much of this content on the homepage that it appears cluttered, creating content overload, and making it so that there are so many options, the users cannot find the one they are looking for.	The amount of dynamic streams is excellent, and with a little reorganization, could be very useful for the user.
5. Media resources	4 - Above Average	News section is the same as on the Board site and is easy to find. Social media menu is visible and easily found from the homepage.	Excellent use of media resources. The only suggestion is to update the design, look and feel of the pages for a more user-friendly and beneficial experience to the user.

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Question	Evaluation	Observations	Recommendations (how to become above average)
6. Careers section	1 - Well Below Average	Unable to find a careers, jobs or employment section.	A page for this topic should appear on the website and should be accessible from the footer menu.
7. Privacy statement	1 - Well Below Average	Unable to find this page from the vertical dropdown menus. A policies quick link was eventually found which takes the user to the same page as the Board, which leads to a privacy policy PDF. This is not a very straightforward, intuitive or accessible way to present this information.	Privacy policy should have its own page accessible in either a vertical dropdown or in the footer menu. The page should be converted to HTML content that lives on the website.
8. Terms and Conditions	1 - Well Below Average	Is not readily found by this title.	This section should be more prominent and should appear with the privacy policy or freedom of information.
9. Contact Us page	3 - Average	Same as Board page: Prominent in header menu. Contact/connect options are clear and easy to find, however, the pages leading to actual contact options are presented as hyperlinks that are not accessible ("click here"), causing issues for those using assistive devices and for the average user's ease of navigation and reading. There is also a secondary contact us quick link on the side menu that takes the user to a completely different content page. This can cause unnecessary confusion.	Present content on the contact us page or create accessible hyperlinks by linking explanatory words rather than "click here." All contact information should be pulled into one page.
10. Grammar and style errors	4 - Above Average	Content is grammatically sound.	Although the content is grammatically sound, we would recommend really focusing on cutting out unnecessary content. There are a lot of long paragraph of text that could be significantly reduced.
Total	**30/50**		

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Usability

Question	Evaluation	Observations	Recommendations (how to become above average)
1. Overall ease of navigation	2 - Below Average	Left side quick links paired with the right side calls to action create for a very busy and overwhelming space. The site is very difficult to navigate as we have only 4 vertical menus along the top, and then 33 quick links on the side that do not correspond to the pages in the dropdown menus. The overall navigation is cluttered and confusing.	Our recommendation would be to clear out some of the clutter from the homepage and reorganize the sitemap entirely to improve navigation, properly organizing all of the pages in the website into vertical dropdown menus.
2. Navigation consistency	2 - Below Average	Navigation is inconsistent and when selecting any option the user can be taken to a content page or an attached document without warning. This is not an ideal experience for a user and will easily cause confusion.	A well-organized sitemap would be extremely beneficial to the site, as well as pages in the sitemap that have content inside them that clearly indicate what action will be taken when the user clicks on an item (i.e., accessible hyperlinks that explain to the user when they are going to an outside website or are being taken to a document).
3. Ease of Navigation and readability across platforms (i.e. desktop vs. tablet)	3 - Average	The navigation is located at the top of the website, which is the standard approach used by most websites. As a result, site users do not need to search for the main navigation bar or learn a new non-standard navigation approach. To that end, the navigation is fairly easy to use and locate. That said, from a user interface standpoint, the navigation is competing with several other elements on the page. These are: ▪ Top dark blue bar (translate, search) ▪ Left quick links panel (bookmark, social, icon links)	Recommendations: Main navigation and page layouts need to be redesigned to provide greater focus on main navigational elements. Resources: Examples of responsive mobile-friendly websites with clean main navigations: http://www.dcdsb.ca/en/index.aspx https://www.grandriver.ca/en/index.aspx

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Question	Evaluation	Observations	Recommendations (how to become above average)
		▪ Right highlights panel on the homepage The top dark blue bar and the main blue navigation bar are similar in colour, which makes it difficult to distinguish between the two elements at a quick glance. In addition, having so many clickable elements on the page competing for the user's attention can initially lead to confusion and act as an obstacle in allowing users to quickly find the information they are looking for. Too much clutter and noise can hinder ease of navigation and usability. It's important that main navigational elements stand out ahead of other page elements in a very clean and intuitive way. Likewise, ensuring that main navigational elements are optimized for tablet and mobile devices is equally important. Users should experience websites as intended across all devices. Unfortunately, this website is not mobile-friendly, and as a result, users will not have an optimized experience on tablet and mobile devices.	
4. Site Map	2 - Below Average	The navigation is unclear, with only 4 verticals, 2 of which contain only 2 items in the dropdown. The sitemap does not clearly make sense to the user, and it is very difficult to understand where one can find what information.	This page would benefit from an entire sitemap redesign where the quick links are worked into an intuitive and user-friendly sitemap.
5. Search functionality	2 - Below Average	The search bar is located at the top of the page in the top dark blue bar just above the main navigation. The search box is a little small but is intuitive in its placement. That said, the search input box is cluttered and	Recommendations: ▪ -Improve search styling so that it is not confused with other elements on the page

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Question	Evaluation	Observations	Recommendations (how to become above average)
		crowded by other elements in the top bar. Users will need to pay closer attention to distinguishing the search box from other elements. In terms of user interface design, this adds an unnecessary obstacle for the user. Searches on sub sites are using the same main search functionality found on the main site. This can lead to some confusion and unexpected results. For example, performing a search on a sub site will yield results across the entire domain. As a result, the user will need to search through the categorized results to view the specific results for the school they're after.	▪ Consider adding predictive search functionality for improved user experience ▪ Search functionality limited to subsites may be more beneficial to the user Resources: Predictive Search Example: https://www.grandriver.ca/en/index.aspx
6. Easy to find contact information	3 - Average	Same as Board page: Prominent in header menu. Contact/connect options are clear and easy to find, however, the pages leading to actual contact options are presented as hyperlinks that are not accessible ("click here"), causing issues for those using assistive devices and for the average user's ease of navigation and reading. There is also a secondary contact us quick link on the side menu that takes the user to a completely different content page. This can cause unnecessary confusion.	Present content on the contact us page or create accessible hyperlinks by linking explanatory words rather than "click here." All contact information should be pulled onto one page.
Total	**14/30**		

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ANALYSIS – ELEMENTARY SCHOOL SITE

The Mitchell Hepburn Public School site was chosen by the project team as the sample elementary school site for this evaluation. The site URL is http://www.tvdsb.ca/Hepburn.cfm.

Appearance

Question	Evaluation	Observations	Recommendations (how to become above average)
1. Home page/welcome - general appearance	3 - Average	Good use of green and grey. The site is not responsive. The site is not as busy as previous 2 sites. The center column is easy to scan.	Use responsive design to ensure mobile users are greeted with clean layout.
2. Interior pages - general appearance	3 - Average	Most pages are without imagery. Inconsistent text size and space between paragraphs.	Add relevant imagery to content pages to create a more engaging user experience. Provide styles for headings and body text to maintain consistency.
3. Eye-tracking/clutter	3 - Average	Highlight boxes on homepage have inconsistent layouts which makes it hard to find what you are looking for. Subheadings pop out more on this site since there is less clutter than other school sites. The interior page is less cluttered than the homepage.	Needs more depth or contrast for each of these elements to allow for easier differentiation of each element. Having more negative space can also help.
4. Visual balance and proper use of negative space	2 - Below Average	Homepage items are tight and there is a lot of information presented. Interior page subnav is tight. Good use of negative space for interior page content.	Increase negative space between items.
5. Photography/Imagery - quality, relevance, placement	2 - Below Average	Homepage images are small. Most pages on interior do not have images.	Use larger images and add relevant imagery to interior pages.
6. Use of colours	3 - Average	Good use of brand colours. Grey works well with green.	Use colour or shading to separate elements and establish hierarchy.
Total	16/30		

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Content

Question	Evaluation	Observations	Recommendations (how to become above average)
1. Audience relevant content	3 - Average	The content is relevant to the audience, which appears to be mainly parents of elementary school children.	Removing a lot of introductory content would help the pages flow better. A lot of pages are used to introduce the values of the school or highlight the goals for the school when individual content pages should be used to cover the relevant content, not school-wide or introductory content.
2. Current, up-to-date	4 - Above Average	A search for classes, events, newsletters and the calendar all yielded up-to-date content.	There are a lot of old PDFs on the page, some spanning back 5 years or more; it is recommended that wherever possible, old information be replaced.
3. Audience relevant language	3 - Average	There were not many pages that had a lot of content, but the 2 audited pages both yielded results over an 11th grade reading ease level. This content could be simplified a little to bring it down closer to a grade 8 reading ease level, simply meaning the content is easier to read through for all users.	Our recommendation would be to simplify content as much as possible, wherever possible, to increase reading ease for all users.
4. Presence of multiple dynamic content streams (events, news feeds, other)	5 - Well Above Average	Just as with the Board and secondary school page, there are many options for live streams, news, alerts, links to social media, newsletters, and school news. However, there is so much of this content on the homepage that it appears cluttered, creating content overload, and making it so that there are so many options, the users cannot find the one they are looking for.	The amount of dynamic streams is excellent, and with a little reorganization, could be very useful for the user.
5. Media resources	4 - Above Average	News section is the same as on the Board site and is easy to find. Social media menu is visible and easily found from the homepage.	The only suggestion would be to update the design, look and feel of the pages for a more user-friendly and beneficial experience to the user.

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Question	Evaluation	Observations	Recommendations (how to become above average)
6. Careers section	1 - Well Below Average	Unable to find a careers, jobs or employment section.	A page for this topic should appear on the website and should be accessible from the footer menu.
7. Privacy statement	1 - Well Below Average	Unable to find a privacy policy or freedom of information statement.	A page for this topic should appear on the website and should be accessible from the footer menu.
8. Terms and Conditions	1 - Well Below Average	Unable to find a terms and conditions section.	A page for this topic should appear on the website and should be accessible from the footer menu or inside the privacy/freedom of information section.
9. Contact Us page	3 - Average	Prominent in header menu and as a call to action on the left side of the page just below the logo.	Contact page link should also exist in the footer menu for responsive design, and it would be beneficial if the page itself had more content on it instead of inaccessible "click here" links to contact information.
10. Grammar and style errors	3 - Average	Content is clear enough, however, a spelling and grammar check through the first page selected yielded a spelling error (Character Development Board). The style is also a little outdated and would benefit from removing introductory and unnecessary text.	A spelling and grammar check should be run on every page, and every time a page's content is updated before it is put live on the website. Content should be simplified and written as clearly and as succinctly as possible, without the messaging getting lost in the clutter.
Total	28/50		

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Usability

Question	Evaluation	Observations	Recommendations (how to become above average)
1. Overall ease of navigation	2 - Below Average	Left side quick links paired with the right side calls to action create for a very busy and overwhelming space. The site is very difficult to navigate as we have only 4 vertical menus, only one of which has one page dropping down from the menus, and yet, there are 17 quick links on the side of the page. Also, the numerous quick links on the homepage are not alphabetized, making them even more difficult to navigate. The overall navigation is cluttered and very confusing.	Our recommendation would be to clear out some of the clutter from the homepage and reorganize the sitemap entirely to improve navigation, properly organizing all of the pages in the website into vertical dropdown menus.
2. Navigation consistency	2 - Below Average	Navigation is inconsistent as without warning and when selecting any option the user can be taken to a content page or an attached document without warning. This is not an ideal experience for a user and will easily cause confusion.	A well-organized sitemap would be extremely beneficial to the site, as well as pages in the sitemap that have content inside them that clearly indicate what action will be taken when the user clicks on an item (i.e., accessible hyperlinks that explain to the user when they are going to an outside website or being taken to a document).
3. Ease of Navigation and readability across platforms (i.e. desktop vs. tablet)	3 - Average	The navigation is located at the top of the website, which is the standard approach used by most websites. As a result, site users do not need to search for the main navigation bar or learn a new non-standard navigation approach. To that end, the navigation is fairly easy to use and locate. That said, from a user interface standpoint, the navigation is competing with several other elements on the page. These are: ▪ Top green bar (translate, search) ▪ Left quick links panel (bookmark,	Recommendations: Main navigation and page layouts need to be redesigned to provide greater focus on main navigational elements. Resources: Examples of responsive mobile-friendly websites with clean main navigations: http://www.dcdsb.ca/en/index.aspx https://www.grandriver.ca/en/index.aspx

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Question	Evaluation	Observations	Recommendations (how to become above average)
		social, icon links) ▪ Right highlights panel on the homepage Unlike the school board site, the top green bar and the main grey navigation bar do provide more distinction between the two elements. That said, having so many clickable elements on the page that competes for the user's attention can initially lead to confusion and act as an obstacle in allowing users to quickly find the information they're after. Too much clutter and noise can hinder ease of navigation and usability. It's important that main navigational elements stand out ahead of other page elements in a very clean and intuitive way. Likewise, ensuring that main navigational elements are optimized for tablet and mobile devices is equally important. Users should experience websites as intended across all devices. Unfortunately, this website is not mobile-friendly, and as a result, users will not have an optimized experience on tablet and mobile devices.	
4. Site Map	2 - Below Average	The navigation is unclear, with just 4 verticals, only one of which contains a dropdown item. The sitemap does not clearly make sense to the user, and it is very difficult to understand where one can find what information.	This page would benefit from an entire sitemap redesign where the quick links are worked into an intuitive and user-friendly sitemap.
5. Search functionality	3 – Average	The search bar is located at the top of the page in the top green bar just above the main navigation. The search box is a little small but is intuitive in its placement. That said,	Recommendations: ▪ Improve search styling so that it is not confused with other elements on the page

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Question	Evaluation	Observations	Recommendations (how to become above average)
		the search input box is cluttered and crowded by other elements in the top bar. Users will need to pay close attention to distinguishing the search box from other elements. In terms of user interface design, this adds an unnecessary obstacle for the user. Searches on sub sites are using the same main search functionality found on the main site. This can lead to some confusion and unexpected results. For example, performing a search on a sub site will yield results across the entire domain. As a result, the user will need to search through the categorized results to view the specific results for their school they're after.	▪ Consider adding predictive search functionality for improved user experience ▪ Search functionality limited to subsites may be more beneficial to the user Resources: Predictive Search Example:https://www.grandriver.ca/en/index.aspx
6. Easy to find contact information	3 - Average	Prominent in header menu and as a call to action on the left side of the page just below the logo.	Contact page link should also exist in the footer menu for responsive design, and it would be beneficial if the page itself had more content on it instead of inaccessible "click here" links to contact information.
Total	15/30		

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ANALYSIS – TEACHER SITE

Appearance

Question	Evaluation	Observations	Recommendations (how to become above average)
1. Home page/welcome - general appearance	2 - Below Average	Animated header background is a bit distracting. Subnav links blend into blue background and they are small and hard to read. Not responsive. Does not tie into school site look and feel.	Responsive design to ensure the mobile user is greeted with a clean layout. Create teacher's template for consistency between teachers and add style elements to tie in to school website.
2. Interior pages - general appearance	2 - Below Average	Inconsistent alignment of tables. Inconsistent fonts and sizes. Not many images.	Add relevant imagery to content pages. Provide styles for headings and body text to maintain consistency.
3. Eye-tracking/clutter	3 - Average	There are not a lot of elements on this page so it is not overly cluttered. Subnav links are hard to read.	More whitespace for subnav and change colours for better contrast.
4. Visual balance and proper use of negative space	3 - Average	Subnav doesn't stand out enough. A lot of whitespace in content area when viewing on larger screen.	Change colours for better contrast on subnav. Responsive site will allow content to flow better.
5. Photography/Imagery - quality, relevance, placement	2 - Below Average	Not many images on site. Ones that are there are small and unfortunately not up to quality standards.	Use larger images and add relevant imagery to interior pages.
6. Use of colours	2 - Below Average	The black text is difficult to read on blue background, making it hard to see and navigate the page. There is no school board branding visible on the website.	Use colour or shading to separate elements and establish hierarchy. Include logo/brand elements.
Total	14/30		

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Content

Question	Evaluation	Observations	Recommendations (how to become above average)
1. Audience relevant content	3 - Average	The content is clear and easy to read. It is aimed at the teacher's students, and it reads well for that audience.	Remove some of the introductory content from the more general pages and add it to some of the pages that might need a little more explanation, like the Good Reads page.
2. Current, up-to-date	3 - Average	Content needs to be kept a little bit more up-to-date; the link to the Good Reads page lists reading links from 2013 instead of 2016.	Pages should be set on a calendar to be reviewed and updated regularly, at minimum quarterly. This will help keep the content fresh and interesting.
3. Audience relevant language	3 - Average	The language level actually tends to be a little high for the target audience. The "My links" page returned a reading grade level of 14.8. However, this is more likely due to the fact that it was searching very little content and that the sentences were long.	Simplify reading ease by shortening sentences and making the content more direct.
4. Presence of multiple dynamic content streams (events, news feeds, other)	3 - Average	There is a link to Twitter on the homepage.	A couple of links to newsletters or newsfeeds from the school or the Board might be helpful, but are not necessary.
5. Media resources	3 - Average	There are multiple links to book lists, reading lists, etc., which is relevant to this audience.	There are no real recommendations for a page of this nature.
6. Careers section	3 - Average	There is no careers page.	A careers section is not relevant to a page of this nature; however, a link to the Board's career page might be useful for those looking to become a teaching assistant or teacher/staff.
7. Privacy statement	2 - Below Average	Not found on the website.	There should be some kind of access to a statement of this nature here, even if it's just a page that links to the Board's statement.

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Question	Evaluation	Observations	Recommendations (how to become above average)
8. Terms and Conditions	2 - Below Average	Not found on the website.	There should be some kind of access to a statement of this nature here, even if it's just a page that links to the Board's privacy or freedom of information statement.
9. Contact Us page	3 - Average	Contact information can be found in the footer menu and in the left side quick links; however, it is for the Board and not for the teacher. The homepage does have the teacher's contact information.	Create a contact call to action or link in the footer with the teacher's contact information.
10. Grammar and style errors	4 - Above Average	Content is well-written throughout. It is grammatically sound and engaging.	Content could be simplified by using shortened and more direct sentences, but overall it reads well.
Total	29/50		

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Usability

Question	Evaluation	Observations	Recommendations (how to become above average)
1. Overall ease of navigation	1 - Well Below Average	Navigation is difficult as there is no clear navigational menu to search through. Instead, there are quick links on the side of the page, but they are very small and are black on dark blue, causing an extreme visibility issue. Overall, the site is very difficult to navigate.	Reorganize content with a clear vertical dropdown menu or easy navigation of content.
2. Navigation consistency	3 - Average	The navigation ranks as average only because there are not a lot of pages, however, it is difficult to find/see them all.	Reorganize content with a clear vertical dropdown menu or easy navigation of content. Check colour schemes with accessibility standards.
3. Ease of Navigation and readability across platforms (i.e. desktop vs. tablet)	1 - Well Below Average	The navigation for this subsite is located on the left side panel instead of at the top where main navigation links are typically located. Users will need to search for the main navigation and verify that this is in fact the sub site's main navigation. In terms of usability, standard placement of certain elements is typically followed so that users can quickly and easily navigate through a site without having to search for main link items or learn a new approach. Navigation should be intuitive and easy to find. In addition, the design and font used in the main side navigation also do not help to draw attention. The font is very small and the colour used for the links closely matches the background, which makes the links inaccessible to users with visual impairments	Recommendations: ▪ Re-design navigation as a standard top bar navigation ▪ Follow best design, usability and accessibility principals to better focus users' attention to the main navigation bar
4. Site Map	1 - Well Below Average	As there really is no sitemap to be found, there cannot be a ranking below the minimum level.	This page would benefit from redesign where the quick links are worked into a simple, intuitive and user-friendly sitemap.

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Question	Evaluation	Observations	Recommendations (how to become above average)
5. Search functionality	3 - Average	This site does not contain site search functionality. In some cases, search functionality is not required; however, if this sub site contains more than 20 pages with significant content that is updated on a regular basis, it may be worth including.	Recommendations: Verify if users will benefit with the inclusion of search functionality on this sub site.
6. Easy to find contact information	3 - Average	Contact information can be found in the footer menu and in the left side quick links; however, it is for the Board and not for the teacher. The homepage does have the teacher's contact information.	Create a contact call to action or link in the footer with the teacher's contact information.
Total	**12/30**		

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