

CLOVIS UNIFIED SCHOOL DISTRICT

Communication Services Manual



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Strategic Communications Manual

Guide to Clovis Unified School District Communication Standards and Practices

Section 1 - Background and Purpose of Plan

In its effort to foster productive relationships and effective communication with employees, students, parents, and the broader community, the Clovis Unified School District has developed this Strategic Communications Manual. This document reflects Districtwide communication activities that are reflective of industry best practices that incorporate the standards of Accreditation in Public Relations.

The manual contains six sections and an index of sample documents designed to provide the strategic direction, standards of practice, key tools, and staffing and services in the area of communications. It is essential that this manual be perceived as an overall guide to communications and not merely a description of the work of one department. The components of this manual apply Districtwide, and should guide the way all employees interact with colleagues, students, parents, news media, elected officials, community groups and the general public.

Through their contributions each day, employees should be enhancing the District's external and internal reputation through proactive communication efforts, including:

- Strategically communicating key messages to build awareness among key stakeholders and interests, and
- Engaging and involving constituents in District initiatives to build broad-based public support

These efforts are reinforced by credible decision-making systems and responsive, transparent two-way communication practices from the classroom to the Boardroom.

Communication is the foundation for effective governance and accountability. Success in a large organization like Clovis Unified depends on how well it communicates organizational progress in (a) delivering its educational programs; (b) meeting student, parent and community needs; and (c) operating in a cost-effective manner.

As this manual is reviewed and implemented, employees and stakeholders should analyze how their daily work efforts will contribute to our success. It is our goal that this manual, working in concert with the District's strategic plans and goals, promotes a communicating culture in Clovis Unified that leads to success for students, families, staff and stakeholders.

This manual is the result of a collaborative effort of the Clovis Unified communication staff and Trinetta Marquis Hobbs, APR and was developed in December of 2016.

Section 2 - Current Practices

Our Communications Office is here to support our department staff, school principals and their teams in a variety of ways. In addition to access and training on powerful communication platforms described in the key tools section of this document, Clovis USD departments and employees call the office for assistance in:

- Strategizing response to potential public image issues (real or perceived threats to safety, active rumor mills, crisis situations, and more)
- Consultation for marketing programs and/or school events
- Enhancing school to home communication tools, and
- Assisting with videography, print material and, graphic design resources

The Communications Office is also home to The Foundation for Clovis Schools, a resource for classroom grants, scholarships and support for new teachers.

Board Policies

There are a variety of Clovis Unified Governing Board policies related to communication practices with a variety of stakeholder groups. They can be found on the Clovis Unified website and several of them are listed below.

Board Policy No. 9101 – Media Relations

This policy describes the intent of the Board to foster open communication with media outlets. It also covers the process for working with the media, expectations of transparency, and includes the role of the communication office as spokesperson and liaison with media.

Board Policy No. 9204 – Public Attendance at District Events

This policy describes the intent of the Board to maintain order and preserve District facilities during athletic and other public events. It describes the behavior expectations for anyone attending events, including adherence to the civility policy (9210), school visitor policy (9202) and the prohibition of alcohol on school property.

Board Policy No. 9205 – Relations with Special Interest Groups

This policy describes the intent of the Board to establish procedures to deal with special interest groups. It covers solicitation, fundraising activities and activities involving students.

Board Policy No. 9206 – Relations with Community, Industry, Institutions and Partnerships

This policy describes the intent of the Board to ensure appropriate relations with community, industry, and business institutions and partnerships. It covers mutually beneficial program development and communication between the District and groups, including programs involving secondary students.

Board Policies No. 9203 & 9209 – Parent Involvement & Parent Involvement in Categorical Programs

These policies describe the intent of the Board to create conditions under which parents or guardians have the opportunity to work with schools in a mutually supportive and respectful partnership to support their children’s success in school. The policies cover the rights and responsibilities of parents and guardians, including the expectation for timely communication, access to records, volunteering process and advisory committees.

Board Policies No. 7203 & 7205 – Employee & Student Use of Technology

These policies describe the expectations and responsibilities placed on employees and students in their use of technology tools while using District resources. It also addresses appropriate use of student work and images in online communication affiliated with Clovis Unified.

District Vision, Mission & Goals

The Clovis Unified School District (Clovis Unified) articulates its vision as a learning community that inspires students to be the best they can be in mind, body and spirit, equipping them with world-class skills, a commitment to lifelong learning, active citizenship in a diverse society, and respect for self and others. There are 21 specific stated goals under three major categories:

- Meet every student’s academic needs
- Operate with increasing efficiency and effectiveness
- Maintain a quality workforce

The communication functions, services, and programs in this plan are designed to promote and advance these stated goals, with an emphasis placed on high quality communication as an integral component of the continued success of the school District.

District Strategic Plan -

As described in our District’s Strategic Plan and Local Control Accountability Plan (LCAP) for 2016-2019, Clovis Unified is setting high standards for our District’s future and we believe our students, families, staff and stakeholders have the talent and commitment to meet them.

Our Vision:

To be America’s benchmark for excellence in education.

Our Mission:

To be a quality educational system providing the resources for all students to reach their potential in Mind, Body, and Spirit.

Our Aims:

- I. Maximize Achievement for ALL Students
- II. Operate with Increasing Efficiency and Effectiveness
- III. Hire, Develop, Sustain, and Value a High Quality Diverse Workforce

Our Non-Negotiable Core Values:

For Our Students -

- Educate the whole child in Mind, Body, and Spirit.
- Base all decisions on what is best for students' academic, social and emotional well-being.
- Commit to a safe and inclusive learning environment for ALL students.
- Believe every child can learn and we can teach ALL children.

For Our Employees -

- Foster a climate of trust and respect through relationships and communication.
- Collaborate and empower all employees in the decision-making process at the site, Area and department level.
- Be accountable to high standards, both individually and collectively.
- Surround students with the very best role models and mentors.
- Support lifelong learning by providing ongoing professional development for all employees.

For Our Community -

- Great schools build great communities and great communities build great schools.
- Engage with parents and the community to support ALL students.
- Recognize the cultural perspectives of our community.
- Be accessible to parents and the community as we continue to grow.

For Our Schools and Facilities -

- Provide safe, student-centered, world-class schools.
- Build state-of-the-art facilities that promote student success.
- Maintain quality campuses that create community pride.
- Design learning environments that serve ALL students now and in the future.

Section 3 – Key Messages

Our District messages flow from our strategic plan, vision, mission, aims and core values. As we conduct communication campaigns throughout our District, we integrate these key messages in all that we do. Under the overarching umbrella that our District is accountable, effective and

transparent, we emphasize and illustrate the areas below through our communication efforts across channels:

- **Prudent Budgeting and Resource Management**

Maintaining financial stability and accountability will require prudent fiscal decision-making, shared responsibility among all stakeholders, and transparent communication about budgetary constraints and priorities. Clovis Unified receives lower per pupil funding than any school District in the Central Valley and must apply wisdom, entrepreneurship and careful budget practices to stretch its resources.

- **Academic Achievement & Performance**

Clovis Unified is committed to academic success for every student and sets high expectations in pursuing that goal. Closing the Achievement Gap for under-performing students is a priority and we are devoting resources to enhance individualized student instruction.

- **High-Quality Educational Programs for All Students**

Clovis is well-respected for its rigorous curriculum, quality teaching workforce, innovative instructional delivery, and leadership role in using technology as a learning tool.

- **Safe, Secure Learning Environment**

Clovis Unified is diligent and proactive in maintaining and promoting positive school climate, collaboration, civility, equity, safe schools, employee morale, and emergency preparedness.

- **Leadership & Effective Management Practices**

Clovis Unified is committed to using resources wisely and effectively. The District engages its stakeholders in decision-making and maintains accessible and meaningful public information and services to support that engagement. The District's leadership philosophy emphasizes the empowerment of individuals to lead within their scope of responsibility, and decentralizes decision-making through site based management of its schools and departments.

Annual Theme

In addition to the overarching messaging present in our strategic plan, an annual theme is selected and used to emphasize a timely purpose or goal used to shape the District's work in a given year. Each year, our Communications Office works with our Executive Cabinet and Superintendent's Cabinet to identify this theme that is woven into all communication efforts to promote confidence in the District and support by the community. This year's theme is "Honoring our past ... inspiring the future."

Short Term Messaging

Short-term messages may also be developed that support the Strategic Plan and annual theme, and address a specific event or release of information. These short term messages are typically designed to be more issue-specific or project-specific than those used for high level or sustained branding of the District. Short-term messages reflect goals and objectives of a given event or information release, and are developed through the communication planning process.

An example of a short-term message is found in the annual release of data to the Community each fall. A key short-term message used in the fall of 2016 to release the annual state of the District report to the Community. The message was “Better than Ever” and it incorporated the following key messages:

- We're better than ever and ready for anything
- By any measure, Clovis Unified is a success
- Student achievement continues to climb
- Athletics and Performing Arts are thriving
- We overcome low funding levels to deliver a high quality education

Importance of message integration and consistency

Keeping our District messages consistent has a number of benefits. Consistency makes our District's values, aims and strategies clear to everyone inside our organization and in our broader community. In addition, consistent messages are more likely to be remembered. In an era in which publics are bombarded with messaging from a variety of businesses and organizations, consistent messages that are repeated in a variety of methods reinforce each other and become more persuasive.

As we work this year on communication campaigns throughout our department and school sites, we will showcase stories of students and staff that illustrate success, reinforce success through the numbers – achievement data, accomplishments and highlight meaningful facts and programs (Career Technical Education, STEM programs, etc.)

Examples of our messaging on this theme can be found through the use of a “Better than Ever” banner on the District website homepage. On a unique “Better than Ever” section of our website, you can find subsections on success stories, facts and figures, test results, core values, career technical education and dollars and sense. Each section used the campaign theme as the basis for sharing positive facts and stories that highlight our success.

Message consistency is an important cornerstone of the District's communication protocols, and is an expected deliverable to school sites, departments and leaders when internal or external events or issues face the District.

Purpose and importance of effective communication

Effective, on-going, two-way communication is at the heart of successful schools that help students succeed. The research clearly underscores one straightforward concept: Students simply do better when parents and the community are involved with schools. Test scores climb. Remediation rates dip. Graduation rates improve. And everyone understands and values their roles in the success of the school enterprise.

Communication plays an important role in the type and quality of parent/community involvement. In *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*, Anne Henderson and Karen Mapp examine 51 research studies conducted between 1993 and 2002 and synthesize the studies' findings. They found there is a positive and convincing relationship between family and community involvement and improved student academic achievement, including higher grade point averages and scores on standardized tests, more classes passed, higher enrollment in more challenging academic classes, better attendance and improved behavior at home and at school. This holds across families of all economic, racial/ethnic and educational backgrounds and for students at all ages.

Increases staff knowledge, efficacy and satisfaction

Internal communication is important for building a culture of transparency between management and employees, and it can engage employees in the organization's priorities. Employee engagement in the management literature is defined as the degree to which an individual is attentive and absorbed in the performance of their roles. Engaged employees often feel empowered, involved, emotionally attached and dedicated to the organization, and excited and proud about being a part of it. The connection between employee engagement and organizational effectiveness has been well documented. Engagement occurs when employees perceive that they have a voice and a valued role in organizational decision-making. Toward that end, the District's communication efforts emphasize two-way over one-way communication, and creates multiple opportunities for employees to access the decision-making process.

Section 4 - Key Audiences

Proactive efforts are made to communicate important organizational policies, programs, general messaging and activities to all of our stakeholders. One of our primary objectives is to ensure that our stakeholder groups understand key objectives, strategies, and messaging so that we maintain consistency and accuracy in our interactions with outside audiences.

Our employees, specifically those that touch the public most, should feel confident in our organizational direction so that we can deliver consistent messages. Classified staff, Governing Board members, administration, volunteers and teachers alike are the face and voice of our District. As such, our interactions, our demeanor, our professionalism and expressed viewpoints all are important pieces of what our public thinks about Clovis Unified.

We strive to foster and maintain an organizational culture where each of us understand our role and responsibility for communication of school policies, programs and activities to families and all stakeholders in our community. Our stakeholders include:

Students - Clovis students are very diverse, representing multiple languages, ethnic and socio-economic backgrounds, grade levels, and geographic locations. All students have some level of access to the internet through their smart phone, classroom or school library even if there is no computer in the home.

Student Leadership – There are identified student leadership groups at almost every school within Clovis Unified, including most elementary sites. These student groups are a valuable resource for input and engagement, as well as for dissemination of accurate information with their peer groups.

Families - Clovis Unified families and caregivers are also very diverse, representing multiple languages, ethnic and socio-economic backgrounds, ages, and geographic locations. Close to 98% of our parent audience have access to the internet though some do not. The majority of our population has access to a telephone, and can also be accessed through materials sent home with students primarily at the elementary level. Electronic delivery of messages via text message, online flyer delivery and our student information system are also ways we reach families with important information impacting their child's education.

Staff - Our staff fall into several categories: classified, certificated and administrators. Our classified staff include maintenance, custodial, grounds, transportation, warehouse, food services, business support, para-educators, bus drivers, and administrative employees. Our certificated staff includes all teachers as well as some administrative staff. There are a number of administrators throughout Clovis Unified, many who ensure the operational effectiveness at each of our schools (principals and vice principals), and others who work in department offices supporting our schools. Most of these administrators manage a group of employees and are a valuable resource for information distribution. All Clovis Unified employees have access to an e-mail account,

although in some cases these accounts are not checked regularly and email should be complemented with additional communication methods when possible.

Employee Associations – The associations that represent each group are also considered stakeholders in our District. Clovis Unified is unique in California in that our major employee groups, teachers and classified office staff, are not unionized. Instead, they elect representatives who participate in District leadership input and decision-making. There may be opportunities to involve association leadership in the development of communication materials and to share information through association newsletters and other outlets. This includes Faculty Senate, Classified Unit Business Support Senate and California School Employee Association (CSEA) Chapter 250.

Governing Board – The members of our Clovis Unified Governing Board are the elected representatives of our community, and as such they will be in a position to represent our District policies and actions in a variety of interactions. In addition, it is likely that news organizations will attempt to contact these individuals to comment on stories about Clovis Unified. It is vitally important that our trustees are kept informed and supported in their communication efforts with staff, our public and media.

Foundations, School Site Associations and Organizations – Many of our families and caregivers serve at our school sites and at the District level in associations, organizations, boosters, and advisory groups. These members of our community are a valuable resource to assist our District in understanding community issues and concerns as well as communicating Clovis Unified policies, programs, and activities.

Foundation for Clovis Schools – This non-profit exists to benefit the District's students and employees as a whole. Volunteer directors fund raise on behalf of the District, award scholarships and grants to teachers, and are an important voice within the business and private sector community on education-related issues. It is critical that this group be kept well-informed and knowledgeable about the District as they are key communicators in their individual spheres of influence in the local business community.

Retirees – This group includes the large number of employees who retire each year from our District. In many cases, these individuals feel very connected to the schools they served and enjoy continued involvement with District and school activities. When possible, including this group of stakeholders, engaging their expertise, and recognizing their service and support sends an important message to our community and current employees – that the greatest value in our District is our people.

Local Businesses – This population includes the business owners and staff in and around the schools of the Clovis Unified community. Businesses that currently provide goods or services to the District or advertise in *CUSD Today* are also included. This population can be a valuable audience in that they include opinion leaders that influence residents on local issues and can provide valuable resources and opportunities to the Clovis Unified students and staff.

Community Organizations – A number of organizations serve the communities within Clovis Unified boundaries. These organizations make up a very important audience for our District in that they are serving the same families and can be a valuable resource for sharing information and resources. Many have regular monthly meetings and newsletters that can provide a valuable opportunity for communicating our latest news and understanding community concerns.

Diverse Community Groups – Clovis Unified makes an effort to proactively reach out to groups who represent students and families that are often underrepresented in other community groups, for example Hmong, African American and Latino groups. While there are many shared interests with other community groups, it can be very helpful to learn about the additional needs of specific populations and keep them in mind for decisions and communication campaigns.

Residents – This audience represents the population not included as families or as businesses/organizations. These are the residents in Clovis Unified who can potentially vote on school measures such as bonds and Governing Board representatives.

Media – There are several smaller neighborhood papers and magazines that serve the Clovis Unified communities, but *The Fresno Bee* is the largest print outlet. The Communications Office maintains a media list of contacts that receive regular alerts and release about District programs. The Chief Communication Officer also maintains ongoing positive relationships with area media contacts as part of their role with Clovis Unified. Included in our intentional work with media is the development of relationships with media outlets representing diverse groups within the community.

Additional Organizations and Individuals – Due to their influence with many of our other stakeholder groups, elected officials, commissions, Boards, the real estate community, medical agencies, county and state educational agencies and advocacy groups should also be considered key audiences for Clovis Unified.

Section 4 - Key District Tools

Some of the major communication tools utilized by the Communications Office and other staff in our District and schools responsible for communications include:

Media

Earned Media

Coverage by local, state or national media of an event, activity or accomplishment of department or school news is referred to as “earned” media. Earned media can increase the reputation of the school, department or District with the larger community, build positive spirit and pride, showcase accomplishments of students/staff/parents, and promote the work of staff.

Paid Media/Advertising

When an ad is placed and payment is made to a media outlet, it is referred to as “paid” media. From time to time, Clovis Unified will create a paid media campaign to assist in expanding a communication effort, especially when that effort involves audiences that are not currently connected to our District.

Print Publications and Tools

CUSD Today

CUSD Today is our District newspaper and focuses on District and school level events, issues, initiatives, policies Board Actions, and decisions that impact families and students. It is mailed monthly directly into the homes of all students and employees, and to supporters of the Foundation for Clovis Schools. Our current circulation exceeds 32,000. The typical reader of *CUSD Today* is closely affiliated with Clovis Unified, either as a parent or an employee within the 42,000 student District. It is largely self-funded through advertising of community businesses and organizations. *CUSD Today* can be used to promote District/department/school accomplishments, unique student activities/successes, best practices of teachers/grade levels/parents, etc. It raises awareness of our District school programs and promotes a positive reputation in the community.

Information gathered through a network of communication site coordinators at each

school and department in the District is also used in a variety of other news channels for the District including social and earned media.

Keeping Schools Safe

This is a pamphlet discussing emergency preparedness and safety programs. This publication outlines the school's role in preparing for student safety, and resources available to parents in the event that a school emergency should occur.

Strategic Planning for Success

Presented as a brochure and poster, these pieces serve to educate the internal and external community on the core values and philosophies articulated in the Strategic Plan and Governing Board Goals.

Essential Dozen

Employee telephone, email and in-person protocols and standards for delivering service that is also used as a new employee orientation and resource kit for communication, customer service and District issues.

Electronic Tools and Publications

BlackBoard Connect

Our District's automated calling, email and texting system, this web-based resource allows our District to send home emergency, informational and attendance calls, emails and texts to the school community in minutes. It allows for uploading of customized lists as well as the Districtwide and schoolwide lists that are automatically updated daily. Phone messages can be used in the event of an emergency (will call all numbers in students' record) or for simple outreach messages (will only call the primary number). Text messages can be sent in the event of an emergency or for simple reminders of non-complex information.

Examples of messaging include high level reminders, re-enrollment, major safety issues affecting multiple campuses, an annual welcome back message or anything impacting multiple school sites such as a reminder to take a survey, free and reduced lunch application campaign or a preschool program accepting younger students. There are 63,000 total contacts, which includes families and our close to 4,000 full-time staff,

2 Minutes Today

This is a monthly video-based series delivered via email to parents, employees and community members. Featuring an overview of a current issue impacting education and/or parents. Each edition ties to a deeper look at the same issue in *CUSD Today*. Current issue is featured on the CUSD website monthly.

Peachjar

Peachjar is a web-based system that delivers copies of flyers to parents. It can be accessed on any mobile device or through a button on a school website. It is a fee-based service for outside non-profits and community services groups to get information into the hands of the District's parent community. Community access is managed through the Communications Office. School administrators can upload flyers free of charge to be delivered overnight to all parents with email accounts on file with the District. Any printed brochure can be distributed via Peachjar. The system also allows active links to online registrations, etc. The system is also available for Districtwide general information flyers and messages that can be uploaded directly into Peachjar.

Community Leader Network

This is an invitation-only group of key communicators from our school sites and community who receive direct communication from the Superintendent via email about timely issues and events in the District. Members of this group include parent club and school foundation officers, elected officials, members of the faith community, senior citizens, leaders in the multi-cultural community, elected officials and other key influencers. Multiple times during the year, small subgroups of this network are invited to in-person breakfast meetings with the Superintendent to discuss things that are going well and ways the District can improve.

Master Calendar

The Master Calendar Tracks all events on campus based on room reservations, plus holidays. Training is provided on how to determine what to make a public facing event. More than 250 people in the District trained on this tool and training updates are conducted as needed. The Master Calendar feeds into an RSS feed on the District's website to increase community awareness of events and activities in the District.

Leadership Toolkits

Developed as needed to communicate relevant District messages and communicated via District email or in meetings. Typically the toolkits will include talking points, key

messages, scripted Powerpoint and/or video presentations for use by site and department leaders with staff and community, items for websites, school newsletters, social media, BlackBoard Connect, and prepared handouts. Trainings are conducted whenever a toolkit is rolled out to sites in order that it can be effectively used by site and department leaders. These trainings are conducted in conjunction with leadership team meetings, division meetings and/or principal meetings.

Social Media

Social media describes a number of web-based platforms that provide instant ways for community-based input, interaction, content sharing and collaboration among social networks around the world. It is important to first identify the platforms used by specific student and parent communities (these are often different based on age groups) and establish the District's presence accordingly. Social media tools are helpful to frequently update students and parents on activities, deadlines, events and good news about their school. They also make it easy to share photos, videos and other visually engaging information that reflects a positive school image. The District regularly scans social media channels to monitor rumor mills, feedback about the District and safety threats. During a crisis, the Communication Department team actively engages with site and/or department leadership to determine the optimal use of social media to address rumor mills, share information/facts with the community, and position the District as a credible and timely source of information.

Dependent on the rate of social media conversation/posts in the midst of a crisis or controversial issue, the District may post basic facts about a given situation on its own social media channels. Because of the difficulty in managing rumors or opinion vs. fact on social media it is not the District's practice to use social media to change opinions or perceptions toward the District (outside of the sharing of factual information) in volatile situations or crises. Instead, research continues to show that one-on-one, two-way communication is the most effective at engaging stakeholders and affecting a change in attitude. Therefore, it is the practice of the District to seek to identify the source of rumors and/or the primary conversant and reach out to start face-to-face, one-on-one communication.

Social media is constantly changing and evolving, and is still a relative newcomer to the field of communication vehicles available. In order to continue to build a strong network of friends and followers the District regularly uses social media to share positive news and information about the District, including the use of video and live streaming to enhance user experience. Details of the District's social media plan are outlined in a separate addendum to this manual.

Facebook

Facebook pages for the District and individual schools are maintained per standards outlined in the Communication Office's social media plan. Content for the District pages is generated from multiple members of the Communications Office, site pages are accessible from the District level and are maintained by identified staff at each site. Communications Office staff assist in the ongoing training of site staff on best practices.

Twitter

The same model is used for the District Twitter account and cross-promoted to become a series of "news headlines" pointing recipients to the District website and Facebook page.

YouTube

Our District maintains a dedicated channel on YouTube that enables us to post videos that inform and promote the people and programs in Clovis Unified. Individuals can subscribe to the channel to receive email notifications when a new video is posted. The Communications Office is responsible for producing, collecting, reviewing and posting videos. Members of the public have the ability to post comments on individual videos and comment sections are reviewed and moderated to meet civility standards.

Vimeo

In order to maintain greater control over the content delivery platform for video, a Vimeo account is also maintained. It also allows for an automated workflow during video production and houses a library of videos created by the District to inform and promote the program and stories of Clovis Unified.

Remind 101

School level use of text message services like Remind 101 allow for one-way communication from schools and/or teachers/coaches to students and parents about upcoming events, scheduling notices and changes, and school assignments. These are maintained by individuals and not managed at the District level.

Website

Our websites are primarily a one-way web-based communication tool accessible to the world. Our District level website has been developed in WordPress by Communication Department staff who also maintain and train department webmasters on the site. There are sections for each department in the District and management of the sections are decentralized in that department staff are responsible for ensuring that sections are up to date and accurate.

School Site Websites

School websites are created in Concrete and webmasters are trained by Communication Department staff. Included as an addendum to this manual is the process by which school websites are developed and maintained using best practices for web design and use.

When used effectively, the school level site can become the go-to place for parents and students to find news and information about a school. Websites must be consistently updated to allow parents and students 24-7 access to frequently used and important information resources (such as teacher websites, school activities and events, forms, school data, calendar of events, etc.). When kept up-to-date, websites dramatically reduce the number of phone calls coming into a school office for routine information requests and allow self-help outside of regular school office hours. Our District uses Concrete as the authoring tool for the sites. The Communications Office provides regular content audits and training to principals on effective messaging using site web pages. Individuals are identified at each site to be the site webmaster. Training is available online and in person for site webmasters to ensure they remain familiar with best practices for use of websites as a key communications tool.

Livestream.com

Livestreaming is another option available to the Communication Team to deliver real-time video to our social media or livestreaming channels. Typically, this tool is used to cover student events, press conference and other “breaking news” features and is intentionally low production in nature.

Face to Face

Community Leader Network

Multiple times during the year, small group meetings are held for members of this invitation-only group to discuss with the Superintendent what is working and where the District can improve.

School-Based Committees and Groups

A large number of school-based groups exist to provide access for community groups to dialogue with school leaders on a wide array of subjects. Most groups are developed around specialized areas such as the Intercultural and Diversity Advisory Committee, African American Student Unions, Migrant Education Advisory Committee, and others. General topic committees such as Principal and Student Advisory Councils, Safety and Review Teams, the Local Control Accountability Plan (LCAP) Parent Advisory

Committee, and others study a broader array of topics pertaining to school climate, services to students, and general District operations.

Employee-based Committees

Driven by the philosophy that education is best delivered through a partnership between employees, parents, students and the administration, a number of employee committees exist to share decision making. These may be standing committees around permanent functions of the District such as the Employee Benefits Committee, Standing Benefits Committee, Employee Compensation Committee, Calendar Committee and other topical committees convened to discuss short-term issues such as employee parking, facilities projects, etc.

Employee Representation

Teachers and most classified employees in the District are self-represented with only a portion of the District's Operations Unit employees represented by a union. Faculty Senate and the Classified Unit Business Support Senate act as the representative groups for non-union employees. CSEA Chapter 250 acts as the representative group for Operations Unit employees. These groups are involved in major decision-making and meet often with District administration to maintain open lines of communication on issues and opportunities facing the District.

Crystal Awards

The District's employee recognition program (highest accolade) includes a gala in the spring, and a nomination process that occurs each fall. The recognition programs seeks to recognize those employees whose work advances the District's Strategic Plan aims and goals in a way that is far beyond the norm. Judging panels are coordinated through the Communication Office and nominations are judged by peer groups against established criteria. All details of the Crystal Awards event are also coordinated through the Communications Office. Coordination includes the nomination form (nominated by coworkers), communication about the nomination process, judging panels (certificated and classified), train judges, judging meetings, award announcements, packets for winners, publicity, publishing on District communication channels, event video and presentations, script writing, facility planning and logistics, award ordering, bricks for Walk of Fame. Nominees for the Fresno County Employee of the Year awards are selected from the Crystal Award winners each year.

Special Recognition Nights

A student recognition event in which site staff identify students who have received awards at the local, state, regional and national level are recognized at meetings of the Governing Board. These events promotes the District's core value of empowering students to "Be the best you can be in Mind, Body and Spirit."

Parent Information Centers/Nights

Transition Teams, located in each K-12 school area, create opportunities for parents to engage in the school community. Hosted parent outreach nights and events are designed to help parents understand how to access support from schools. Resource Centers are maintained in each Area to further this purpose.

As part of the District's developing efforts around student emotional health, a series of similar workshops to promote resources available for families in the areas of social-emotional health are also being planned in future years.

Communication Workshops

Communications professional development workshop series for employee groups within Clovis Unified to improve communication practices across the District. Typically conducted in collaboration with Leadership Team meetings, Pre-Charge, Charge, professional development days and other trainings.

Speakers Bureau

Organized groups that provide presentations about Clovis Unified to area civic groups and service clubs.

Annual Presentations

Several special events throughout the year provide opportunities to deliver the District's key messages to members of the community as well as employees. Usually focused on past, current and future opportunities and challenges of the District, presentations at these events provides an opportunity for key District leaders to present information to stakeholders to ensure they are well-informed about the District's current position and messaging. Examples include the annual Spring Update presentations to all employee groups developed by the Communication Team and Executive Cabinet and delivered by the site or department leader; the State of the District Breakfast; Superintendent's Foundation Shareholder's Luncheon and the Annual Report to the Community effort each fall.

Research and Feedback

Periodically, we will use evaluation methods and surveys to track awareness, understanding, and support for key initiatives. Feedback is an essential component of our communication practices because it enables continuous improvement and responsiveness.

Employee Climate Assessment

This annual survey seeks to gain input from employees about their overall experience in the District, workplace satisfaction, sense of purpose and satisfaction with the direction of the District. Feedback received through the survey annually results in action plans to address areas of need and is facilitated through the Classified Unit Business Support Senate, Faculty Senate, CSEA and leadership.

Another component of the employee Climate Assessment Survey are Listening Tour meetings. These are held periodically throughout the year between Executive Cabinet and individual departments and provide an opportunity for direct conversation about the workplace, what is working well, and areas that could be improved upon from a district-level perspective.

Annual School Assessment and Review Team (SART) Survey

The annual SART Survey asks Clovis Unified families about their perceptions of their child's academic success in a variety of subjects, school site safety, cultural respect, character building, school climate, communication, technology and engagement. The results are broken down by school site.

Annual Student Voice Survey

The annual Student Voice Survey asks students about their perceptions of their school experience in a variety of subjects, school site safety, cultural respect, character building, school climate, and college and career readiness.

***CUSD Today* Survey**

An online survey promoted in the publication asks how often respondents read the newspaper, if they feel it is a valuable source of information, what their level of interest in different types of information in the newspaper and what are their primary sources of information about Clovis Unified. The survey contains open-ended questions and the

comments in the survey are a rich source of information about the attitudes, awareness and perceptions of CUSD readers. Every other year additional surveys and focus groups are conducted to continue to ensure the publication meets the needs of the District's community.

Annual Senior Voice Survey

Each year senior students are invited to participate in a survey on their experience in Clovis Unified. A culminating workshop is held where teams of Board members and administrators lead a discussion of 6-7 students (representing all seven District high schools). Each of the teams has twenty minutes to interact with the students at their table, reflecting on academic challenges, instructional effectiveness, co-curricular participation, preparation for post-graduate options, campus safety, student relations and the K-12 student experience.

Ongoing Satisfaction Surveys

Periodic surveys that include questions on the District's current condition, public perceptions of the District, and how constituents want to receive information and include communication questions on issue awareness.

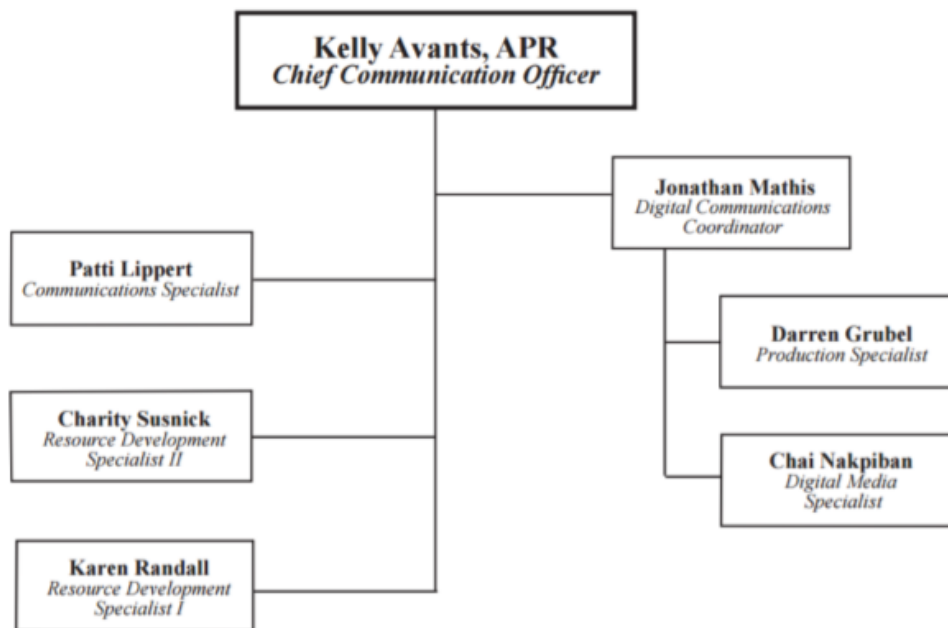
Analytics and Tracking

In addition to specifically designed surveys, Clovis Unified takes every opportunity to collect information about the communication tools that we use. For example, with our websites and in our social media efforts, we use analytic tools to allow us to learn as much as we can about our key audiences and the success of our outreach and communication efforts. We also track any media stories on our students and schools, using third party media tracking services to ensure we capture as many stories and mentions as possible.

Section 5 – Communications Office Staffing and Services

The chart below reflects the current (2016-2017) staffing of the Clovis Unified Communications Office.

COMMUNICATIONS 2016-17 Organizational Chart



Department Functions

Based on a series of interviews with department staff, the following functions have been identified under each position:

Chief Communication Officer

- Oversees all department functions
- Serves as strategic counsel to all departments, Superintendent and Governing Board
- Serves as media and community spokesperson
- Manages department budget and personnel issues
- Acts as Executive Director to the Foundation for Clovis Schools

Digital Communications Coordinator

- Develops recommendations on continued improvements to District's digital communication presence including use of videos, websites and graphic design.
- Manages District level video production (including professional development)
- Manages District level graphic design (digital and print), photography and social media
- Manages school websites (40+ schools) - includes design templates, webmaster training, website permissions
- Develops District website – manages redesign and maintenance efforts as needs and training to department webmasters

Production Specialist

- District level video production for community events and major initiatives
- Provides graphic design assistance as assigned for advertisements, posters and graphics at the District level
- Produces Curriculum, Instruction and Accountability (CI&A) Department video production for professional development
- Produces monthly video magazine *2 Minutes Today*

Digital Media Specialist

- Develops websites, training and documentation for departments and schools
- Manages BlackBoard Connect service including accounts and administration and acting as a liaison for District users and vendor
- Conducts some advising for social media, light consulting and support to establish accounts
- Supports District department and site webmasters to ensure consistent application of best practices for use
- Manage feedback form on each website, review analytics to make decisions and recommend changes to webmasters or design something to help

Communication Specialist

- Serves as a back-up for positive/routine media including developing releases, setting up stories, collecting media clearances for students, maintaining media lists, archiving coverage using third party media tracking and classifying as positive, negative, neutral
- Manages content of *CUSD Today* including reporting, editing, design, serving as a liaison with site media coordinators, fact-checking stories

- Manages operations of *CUSD Today* including creating a story budget, coordinating freelance writers/photographers, planning layout and design taking ad spaces into consideration
- Develops content for other print and online publications
- Manages annual Rights and Responsibilities Handbook which involves coordination of updates, editing and publishing
- Manages content for District social media pages
- Assists with photography when needed beyond part-time photographer
- Plans events including Crystal Awards, Special Recognition Night and Fresno County Employee of Year nominations and preparation

Resource Development Specialist II

- Conducts marketing and Sales for *CUSD Today*
- Coordinates printing and mailing for *CUSD Today*
- Develops resources for the Foundation for Clovis Schools
- Manages and recognizes donors for Foundation for Clovis Schools
- Acts as liaison to Foundation Board of Directors for fundraising efforts
- Conducts marketing for District including managing annual Place of Work campaign
- Assists with other District campaigns including media buys, research on buys and options, social media buy research
- Coordinates graphics and event staff for community event sponsorships, ads, and tables
- Coordinates annual Employee Appreciation program

Resource Development Specialist I

- Acts as Office manager for Communication Department
- Coordinates meetings and agenda for the Foundation for Clovis Schools
- Manages donations, liaison to bookkeeper for the foundation
- Special events planning/execution
- Coordinate Peachjar for all school and non-profit flyers
- Manages Communication Department budgets and expenses

Process to Engage Communication Office Services

To ensure that effective communication is a Districtwide practice, it is vitally important that Clovis Unified schools and departments are aware of the assets and resources available to them through the Communication Office. Keeping this awareness current is an ongoing internal communication campaign in itself and involves several elements:

- Creating and distributing materials that raise awareness of available support
- School site communication coordinators

- School site and department webmasters
- A variety of communication trainings with site and department contacts, leaderships teams
- Mentoring of site leaders
- Collaboration on department or site projects involving multi-media resources or marketing

When a site or department wants to access the Communication Office services, they submit a request to the Chief Communication Officer who reviews the project's scope and impact in the overall communication plan and goals, and determines if the project fits into this scope. If the project is accepted, the assigned project team holds an intake meeting to determine project scope, timeline and deliverables. If a proposed site or department project doesn't fit within the overall communication plan and goals, the team will offer consultation services to assist in supporting the site/department in meeting the need through a different route.

Communication Office Tools

While the technologies available for communications work will change over time, below is a list of the most frequently used tools in the 2016-2017 school year.

Design - Adobe suite, Snaggit, PiktoChart

Videography – Adobe Suite, videography cameras, lights, a soundbooth, Avid Pro Tools, Wipster, Vimeo, Youtube, Camtasia, Mevo

Website – WordPress, Concrete 5, Dreamweaver, Photoshop, Filezilla, HTML, Hotjar, Teamviewer SCCM, Dameware, Google Analytics,

Project Management – Excel, MS Planner, Smartsheets

Media Tracking - Burrelles Luce for print, CBT News for monitoring TV

Section 6 - Best Practices and Samples

When done well, a communication campaign is built on accurate research and analysis and includes an evaluation component to understand where the campaign was effective and where it fell short – allowing an opportunity to learn from the effort. An example of the steps involved in the communication process is included as a one-page document titled *PR Process All in One* located in the index of this document.

How it looks in Clovis Unified

When considering a Districtwide communication campaign, we build on the four step process to ensure that we understand the issue, audiences and ideal messaging. We develop a comprehensive campaign plan, including

- Plan Purpose: What is the overall purpose for the campaign?
- Goal: What are you trying to achieve through the campaign?
- Target Audience: Who are you trying to reach through the campaign?
- Themes: What are the overall themes that will flow into audience and tool specific messages?
- Campaign Slogan: If one has been developed
- Budget: What are the costs associated with the campaign, including media and social media buys, mailers, banners, design, etc.
- Key Messages: Specific messages that will be used in the campaign
- Strategies: What will the campaign do to achieve the goal?
- Tools: What tools will the campaign use?

Going through the process of developing a well thought-out campaign plan ensures that our District resources, including staff time, are utilized in the most effective way to support student achievement. Districtwide communication campaign plans on boundary changes, marketing place of work enrollment and the annual report to the community, *Better than Ever*, are included as samples in the index of this document.

The Importance of Service

In our Clovis Unified community, a variety of stakeholder groups will be assessing our behavior and making judgments about the type of organization we are. Employees, families, students, community members, vendors, businesses and anyone with an encounter with Clovis Unified will pay attention to how many rings it takes for a phone to be picked up, how long until a call or email is returned, the tone of the voice or email on the other end, the accuracy of the information provided and the action that is taken as a result of the call, email or visit.

In our District, we have a saying, “It’s people, not programs that make the positive”. We stand by that declaration every day through the hiring of high quality employees, and by providing support structures that equip our employees to perform their jobs to their best ability.

As part of these ongoing efforts to support our employees, the Clovis Unified Classified Unit Business Support Senate created *The Essential Dozen*, which helps define what customer service looks like in our District. In addition, a handbook expands on the expectations detailed in the poster, guides our classified employees to the resources in place to help them excel.

Index of Sample Documents

- A - Celebrating Our Success Annual Report to the Community
- B - Boundary Change Campaign
- C - *CUSD Today* Distribution Area
- D - One Page Communication Worksheet
- E - PR Process All in One
- F - LCAP Infographic
- G - Form for media
- H - Project intake form
- I – Place of Work Marketing Communication Plan Summary