



GLENBROOK HIGH SCHOOLS DISTRICT 225:

Communications Audit

Presented by Jasculca Terman Strategic Communications
April 2020

EXECUTIVE SUMMARY OF KEY RECOMMENDATIONS

In Fall 2019, the Township High School District 225 Director of Public Relations and Communications Karen Geddeis facilitated a meeting between Jasculca Terman Strategic Communications (JT) and Superintendent Dr. Johns to discuss conducting a communications audit with the goal of evaluating the effectiveness of the District's current tools and tactics and identifying ways to rethink how the District communicates with stakeholders under his leadership. Together, Dr. Johns and Karen encouraged JT to take a deep dive into what is and is not working and provide data-informed recommendations to meet the current and evolving needs and expectations of key stakeholders, primarily parents and staff.

The recommendations in this report are based on feedback and ideas received through all research components, as well as JT's own expert analysis of materials and information provided by the District. During our interviews and focus groups, we "listen between the lines" to identify common themes that emerge more than once. We used these themes to inform our recommendations, which are offered for your consideration without expectation that the District will implement all of our suggestions. In fact, we recommend that the District use these recommendations to develop a multiyear communications plan, implementing selected recommendations over time.

Key recommendations that we feel will be most beneficial for the District, include:

1. **Infrastructure:** The District's Communications Team can be the thread that connects all departments—if it has a complete understanding of what is being considered. We recommend prioritizing recommendations that embed communications into the fabric of the District, starting with inviting the director of public relations and communications to serve on the superintendent's Cabinet, so that Karen and her team can be in a good position to provide strategic counsel.
2. **Strategy and Content:** In an effort to move away from episodic and responsive to more strategic and integrated communications, we recommend creating three high-level, overarching District goals that articulate Dr. Johns' leadership narrative and can drive decision-making, including communications.
3. **Superintendent Leadership Platform:** We recommend that the District create opportunities to showcase Dr. Johns' vision and leadership narrative by launching a monthly (only during the school year) superintendent's blog that is both posted on the website and emailed directly to parents, staff and students. This blog can serve as an authentic channel of communication that will not be viewed as "spin," but rather a place for meaningful, substantive content from the voice staff and parents most want to

hear from. Blog content can range from thought-leadership articles on timely topics related to education, social-emotional learning, safety and security, etc., to interviews with school and community leaders.

4. **Internal Communications:** This is one of the most significant areas of opportunity identified in our process. Focused efforts to enhance internal communications offer great potential to positively impact the District's culture and will also help support parent/public communications, as staff members often serve as information conduits to these stakeholders. We recommend that the District discuss and designate one administrator to oversee this critical function. We see this as more of a coordinating role that provides direction for which communications should be flagged for key managers and supervisors to share with their teams. This is particularly important as staff members indicate a strong preference for receiving District information directly from their supervisor.

Specific tactics to enhance internal communications under this person's leadership are included in our comprehensive report. The one we would prioritize is developing a formal email protocol to flag the type of content being sent and any deadlines for action in emails from the District to staff. This should include adding deadlines to respond to take action to the subject line of emails and sending calendar invites with the meeting information so that staff can easily accept or reject. Staff feel overwhelmed with email, and this will help better facilitate review/response.

5. **Communications Channels:** The *District 2:25 Update* (Board update) and school-specific *Connections* newsletters reach the same audiences and sometimes feature duplicative content, which can confuse audiences who already feel that they are getting too much information and content that feels like "old" news by time it comes out. We recommend combining the two into one new weekly communication that provides a one-stop shop for information. We suggest renaming and relaunching the new email communication with a new visual identity and an aggressive push at the beginning of the 2020-2021 school year. During weeks in which there is a Board meeting, content should be more focused on District news and Board updates, with more of a focus on school news during the other weeks. Board updates should include additional context around the decision-making process and infographics to aid in understanding.
6. **Website:** The "life" of a website is typically two-to-three years before it requires a complete redesign, which can be a timely, costly process. Based on the feedback we received from our research and our own expert analysis, we do not recommend a complete website redesign at this time, but rather some important enhancements to the navigation and functionality concerns raised in our parent and staff focus groups

and surveys. We provide several specific recommendations in our comprehensive report, but two we would prioritize include:

- Expanding on the District's current feedback process by conducting some structured user testing with the District's key audiences, including parents, teachers, staff and students to identify and ultimately correct specific pain points related to navigation
- Identifying building liaisons who can help maintain the website with routine content updates, such as calendar items.

It's important to recognize that soon after JT finished the research phase for this project and began developing our recommendations, the COVID-19 pandemic shut down schools throughout Illinois and moved the teaching and learning process online. We recognize that Glenbrook is working to navigate what this means going forward as it relates to e-learning, District finances and so much more—and this makes effective communications more important than ever. While many of the recommendations outlined in our comprehensive report could, and probably should, be rolled out with the beginning of the 2020-2021 school year, we do strongly recommend that the first four recommendations outlined above be put into place as soon as practical to help with effective, timely communications related to the District's COVID-19 response.

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Thank you for the opportunity to once again partner with District 225. Our research confirms the District has a strong communications foundation in place and the recommendations we provided are designed to enhance what already exists.

If you have questions, please feel free to contact JT Executive Vice President Holly Bartecki at (312) 671-0101 or Senior Vice President Jessica Smith at (708) 218-2759.

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1. INTRODUCTION

Thank you for the opportunity to once again work with Glenbrook High Schools District 225 during this very important time of transition as Dr. Johns begins his tenure as superintendent.

In Fall 2019, the District's Director of Public Relations and Communications Karen Geddeis facilitated a meeting between Jasculca Terman Strategic Communications (JT) and Dr. Johns to discuss conducting a communications audit with the goal of evaluating the effectiveness of the District's current tools and tactics and identifying ways to rethink how the District communicates with stakeholders under his leadership. Together, Dr. Johns and Karen encouraged JT to take a deep dive into what is and is not working and provide recommendations that are data-informed and will meet the current and evolving needs and expectations of stakeholders, primarily parents and staff.

The recommendations in this report are based on feedback and ideas received through all research components, as well as our own expert analysis of materials and information provided by the District. During our interviews and focus groups, we "listen between the lines" to identify common themes that emerge more than once.

We use these themes to inform our recommendations, which are offered for your consideration without expectation that the District will implement all of our suggestions. As noted in the Executive Summary of this report, we have identified the following six key areas of opportunity that we feel will be most beneficial for the District.

1. Infrastructure
2. Strategy and Content
3. Superintendent Leadership Platform
4. Internal Communications
5. Communications Channels
6. Website

2. PROCESS AND KEY FINDINGS

JT's work on this project was completed between December 2019 and March 2020.

2.1 EXPERT REVIEW AND ANALYSIS OF DISTRICT COMMUNICATION CHANNELS

At the start, to inform JT's work on this project, we conducted an extensive review and analysis of a wide range of background materials and information supplied by Glenbrook District 225, including:

- *The Glenbrooks* – a community publication
- *District 2:25 Update* – a post-Board meeting publication
- *Connections* – a parent publication
- The District website (www.glenbrook225.org)
- Glenbrook North and Glenbrook South social media channels
 - Facebook
 - Instagram
 - Twitter

Following are JT's key findings from our expert review and analysis of the District communication channels as listed above. Please note that all of our research was conducted prior to the COVID-19 stay-at-home order. We would anticipate that, this unprecedented public health crisis, which has forced many of our parents, staff and students to work remotely, may also impact these stakeholders' preferences regarding, familiarity and comfort level with online communications, including email, text messaging, social media, video conferencing/webinars and other digital tools.

The Glenbrooks

This community newsletter is mailed twice a year to 40,000 households within the District. Separate Glenbrook North and Glenbrook South newsletters are developed with consistent District content and individual school news and mailed to residents based on District boundaries. The cost to produce and email these publications comprises almost one-half the District's annual PR budget.

The District edition of *The Glenbrooks* features consistent content sections in each edition, which is good. These include a letter from the superintendent; school data points; student/staff/alumni profiles; and budget updates.

However, from a design perspective, the current branding is not consistent with design elements used in other District communications, including the website and email blasts. Typography and imagery used in *The Glenbrooks* reflects a somewhat dated and less sophisticated visual identity.

District 2:25 Update

This communication serves as the primary method to update the approximately 14,800 subscribers, mostly parents, of Board news. It is emailed two days after every Board meeting and is designed to be read within “two minutes and 25 seconds.” Parents and staff are auto-subscribed to receive this publication (with an option to unsubscribe); community residents who do not have children enrolled in District 225 schools can register to receive this communication through a “Subscribe to Newsletter” link at the bottom of the website homepage.

Concise content is important for these types of communications, because readers are often viewing them on their phones or skimming on their computers. Text-heavy content will often be deleted unread. The District’s current open rate for this communication has consistently averaged just under 50 percent, which is substantially higher than the education industry average of 23.4 percent (according to 2020 Global Email Benchmarks data). This means subscribers are interested in your content.

Connections

This is a very simple, straightforward school-specific communication that provides parents with important calendar items and showcases student and/or teacher success stories and accomplishments. These types of communications are important vehicles to proactively share information about what’s happening around the schools.

The District’s approximately 17,604 parents, students and staff are auto-subscribed to receive this newsletter, which is also sent monthly via email to community members who subscribe on either school’s website at the “Welcome Parents!” portal page. This newsletter also has had a consistent average open rate of 50 percent. Here, too, this open rate is substantially higher than the education industry average of 23.4 percent (according to 2020 Global Email Benchmarks data), indicating that recipients are interested in the content the District provides through this newsletter.

Website

The District's current website, www.glenbrook225.org, is the result of a redesign process completed in June 2017. During this process, the District hired a third-party consultant to analyze past website data and consider recommendations from a previous redesign process to implement improvements that better meet the needs of its stakeholders. In addition to the consultant and the District Communications team, staff members from each school were involved in the process, with an aim to provide focused and streamlined feedback. In addition, the District convened a small group of frequent website content/users to review and "approve" the intended website philosophy and guiding principles.

As stated by members of the District Communications team, the website is always evolving. For example, after receiving feedback from users last year, the District added a top navigation menu to complement the hamburger-style menu to support a better user experience. Currently, the District solicits feedback from both staff and parents via an online portal. A majority of this feedback consists of questions about where to find specific information on the website, suggesting that users are still having navigation trouble.

All content updates are handled in-house by the District's communications team. Structural updates, such as changes to navigation or page architecture, are outsourced to a web developer—a process that is working well. But, keeping up with the large volume of content edits has been challenging for the District Communications team, which absorbed all content management responsibilities in 2018 when the communications team consolidated from three positions to two, given that this team also manages an outside vendor when functionality or structural issues arise.

Social Media

Currently, other than its YouTube channel, which has six subscribers, the District does not operate its own social media platforms. Instead, the District communications team maintains each school's social channels, where they share school news and highlight student successes. This strategy has worked well thus far as it satisfies parents and other audiences who are only interested in following content from their own school.

Broadly, the District's social media strategy focuses its use of Facebook to target parents, Instagram for students and Twitter for educators (both within and outside the District).

2.2 DISTRICT LEADERSHIP AND BOARD INTERVIEWS

To further JT's understanding of the District's communications goals and current processes, on Monday, December 9, 2019, the JT team conducted a discovery session with Superintendent Johns, Director of Public Relations and Communications Karen Geddeis and Communications Specialist Tarah O'Connell. The session focused on identifying goals for communications with parents and staff, as well as communications opportunities and challenges facing the District with a focus on these target audiences.

Between December 11, 2019 and January 16, 2020, JT also conducted one-on-one phone interviews with Board members, including:

- Bruce Doughty, Board president
- Peter Glowacki, Board vice president
- Karen Hanley
- Sonia Kim
- Skip Shein
- Marcelo Sztainberg
- Joel Taub

A copy of the discussion guide used to facilitate these calls is attached as **APPENDIX 4.1**.

Following are JT's key findings from the District Leadership and Board interviews:

- **Communications Goals:** There is a lot to be proud of in District 225. Board members share a goal of showcasing the high-quality education provided and the achievements of students, teachers and alumni. Interestingly, as indicated below, interest in this content ranks somewhat lower among District parents and staff.

Board members are proud of and recognize the importance of amplifying and preserving the reputation the Glenbrooks have earned. It was also mentioned that the District and Board must be aware of and responsive to changing circumstances and exploring new opportunities because that's how the District will maintain its excellence.

- **Roles and Responsibilities:** Board members generally see their role relative to communications as limited to ensuring that the District is sharing relevant information and answering community questions about Board actions, both through official communications and public forums, as well as through their own personal interactions. However, there is a sense that Board members currently spend too much time reviewing/editing District communications and would prefer a streamlined review

process.

- **Issues and Crises:** Board members are committed to being timely, proactive and transparent in the District's communications around issues and crises. They also strive to be accurate and responsible by not disclosing or sharing confidential information. They acknowledge that this can be a delicate and strategic balance. It was mentioned that, to be able to provide the context the Board is seeking, the District's Communications team must have a seat at the table and not be an afterthought once decisions are made. It was also noted that decision-making regarding issues and crises may also, on occasion, benefit from discourse, deliberation and input from the District's legal counsel and/or external communications consultant(s).
- **Strategy:** There is a sense that the District could do a better job of strategizing and anticipating community concerns to "lay the groundwork" for communications around major issues. A recent example given was the change to the school calendar. The Board would have liked to see more coordinated communications between the buildings with more context around why the decision was made, not just implementation details. The Board seeks strategic guidance and discussion about communications strategy—for example, when it makes sense to share more around initiatives that are starting to be discussed versus waiting until an idea is fully developed and being presented to the Board — recognizing that this depends, at least in part, on the extent to which the Board is seeking community feedback on specific initiatives to inform their decision-making. This is another example of why it is critical for the District's Communications team to be involved in such discussions early on.

When it is more appropriate to launch communications at a point where an initiative is either final or close-to-final, there is a collective sense that District communications could include more to emphasize the discussion and thoughtful decision-making that occurs at the Administration- and Board-level.

Board members referenced recent policy changes that were not communicated well and resulted in negative public backlash, misinformation in the media and lots of buzz on social media. There was a sense that more strategic messaging and positioning of the Board's decisions could have prevented a lot of the negative reactions.

There were some concerns that the District doesn't have its pulse on the community or issues that are brewing, and it was suggested the District could be better at monitoring social media chatter. It is important to note, however, that privacy limitations do not allow the District or third-party monitoring services to access closed Facebook groups. These closed Facebook groups are likely the source of chatter Board members are interested in.

- **Content and Frequency:** Board members agree that communications should remain brief and concise, or readers will lose attention. All Board members agreed that the distribution frequency is good.

Overall, Board members feel that the District has an efficient system in place for parent communications around urgent issues, (e.g., whooping cough, safety measures, etc.) and that the principals do a good job providing updates on major events/initiatives (e.g., Homecoming). It was mentioned that the schools can and should play an important role in amplifying and reinforcing District communications around crises and issues.

While the majority of the District 225 community is highly educated, English is a second language for a substantial number of families in the District. Therefore, the *District 2:25 Update* must be and is written to be accessible to all parents. There is a sense, however, that while the 2:25 communication is focused on sharing factual information about Board decisions, it has begun to feel templated versus strategic, with content “cut-and-pasted” from administrative memoranda vs. customized to meet the needs of the audience and its interests. It is our understanding that previous District leadership had directed the Communications Team to align *District 2:25 Update* content with language in the Board agenda, limiting the ability to provide additional context or “color” to content.

- **Website:** There is a sense that the “new” website is not where it needs to be. Board members have heard complaints about the search functionality and concerns that SEO is not fully maximized, and they themselves have experienced frustration in accessing basic information that parents want and need.

There is also a sense that individual departments and teachers are creating their own Google sites or other tools, resulting in a complex and competing information architecture that parents and students must navigate.

There is a strong desire to have the “right,” not necessarily the MOST content, more user-friendly navigation, more multimedia and to ensure that information is kept up to date. Of course, it can be very challenging to satisfy the sometimes competing interests of the District’s multiple stakeholders.

- **District vs. School Communications:** Board members have a sense that parents and students rely most on communications from their school principals, but that those communications are not consistent across the buildings in tone or content. For example, both the District and Glenbrook South seem to feature more student and

teacher celebrations, which is nice and appreciated. It was suggested that some of this content might also be shared with the larger community and the media—in particular, it was mentioned that it would be great to see more coverage of cocurricular activities in local media, in addition to athletics.

Here, too, it was suggested that the District might work to incorporate more video into its communications to add more vibrancy and impact.

It was also noted that the schools might benefit from more direction and/or coordination of communications when it comes to District initiatives. For example, when the calendar change occurred, Glenbrook South created a guidebook/calendar, which was a helpful tool for parents and staff.

There may also be opportunities for the schools to do a better job of amplifying and reinforcing District communications around key issues and initiatives.

2.3 PARENT FOCUS GROUPS

The District's Director of Public Relations and Communication Karen Geddeis and Communications Specialist Tarah O'Connell conducted focus groups with parents at both Glenbrook North and Glenbrook South on Wednesday, January 22, 2020. The decision to have the District's communications team facilitate the parent focus groups was based on available budget. JT provided strategic counsel on the development of the discussion guides used for the parent focus groups.

A copy of the discussion guide used to facilitate these focus groups is attached as APPENDIX 4.2.

Following are the District 225 Communications team's insights from the parent focus groups as shared with JT during a debrief call on February 3.

- **Communication Channels:** Most parents were aware of *2:25* and *Connections*; however, they had a hard time distinguishing between the two. The parents that read *2:25* frequently suggested they would like "less sugar-coating" and felt that they would like to know about board discussion topics further in advance, rather than hearing about final decisions. The parents that read *Connections* frequently suggested that it was too much information to take in at once and they would prefer weekly at-a-glance emails. Parents at both schools suggested combining the *2:25* and *Connections* into one newsletter to limit the amount of emails they receive. All agreed that social media should be supplemental – never the primary source of important information.

- **Frequency and Format:** Both parents cited that “less is more” when it comes to content. They appreciate timely communication – nothing too far in advance – and suggested that a table of contents would help them pick and choose what they would like to read. Parents are looking for clear subject lines, headers and bullet points. They also stressed the need for clear checklists for events such as registration or graduation. Parents would prefer to see feature stories and student successes on social media, rather than being included in an email or newsletter.
- **Delivery of Timely/Urgent Content:** Parents at both schools agreed that urgent crisis communication is critical, as they will hear the news from their students right away. Parents at Glenbrook North mentioned that they value the weekly emails they receive from the principal for the sake of consistency and transparency. It helps them “know what they need to know” for the week. Speaking on behalf of their students, parents stated that there seems to be inconsistency in the way teachers assign classwork. For example, some teachers post in Google Classroom and some teachers send emails or hand out assignment worksheets. There seems to be a large level of stress that comes with not knowing where to look for assignments at any given time.
- **Website:** Parents use the website, mostly searching the Parent/Student portals and the calendar. Some parents mentioned that the Daily Announcement section helps them know what is happening in the schools on a daily basis. Parents of freshmen said it is difficult for them to know what to look for on the website or what to do to onboard their new students (incoming freshmen). Common suggestions among parents were to enhance the calendar so that it could be better filtered when they subscribe on a mobile device, as well as reviewing the curriculum guides to make sure course descriptions and prerequisites are clearly stated. Most parents feel the website’s search feature is hard to navigate. Some mentioned they would like an FAQ section or “live chat” feature for commonly asked questions.
- **Trusted Sources:** Teachers and school principals are top trusted sources for District 225 parents. They have a hard time distinguishing what content is coming from their school vs. the district. A large majority of parents stressed the need for more parent-teacher conferences and face-to-face communication. Parents want to feel that they can easily approach teachers or administrators about grade concerns, mental health, stress and safety. They are craving connection and enjoy that Dr. Johns is active on Twitter.

2.4 STAFF FOCUS GROUPS

The JT team conducted focus groups with certified teachers and non-certified support staff at both Glenbrook North and Glenbrook South on Monday, January 27, 2020.

A copy of the discussion guide used to facilitate these focus groups is attached as APPENDIX 4.3 and results of the focus group are attached as APPENDIX 4.4.

Following are JT's key findings from the staff focus groups.

- **Communication Channels:** Teachers feel overwhelmed with email, primarily from parents and students, not the District. Yet, the majority acknowledge email is the best tool to push information. That said, there is confusion among staff as to who sends which communications. Staff at both schools see the *2:25 Update* primarily as a PR piece. Glenbrook South staff indicated that they often review the minutes from Board meetings if they want to understand what happened at a meeting, whereas staff at Glenbrook North seem to only skim *2:25* and do not dig deeper.

Some staff mentioned also receiving department/school/District update emails from their instructional supervisors (IS) that contain a wide range of information. This seems to be a valued and very appreciated communication; however, it is not a consistent practice from department-to- department, but rather an "above- and- beyond" task that some IS develop and distribute on an ad-hoc basis.

- **Frequency and Format:** Staff feel that the information included in *2:25* and *Connections* is often "old news" by time it is distributed, either because they have already heard it via word-of-mouth or read about it in the *Lantern* (this is particularly true among staff who are also parents and/or live in the District). Additionally, although *Connections* is mostly a collection of good news stories that staff enjoy, it is long and too much to read in one sitting when staff are already overwhelmed with emails. Staff members may not be aware that this publication was designed as a parent-focused communication and that it is routinely shared with them more as an "FYI," so they are aware of the information being shared with that audience.

Staff expressed interest in receiving more frequent updates in shorter formats—particularly about staff and student achievements. They acknowledge that since the Glenbrooks are a high-achieving District, there must be a threshold for what level of accomplishment would merit District-wide communication.

Staff also reported a trend to discontinue District and/or staff meetings, which often provided an opportunity to share and discuss District news. They are not looking to attend more meetings, but welcome District updates at existing meetings.

- **Delivery of Timely/Urgent Content:** Staff feel that the District does a good job of sharing updates on urgent issues, even when there is not much available information at the time. They appreciate text notifications on timely or urgent matters.

Staff noted that some District administrators send very lengthy emails that require extended time and focused attention to review. In these situations, staff would appreciate if calls to action and deadlines could be flagged in the subject line and body of the email.

Overwhelmingly, staff would prefer that urgent news and/or major announcements that impact the entire District come directly from the Superintendent rather than the principal, Communications team or other administrators.

- **Superintendent Communications:** Overwhelmingly, staff would like to hear more frequently from the Superintendent. They recognize that Dr. Johns is new, and they are eagerly waiting for him to articulate his vision and goals for the District after having spent time getting to know the schools.

Staff also want to know Dr. Johns on a personal level—even simple things like what he’s reading or watching on Netflix, suggesting that this would help make him more relatable.

They would also welcome having Dr. Johns in the buildings, visiting classes more often.

- **Website:** Most staff use the website to find information to answer parent questions or look up calendar items. Staff use the Intranet more frequently than the public-facing website.

Staff at both schools agree that the “new” District website is better than the last, has a lot of content and is visually appealing, but stress that the navigation and search functions do not work well. The biggest frustration seems to be with an inconsistency in the language used to describe things, which results in searches not producing correct results (e.g., searching “curriculum guide” vs. “course guide” produce two different search results, even though they are the same thing.) It was acknowledged that, in some cases, there is, indeed, inconsistency between schools in the naming conventions for the same tools.

- **Information-Sharing and Regular Updates:** Staff see building leadership as the liaison to the District and primary spokesperson responsible for delivering District messages.

They are seeking more frequent and substantive content directly from the District (specifically, the Superintendent) that will help them do their job better and/or enhance the culture within the schools.

Staff also expressed that major initiatives are often announced at the beginning of the school year, but then updates on progress are not provided. They also indicated that when staff are asked for their feedback (our focus group being an example), they often do not hear back about how/if their suggestions were considered/implemented.

Similarly, they reported that cross-functional teams created to conceptualize new initiatives or policies do not function consistently when it comes to communications. Staff suggested that it would be beneficial to formalize a process to share progress updates in order to mitigate negative staff feedback to new initiatives or policies.

- **Two Schools, One District:** The staff experience at each school appears to be very different. Staff feel like there is no alignment between the two schools. For example, staff at Glenbrook South often feel that Glenbrook North will pilot a new program or initiative that, if successful, will then become a “District” initiative, whereas it doesn’t seem to work that way in reverse. There is a desire for more District-led initiatives that are developed with representatives from both schools and with updates throughout the planning process.

2.5 PARENT SURVEY

The District conducted a parent survey that was distributed via email on Tuesday, February 11, 2020. The District drafted the survey with input from JT on content; in some cases, we replicated questions asked in a survey used during a prior communications audit conducted by JT in 2014.

The survey was available for completion through Monday, March 2, 2020. School principals sent reminder emails on February 17-18 and a mention of the survey was included in the District’s *Connections* publication on February 27.

In sum, 391 parents—193 from Glenbrook North and 198 from Glenbrook South—completed the survey. The District had targeted a 20% response rate of 1,049 parents. It is possible that the below target response rate is due to survey fatigue in the District. Additionally, of those who did respond, the majority expressed overall satisfaction with the District’s communications. We believe that it is fair to assume those who did not complete the survey would have shared similar opinions of overall satisfaction; otherwise, they would have been more likely to complete the survey. In our experience, those who are dissatisfied are more likely to respond to opportunities to voice negative opinions.

A copy of the parent survey and results is attached as APPENDIX 4.5.

Following are our key findings from parent surveys:

- **Quality and Frequency:** Parents express high levels of satisfaction with the District's communications with 84% rating them "good" (49%) or "excellent" (35%). They express similar levels of satisfaction with the frequency of communications with 79% indicating the amount of information received is "about right" and 18% indicating it is "too little."
- **E-Newsletters:** Parents are regular readers of the *District 2:25 Update* with 92% indicating that they "read every word" (25%) or at least "skim it" (67%). More than 50% of parents ranked this publication as "excellent" or "above average" on a range of attributes, including timeliness (62%); writing style (61%); overall quality (59%); overall design, content/topics, publication length and frequency (each 57%); and usefulness (53%). This publication is the District's most-read by parents.

Interestingly, significantly fewer parents (74%) report reading their school's *Connections* newsletter with a full 15% indicating they have "never heard of it." However, these parents were more satisfied with this publication with more than 60% of parents ranking these publications as "excellent" or "above average" on a range of attributes, including overall design (65%); content/topics, writing style and overall quality (each 64%); usefulness (63%); publication length and timeliness (each 62%); and frequency (60%).

A significant majority of parents (74%) support the idea of combining the *District 2:25 Update* and their school's *Connections* newsletter with 61% of those parents indicating that they prefer to receive a combined publication weekly.

- **Newsletters:** Seventy-seven percent of parents are regular readers of *The Glenbrooks*, a magazine-style newsletter that is mailed to every household in the District twice a year with 17% indicating that they "read every word" and 55% indicating that they at least "skim it." This is significantly lower than parent readership of the *District 2:25 Update*, but on par with parent readership of their school's *Connections* newsletter.
- More than 50% of parents ranked this publication as "excellent" or "above average" on a range of attributes, including overall design (64%); content/topics (60%); overall quality (59%); writing style (58%); publication length (56%); frequency (54%); and usefulness and timeliness (each 50%). These ratings are comparable with those for *Connections* school newsletters and higher than those for the *District 2:25 Update*, suggesting that parents prefer a more visual format.
- **Sources And Preferences:** Parents indicated that their school principal (44%) and superintendent (31%) are their most trusted sources of information about the District,

followed by teachers (17%), Board members (4%) and support staff (4%).

Parents were asked to rate a small selection of media outlets on a scale of one to five, with one meaning they receive little or no information about the schools/district from that source and five meaning they receive very much information about the schools/District from that media source. *The Glenview Lantern* and *Northbrook Tower* are clearly parents' preferred media source for District and school information with a ranking of 3.54, followed by the *Chicago Tribune* and *Pioneer Press* (2.19) and the *Glenview Journal & Topics* (2.07).

Similarly, parents were asked to rate 14 official District or school sources of information on a scale of one to five, with one meaning they receive little or no information about the schools/district from that District source and five meaning they receive very much information about the schools/District from that source. Using the same scale, parents were asked to evaluate where they prefer to receive information; this list included four additional District/school sources.

As illustrated by the chart below, parents' top three current District/school sources are the District *2:25 Update*, the schools' *Connections* e-newsletters and the District website. However, parents' top three preferred sources are the schools' *Connections* e-newsletters, their students and the District website. We look for gaps between where parents are currently getting information and which District/school sources they prefer are areas for additional attention/enhancement.

Official District/School Sources of Information	Receive Info	Prefer Info	Opportunity Gap
School <i>Connections</i> E-Newsletter	3.45	4.12	-0.67
My Student	3.38	4.07	-0.69
District/School Website	3.43	3.99	-0.56
<i>District 2:25 Update</i>	3.48	3.82	-0.34
Text Message		3.64	
Face-to-Face Communications	2.62	3.44	-0.82
Attendance at Meetings/Events	2.80	3.24	-0.44
<i>The Glenbrooks</i>	2.93	3.06	-0.13
Student Newspapers	2.86	3.14	-0.28
Parent Groups	2.63	3.00	-0.37
U.S. Postal Mail		2.81	
Automated Phone Calls		2.78	
Video/Virtual Meetings		2.65	
School Facebook	2.09	2.42	-0.33
School Instagram	1.89	1.85	+0.04
School Twitter	1.47	1.72	-0.25
Student Radio Station	1.37	1.68	-0.37

Student Broadcasts	1.37	1.69	-0.32
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- **Topics And Content:** Parents were asked to indicate up to three topics they are most interested in hearing about from the District. They expressed the greatest interest in information related to academic programs, schoolwide activities and events, teaching and learning initiatives, and safety and security. They were much less interested in information about student, staff and alumni achievements, arts events and in-depth feature stories.

When asked about the three most common types of information they are seeking when visiting the District website, parents overwhelmingly cited calendars, followed by academic resources and the staff directory. They are least interested in the website as a source of information about Board of Education information, District overview, and transportation or food services.

When asked about their preferred channel for a District-level social media presence, 50% of selected Facebook. It is notable, however, that a full 29% indicated that they are not interested in a District-level social media presence.

When asked about what sort of content they would prefer to see on a District social media channel, parents strongly expressed an interest in “breaking news” (60% top choice) and “events/calendar information” (24% top choice).

- **Feedback:** More than 60% of parents agree the District is good at providing opportunities for (64%) and listening to (65%) feedback, with slightly fewer (57%) agreeing that the District is good at acting on feedback.

2.6 STAFF SURVEY

The District conducted a staff survey that was distributed via email on Tuesday, February 11, 2020. The survey was available for completion through Monday, March 2, 2020. The survey was available for completion through Monday, March 2, 2020. School principals sent reminder emails on February 17-18 and a mention of the survey was included in the District’s *Connections* newsletter on February 27. In addition, the superintendent sent a follow-up email encouraging staff members to complete the survey.

In sum, 201 staff members—76 from Glenbrook North, 110 from Glenbrook South, 3 from Glenbrook Off-Campus and 12 from District Office—completed the survey. This exceeds the District’s targeted 20% response rate of 165 staff members.

Seventy-three percent of respondents indicated that they were teachers, 19.5% support staff and 7% administrators/supervisors. Fifty-four percent of staff members responding reported that they have been employed with the District more than 11 years, 29% four-to-ten years and 17% less than three years.

The District drafted the survey with input from JT on content; in some cases, the same or similar questions were asked in the parent and staff surveys.

A copy of the staff survey and results is attached as APPENDIX 4.6.

Following are JT's key findings from parent surveys:

- **Quality and Frequency:** Staff members are somewhat less satisfied than parents with the District's communications with 68% rating them "good" (51%) or "excellent" (17%). They express similar levels of satisfaction with the frequency of communications with 63% indicating the amount of information received is "about right" and 33% indicating it is "too little."

Staff members were also asked to assess the effectiveness of the District's communications and show markedly lower levels of satisfaction. As indicated in the chart below, while more staff members rank the District as "above average" or "excellent" on most of these attributes, there are significant numbers ranking the District as "average." In particular, there are significant numbers of staff (30%) ranking the District "below average" or "poor" when it comes to "offering a multitude of ways to provide the District with feedback."

	Excellent/ Above Average	Average	Below Average/ Poor	No Opinion
Providing proactive communications to staff on major initiatives	39%	35%	25%	1%
Sharing timely and relevant updates about breaking news or crises	48%	33%	17.5%	1.5%
Offering a multitude of ways to receive information about the District	49%	37%	11%	3%
Offering a multitude of ways to provide the District with feedback	32%	32%	30%	5%

- **E-Newsletters:** Like parents, staff members are also regular readers of the *District 2:25 Update* with more than 87.5% indicating that they "read every word" (26%) or at least "skim it" (61.5%). Staff members are somewhat less positive than parents about this communication, with more than 50% ranking it "excellent" or "above average" on just

four of eight attributes tested—writing style and timeliness (56% each), overall quality (55%) and overall design (51%), and 47% rating it “excellent” or “above average” for publication length and frequency. More staff members rated this publication as “average” in terms of “content/topics” (46% vs. 45% “excellent” or “above average”) and usefulness (46% vs. 37% “excellent” or “above average” and 15% “below average” or “poor”).

Similar to parents, significantly fewer staff members (74%) report reading or at least skimming their school’s *Connections* newsletter. Like parents, staff members were also more satisfied with this publication than with the *District 2:25 Update* (but generally less so than parents), rating it “excellent” or “above average” on six of eight attributes—overall design (60%); overall quality and writing style (56% each); publication length and timeliness (53% each); and content/topics (51%). Staff members were less satisfied with the frequency (45% “excellent” or “above average” vs. 57% “average”) and usefulness (46% “excellent” or “above average” vs. 41% “average” and 11% “below average” or “poor”).

Similar to parents, a significant majority of staff members (75%) support the idea of combining the *District 2:25 Update* and their school’s *Connections* newsletter with 67% of those staff members indicating that they prefer to receive a combined publication weekly.

- **Sources and Preferences:** Staff members were asked to identify their top three most trusted sources of information about the District at this time. The power of the grapevine is strong as 27.2% of staff members indicated their peers as a top trusted source, followed by their direct supervisor (25.3%) and the union (20.4%). The superintendent and District Communications were among the lowest rated sources (6.2% and 6.0%, respectively).

Staff members were asked to rate 11 official sources of information on a scale of one to five, with one meaning they receive little or no information about the District from that source and five meaning they receive very much information about the District from that source. Using the same scale, staff members were asked to evaluate where they prefer to receive information; this list included four additional sources.

As illustrated by the chart below, staff members’ top three current District/school sources are their supervisors, direct emails and face-to-face communications. This aligns precisely with their communications preferences as well. We look for gaps between

where staff members are currently getting information and which District/school sources they prefer are areas for additional attention/enhancement.

Official District/School Sources of Information	Receive Info	Prefer Info	Opportunity Gap
My Supervisor	3.85	4.45	-0.60
Direct Emails	3.61	4.33	-0.72
Face-to-Face Communications	3.53	3.95	-0.42
Attendance at Meetings/Events	3.34	3.68	-0.34
Staff Intranet	2.95	3.20	-0.25
Text Message		3.04	
District/School Website	2.67	3.02	-0.35
<i>District 2:25 Update</i>	2.97	2.94	+0.03
Automated Phone Calls		2.62	
<i>Connections</i> E-Newsletter	2.61	2.42	+0.19
Video/Virtual Meetings		2.28	
U.S. Postal Mail		1.82	
School Instagram	1.53	1.56	-0.03
School Facebook	1.49	1.52	-0.03
School Twitter	1.48	1.46	+0.02

When asked about their preferred channel for a District-level social media presence, 46% of staff members indicated that they are not interested in a District-level social media presence. Of those who did express interest, there was about equal interest in Instagram (20%) and Facebook (19%). By far, the content staff members most prefer to receive via social media is breaking news.

- **Topics and Content:** Staff members were asked to indicate up to three topics they are most interested in hearing about from the District. They expressed the greatest interest in information related to operational changes (15.2%), recent or pending Board of Education actions (14.5% and 12.7%, respectively), safety and security (13.9%), and teaching and learning initiatives (13.4%)—the latter two topics were shared interests with parents. They were much less interested in information about student, staff and alumni achievements (4.5%), hiring announcements and community partnerships (4.2% each), and in-depth feature stories (4.0%)—parents indicated similar sentiments about the first and last topics.

When asked about the three most common types of information they are seeking when visiting the District website, like parents, staff members overwhelmingly cited calendars (78.3%).

- **Feedback:** While more than half of staff members agree the District is good at providing opportunities for (63%), significantly fewer (and less so than parents) feel that the District is listening to (51%) and acting on feedback (40%).

2.7 STUDENT FOCUS GROUPS AND SURVEY

The District's Director of Public Relations and Communication Karen Geddeis and Communications Specialist Tarah O'Connell conducted focus groups for students at both Glenbrook North and Glenbrook South on Wednesday, January 29, 2020. The decision to have the District's Communications Team facilitate student focus groups was based on available budget. JT provided strategic counsel on the development of the discussion guides used for the student focus groups.

The District conducted a student survey that was distributed via email on Tuesday, February 11, 2020. The survey was available for completion through Monday, March 2, 2020. In sum, 156 students— 64 from Glenbrook North and 90 from Glenbrook South—completed the survey. This aligns with the District's target of a 20% response rate (156 surveys).

The survey was drafted by the District's Communications Team with input from JT on content; in some cases, the same or similar questions were asked in the parent and staff surveys.

The District's Director of Public Relations and Communications will prepare a separate summary and analysis of the student focus group and survey responses.

3. RECOMMENDATIONS

JT offers the following recommendations based on careful consideration of the insights and feedback gained through each component of our research process. Please note that, due to the low parent survey response rate, none of the recommendations in this report were based solely on those survey findings.

3.1 INFRASTRUCTURE

Communications can be the thread that connects all departments, if it has a complete understanding of what is being considered. Below we provide recommendations on ways to better embed communications into the fabric of the District so that Karen can be in a good position to provide strategic counsel.

- **Recommendation:** To effectively communicate a decision, one must understand why that decision was made. Without this, an individual's ability to be thoughtful and strategic is limited.

To be a strategic thought partner and help determine the best way to message, package and rollout important District initiatives, policies, curriculum changes, etc., we recommend that the District's director of public relations and communication be invited to join the superintendent's cabinet.

It is critical that the District's communications leader is at the table from the beginning in order to share perspective on how issues are likely to be received by parents, students, community members and staff and to offer recommendations on how best to share news.

- **Recommendation:** *We suggest establishing school liaisons who are responsible for identifying potential feature stories from each school to be used on social media and also assisting with website content posting.* This could be an administrative assistant with the pulse of what's happening in the buildings, a staff member who oversees the school newspaper, or someone with an interest in reporting and the technical proficiency and willingness to be trained in the Kentico content management system. This could be structured as a stipend opportunity in addition to current job responsibilities.

The District's director of public relations and communication could conduct a training at the beginning of the year to provide guidance on the types of stories they're seeking, provide training on the District's content management system for website updates and

social media management tools , insights into initiatives, pilots being discussed, etc. and then meet with these liaisons monthly to review opportunities.

- **Recommendation:** It is a key fact of communications that stakeholders may need to receive the same message multiple times before it is understood. We also recognize that some parents and staff may be more focused on information about their specific school and more attuned to content coming from their building principal. *Therefore, we suggest that critical District content be specifically and overtly flagged for these important and trusted sources to reinforce by sharing it in their own building-level communications.*

3.2 STRATEGY AND CONTENT

In an effort to move away from episodic and responsive to more strategic and holistic communications, we identified a need for more structure in the District's communications targeting parents and staff.

The below recommendations are also designed to ensure that the District's Communications team is well-positioned to be a thought-partner to the Cabinet as it considers new initiatives, policies and programs.

- **Recommendation:** Currently, the District's goals are tactical. *We recommend establishing three high-level, overarching goals that drive District decision-making, including communications. Once established, the District Communications team should develop a monthly editorial calendar of proactive messages that aligns and focuses content accordingly.*

For example, if one District goal were to "provide a high-quality education that uses innovative teaching and learning tools," every District communication could feature a classroom innovation or similar content aligning with this goal.

- **Recommendation:** *We propose that the District create opportunities to showcase Dr. Johns' vision by developing a leadership narrative rooted in the high-level, overarching goals referenced above.* It should be broad enough that it can be used for multiple years, reflect his character and leadership style and articulate how he plans to guide the District in meeting its goals.

Once developed, this narrative could be introduced with a District-wide (parents, students and staff) email with a video message from Dr. Johns. In this communication, we suggest also launching a monthly (only during the school year) blog by Dr. Johns

that is both posted on the website and emailed directly to the above audiences. (We suggest developing a superintendent@glenbrook225.org email that allows bounceback messages from Dr. John's e-blasts and is monitored by the District's Communications Team.)

The idea is to establish an authentic *channel* of communication that is not viewed as "spin," but rather a place for meaningful, substantive content from the voice staff and parents most want to hear from. Blog content can range from thought-leadership articles on timely topics related to education, social-emotional learning, safety and security, etc. to interviews he conducts with school and community leaders. Dr. Johns can even invite guest bloggers from time-to-time. We also recommend that the blog include some fun sidebar content to humanize Dr. Johns (e.g., book recommendations, favorite Netflix series to watch, interesting hobbies, family photo, etc.).

In particular, we believe that this more visible, vocal presence by Dr. Johns will be greatly appreciated by the District's staff, who currently rank the superintendent lowest among their sources of District information.

- *Recommendation: Leverage the upcoming Glenbrook North leadership change by hosting a District series of back-to-school conversations with the two school principals and Dr. Johns.* This is an opportunity to reset and establish a collaborative model between the two schools, positioning the three leaders as a team.

For example, first, the three leaders could participate in a District-wide conversation on an evening during the first week of school, inviting parents and staff to hear more about what to expect during the 2020-2021 school year. This conversation could be recorded live and shared on the District's website and schools' social media channels for parents and staff who could not attend in-person. Audience members could access the recorded video post-event on these channels, as well.

This initial conversation could be followed-up with an update video one month after the start of the semester and another at the end of the school year that is sent via Dr. John's blog and shows the three together again, reflecting on what went well and areas they will continue to improve.

To further demonstrate collaboration and encourage best-practice sharing, we recommend that, at each District in-service, each principal from each school and

members of their teams could be asked to present on an initiative or program their school is piloting.

- Recommendation: While outside the lens of communications, we heard from parents that they would like an opportunity to meet their children's teachers early in the school year. While somewhat outside the lens of communications, an open house model, during which parents walked through an abbreviated version of their student's schedule, can provide a significant communication opportunity. The District can leverage such an event to express their goals and vision for the school year, while Board members can greet parents both formally during the program, as well as informally before and after.

If not contractually or otherwise precluded, we recommend that the District consider reinstating open house events at least once annually, even if only for freshmen parents. This recommendation is supported by the indication of a gap between parents' current vs. preferred use of face-to-face communications and attendance at meetings/events as sources of District information.

- Recommendation: Parents of freshman students are hungry for information about what to expect during high school. *We recommend creating a "Communications 101" information sheet for freshmen parents that outlines the District's various communication channels. This information sheet could explain how to sign-up to receive these communications, share how parents will hear from the District should a crisis occur, and direct them on where to find their children's school (and the District, if applicable) on social media.*

This information should be included in the parent handbook, sent to incoming parents via email in August, and distributed at open house events hosted by feeder school districts

3.3 INTERNAL COMMUNICATIONS

This is one of the most significant areas of opportunity identified in our process. Focused efforts to enhance internal communications offer great potential to positively impact the District's culture. These efforts will also help support parent/public communications, as staff members often serve as information conduits to these stakeholders.

As indicated in the finding above, staff members show markedly lower levels of satisfaction with both the effectiveness and the amount of communication they receive from the District. In particular, staff members indicate a desire for additional ways to provide the District with feedback and for communications detailing that the District has considered and/or acted on this input.

- **Recommendation:** Schools feel siloed and often work—and communicate with staff members on critical issues—independent of the District. It appears that internal communications may fall into a kind of “no man’s land” with no one District leader or department assigned responsibility for coordinating this important function.

We suggest that the District discuss and designate one administrator to oversee this critical function. Options that we might consider include the District’s director of public relations and communications, its assistant superintendent of human resources or its assistant superintendent for educational services.

We see this as more of a coordinating role that provides direction for which communications should be flagged for key managers and supervisors to share with their teams. This is particularly important as staff members indicate a strong preference for receiving District information directly from their supervisor.

- **Recommendation:** *While a deep-dive consideration of the various feedback channels the District offers to its faculty and staff was not within the scope of this engagement, we strongly recommend that this effort be undertaken by the District’s Communications and/or Human Resources leaders.* It may be the case that these channels do, in fact, exist and that staff members are just not aware of or utilizing them.
- **Recommendation:** It appears that the District’s cross-functional teams work well in achieving policy or curriculum goals, but sharing progress updates outside cross-functional teams does not often happen. *Within every cross-functional team for major school/district initiatives, one person should function as a communications liaison, who is responsible for drafting periodic updates during the planning process.*

These updates can be shared with the District Communications Team for distribution in the most appropriate way, such as an email to all staff, a reference in Dr. Johns’ blog and/or an announcement at an all-staff meeting.

- **Recommendation:** Staff feel overwhelmed with email, yet recognize it’s the best way to push information. Therefore, it is important to help guide the reader to and through these communications.

We suggest that the District develop a formal email protocol to flag the type of content being sent and any deadlines for action in emails from the District to staff. This should include adding deadlines to respond to take action to the subject line of emails and sending calendar invites with the meeting information so that staff can easily accept or reject.

3.4 DISTRICT VISUAL IDENTITY

District 225 is a leader in education and its visual identity should reflect that. We understand the District underwent a rebranding process in 2015 as a result of recommendations made in a previous communications audit conducted by JT. The brand's foundational elements (i.e., logo, colors and typography) remain strong, although the application of the brand on the District's website and in its communications collateral would benefit from greater consistency.

- *Recommendation: We recommend that the District establish stricter guidelines for the application and implementation of core brand elements, including its logo, colors, typography and other design elements to reflect a more modern, sophisticated and cohesive look and feel across all communications.*
- *Recommendation: We understand the District has a brand style guide. We recommend updating this document to include specific examples for application of the brand on web pages, email communications and print collateral. Example layouts should feature applications of imagery, color and typography in headlines and body copy, as well as ample white space separating paragraphs of text, graphics and other portions of the layout.*

We suggest distributing this updated style guide amongst District administrators in order to increase awareness of and encourage adherence to these brand standards.

3.5 COMMUNICATION CHANNELS

Overall, there seems to be confusion about the purpose and source of each of the three main communication materials the District produces. While it may not be critically important that parents and staff know who is producing what, it is important that each communication piece include information that audiences find valuable.

Below we outline a few recommendations on how to reimagine the content and focus of these materials.

The Glenbrooks

This semiannual publication is an effective feel-good touchpoint with the District's non-parent taxpayers.

- Recommendation: *We recommend continuing to target this publication to the nonparent taxpayer audience, since most of the information included will have already reached parents and staff through other channels in a timelier manner. Content should continue to focus on the District's excellent teaching and learning initiatives, while incorporating both student, educator and alumni testimonials and profiles.*

2:25 (Board Update) and Connections

These two communications reach the same audiences and sometimes feature duplicative content, which can confuse audiences who already feel that they are getting too much information and content that feels like "old" news by time it comes out.

- Recommendation: *We recommend combining the two into one new weekly communication that provides a one-stop shop for information. We suggest renaming and relaunching the new communication channel with an aggressive push at the beginning of the 2020-2021 school year.*

This recommendation is a best-of-both-worlds approach that is supported by insights from the parent and staff surveys and focus groups, which suggest topics related to teaching and learning initiatives and safety and security as of the greatest interest to parents and staff, with staff also expressing interest in information related to operational changes, recent or pending Board of Education actions.

- Recommendation: We recognize that parents do not want to necessarily get information about what is happening at the other school. *We recommend developing a new, modern template with common components for District content and school-specific sections that can be customized.*

Research shows that 40 percent of people respond better to information presented in visual form. *We recommend using images and visuals as much as possible to supplement text content.*

Finally, in the interest of ensuring a timely but thorough review, we recommend that the District work to streamline its review process by identifying a very small core team that must review and approve content in this publication based on subject-matter expertise. For example, we would suggest identifying one Board member to review content related to actions taken or discussed at meetings.

- Recommendation: We want to make this new communication as easy to read and navigate as possible. *We recommend creating a “top headlines” sidebar that allows readers to click right to items of interest.*

To highlight important content and calls to action, we suggest using standard icons and color. For example, create a “Learn More” instead of a hyperlink so readers can easily identify what you want them to do when they receive this email. Alternate calls to action could include “Mark Your Calendar,” “Share Feedback,” etc.

- Recommendation: We understand that the District currently uses MarketVolt for email marketing. *After our analysis of the District’s email communications, specifically layout and styling, we suggest exploring more modern templates within the MarketVolt system—specifically, layouts emphasizing visuals and responsive design.*
- Recommendation: *During weeks in which there is a Board meeting, content should be more focused on District news and Board updates, with more of a focus on school news during the other weeks. Board updates should include additional context around the decision-making process and infographics to aid in understanding.*
- Recommendation: It is important for the District to share news first vs. letting it break through inaccurate word-of-mouth or in the media should reporters attend and cover Board meetings. *This communication should go out on the same day and at the same time every week—ideally, no later than end-of-day on Tuesdays since Board meetings occur on the second and fourth Monday nights.* This may require a more streamlined review and approval process.

Social Media

We hesitate to make strong recommendations regarding the use of social media at the District-level due to the low parent survey response rate. *We suggest that this is a topic for further research, discussion and consideration.*

- Recommendation: *If the District does decide to move forward with establishing a social media presence, we recommend prioritizing Facebook.* A Facebook page that would exist separate and apart from the schools’ pages would allow the District to control

information shared about Board meetings and other District happenings. It could also be used to amplify school-specific posts published on their social channels—perhaps adding a District-level perspective, as well as provide another forum to engage with parents and alumni directly.

- Recommendation: *In order to build and grow a following, we recommend utilizing both organic and paid digital marketing tactics.* Paid social media tactics allow you to target and reach larger online audiences outside a page's organic followers, optimizing for specific objectives such as website traffic, post engagements, video views, leads, etc. A modest budget can go a long way with a specific objective and targeted audience.

For example, we might suggest implementing a paid campaign that targets followers of the high schools' Facebook pages and encourages them to follow the new District Facebook page. To supplement this paid strategy, the District could create a contest to encourage users to like and follow the new District Facebook page. This could be structured as a competition to see which school used a specific hashtag and tagged the District in the most posts during a two-week period. The school with the most new followers to the District Facebook page could win bragging rights and a fun trophy.

- Recommendation: *We suggest adjusting the school-level Facebook pages' "Terms of Use" for use on the District's Facebook channel.* These Terms of Use detail expectations for how users should interact with the page and will provide some cover when "hot" issues solicit negative comments. Individuals would be advised that those who do not meet these expectations may have their posts/comments removed and/or be blocked from the channel. *The Terms of Use should be prominently featured and shared publicly at the time the page launches.*
- Recommendation: Planning content one-to-two weeks in advance will free-up time and allow the District to focus on engaging with your audience in real-time. *We recommend establishing a content calendar with specific categories or groups (i.e., school news; Board news; major events like homecoming, graduation and finals; student spotlights; videos, etc.) in order to strategically schedule different types of posts.* A content calendar will also help you source content and identify which types of content are missing. There are plenty of content calendar templates available online, which can be used as a starting point.
- Recommendation: Automation is key to achieve a smooth and efficient social media workflow. *Once the District has a content calendar in place, we recommend investing in*

a social media management and scheduling tool. There are many tools on the market (e.g., Hootsuite, TweetDeck, Sprout Social, Social Report) that allow you to schedule posts in advance, automate responses, interact with followers, create custom dashboards and reports with key analytics, and much more. The content groups mentioned above could become the basis for evergreen content scheduled with this tool. *We recommend exploring trials of a few solutions to see which interface and functionality you prefer before investing in one.*

- *Recommendation: The District should continue to identify key success metrics, analyze progress on an ongoing basis and adjust strategy as needed in order to meet its goals.* The District has identified engagement as the main key performance indicator (KPI) for school-level social media channels and we recommend mirroring this strategy if you decide to adopt District-level channels.
- *Recommendation: While the District should prioritize Facebook first, should the District wish to further expand its social media presence, we recommend Twitter.* However, rather than creating a competing District-level presence on Twitter, since educators are the main audience on this channel, we recommend consolidating the school-specific channels into one District-level channel. While a District Communications team member would serve as page administrator, educators (teachers, aides and department chairs) from both schools and District administrators could use the District Twitter to explore and share trends in education and engage with their peers.
- *Recommendation: If the District decides to hold off on implementing a District-level social media channel, we recommend leveraging the existing school-level channels to share even more District information, prioritizing Facebook to reach parents.* We note that, in their survey responses, parents expressed a strong interest in “breaking news” (60% top choice) and “events/calendar information” (24% top choice) as the type of content they would prefer to see on District-level channels.
- *Recommendation: It is certainly acceptable for a representative of the District’s Communication team to request to join one or more of the closed Facebook groups where District news and information are frequently discussed—provided you do so in a transparent manner. This could be done for monitoring purposes to inform the need for additional communication or clarification, which should be done through the District’s own communication channels and perhaps through a comment directing users to that resource.*

Website

The “life” of a website is typically two-to-three years before it requires a complete redesign. Yet, this can be a timely, costly process. Based on the feedback we received from our research and our expert analysis, we do not recommend a complete website redesign at this point, but rather some changes to enhance the navigation and functionality concerns raised in our parent and staff focus groups and surveys. This is consistent with the “ongoing work in progress” approach that has been widely accepted by District administration.

- **Recommendation:** Feedback from Board member interviews and the parent survey describe the District’s website navigation as less than intuitive. Both groups expressed frustration in accessing basic information that parents need. Often, users will give up on using a website if they can’t find their way around it. Web navigation tells us what’s on a website, how to use the website and gives us confidence in the organization it represents.

We agree that adding the primary navigation at the top was the right move. *To adhere to web navigation conventions, we recommend adding secondary navigation — so that when a user hovers over a section in the primary navigation, a dropdown menu of secondary pages is revealed. We also recommend adding a navigation menu in the footer with a more complete site map so that users can easily see the structure of the website and hierarchy of pages.* This will help ground the user, indicating what page they are on and where that page exists within the larger site architecture.

- **Recommendation:** User testing allows you to analyze and measure the user experience and can ultimately improve satisfaction of people coming to your website. It will also mitigate the risk for future user errors and misuse.

We recommend expanding on your current feedback process by conducting some structured user testing with the District’s key audiences, including parents, teachers, staff and students. In particular, we suggest testing how users navigate the website, both on desktop and mobile. Do they go to the search function first? Or to the navigation? We recommend gauging how the primary navigation section names resonate with them. Is there a page or section missing from the primary navigation?

- **Recommendation:** Making simple tweaks, such as increasing the white space around text blocks on a page and decreasing the scale of typography, will make the website look more sophisticated. *With the help of your web developer, we recommend revisiting your site styles including padding, margin and type size on all pages.*

We suggest paying particular attention to the site styles applied to each screen size to

ensure responsive and consistent design when the website is viewed on a desktop, laptop, tablet or mobile device.

- **Recommendation:** Board members have heard concerns that search engine optimization (SEO) is not fully maximized. We understand the District currently applies keywords to website posts manually, which takes up a lot of time in the content management process. *We recommend exploring potential tools to automate this process, such as a Kentico plug-in for SEO or keyword tagging, as well as researching what words are used by the District's audiences when they visit your site and then using applying these keywords on the relevant pages.*

This process could be part of the user testing referenced above. In particular, it is important to use these keywords in the first few words of your page title because that is the most important bit of the page from a search engine's perspective. *We also recommend building a sitemap page, so search engines discover every page in your website.*

- **Recommendation:** *In addition to the search improvements referenced above, we strongly recommend that the District consider ways to improve the usability and functionality of its online calendars.* Both parents and staff indicated that this is a primary reason they visit the website.

Features we suggest include options that would allow users to filter and/or receive alerts on specific types of events and also to export calendar items to their personal online calendars. We understand that the District has been working to implement this functionality, which can be somewhat challenging and complicated.

- **Recommendation:** The District Communications team has a good handle on what content updates are coming and who is responsible for making them. *To increase efficiency in the content gathering process, we recommend giving more responsibility to department heads to help source stories and content updates.*

Since they are already responsible for telling the District Communications Team when their pages need updates, they could also be tasked with providing one student story per month to include in the news section of the website.

- **Recommendation:** We heard from Board members and other stakeholders that there is an opportunity for more interactive multimedia content, including video, on the website and in digital communications. *We understand the capacity to create large-scale video productions is limited, but recommend that short, low-production videos become a more consistent part of District communications.*

For example, students could start a “Day in the Life at D225” series that is shared on social and on the website. To incentivize participation, students who participate could win a free lunch or District apparel.

Text Messaging

The District currently utilizes (with positive response) text alerts primarily for urgent/emergency alerts. Insights from the surveys conducted as part of this engagement indicate definite parent and staff interest in receiving District information through text messaging, with parents ranking it in their top five preferred sources.

- Recommendation: *Due to the low parent survey response rate, we hesitate to make a strong recommendation regarding the expanded use of this technology, instead suggesting that this is a topic for further research and consideration.*

3.6 MEDIA RELATIONS

As indicated above, parents expressed a strong preference for local vs. regional/metro Chicago media outlets as a source of information about the District, specifically *The Glenview Lantern* and *Northbrook Tower*. This could be because these are the media outlets that most frequently cover District news presently. Below we provide some recommendations to further strengthen relationships with and generate positive coverage of the District in these media outlets.

It’s important to note that, at the beginning of April 2020, *The Glenview Lantern* and *Northbrook Tower* temporarily suspended operations due to the COVID-19 pandemic and decreased advertising sales. According to their statement, they anticipate being able to resume operations once the pandemic is over, and therefore, we provide the following recommendations.

- Recommendation: Particularly among the Board, there is a desire to showcase the full picture of all that is available within the District. We recognize that space and reporter capacity is limited, and that District sports coverage typically receives a significant amount of coverage. *However, we recommend doubling-down on submitted feature stories about academic programs and extracurricular highlights.*
- Recommendation: *As the District works to build a thought leadership profile for Dr. Johns, we recommend exploring opportunities for him to submit content for publication on current topics of interest.*

This could include op-eds, letters-to-the-editor or regularly scheduled column (perhaps adapted from the blog recommended above).

- Recommendation: *When such opportunities arise, we suggest inviting key reporters to visit campus to serve as the master of ceremonies at a public event and/or to facilitate a public forum on a key topic of interest.*

Another idea would be to ask a reporter to serve as the moderator of the above-referenced back-to-school conversations between the superintendent and the school principals.

- Recommendation: It would be beneficial to create opportunities for the editors and key reporters at local media outlets to have a positive relationship with the superintendent, Board president and/or other District/school leaders. *We propose that the District explore the opportunity to schedule an annual editorial board meeting with the Glenview Lantern and Northbrook Tower.*

Rather than generating immediate coverage, this session would be designed to cultivate a deeper understanding of the District's high-level, overarching goals, as well as key upcoming initiatives.

4. APPENDICES

4.1 BOARD INTERVIEWS DISCUSSION GUIDE

1. Before we get started tell me a little about yourself. Why did you want to join the Board? Do you currently have children in the District?
2. When it comes to communications, how would you define a Board member's role?
 - a. What do you need to fulfill that role effectively?
 - b. Are you getting that now?
3. What is your top priority as a Board member?
4. How do you learn about what is happening within the District, e.g. everything from events, to buzz in the community, to crisis/issues that emerge, etc.? Does this work for you or would you prefer to get information another way?
5. What do you think the District does really well when it comes to communications?
6. What do you think are some of the District's communications challenges?
7. What are three things people don't know about the Glenbrooks that they should?
8. Would you be interested in serving as an ambassador for the Board and the District at school/community events? For example, making a brief statement of welcome at a school concert or performance, being publicly introduced, teaching a class to talk about your professional journey; etc.
9. Anything additional you want to share?

4.2 PARENT FOCUS GROUP DISCUSSION GUIDE

Introduction/Expectations

Doodle Sheet

Discussion

1. By show of hands, how many of you read 2.25? How informative do you find it? (On a scale from 1 to 10 – hold up the relevant number of fingers)
 - a. For those who don't read it, why not?
2. By show of hands, how many of you read Connections? How informative do you find it? (On a scale from 1 to 10 – hold up the relevant number of fingers)
 - a. For those who don't read it, why not?
 - b.
3. When you go to the District website, what type of information are you looking for?
 - a. How easy is it to find the information you are looking for? (On a scale from 1 to 10 – hold up the relevant number of fingers)
4. What do you think the District does really well when it comes to parent communications?
5. What do you think are some of the District's communications challenges when it comes to communicating with parents?
6. What do you think is the single most serious issue facing the Glenbrooks? How about when it comes to communications?
7. What do you need to know to be a "good" parent?
8. Is there a way that you would prefer to be informed that isn't currently offered or is underutilized?

Doodle Sheet - revisited

Outros, Thank you!

Parent Communications Worksheet

Before we start our discussion today, please take two minutes to complete the worksheet. We understand that most of the communications you currently receive comes from your school. Our goal today is to better understand the extent to which this is effective and/or that you want additional information from the District.

How do you learn about what is happening within the District? *(Circle all that apply and mark an * for your preferred channel for each.)*

- Events
 - 2.25 Update
 - District website
 - School website
 - Online calendar
 - Social media
 - Parent meetings
 - Word-of-mouth
 - Connections Newsletter
 - Email message
 - Voice message
 - Local media
 - Other (please specify)

- Student successes
 - 2.25 Update
 - District website
 - School website
 - Social media
 - Parent meetings
 - Word-of-mouth
 - Connections Newsletter
 - Email message
 - Local media
 - Other (please specify)

- Major District projects or initiatives
 - 2.25 Update
 - District website
 - School website
 - Social media

- Parent meetings
 - Word-of-mouth
 - Connections Newsletter
 - Email message
 - Local media
 - Other (please specify)
- Crisis/issues that emerge
 - District website
 - School website
 - Social media
 - Word-of-mouth
 - Email message
 - Text message
 - Voice message
 - Local media
 - Other (please specify)
- Board actions/policies
 - 2.25 Update
 - District website
 - School website
 - Parent meetings
 - Word-of-mouth
 - Email message
 - Voice message
 - Local media
 - Other (please specify)

Who is your most trusted source of District information? *(please circle one)*

- District official sources (Superintendent, Principal, Board)
- Teachers and staff
- Other parents
- Student(s)
- Local Media
- Other (please specify)

How would you rate the job District 225 is doing communicating with its parents?

(please circle one)

- Excellent
- Good
- Fair
- Poor

Do you feel that as a parent you are provided *(please circle one)*:

- Too much information from District official sources
- The correct amount of information from District official sources
- Too little information from District official sources

What kind of information are you most interested in receiving from the District? *(Please circle all that apply)*

- Upcoming events
- Student success stories
- Alumni updates
- District financial information
- Information about major District projects or initiatives
- Board goals/actions/policies
- Leadership vision
- Other (please specify)

Do you follow your school's social media channels? *(Please circle your response)*

- Twitter (yes/no)
- Facebook (yes/no)
- Instagram (yes/no)

What do you like or dislike about the content on your school's social media channels?

Do you follow social media channels for Glenbrook North? (yes/no)

Are their non-official District/school social media channels you follow to get news about the schools? If yes, which ones?

Do you subscribe to the student newspaper?

- Yes
- No

Do you subscribe or utilize the school online calendar?

- Subscribe
- View it online only
- I didn't know we had a calendar
- I know we have a calendar, but I don't use it

Please fill out the "report card" by grading the following using, A, B, C, D or F

- Providing proactive communications to parents on major initiatives_____
- Sharing timely and relevant updates about breaking news or crises_____
- Offering a multitude of ways to receive information about the District_____
- Offering a multitude of ways to provide the District with feedback_____

If you have an idea, suggestion or concern about the District who do you take it to?

I am a parent of a _____(*circle all that apply*):

- Freshman
- Sophomore
- Junior
- Senior

4.3 STAFF FOCUS GROUP DISCUSSION GUIDE

1. By show of hands, how many of you read 2.25? How informative do you find it? (On a scale from 1 to 10 – hold up the relevant number of fingers)
 - a. For those who don't read it, why not?
2. When you go to the District website, what type of information are you looking for?
 - a. How easy is it to find the information you are looking for? (On a scale from 1 to 10 – hold up the relevant number of fingers)
3. What do you think the District does really well when it comes to staff communications?
4. What do you think are some of the District's communications challenges when it comes to staff?
5. If you have a student success story or personal or colleague accomplishment that you want to showcase in District communications, how do you currently share that story? Is this an effective process? If not, how could it work better?
6. We know that often times cross functional teams are created to discuss and conceptualize new District initiatives – this might be curriculum- or technology-related, for example. Have any of you served on one of those teams?
If yes:
 - a. How is information about what's happening on those teams shared across the schools?
 - b. Should there be a "communications" representative on those teams – someone responsible for serving as a liaison to the District's communications team and providing updates at appropriate times during the planning? If yes, what might that look like? How could it work? If no, why not and how should that information get communicated?
 - c. *If no:* To what extent would you want to be part of these groups?
7. When these groups are formed, do you feel like you have a good understanding of what they're working on?
8. How could these groups keep staff better updated on discussions?
9. What do you think is the single most serious issue facing the Glenbrooks when it comes to communications?

10. Are there any other thoughts or suggestions you'd like to make regarding the District's communications with staff?

4.4 STAFF FOCUS GROUP WORKSHEET RESULTS

Twenty-six Glenbrook South and North staff members were asked to complete a worksheet at the beginning of each focus group. Results follow.

How do you learn about what is happening within the District? *Circle all that apply and place an asterisk next to preferred channels.*

Events		
<u>Communication Styles</u>	<u># of people</u>	<u>Preferred channel of communication over others</u>
225	8	11 people prefer email over. 1 person prefers the school website. 1 person prefers union channels.
District Website	10	
Email Message	25	
Local Media	4	
School Website	10	
Social Media	9	
Staff Meetings	16	
Text Message	0	
Union Communication	6	
Connections Newsletter	8	
Voice Message	0	
Word-of -Mouth	21	

Student Successes		
<u>Communication Styles</u>	<u># of people</u>	<u>Preferred channel of communication over others</u>
225	7	1 person prefers the district site. 3 people prefer email. 3 people prefer the school website. 2 people prefer staff meetings. 1 person prefers word of mouth. 1 person prefers newsletters.
District Website	9	
Email Message	12	
Local Media	9	
School Website	15	
Social Media	15	
Staff Meetings	12	
Union Communication	0	
Text Message	0	
Connections Newsletter	11	
Voice Message	0	
Word-of -Mouth	11	

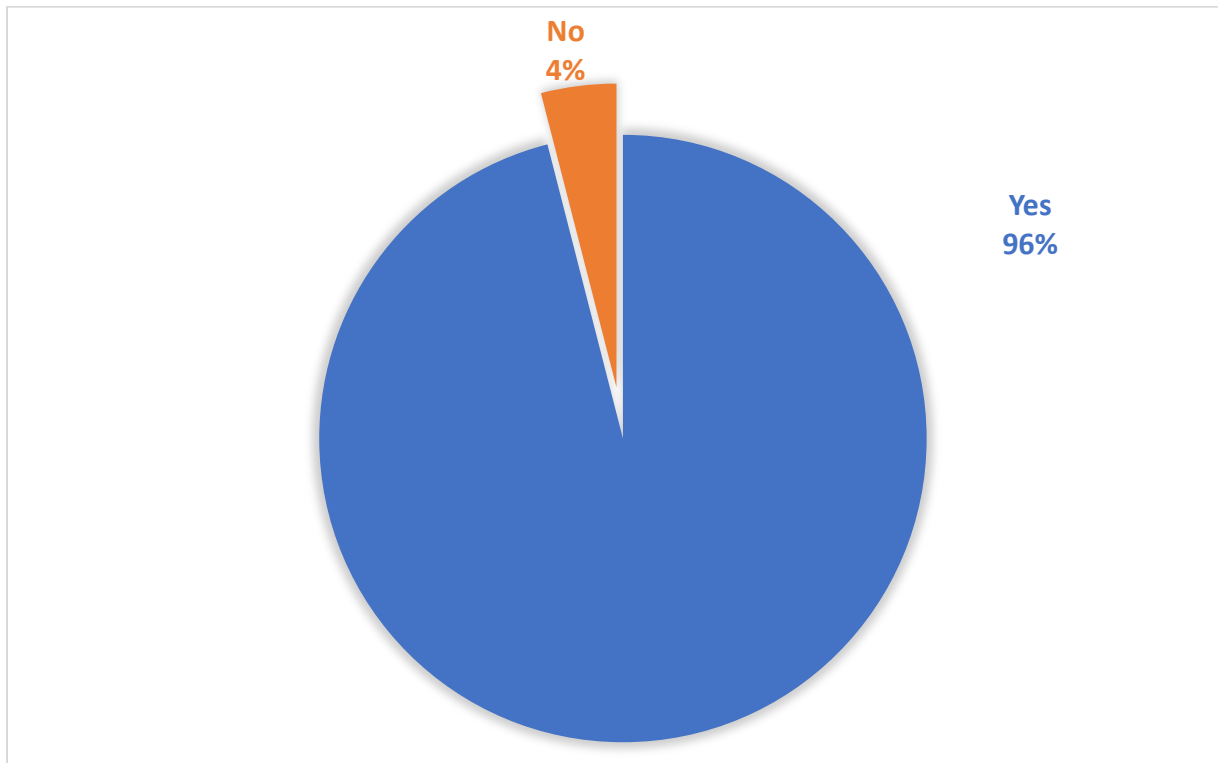
Colleague Accomplishments		
<u>Communication Styles</u>	<u># of people</u>	<u>Preferred channel of communication over others</u>
225	4	1 person prefers the district site. 6 people prefer email. 2 people prefer the school website. 1 person prefers social media. 4 people prefer staff meetings. 2 people prefer newsletters.
District Website	8	
Email Message	10	
Local Media	7	
School Website	10	
Social Media	10	
Staff Meetings	13	
Text Message	0	
Union Communication	0	
Connections Newsletter	6	
Voice Message	0	
Word-of -Mouth	15	

Major District Projects		
<u>Communication Styles</u>	<u># of people</u>	<u>Preferred channel of communication over others</u>
225	8	3 people prefer district sites. 4 people prefer email. 3 people prefer the school website. 5 people prefer staff meetings. 1 person prefers newsletters.
District Website	10	
Email Message	20	
Local Media	3	
School Website	10	
Social Media	4	
Staff Meetings	19	
Text Message	0	
Union Communication	0	
Connections Newsletter	10	
Voice Message	1	
Word-of -Mouth	12	

Emerging Issues/Crisis		
<u>Communication Styles</u>	<u># of people</u>	<u>Preferred channel of communication over others</u>
225	2	5 people prefer email. 2 people prefer the school website. 5 people prefer staff meetings. 1 person prefers newsletters.
District Website	3	
Email Message	15	
Local Media	4	
School Website	6	
Social Media	5	
Staff Meetings	17	
Text Message	3	
Union Communication	1	
Connections Newsletter	2	
Voice Message	0	
Word-of -Mouth	14	

Board Actions Policies		
<u>Communication Styles</u>	<u># of people</u>	<u>Preferred channel of communication over others</u>
225	7	5 people prefer email. 1 person prefers the school website. 3 people prefer staff meetings. 1 person prefers newsletters.
District Website	12	
Email Message	11	
Local Media	3	
School Website	5	
Social Media	0	
Staff Meetings	10	
Text Message	0	
Union Communication	0	
Connections Newsletter	4	
Voice Message	0	
Word-of -Mouth	4	

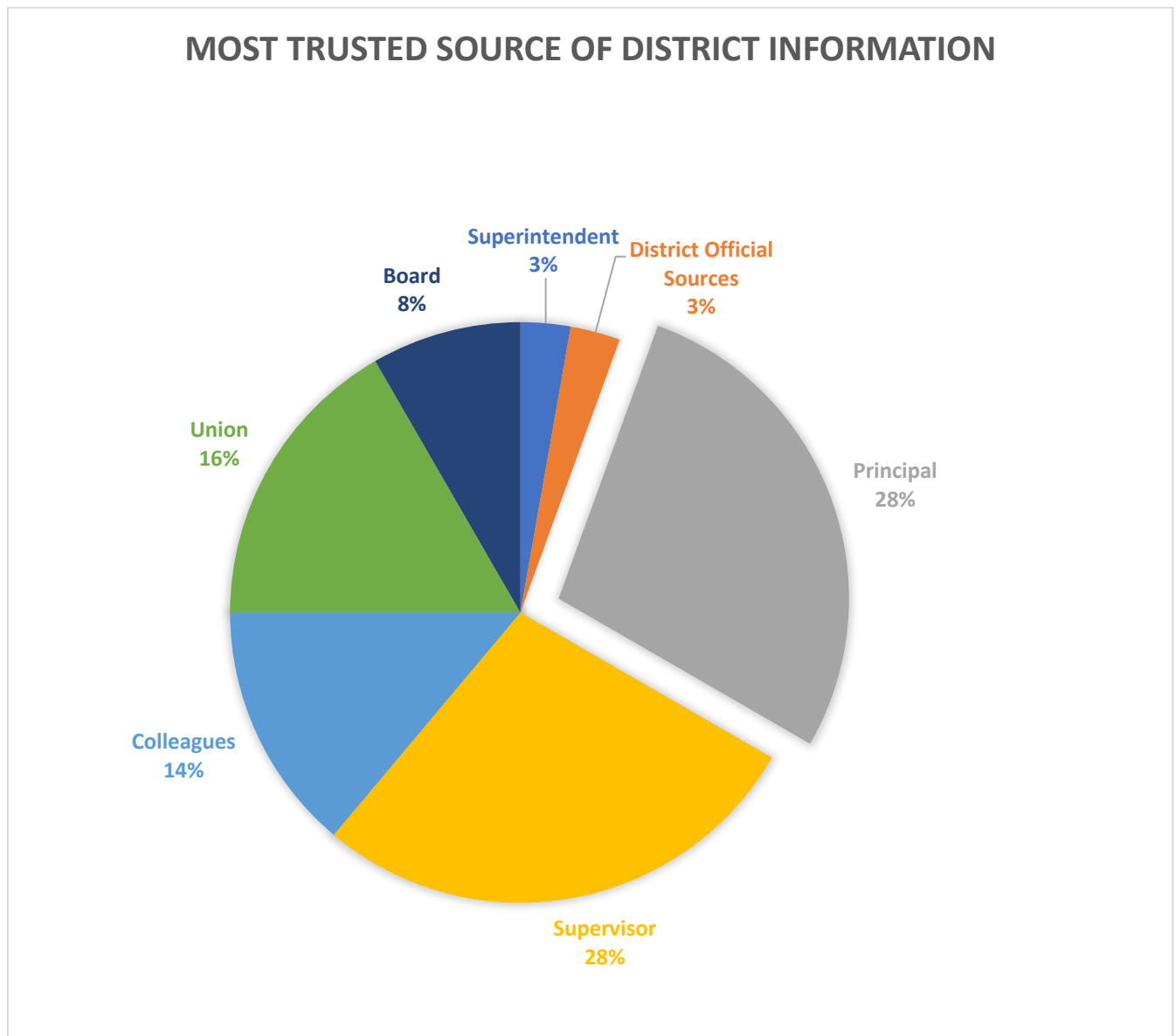
Do you ever visit the Staff intranet?



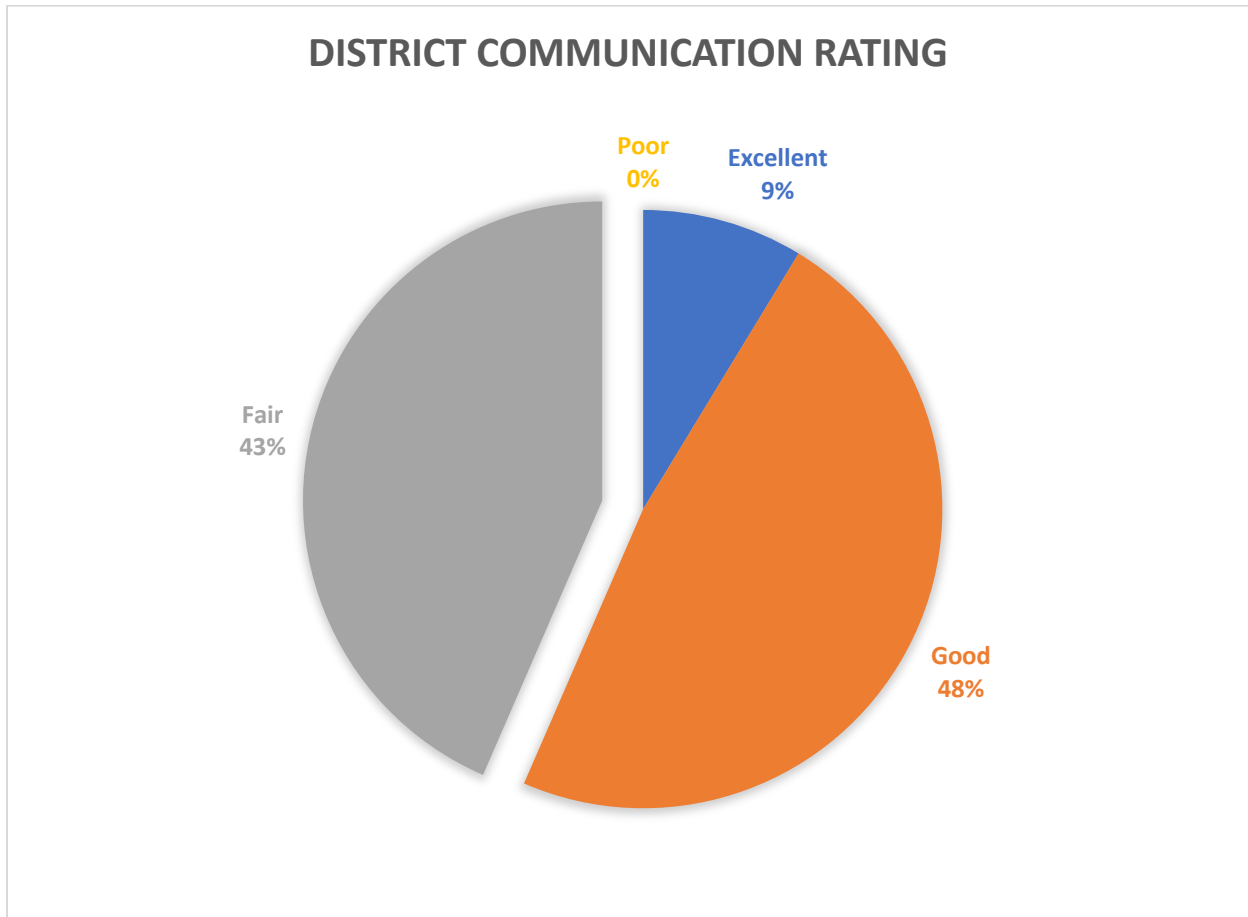
If yes, what type of information are you seeking?

- Skyward (6)
- Forms (6)
- Insurance information (4)
- Pay stub (3)
- Calendar (3)
- Human Resources (2)
- Time off information (1)
- Department information (1)
- Program information (1)
- Curriculum guide (1)
- Finding sponsors (1)
- Paperwork (1)
- Board information (1)
- Technology information (1)

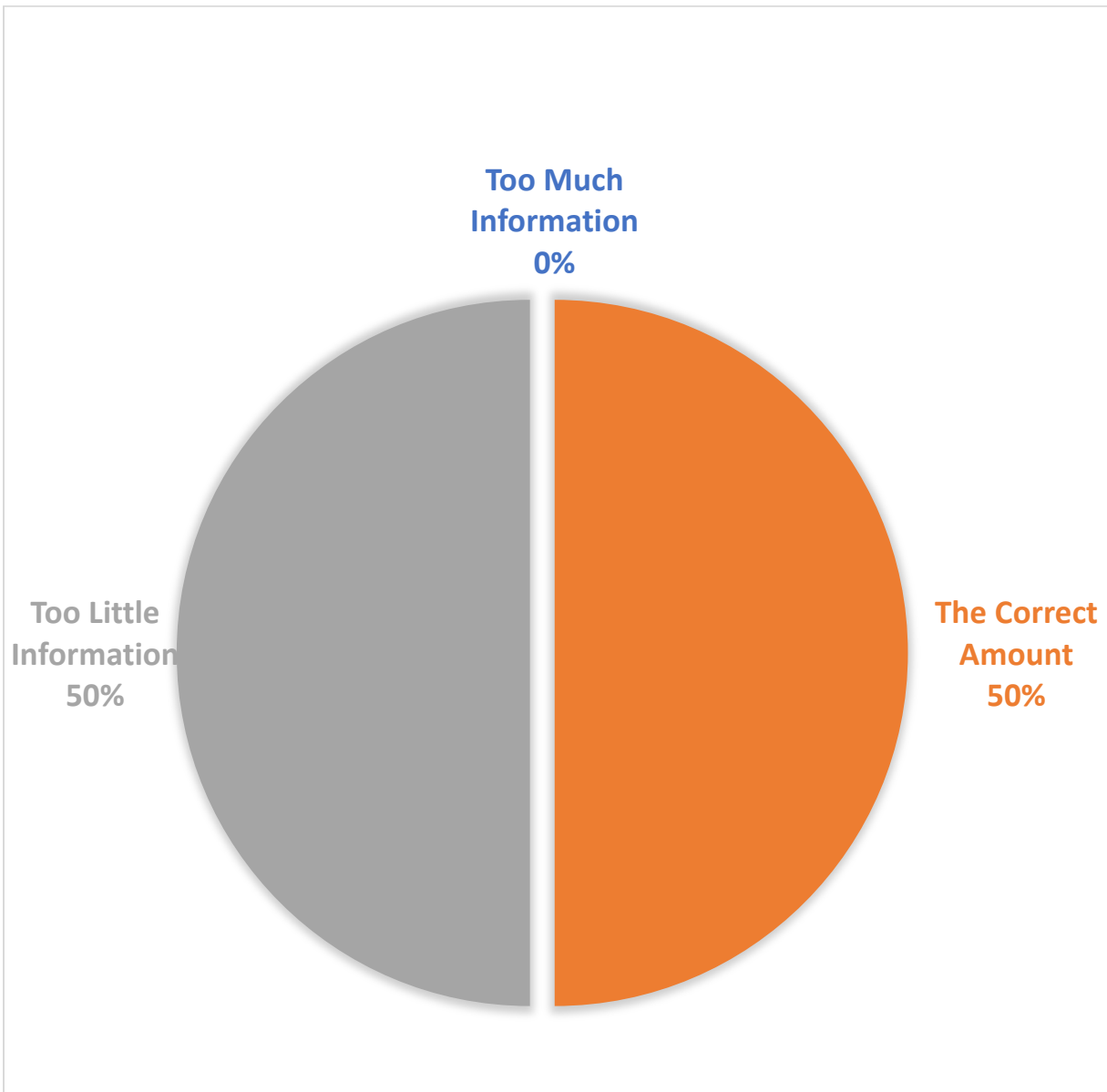
Who is your most trusted sources of District information? *Please circle one.*



How would you rate the job District 225 is doing communicating with its staff? *Please check one.*



Do you feel that as a staff member you are provided (please check one):

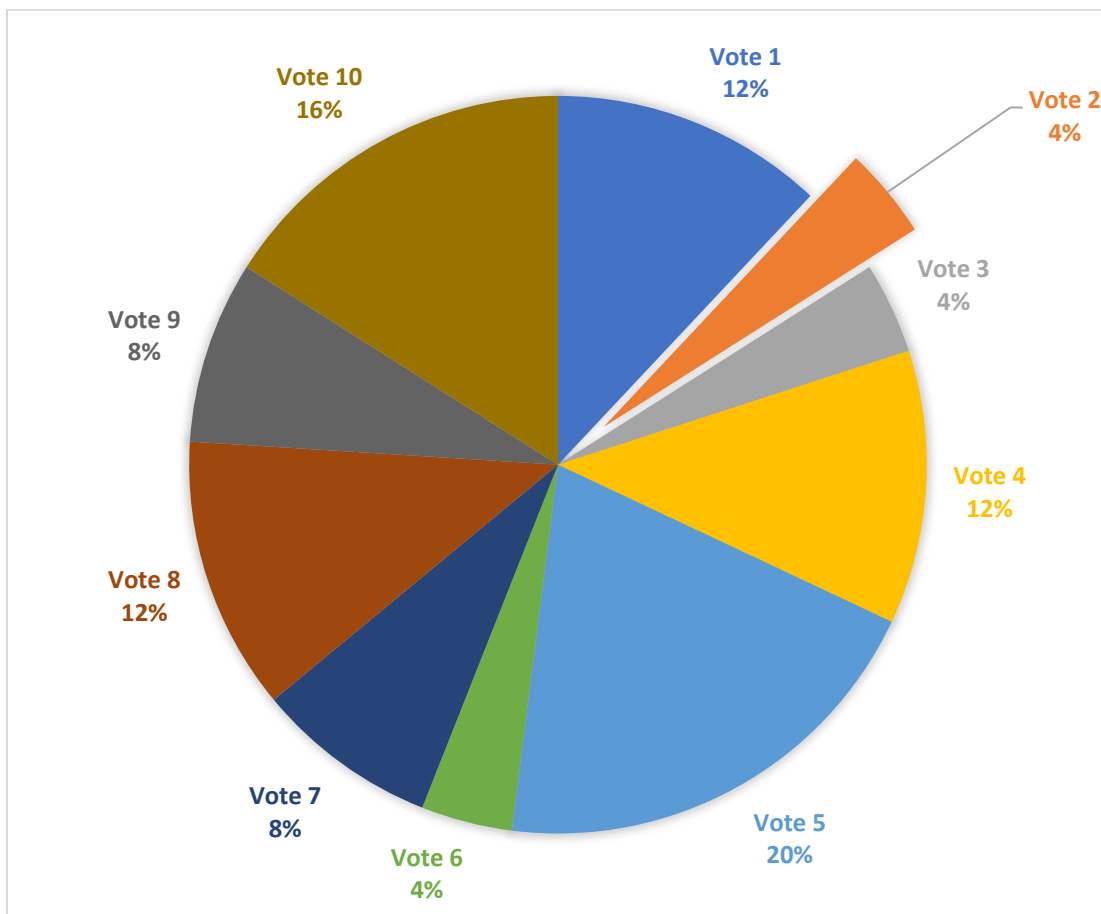


What kind of information are you most interested in receiving from the District?

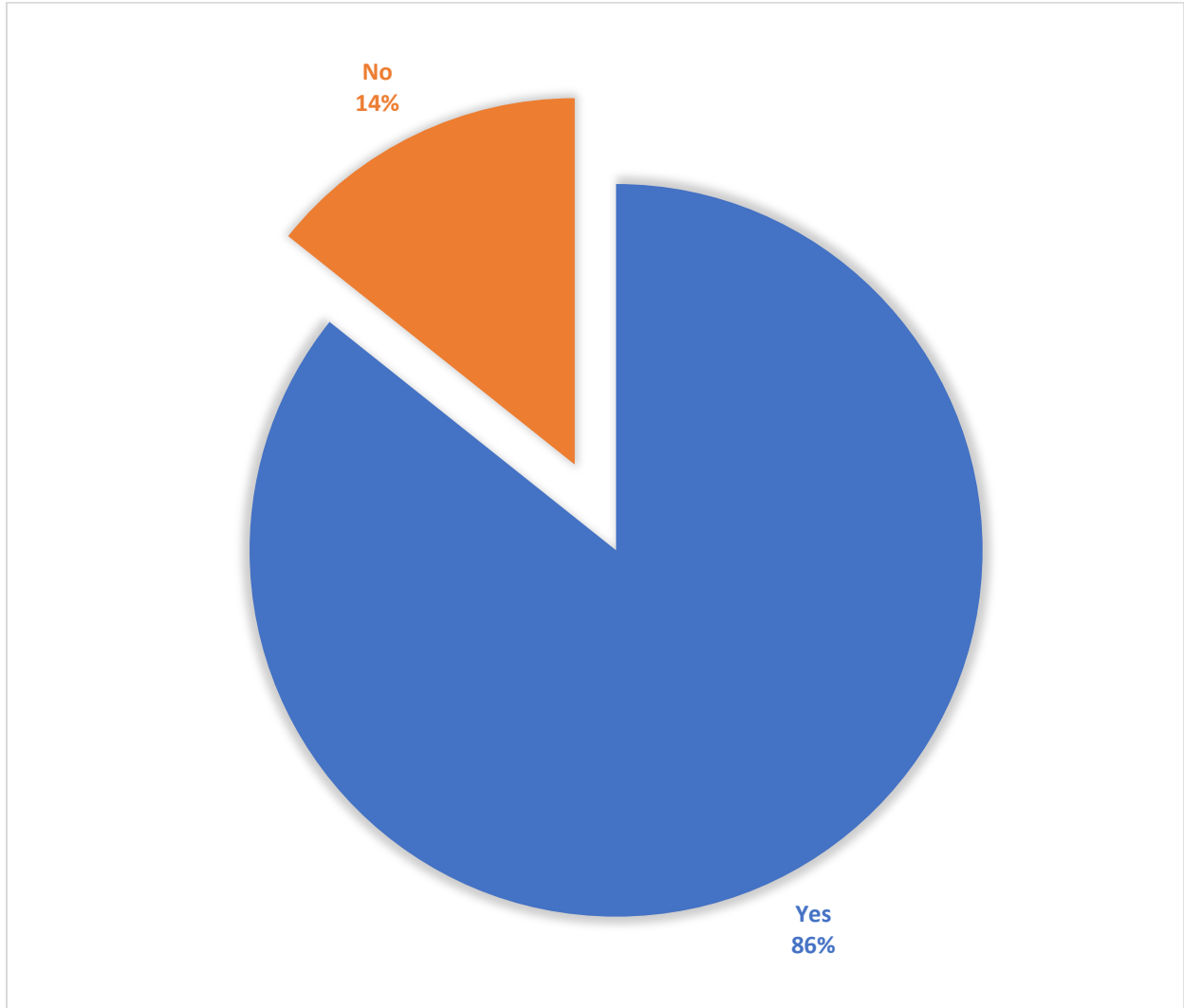
The following topics were mostly in the top three.

- Leadership vision
- Information about major District projects or initiatives
- Board goals/actions/policies

On a scale from 1 to 10, with 10 being the highest, how interested are you in receiving information about what is happening at the other Glenbrook high school?



Do you see yourself as an ambassador for the District with the responsibility to share District news when appropriate or asked by parents and community members?



Why did you respond the way you did?

For those who said yes:

- I live in the community (2)
- When I am informed I feel as though I can be a communications resources. (2)
- Share good news, so that our community knows we have a great District. (2)
- We all work together. Being part of a club or shopping in the community makes us a go to/face for the District. (1)
- Adults at my school are responsible to advocate within the community. (1)
- I am a District office employee who communicates with all staff daily. (1)
- The good of one is the good of the whole. (1)
- It's important to build relationships. (1)

For those who said no:

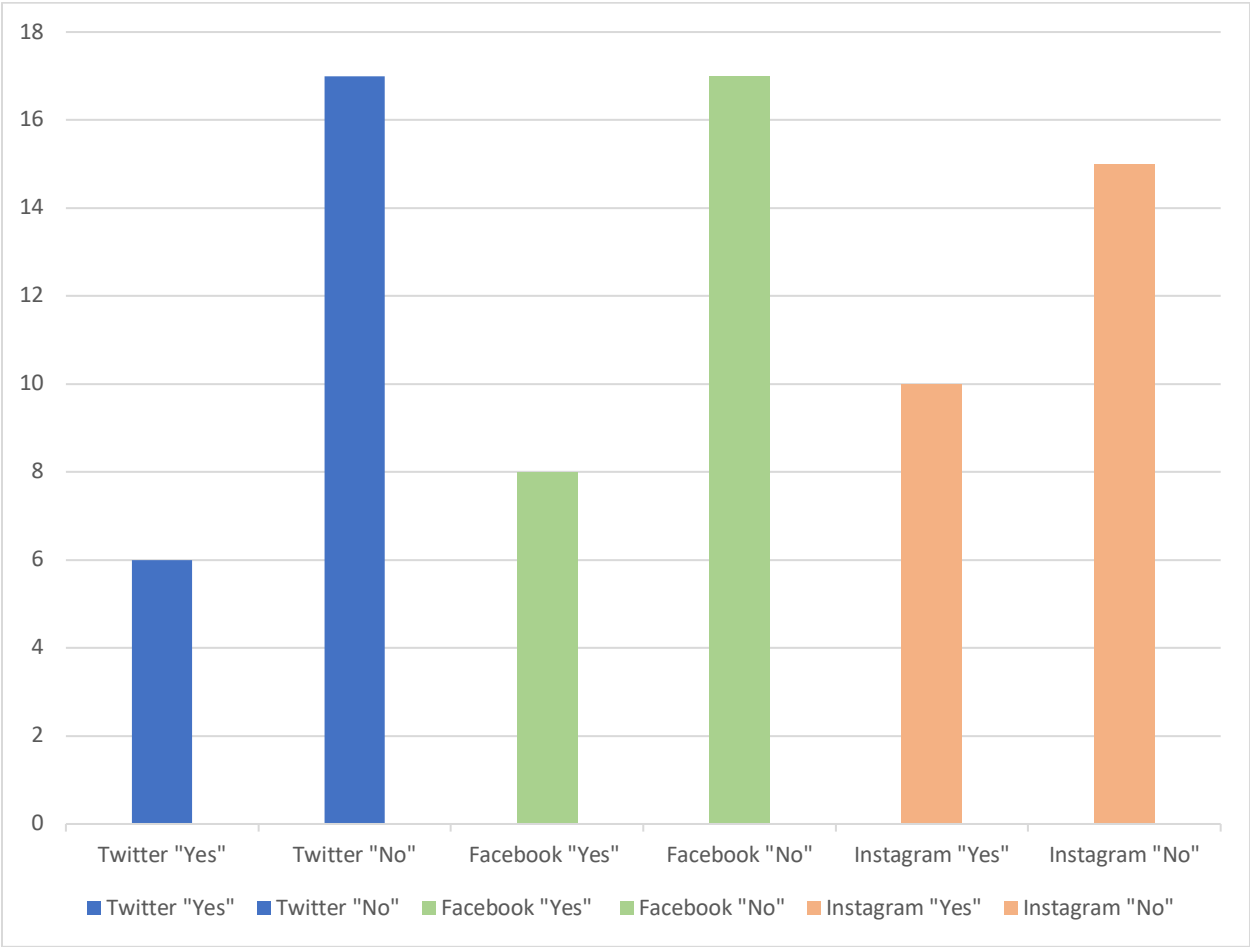
- I don't typically have the official information, feel knowledgeable or have the information before the community does. (4)
- Not enough time.

Do you follow your school's social media channels?

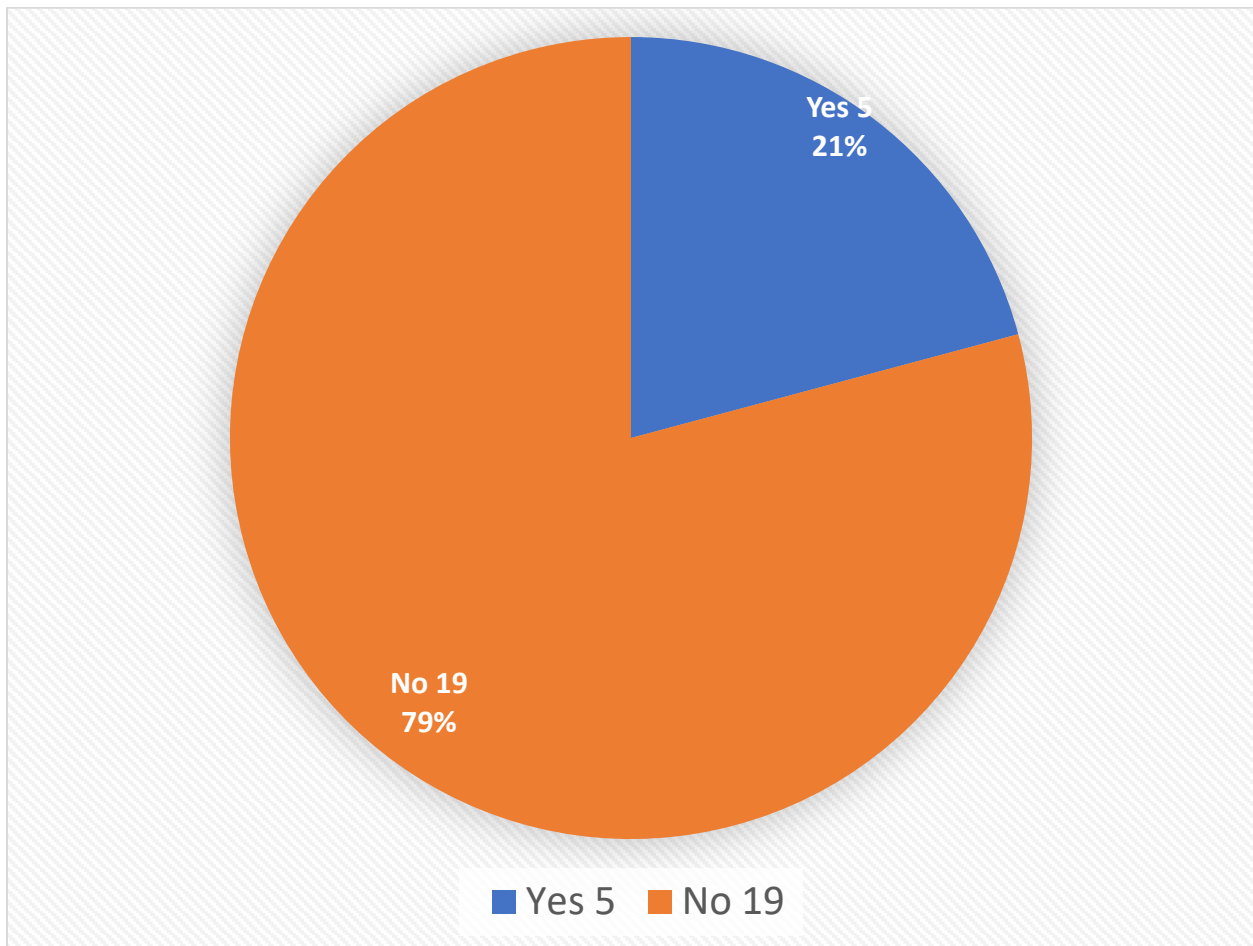
What do you like or dislike about the content on your school's social media channels?

- Athletics receive a lot of attention (2)
- Social media can be hard to find or follow and a lot is missed (2)
- Likes the integration of tweets on the school's website. (2)
- Keeps them on informed on what is happening (2)
- Very detailed and informative.

Do you follow social media channels for the other Glenbrook high school?



Are there non-official District/school social media channels you follow to get news about the schools? If yes, which ones?



- Glenview Lantern (6)
- Parent Pages (4)
- Patch (2)
- Northbrook Tower (1)
- Student organization pages, e.g. poms, woodworking (1)
- SYL (wellness) (1)

If you have an ideas, suggestion or concern about the District who do you take it to?

- Supervisors (13)
- Principal (4)
- Union Rep (2)

- Superintendent (1)
- Vice Principal (1)
- Public Relations Department (1)
- Board (1)
- TAF (1)

Please fill out the “report card” by grading the following using, A, B, C, D or F

District Report Card	A	B	C	D	F
Providing proactive communications to staff on major initiatives.	3	9	5	6	0
Sharing timely and relevant updates about breaking news or crises.	10	8	5	0	0
Offering a multitude of ways to receive information about the district.	6	9	5	2	0
Offering a multitude of ways to provide the district with feedback.	1	4	11	2	4

DEMOGRAPHIC INFORMATION	
How long have you worked in the district?	
Less than three years.	3
4 to 10 years.	6
More than 11 years.	15
What best describes your role?	
Certified Staff/Teacher	18
Non-certified support staff	6

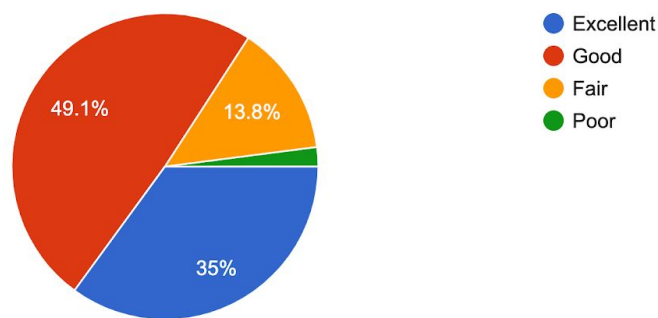
4.5 PARENT SURVEY

Glenbrook South and North parents were asked to complete a survey and the District received 391 responses. Results follow.

QUALITY AND FREQUENCY

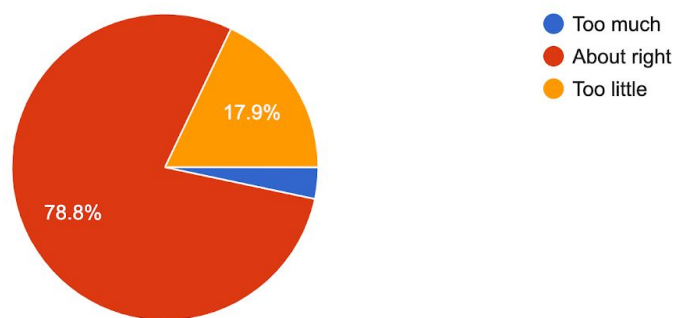
Overall, how would you describe the communications you receive from Glenbrook High School District 225?

391 responses



Is the amount of information you receive directly from the schools/district generally:

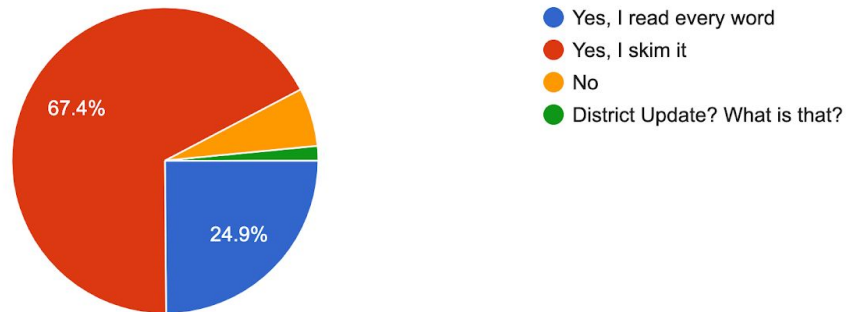
391 responses



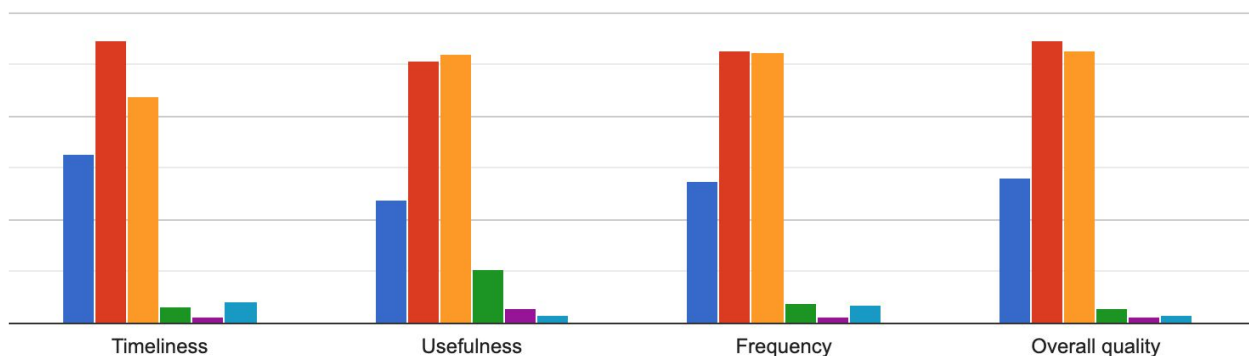
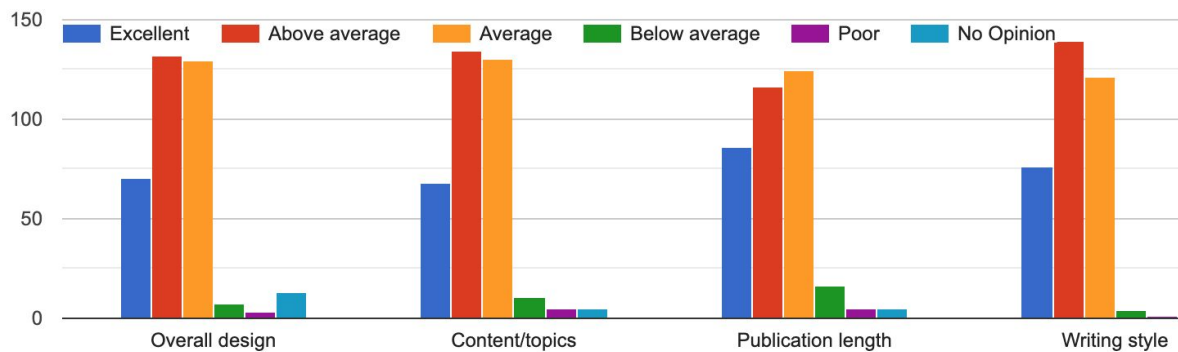
E-NEWSLETTERS

Do you read the District 225 Update? This e-publication provides information about district and Board of Education level news and looks like this:

390 responses

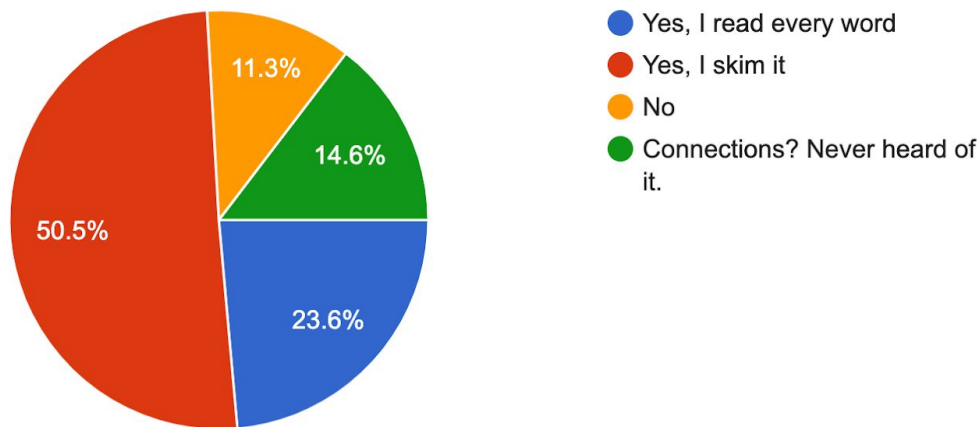


If you answered "Yes" to reading the District 225 Update, please answer the following question by selecting the rating that best describes your feelings about the publication:

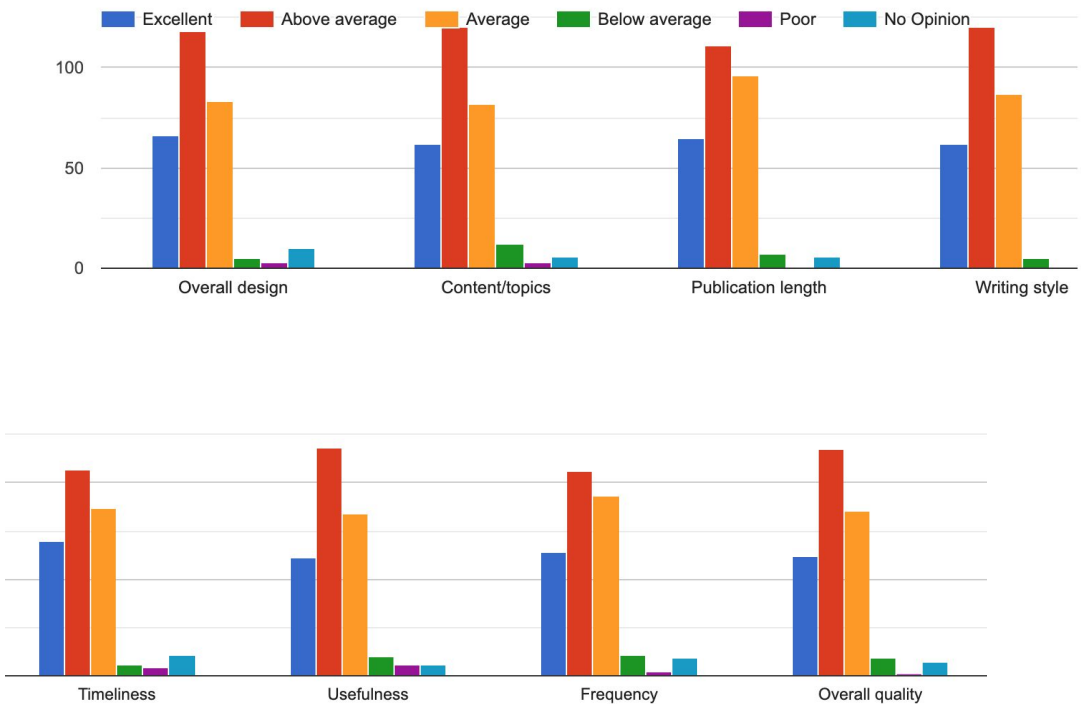


Do you read the GBN/GBS Connections? This e-publication provides an overview of what is coming in the next month and looks like this:

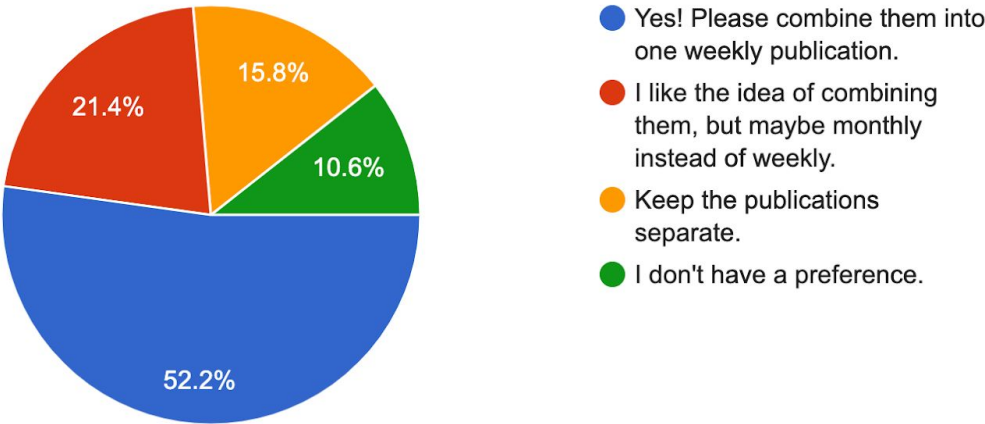
390 responses



If you answered "Yes" to reading GBN/GBS Connections, please answer the following question by selecting the rating that best describes your feelings about the publication:

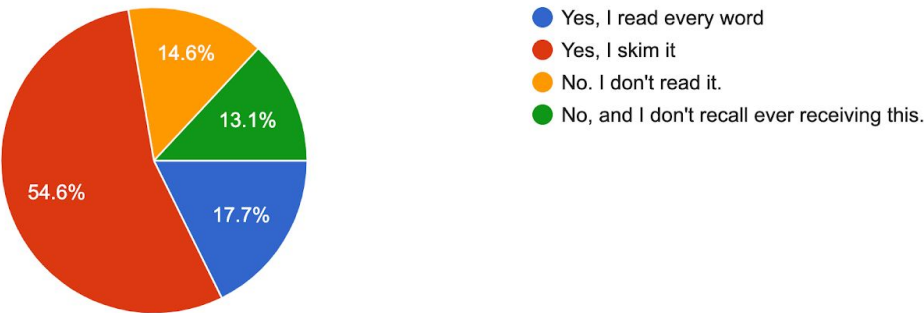


We are considering merging the District Update and the Connections publications into one weekly publica...presents your thoughts on that idea:
387 responses

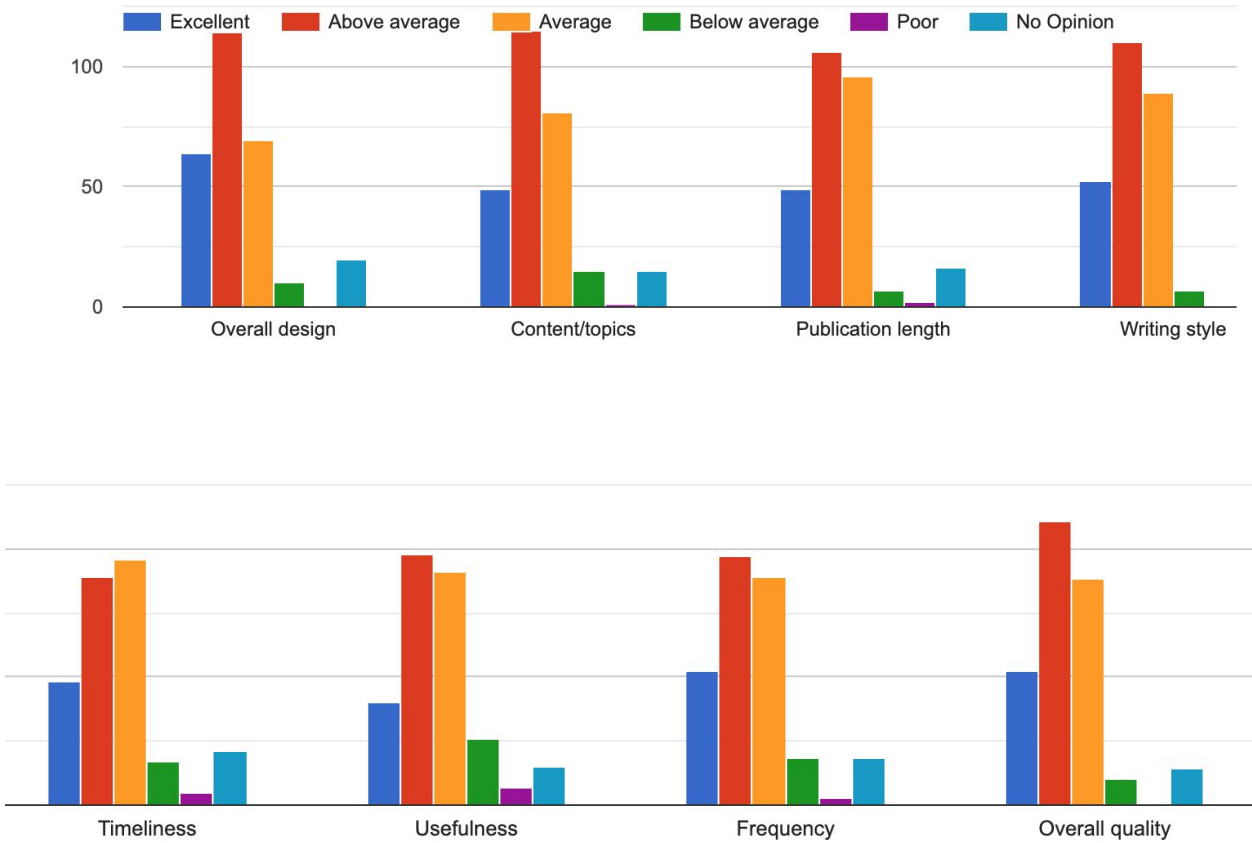


NEWSLETTERS

Do you read the Glenbrooks? This magazine-style newsletter is mailed to every household in the district twice a year and looks like this:
390 responses

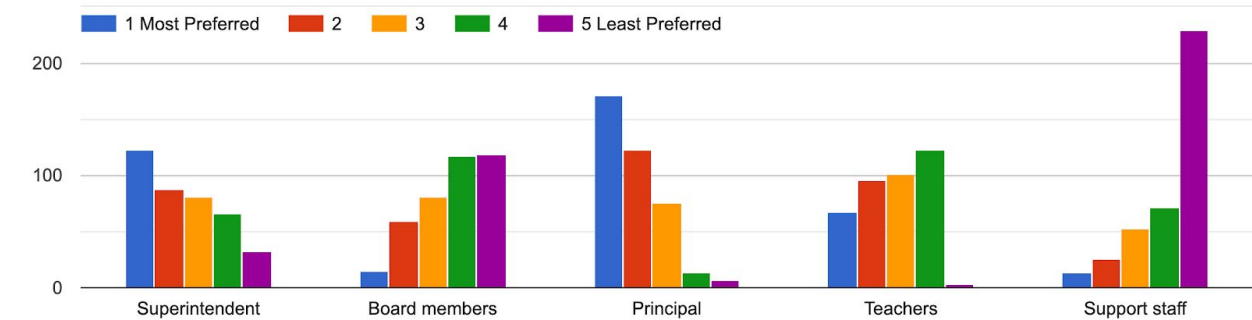


If you answered "Yes" to reading the Glenbrooks, please answer the following question by selecting the rating that best describes your feelings about the publication:

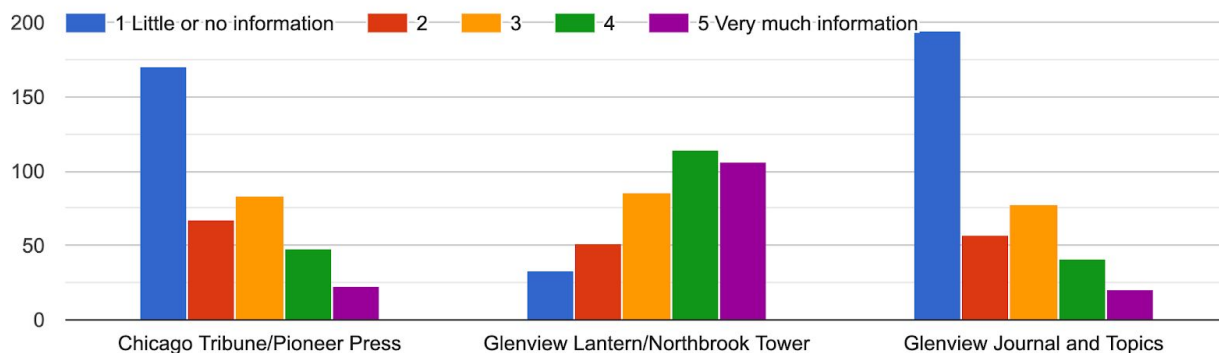


SOURCES AND PREFERENCES

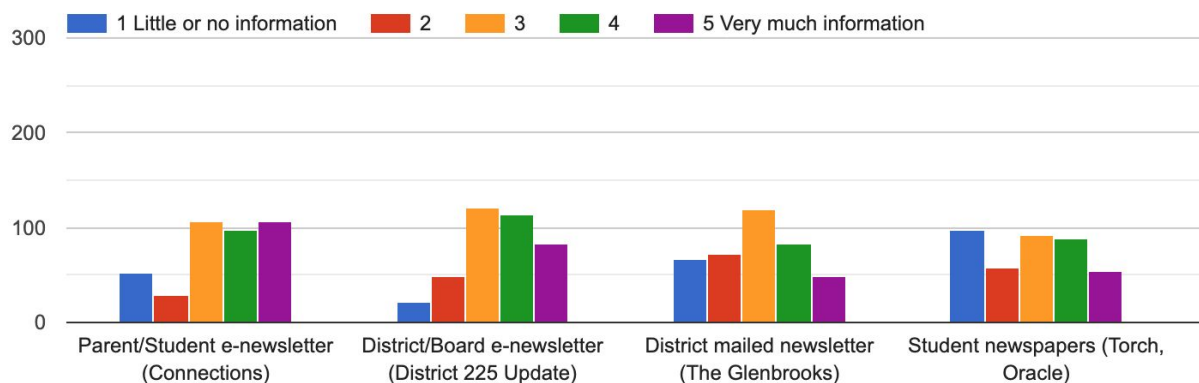
Who is a trusted source of information about the district? (Please rank in order of 1-5)

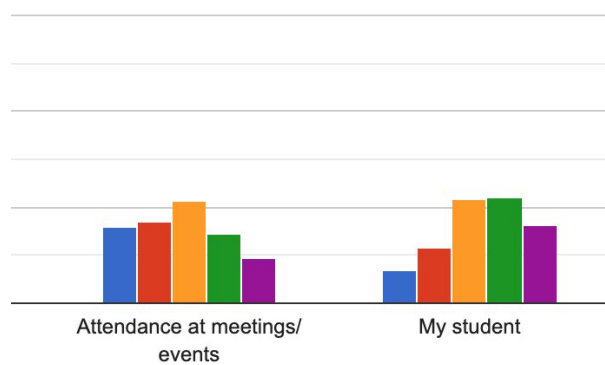
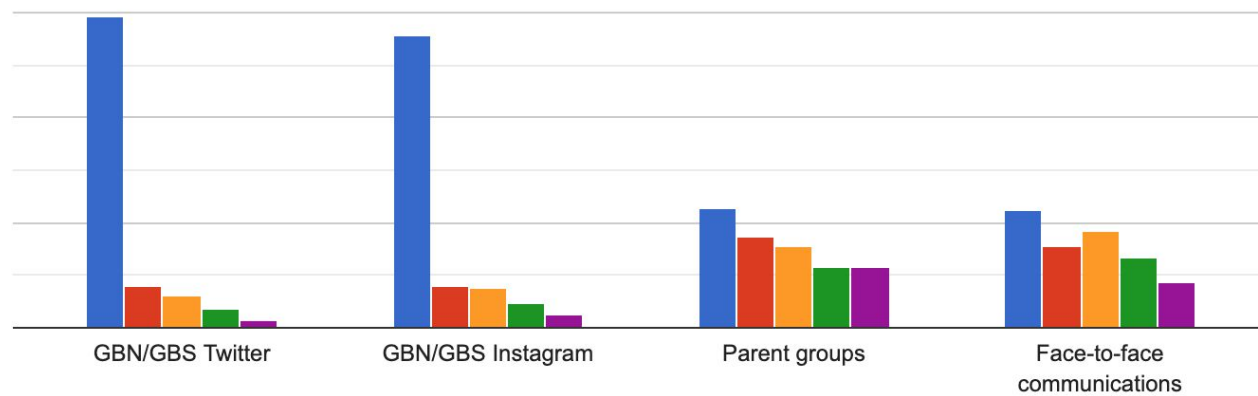
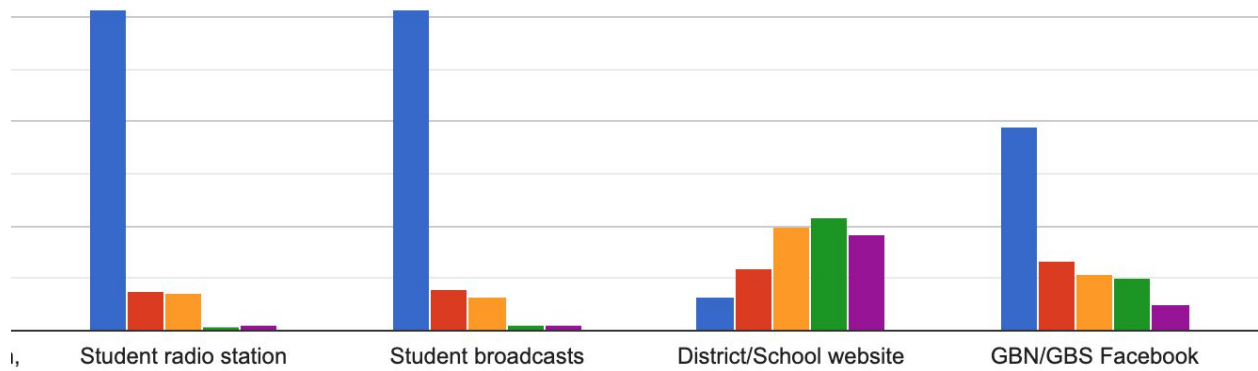


Please rate each source of information on a scale of ONE to FIVE, where ONE means you receive little or no information about the schools/district f...t the schools/district from that local media source.

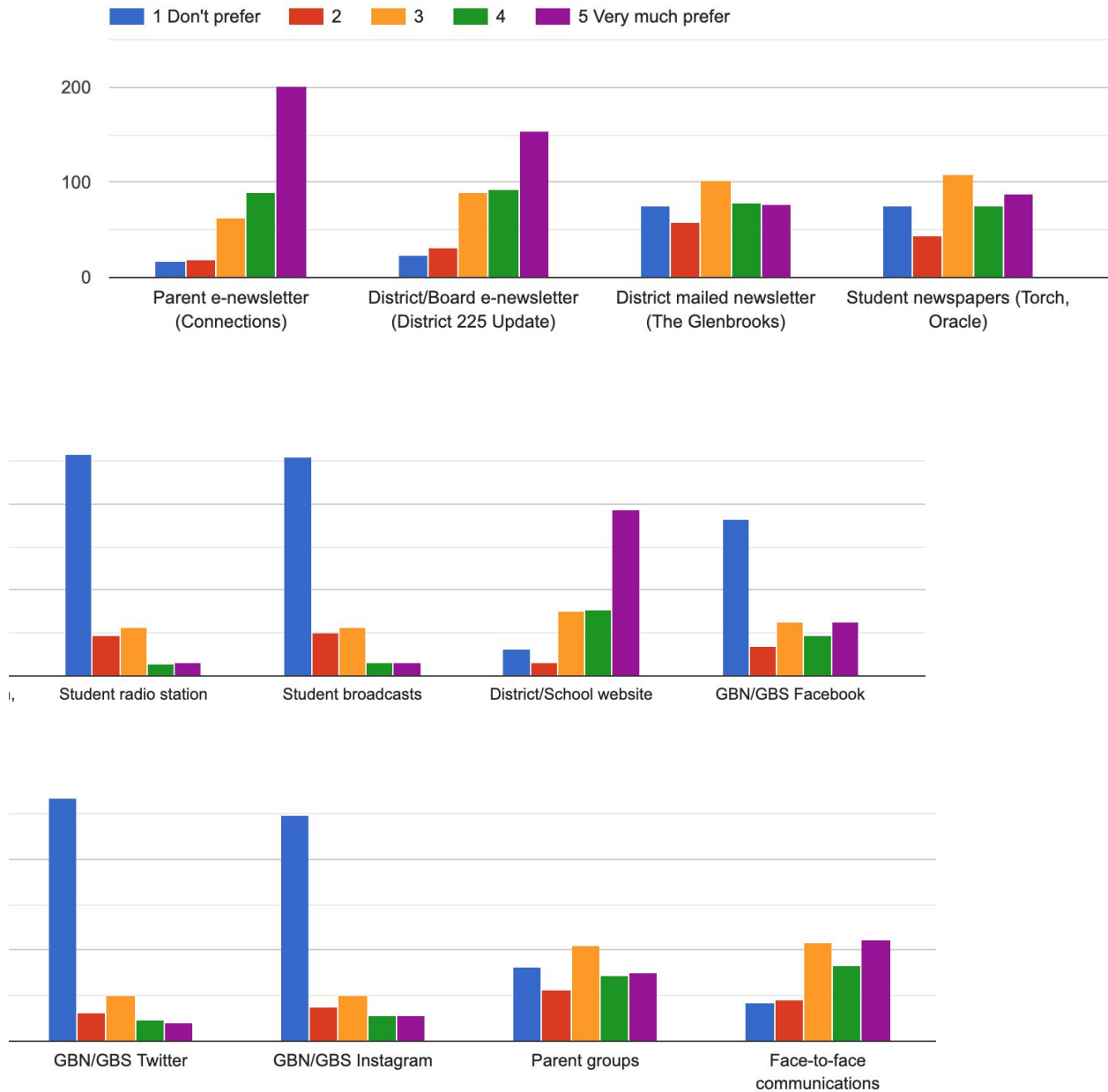


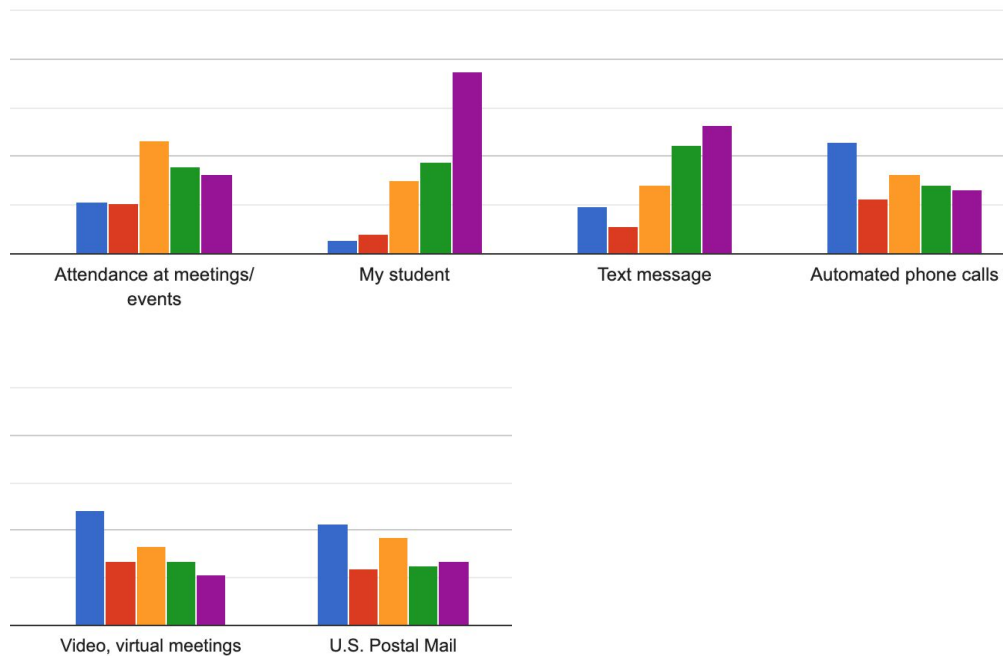
Please rate each source of information on a scale of ONE to FIVE, where ONE means you receive little or no information about the schools/district from that source and FIVE means you receive very much information about the schools/district from that official district or school source.





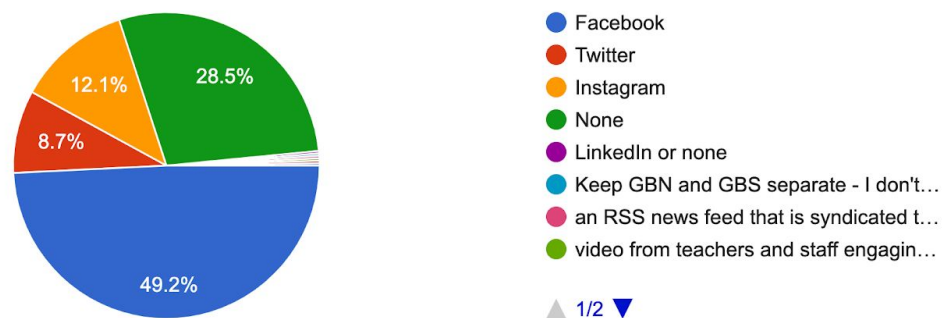
Now thinking about sources you may PREFER to receive information, but for whatever reason, it's not offered or currently meeting your needs. Please rate each source of information on a scale of ONE to FIVE, where ONE means you don't prefer to receive information about the schools/district from that source and FIVE means you very much prefer information about the schools/district come from that official district or school source.





GBN and GBS currently post on Facebook, Twitter and Instagram. We are considering creating a district level social media channel. Which option would you prefer?

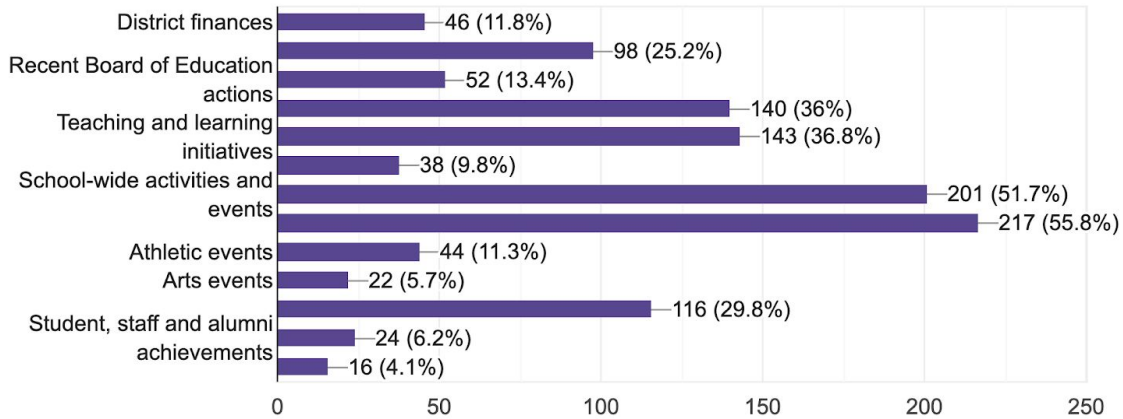
390 responses



TOPICS AND CONTENT

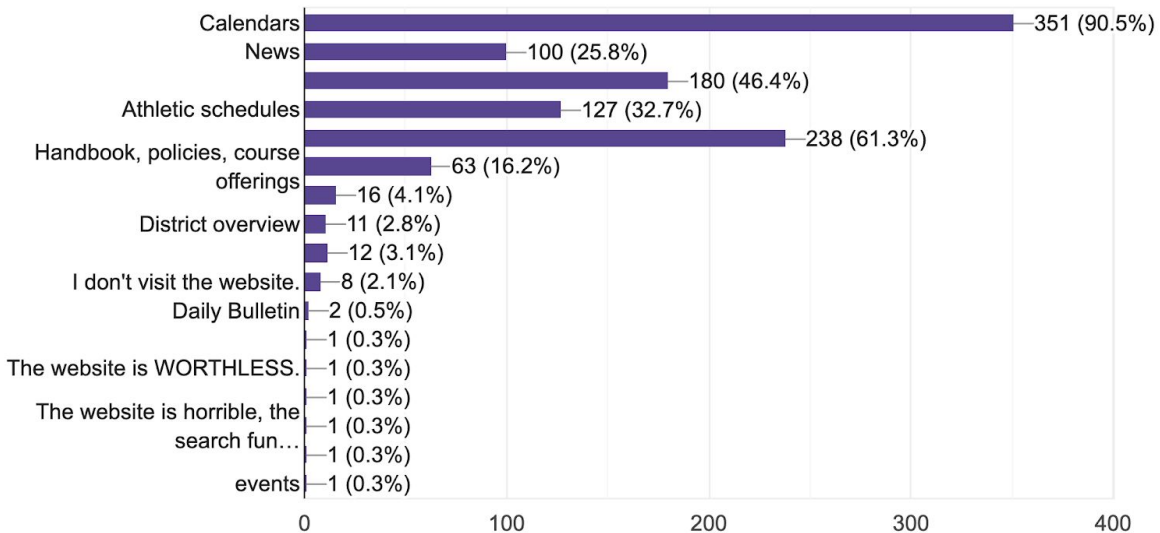
What type of information are you most interested in hearing about from the district? (Select up to three)

389 responses

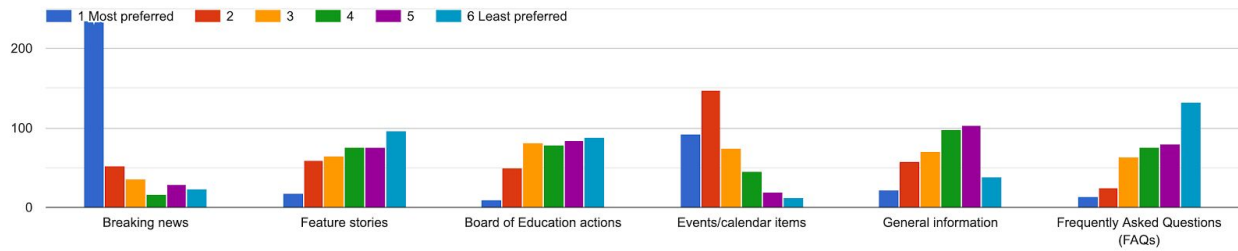


If you visit our website, what are the top THREE (3) most common types of information you are looking for: (select up to three)

388 responses



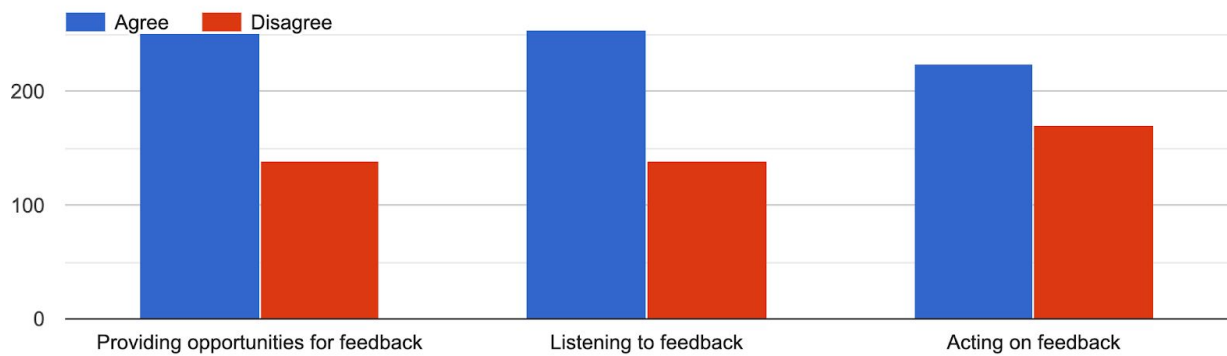
As we consider a district level social media channel, what types of information would you encourage us to post? (Please rank in order of preference from 1 to 6)



FEEDBACK

Please select whether you agree or disagree with the following statements. The district is good at

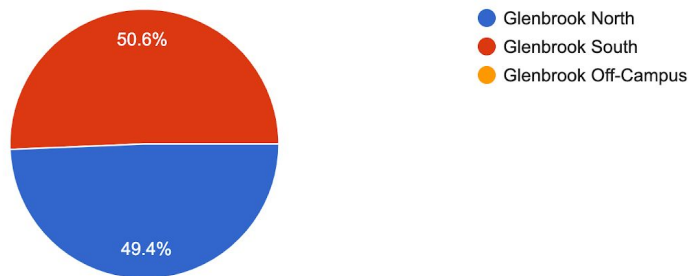
...



DEMOGRAPHICS

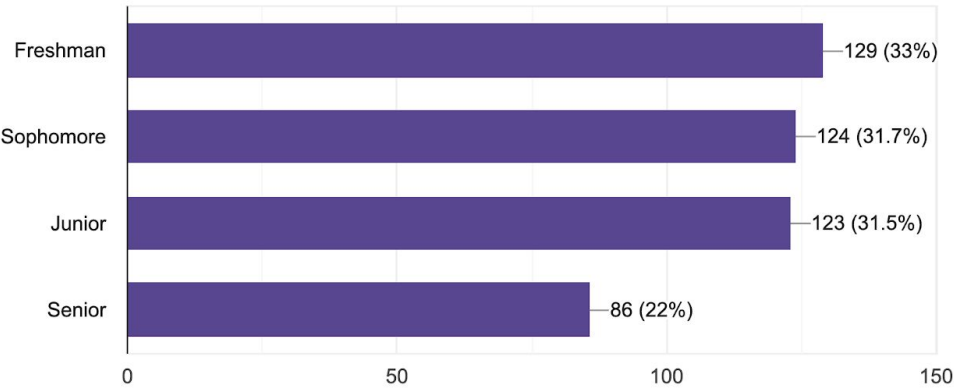
Please select the Glenbrook school your child attends:

391 responses



Please select their year in school: (check all that apply)

391 responses



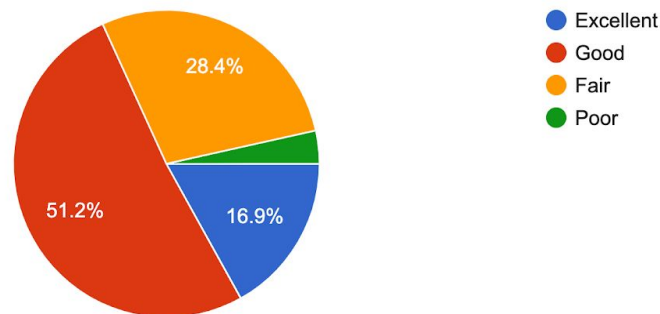
4.6 STAFF SURVEY

Glenbrook South, North, off-campus and District staff members were asked to complete a survey and the District received 201 responses. Results follow.

QUALITY AND FREQUENCY

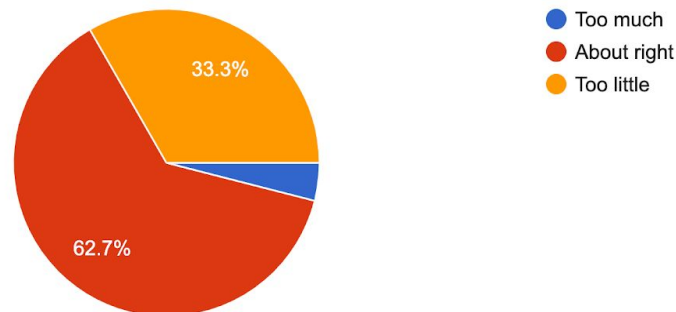
Overall, how would you describe the communications you receive from the district?

201 responses

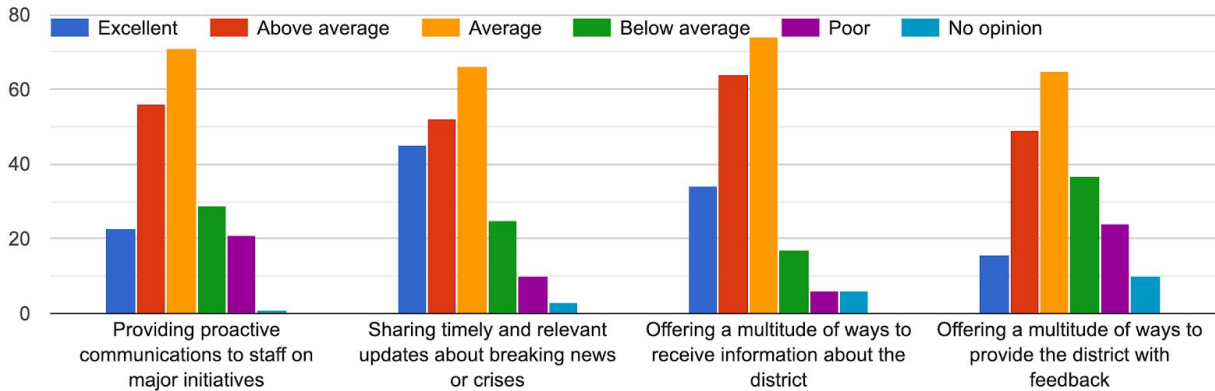


Is the amount of information you receive directly from the district generally:

201 responses



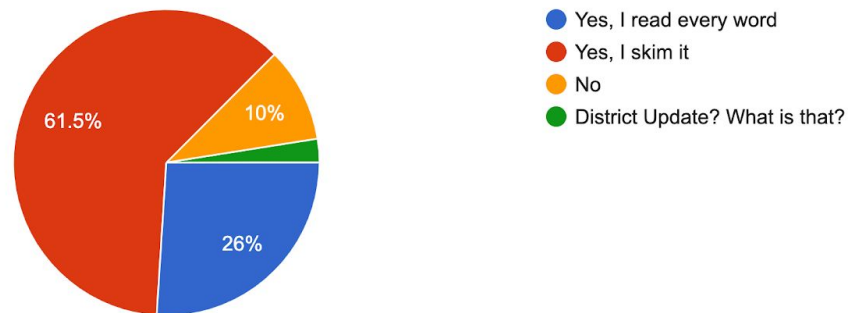
Please select the choice that best represents your opinion on the job the district is doing on the following:



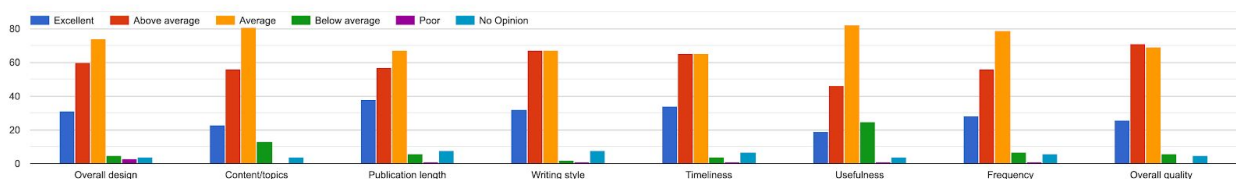
E-NEWSLETTERS

Do you read the District 225 Update? This e-publication provides information about district and Board of Education level news and looks like this:

200 responses

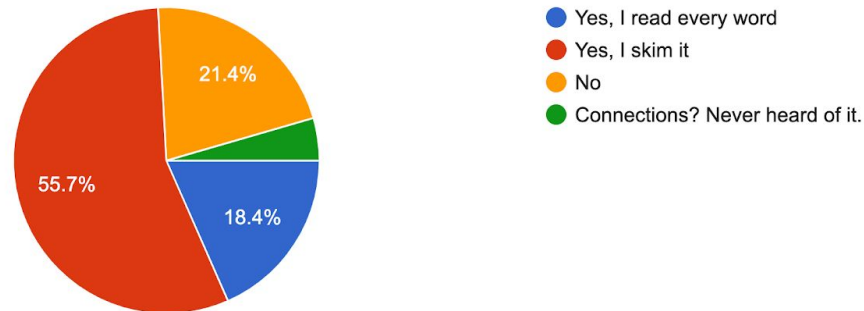


If you answered "Yes" to reading the District 225 Update, please answer the following question by selecting the rating that best describes your feelings about the publication:

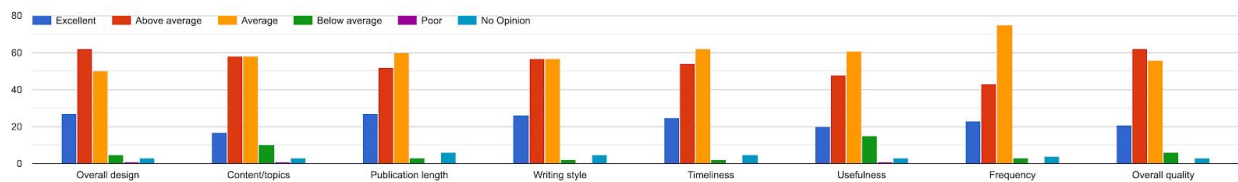


Do you read the GBN/GBS Connections? This e-publication provides an overview of what is coming in the next month and looks like this:

201 responses

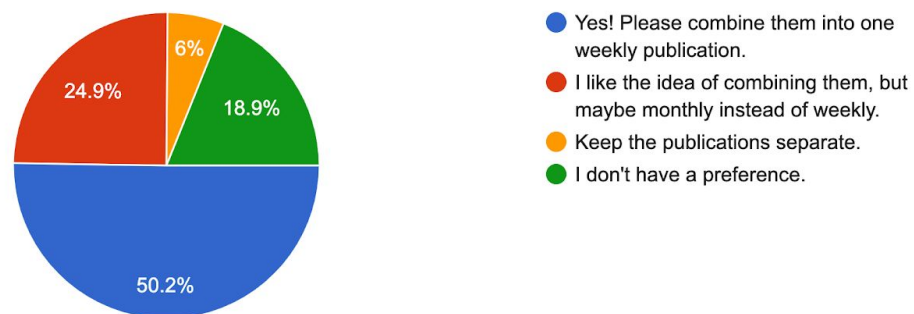


If you answered "Yes" to reading GBN/GBS Connections, please answer the following question by selecting the rating that best describes your feelings about the publication:



We are considering merging the District Update and the Connections publications into one weekly publication. Please select the option that best represents your thoughts on that idea:

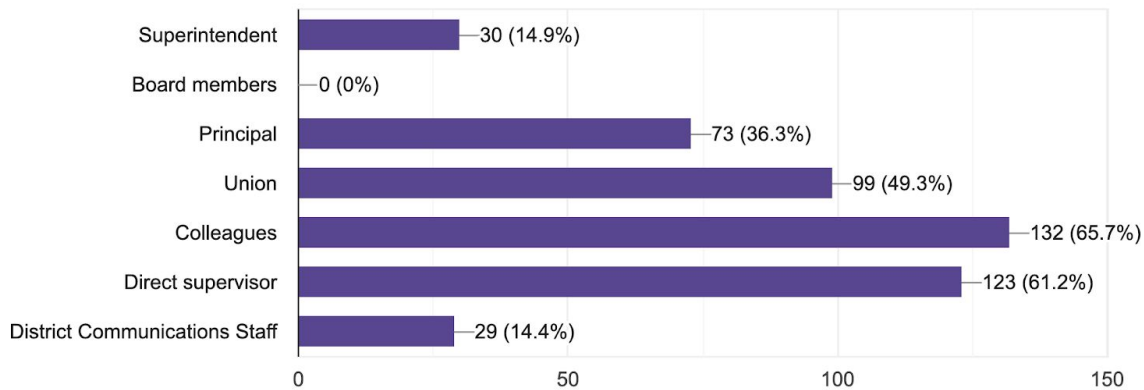
201 responses



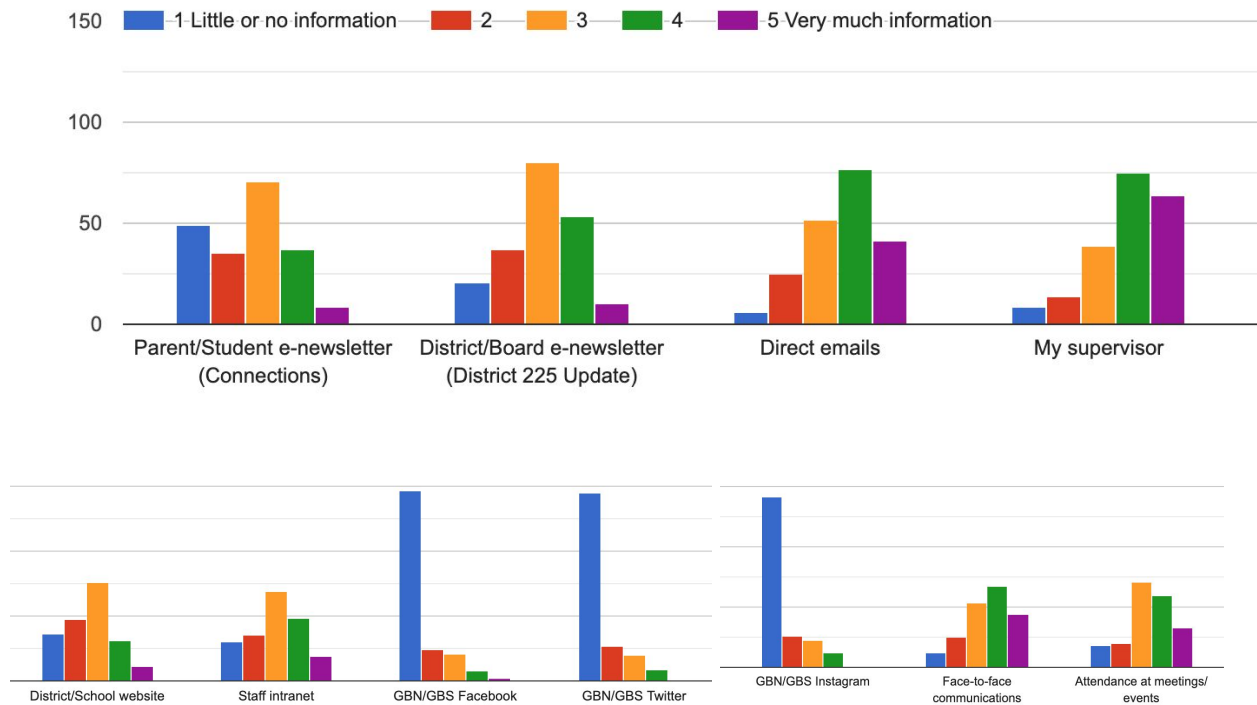
SOURCES AND PREFERENCES

Who are your most trusted sources of information about the district? (Please select up to three)

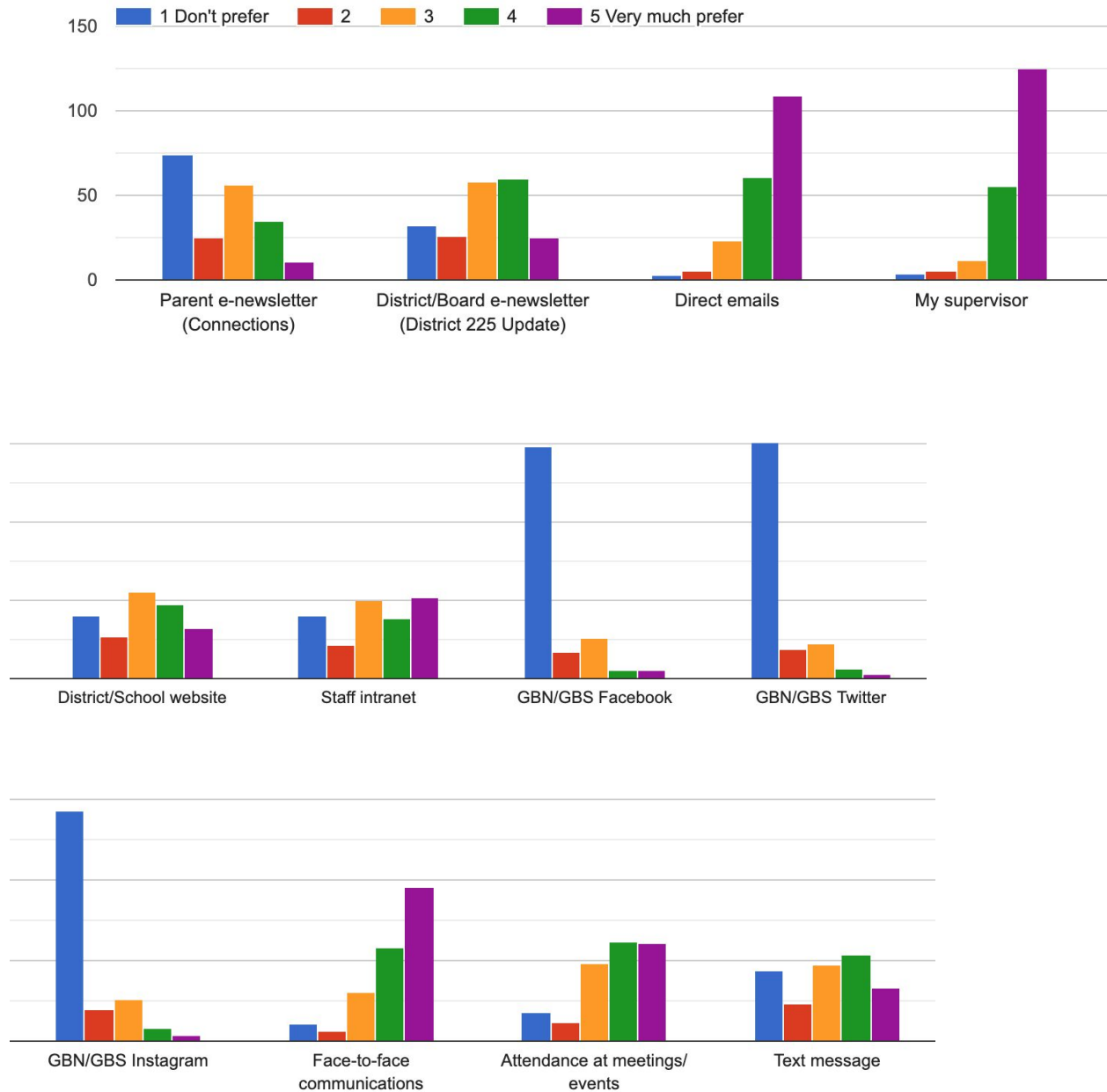
201 responses

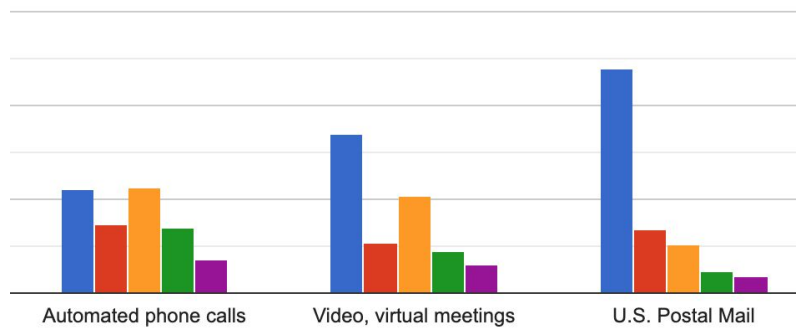


Please rate each source of information on a scale of ONE to FIVE, where ONE means you receive little or no information about the district from that source and FIVE means you receive very much information about the district from that official source.



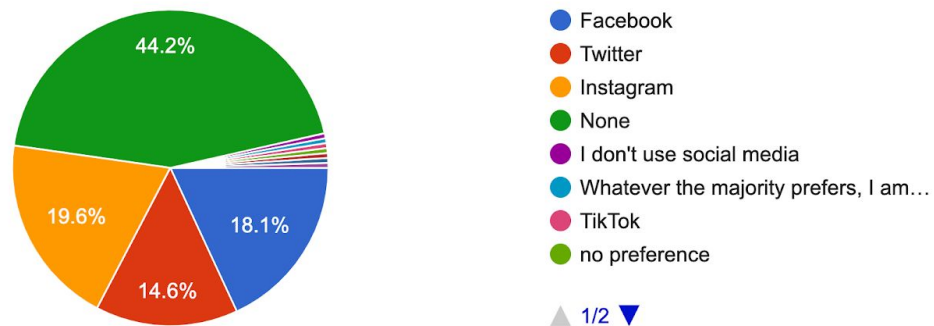
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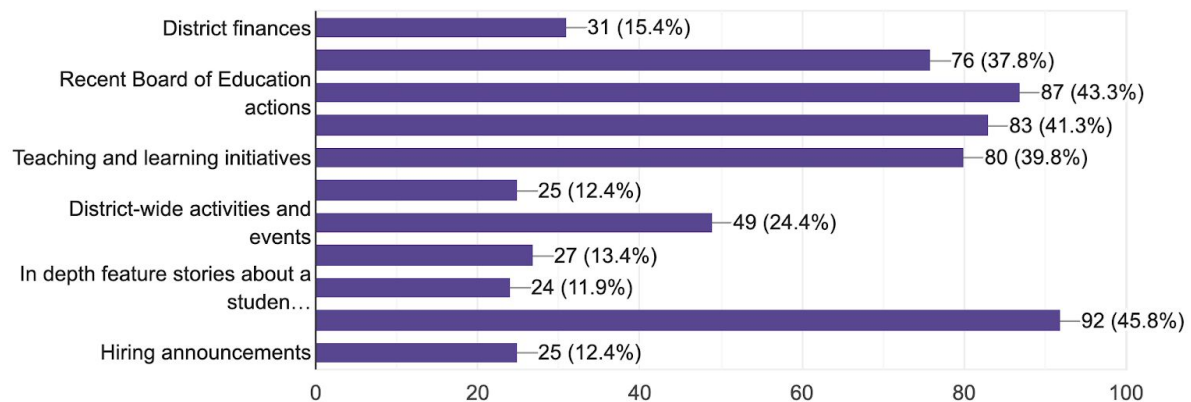
199 responses



TOPICS AND CONTENT

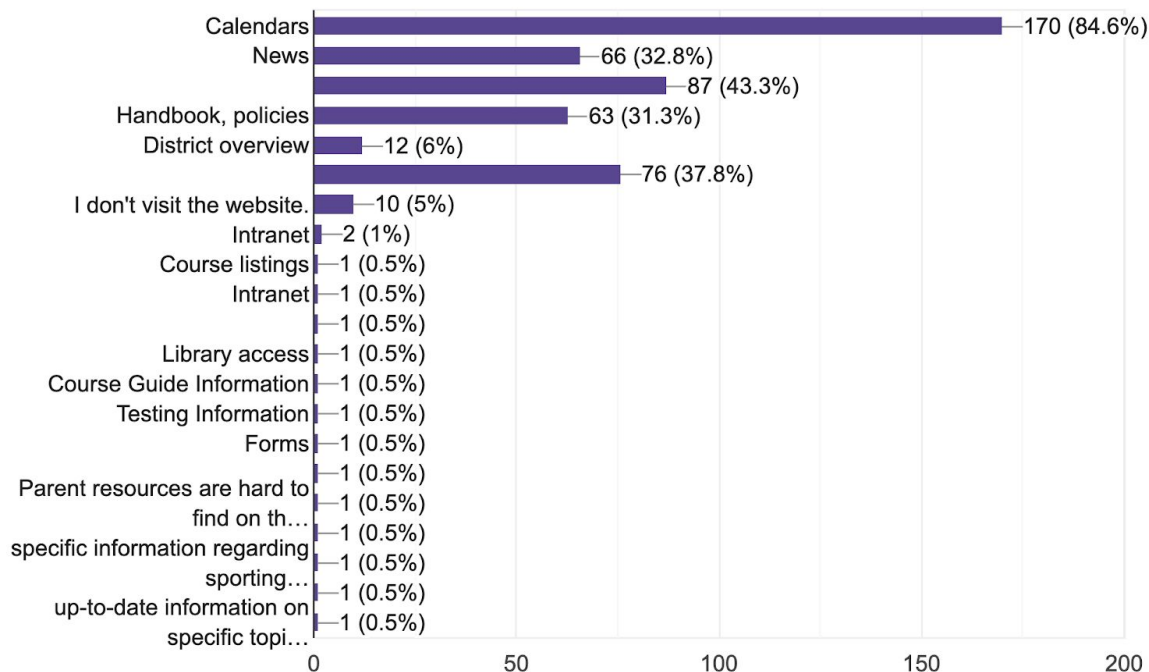
What type of information are you most interested in hearing about from the district? (Select up to three)

201 responses

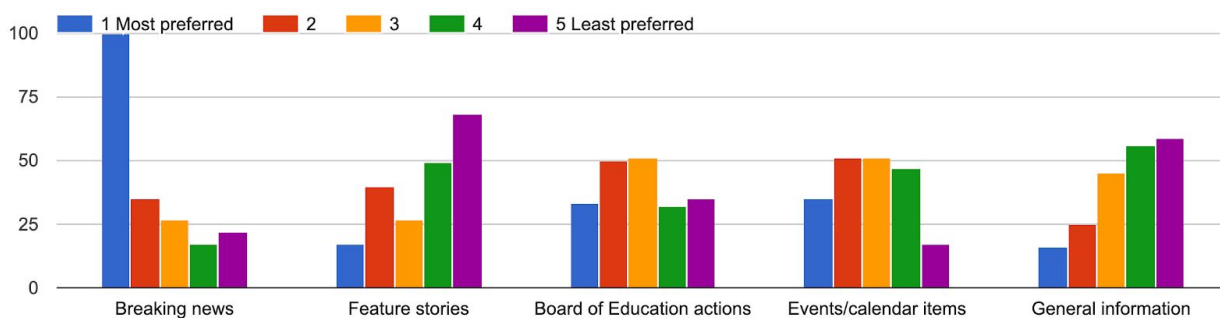


If you visit our website, what are the top THREE (3) most common types of information you are looking for: (select up to three)

201 responses

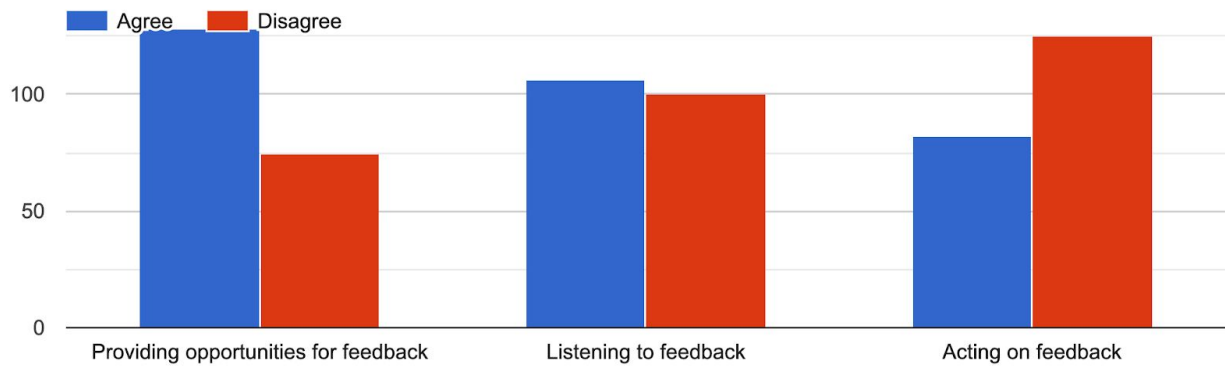


As we consider a district level social media channel, what types of information would you encourage us to post? (Please rank in order of preference from 1 to 5)



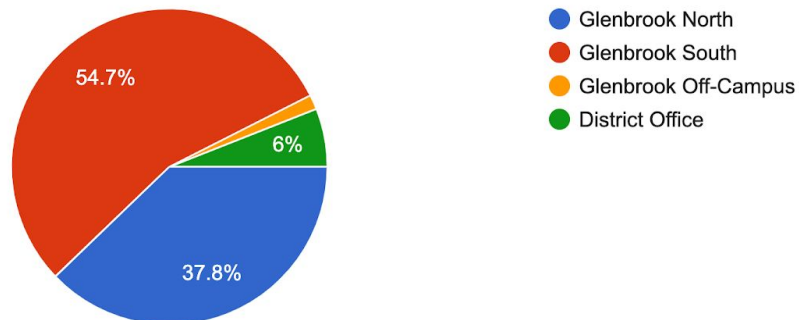
FEEDBACK

Please select whether you agree or disagree with the following statements. The district is good at ...



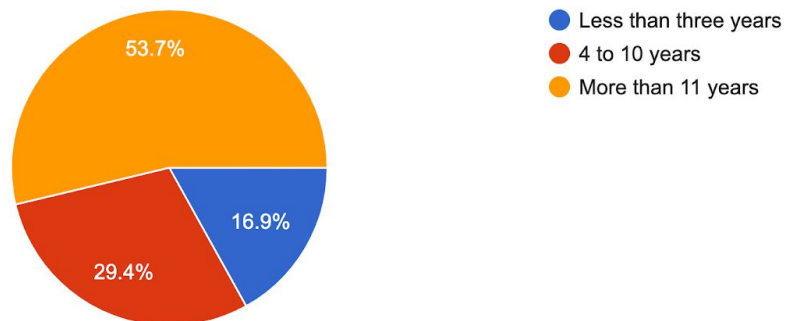
DEMOGRAPHICS

Please select your primary location:
201 responses



How long have you been employed with the district?

201 responses



Which choice best describes your role:

200 responses

