COMMUNICATION AND PUBLIC ENGAGEMENT

The Community must work together to address the educational needs of our students. To meet the needs of every student, effective internal and external communication, with key School Board stakeholder groups, i.e., parents, students, partners and employees, etc., is of primary importance.

Authority: FS 230.22 (1) (2)
Policy Adopted: 8/19/97

RULES

1.   **COMMUNICATION & PUBLIC ENGAGEMENT BELIEFS**

      a.   Effective communication:

              (1)   stems from a perception and appreciation of the community as a whole;

              (2)   acknowledges that all partners are equal in the education process;

              (3)   is a shared value of the community and is based on trust;

              (4)   is user-friendly;

              (5)   is everyone's responsibility;

              (6)   is a dynamic, continuous process which is planned; involves everyone; flows in all directions; and, is sensitive to all individuals/groups in the community;

              (7)   is affected by the informal, unplanned communication system as well as by planned communication strategies;

              (8)   gathers customer feedback.

2.   **COMMUNICATION & PUBLIC ENGAGEMENT STANDARDS**

      a.   Effective communication and public engagement within and from the school system requires:

              (1)   an organized, systematic process, which is timely and accurate, for communicating information about major initiatives within each unit of the District. The process should shall define the audience, identify methods of dissemination, and include a process for getting feedback;, and have a defined follow through procedure;

              (2)   information which is timely and accurate;

              (2)   use of communications media technology to enhance communication and public engagement;

              (3)   strategies for communicating with special populations; i.e. individuals with disabilities in accordance with the Americans With Disabilities Act, speakers of other languages, etc.;

              (4)   an organized, systematic way for identifying participants in communication and public engagement activities (i.e. focus groups, discussion groups, town meetings, etc.) to ensure a wide and diverse sample of the population;

(5)   a defined follow-up procedure;

(5) (6)   a systematic evaluation method for assessing the impact of specific communication efforts.

3.   **COMMUNICATION & PUBLIC ENGAGEMENT PROCEDURES**

a.   The ~~Community Relations~~ <u>Communications and Media Relations</u> Department, together with the appropriate department, group or individual, will be responsible for information, publicity, and promotion of District events, issues or news stories which are of interest to a large segment of the community.

(1)   Each department, school, and/or Innovation Zone will be responsible for publicizing its own events and activities. The ~~Community Relations~~ <u>Communications and Media Relations</u> Department will support these efforts by: offering training designed to increase public engagement skills; providing sample materials; and/or consulting with organizational units planning public engagement activities.

b.   Each school/department will have a designated contact person whose role will be to provide accurate and timely information to assist the ~~Community Relations~~ <u>Communications and Media Relations</u> Department in responding to media requests.

c.   ~~In light of the financial impact utilizing this extremely inclusive labor intensive approach, the Communication and Public Engagement Loop has been designed only for use when a major initiative or new district-wide program is under consideration such as the Accountability or Standards of Service Policy. It is a two-phase process which involves key stakeholders in the development of those initiatives which significantly impact the district or its students.~~

d.   ~~The School Board and the Superintendent will determine, on an ongoing basis, which initiatives or programs are sufficient in scope and impact to require full implementation of the Loop.~~

e.   ~~The EEO Department in conjunction with the Community Relations Department will be responsible for developing a procedure to address effective communications for individuals with disabilities in accordance with the Americans With Disabilities Act.~~

4.   ~~**COMMUNICATION & PUBLIC ENGAGEMENT LOOP**~~

a.   ~~***Phase One - Gathering Input for a New Initiative***~~

(1)   ~~The point person will be responsible for defining the issue, preparing internal and external dissemination including timelines, resources and audience.~~

(2)   ~~The point person will identify and prioritize the audience, namely who is affected and who is representative of the stakeholder group.~~

(3)   ~~Point person will convene representatives of stakeholder group to validate issue and develop draft plan.~~

~~(4)   Small group of representative stakeholder groups will disseminate draft plan and seek feedback using some of the following options;~~
~~a.   focus groups~~
~~b.   surveys~~
~~c.   phones~~
~~d.   interviews~~
~~e.   meetings (Zones, groups, organizations)~~

~~(5)   Point person will reconvene original stakeholder group to review changes/suggestions forwarded as the result of the above processes.~~

~~(6)   Point person will inform the appropriate persons to receive go-ahead for Phase Two.~~

~~b.   *Phase Two - To Discuss*~~

~~(1)   Point person in conjunction with small representative group prepares internal and external dissemination plans.~~

~~(2)   Point person in conjunction with small representative group prepares draft of training/informational materials.~~

~~(3)   Point person presents completed materials to appropriate decision-maker.~~

~~(4)   Point person designates individuals to meet with affected groups to formulate their roles in implementing new initiatives.~~

~~(5)   Responsible entities disseminate materials.~~

~~(6)   The point person will initiate a process to evaluate the effectiveness of the process.~~

4.   PUBLIC ENGAGEMENT LOOP

The Public Engagement Loop has been designed for use only when a major initiative or new districtwide program is under consideration. The Superintendent shall determine which initiatives or programs are sufficient in scope and impact to require implementation of the Public Engagement Loop. This process shall take approximately 45 days to complete, starting with the District Advisory Council (DAC) meeting where staff begins the looping process.

a.   Staff shall:
summarize information to be looped with appropriate back up material, contact information and a specific set of questions for input by customer groups. This will be in a standardized format for all customer groups;
prepare a BECON video to share key information when appropriate;
share materials with Sr. Management and School Board at a retreat or workshop, where appropriate, for further action;
email materials to principals (include a script as needed) to be placed on the next SAC and SAF agenda and published in school newsletter (if time allows); and place on school website, DAC website, and /or District website, as appropriate; follow up discussions and principal input will occur at the next principals' meeting;
email information to School Board Members, DAC Chair, and Secretary;
attend DAC meeting to share information and answer questions;
post key information and input survey (with translations) on the District website;
attend Area Advisory Meetings, as requested;
attend DAC Meeting to receive feedback, answer questions or provide further clarification as needed;
include feedback gathered through looping in the decision-making process as issues are brought forward; and include all feedback collected in materials provided the School Board.

b.   DAC will:

sequence DAC, Area and school site meetings to allow for appropriate looping;

forward information to each Area Chair;

      Area Chairs will forward to School Advisory Chairs and Principals.

      Each School Advisory Chair will have access to a computer and a mailbox at the school to retrieve information.

      School Advisory Chair collaborates with principal to put item on the next agenda.

post notice on DAC website with link to SBBC website;

collect feedback from SAC and SAF meetings via the Area Advisory Chairs;

synthesize and prepare feedback for final discussion at the next scheduled DAC Meeting; and

share feedback with the Board through Board Reports process.

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Rules Adopted: 8/19/97