



District Communications Plan

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Executive summary

A public school district relies on support from its community. More than 77% of households within the District boundaries do not have school-aged children. District 225 schools maintain the high level of education these communities have known and come to expect for its students.

The District's direct customers (parents, students and staff) also comprise an important segment of the community. These stakeholders represent a more intense, active need for information. While these groups generally support the District and feel informed, there is always room for improved communications.

The Board of Education and Superintendent have authorized a complete review of Glenbrook High School District 225 communications efforts as a means for enhancing community support of its schools.

Situation analysis

District Background

Northfield Township High School District 225, commonly referred to as the Glenbrooks, offers a public education to approximately 4,700 students in Glenview, Northbrook and portions of Golf, and unincorporated Northfield Township. Located just 20 miles north of Chicago in a suburban setting, Glenbrook North and Glenbrook South High Schools have a reputation for offering students an excellent, high-quality, well-rounded educational experience. In addition to our two high schools, the Glenbrooks also offer alternative learning at Glenbrook Off-Campus and Glenbrook Evening High School.

To create a comprehensive high school experience, the Glenbrooks focus on three distinct areas: Academics, Activities and Athletics. Academic success is a top priority for our students and with almost 300 diverse course offerings, there is plenty of opportunity for exploration. In addition to core academic courses in the areas of English, mathematics, science, social studies, and world languages, students may pursue special interest classes such as music, debate, architecture, automotives, drama, and graphic design.

Glenbrook students enjoy success inside and outside of the classroom through numerous athletic and activities programs. The schools offer 29 different competitive sports and a series of club sports to satisfy any athlete. Each school also hosts from 70-80 different clubs and activities for students throughout the year.

District Leadership

District 225 is governed by an elected Board of Education consisting of seven members: Skip Shein, President; Robert Boron, Vice President; and members Steve Hammer, Scott Martin, Monica Regalbuto, Joel Taub and Jeffrey Wolfson. Dr. Michael Riggle serves as the Superintendent.

District/Community Perspectives

GBN serves incorporated and unincorporated Northbrook and is 10 years older than GBS, which serves incorporated and unincorporated Glenview. District 225 is unique in that there is a clear boundary (approx. Willow Rd.) division between the schools and the communities. This separation has its inherent challenges, especially among taxpayers who may be unaware that both are District 225 schools and therefore funded by their taxes.

Staffing/Department Structure

Following the retirement of a long-term director of community information and the impending retirement of the part-time secretary, the department is ideally poised for a change in overall goal focus and philosophy to better assist the District in its direct communications. **To that end, we will be changing the name of the department from Community Information to Public Relations and Communications.**

A comprehensive review of the department demonstrates that the communication function grew out of a dominant media relations focus that centered on publicity and promotion of student events, accomplishments and activities. While certainly part of a solid school communication plan, the goal is to broaden the focus of the department to include additional facets of communications.

Referendum History

In 2006, the District passed its first referendum in decades by a slim margin. The \$94 million infusion was used to update facilities, address required Life-Safety concerns and retire existing bonds.

Past Surveys

As part of the formulation of a comprehensive plan in 2005, the District commissioned a community survey that revealed most notably that residents were satisfied with the schools overall, but felt a lack of awareness about initiatives and services.

D225 by the numbers

4,700	Students
823	Employees
40+	Different dialects
24.8	Average ACT score
99%	Graduation rate
96%	Enter college post-graduation
300	Course offerings
70-80	Clubs and activities for students
29	Competitive sports
\$93M	Annual Operating District Budget

Media coverage

The District receives consistent media coverage in four local publications: *Triblocal (Tribune)*; Pioneer Press (*Glenview Announcements* and *Northbrook Star*); The Journal and Topics (*The Glenview Journal*); and *Patch.com* (online-only). Occasional coverage by metropolitan outlets such as television and radio stations and *Chicago Tribune* and *Sun-Times* is usually a result of a major event, accomplishment, global education piece, or controversy.

Organized support and opposition

Both schools enjoy strong support from groups such as the parent associations, athletic booster club, fine arts parents and other special interest parent organizations. The District also benefits from the support of the newly formed Glenbrook High School Foundation.

Policies

While communications is inherent in numerous District policies, only one is directly related to projects associated with the proposed communications plan: *BOE Policy 9060 – District World Wide Website*.

Scope of plan

The communications plan will focus on building trust and support for District 225 among various stakeholders including parents, students, taxpayers, and staff. The strategies and tactics presented in this plan will address ways for the district to enhance its direct communication with both internal and external publics.

The scope of this plan may include communication channels such as print publications and electronic outlets; training; media relations; legal and legislative issues; processing input and inquiries; customer service; communication content; department infrastructure and budget; crisis/critical communication protocols; reputation and issues management; community relations; board and committee communication; branding elements; general surveys and evaluation of services; public presentations; and recognitions.

The communications plan will not seek to address interpersonal communication between publics, including staff; fundraising efforts, alumni relations; business partnerships; volunteer/internship opportunities; student-specific issues; and publicity of student events.

Research

Formal and informal research methods were utilized in the assessment of stakeholder needs, expectations, and perspectives. The District conducted a telephone survey of 300 community residents (excluding current District parents and staff) and used online surveys to reach out to parents, students and staff. In addition, two focus groups were conducted with the executive parent association group at each school. *(A comprehensive Research Findings Report is available in Appendix A.)*

Key Findings:

Community

- 64% rate the District communications as excellent/good.
- 73% are interested in receiving information from the District.
- 58% believe the amount of information they receive is “just right” and 36% believe it is “too little”
- Local media outlets rate very high as a source of information. District newsletters come in second.
- There is a greater number of people who would prefer to receive information from the website, compared to those who find it to be a good source of information.
- There is virtually 100% Internet access in our communities.
- Fewer than 50% use social media tools.
- Attitudes are generally positive:
 - 83% believe the leadership is doing what is best for kids.
 - 71% believe the leadership is responsive and involves the community in decisions.
 - 70% believe the District provides accessible information.
- After learning that GBN and GBS is part of the same district, the majority of citizens wanted to hear about the District as a whole rather than just the school that serves their community.
- District finances are an identified concern and topic of interest for additional communication, followed closely by public events at the schools.

Students

- More than 71% think the District is doing an excellent/good job in communications.
- Students choose text messaging over email by a significant margin.
- Students use the website most often for assignments, grades, classroom information.
- 61% are interested in receiving information through social media.

- The student newspaper is a strong source of information for students. In contrast, the radio and cable TV stations are not as prevalent.
- Person-to-person communication plays a very large part in how students receive information. It's no surprise that teachers and friends are huge channels.
- Students prefer Facebook to Twitter by a significant margin.
- Almost 75% of students only want to hear news about their fellow students.
- 88% of our students attended our feeder school districts.

Staff

- 78% don't live in District 225 boundaries.
- 40% live more than 15 miles from District 225.
- 85% think the district does a good – excellent job in communicating with staff.
- The student newspaper is a strong source of information.
- Email prevails as the most common means for obtaining information.
- Overall, the District website does not provide a strong source of information.
- The data strongly supports a need for a short Board meeting summary.
- Staff are more interested in board actions, teaching and learning and district finances than student/staff accomplishments or school events.
- Staff use the website most often for calendars by a significant margin.
- Staff believe the name “Glenbrook High School District 225” best represents this District.
- More than half have smartphones.
- There is strong interest in a monthly staff newsletter.
- There is also interest in an Intranet as a resource. Human Resources was an emerging theme in the open ended responses. Staff want access to forms, benefits, etc., in one place.
- Finance was seen as a serious issue facing the district, but communication, and organizational culture also surfaced.

Parents

- 90% think the District does an excellent/good job communicating with parents.
- Again, the student newspaper registered as a fairly strong source of information.
- District controlled sources registered high – *Connections*, website.
- Blogs are generally unpopular as a source, but online publications are gaining popularity.
- Parents desire information about school events and teaching/learning by far.

- Calendars are the most popular reason to visit the website. Events are a close second.
- Parents are most interested in RSS calendar feeds and videos as website enhancements.
- The majority of parents only visit the website once a week or less.
- 66% of parents prefer *Connections* to be email only. By a huge majority (87%), parents cite email as the best way to communicate with them about routine/general items.
- 87% would like to receive a short summary of the Board meetings.
- 99% of respondents have Internet access at home.
- 74% of parents use Facebook; much higher than even YouTube, which showed 51% of parents using the video tool. However, far fewer are interested in receiving information about the District through social media.
- In all of the “feeling” statements, the District scored overwhelmingly positive.
- Parents are equally divided on whether they want District- or school-specific communication.
- The website is a constant frustration for parents. Cited as difficult to navigate, outdated content, and poor calendars.

Communications audit recommendations

As part of the development of the communications plan, Chicago-based public relations firm Jasculca/Terman conducted an audit of our current program. After careful review of the research findings, Jasculca/Terman provided District 225 with a thorough list of recommendations to enhance communication efforts. *(The full audit report is available in Appendix B.)*

Priority recommendations included:

- **Infrastructure:** More strategic department focus; additional staff support for the communications function.
- **Website:** Enhance the calendar feature; complete website redesign for improved function and navigation.
- **Media Relations:** Host annual media day; develop editorial calendar; update media lists; work with student paper.
- **Content Development:** Focus on finances, innovative programs, Board action summaries.
- **Opinion Leader Outreach:** Create a formal key communicators network; host VIP receptions.

District Communications Plan

*Build trust and support for District 225 schools | Support the educational mission of District 225
Enhance and protect the District 225 brand*

Goal 1: Develop and reinforce positive perceptions and awareness of the District.

Measurable Objectives:

- By May 2014, the overall, combined communications rating of “excellent/good” among community residents with no children in our schools will increase by five percent.
- By May 2013, community residents with no children in our schools will be able to recall key facts about District 225.
- By May 2013, at least 100 identified community opinion leaders will have attended a reception or formal gathering with Board members and the Superintendent.

Strategies	Tactics (R)	Target	Timeline	Budget
Increase taxpayer exposure to official District message	Establish and maintain Key Communicators program (MR/KG)	Opinion Leaders	Quarterly Start: 2012-13	Staff
	Invite selected residents to events (Variety show, Musical, etc.); host VIP reception w/ Supt. Welcome (KG/MR) *Consider adding State of the District in Conjunction. - Leverage video, Board meetings; use info in all publications and outlets.	Opinion Leaders	Spring, annually Start: 2012-13	\$200.00 Staff

(Continued...) Increase taxpayer exposure to official District message	Produce community newsletter (2x year) (KG) - Key content includes finance, innovative learning, and events.	All community residents	Fall/spring, annually	\$20,000
	Redesign website; (KG/PG/Admin) - Help taxpayers interact with District	Parents, students, staff, community	Immediate 2011-12, 12-13	<i>Covered in branding</i>
	Establish an e-newsletter subscription/list-serve (KG)	Community, parents	2011-12	TBA – minimal
	Revise crisis communications procedures (KG, Admin)	Community, parents	2011-12	Staff
Infuse District brand into communications	Formalize District 225 brand: (KG/Contract) - Determine brand “name” - Consider new logo - Draft and enforce style guidelines - Create tagline	Community, regional	2011-12, 12-13 *w/Website	\$25,000* Includes website design
	Draft District key messages (KG)	Community, parents, staff	2011-12, 12-13	
	Increase communication about mission, vision, goals, progress <i>Dashboard</i> (KG)	Community, parents	Immediate	
	Infuse brand into all publications, including website (KG, All)	Community, parents	Upon completion of branding project	

(Continued...) District brand	Produce a District video (KG/Contract)	Community, regional	2011-12, 12-13	\$3-5,000
Continue to maintain Board's credibility	Distribute/post Board meeting summary immediately (KG) <i>BOE meeting in two minutes</i>	Parents, staff, eNews subscribers	Start: July 2011 24-36 hours after every mtg.	Staff
	Honor students and staff at meetings <i>Those Who Excel</i> (KG)	Students, parents	At most mtgs.	\$1,000
	Establish Board policies regarding Public and Media Relations (KG/BOE)	Community, media	2011-12	--
	Issue press releases for all major District initiatives/BOE actions (KG)	Community, parents	After most mtgs.	Staff
	Host annual State of the District address (video/meeting) (MR/KG)	Community, parents, staff	Annual, (Jan or May)	\$200
Increase timeliness, frequency, transparency of information	Daily website updates (KG/Admin) - News Sections - Finances - Dashboards	Parents, Community	In conjunction w/web design	Staff
	Utilize social media tools such as Facebook and Twitter (KG/ITCs) -Develop policies	Students, alumni, parents	2011-12	Staff
Enhance understanding and awareness about District issues	Put issues in context by utilizing comparisons, analogies, historical data, trends, etc.	Community, parents	As needed	--

(Continued...) Enhance understanding and awareness about District issues	Conduct School Finance 101 courses/publications/videos (HS)	Community, parents	Semi-annual 2012-13	\$100
	Establish District brand (Admin)	Community, regional	On-going	--
Enhance media relations and continue to work both locally and regionally for placement	School Notes – Local Media (KG)	Community	Weekly	Staff
	Pitch media on stories of interest (KG)	Community	Monthly	Staff
Provide opportunities for stakeholder engagement	Revise current student photo policies and procedures regarding media (KG, Admin)	Community	Immediate 2011	--
	Develop an editorial calendar (KG)	Community	2012-13	--
	Update media contact list (KG)	Community	2012-13	--
	Host an annual Media Day (KG)	Media	2012-13	\$100
	Post positive news coverage on web (KG/Admin)	Parents, students, staff	In conjunction w/new website	Staff
Provide opportunities for stakeholder engagement	Consider allowing two-way communication through official social media sites (KG/ITCs/Admin)	Alumni, parents, students	2011-12	Staff
	Collaborate with the Glenbrook High School Foundation (MR/KG)	Community	On-going	Staff

Work collaboratively with similar organizations

Continue regular meetings with feeder districts; area high school districts, village and municipal entities; government officials. Identify any potential for enhancements (Admin)
*Consider guest columns in other publications (KG/Admin)

Community

On-going

Staff

Community

Twice/year

Staff

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Goal 2: Improve official District communication with parents and students.

Measurable Objectives:

- By May 2013, the overall, combined communications rating of “excellent/good” among students and parents will increase by five percent.
- By May 2013, the majority of parents will cite the website as a strong source of information, as evidenced by an increase in the average rating from 3.36 (in 2011) to 4.0.

Strategies	Tactics (R)	Target	Timeline	Budget
Create opportunities for engagement/input	Conduct focus groups on major initiatives	Parents, students	As needed	Staff
	Consider utilizing two-way communication through social media	Students, parents	Start: 2011 On-going	Staff
Leverage existing publications	Collaborate with student newspapers - Pitch District story ideas - Meet regularly -Consider student interns	Students, parents (staff)	Start: 2011-12 On-going	Staff
Leverage high levels of internet accessibility	Produce <i>e-Connections</i> only, Supply District-level articles	Parents	Start: Aug. 2011	Staff
	Send new District eNews automatically	Parents	Start: 2011-12	Staff
	Redesign website -Improve calendar functionality	Parents, students	2011-12, 12-13	See Website

(Continued...) Leverage high levels of internet accessibility	Coordinate school-based mailings among depts. to reduce frequency.	Parents	2011-12	--
	Begin utilizing electronic means for more routine items.	Parents	2011-12	--

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Goal 3: Improve internal communications.

Measurable Objectives:

- By May 2013, the overall, combined communications rating of “excellent/good” among staff will increase by five percent. At least 25% of staff will rate communications as “excellent,” an increase of 6%.
- By May 2013, the majority of staff will cite the website as a strong source of information, as evidenced by an increase in the average rating from 2.84 (in 2011) to 3.3.

Strategies	Tactics (R)	Target	Timeline	Budget
Enhance staff understanding of PR function	Provide official communications guidelines (KG/Admin) -Explain PR/Com -Provide samples	Staff	On-going	\$100
	Implement a tip line	Staff	August 2011	--
Providing communications training opportunities	Crisis level media training (KG)	Administrators	2012-13	Staff
	Media training (KG)	Administrators	2012-13	Staff
	How to design a website (ITCs)	All staff	2011-12, 12-13	Staff
	Social media for promotional purposes (ITCs, KG)	Clubs, sports	2012-13	Staff
	Publicity (KG)	Clubs, sports	2011-12	Staff
	New Teachers Orientation	New staff	Start: 2011	Staff

Increase exposure to official District communication	Implement a monthly staff newsletter	Staff	Start: 2011-12	Staff
	<ul style="list-style-type: none"> - Board meeting summary - High level District news - Items from monthly <i>Connections</i> 			
	Build a new staff intranet -Forms, news, etc. (SC/KG/PG)	Staff	2013-14	\$\$\$?

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Evaluation:

- Establish annual communications surveys for parents, students and staff.
 - May 2013
 - May 2014
- Conduct a formal telephone survey of community residents with no children in our schools in May 2014. Utilize similar questions from the survey in January 2011 for comparisons. (COST: \$11,000)
- Utilize informal focus groups of parents, students and staff as needed for major projects such as the website redesign, calendars, publications.
- Upon web redesign, track the number of hits monthly and use analytics to monitor popular pages. Make adjustments to the site as needed, based on data.
- Track the number of participants in district-level events such as VIP receptions, State of the District addresses, etc.
- Monitor media coverage and placement. Cite positive/neutral/negative articles.
- Monitor and report on social media use and interactions.
- Evidence of Communications Guidelines Handbook; Crisis Communications Procedures; Communications Staff Training; Press Releases.
- Present annual update on the progress of the District communications plan to the Board of Education. (Summer)

In progress (2011)	2011-12	2012-13	2013-14
	Website redesign----- Produce District video ----- New calendar system		
	Branding campaign ----- Draft District key messages -----		
	Revise crisis communication procedures Establish BOE PR/Com Policy		
Revise Photo Policy/Handbook Implement news tip line			
			Staff intranet
Provide com guidelines (staff) ----- Improve content: finance, etc -----		Media training for admin Crisis training for admin	
		Develop editorial calendar Update media contact list	

Continued...			
Produce Connections (Email)----- Community Newsletter (X2) ----- Those Who Excel ----- Issue releases for major initiatives ----- Issue School Notes ----- Meet with community groups ----- Publicity training staff -----		Add social media component----- Board Summary e-newsletter ----- Establish social media systems ----- Collaborate w/ student papers ----- Establish staff newsletter ----- District e-newsletter -----	
		Key Communicators program ----- VIP Receptions (1-3X) ----- Conduct finance 101 activity -----	
		Post positive new clips to web ----- Host annual media day -----	
			Host annual State of the District

District 226 Communications Plan **Summary of Projects 2011-12**

Website Redesign (two-year timeline)

The first priority in our website project is to identify and implement an online calendaring system that can be utilized within our existing site structure. This calendar is expected to feature the ability to export events into personal devices such as smart phones. It also must be adaptable to a future website platform selected by the District to provide for a seamless calendar transition.

A small committee will convene regularly throughout the year to identify the website requirements for a new platform; research and select a platform; design the new site; assist staff in building and transferring content; test the sample with focus groups; address internal concerns and workflow/approval processes; providing maintenance training; and promote the official launch.

We have solicited proposals from three outside consultants to assist in the design of the look, feel and navigation of the website. This would be conducted in conjunction with the branding project (next item).

Branding Campaign (two-year timeline)

The same three outside consultants suggest addressing branding components in conjunction with the website design project. The branding campaign has various sub projects including a potential logo revision, the development of key messages, a tagline and style guidelines. The goal of this campaign would be to increase our consistency in branding and further distinguish our District among stakeholders, prospective employees, prospective families, colleges and universities, regional, national and international audiences.

All branding elements developed during this project would inform and be infused into the new website and all District level publications.

An additional component would be the production of a District video to promote our schools. This specifically targets those individuals who don't have regular business in our schools. We would leverage the website video as a tool to help audiences understand our organization and gain an "insider's" perspective.

Revise Crisis Communication Procedures

While each school maintains an Emergency Procedures Manual and a Crisis Response Team, a communications component will be developed to help manage the message during any critical situation. These procedures may include a list of appropriate communication channels, priority audiences, staff responsibilities, media interactions, key messages and evaluation of efforts.

Establish BOE PR/Com Policy

A policy will be developed to define the Board's commitment to communications with key stakeholders including taxpayers, parents, students, staff, media, community partners, municipalities, and other area school districts. This policy may cover such areas as the fostering of positive partnerships, transparency, accuracy of information, timeliness of response, two-way communication practices, staffing of communication department personnel, shared responsibility for communication among staff, regular adoption and evaluation of communication plan, etc.

Establish Social Media Systems

A subcommittee has spent the 2010-11 school year developing a draft of social media guidelines for official District use and individual interactions. Upon completion, approval, and legal counsel, these guidelines will be put into practice by utilizing official social media channels for the purposes of promoting the positive news of our District. Currently, Twitter, Facebook and YouTube are the mainstream considerations, but the guidelines would be applicable to any social media channels.

Collaborate with Student Newspapers and Media

PR staff will design a system for sharing news tips with student media. They will engage with student reporters in a routine manner and will treat them in the same way as professional media. PR staff will actively pitch story ideas to the student media regarding District level initiatives and actions. In the future, the PR and Communications department will investigate the potential for student media internships.

E-Newsletters

In an effort to leverage the high-level of internet accessibility and preference, the District will begin to utilize e-communications as the standard for routine information. We will investigate online services that may provide HTML newsletter templates and maintenance in addition to free services offered

While we plan to maintain a few different e-newsletters, most of the copy is similar but just repurposed for different audiences:

- **Board Summary e-Newsletter**

In the 24–36 hours following every Board meeting, a high-level summary will be emailed to all staff, parents, and other subscribers, and posted online. This publication will provide 1-2 feature stories, a list of actions, and a forecast of upcoming meeting dates.

- **Staff e-Newsletter**

Targeting internal publics only, this e-publication will provide staff with important information specific to the operations of the District. For example, it may include the Board Summary with added information about how a particular item impacts staff. Additional examples include communicating about SchoolLogic updates, calendars, computer choice program, innovative teaching, district goals, etc. We would plan to publish this newsletter in conjunction with the Board Summary.

- **District e-Newsletter**

This publication would be a subscriber-based newsletter for parents, residents, alumni, media, community leaders, and the population as a whole. The information provided would include a link to the Board Summaries page, major press releases, feature items, and relevant items from the parent *Connections* publication, etc., in a condensed, easy to read bulleted list. The target frequency is monthly, but there will be a flexible publication date to coincide with newsworthy items, such as a major press release or Board Summary.

As these publications debut and progress, we will evaluate the frequency, content, and delivery to ensure that we are meeting the needs and expectations of our audiences.

COMMUNICATIONS/PUBLIC RELATIONS ANNUAL BUDGET

Account	Description	FY 09/10	FY 10/11	proposed FY 11/12	projected FY 12/13	projected FY 13/14
107360	Printing & Binding	\$30,000	\$30,000	\$20,000	\$20,000	\$20,000
107332	Professional Development	\$2,300	\$2,300	\$5,000	\$5,000	\$5,000
107350	Advertising	\$3,700	\$3,700	n/a	n/a	n/a
107361	Photographic Services	\$1,000	\$1,000	\$100	\$100	\$100
107410	Supplies	\$500	\$500	\$500	\$500	\$500
107440	Subscriptions	\$450	\$450	\$300	\$300	\$300
107640	Dues and Fees	\$300	\$300	\$300	\$300	\$300
107414	Non-Consumable Supplies	\$500	\$500	n/a	n/a	n/a
107413	Recognition Supplies	\$3,200	\$3,200	\$1,000	\$1,000	\$1,000
TBD	New Initiatives	n/a	n/a	\$25,000	\$10,000	10,000
				(website/brand)	(video)	(intranet)
	TOTAL EXPENSE	\$41,950	\$41,950	\$52,200	\$37,200	\$37,200
	TOTAL FTE	1.4	1.4	1.78 or 1.92	1.78 or 1.92	1.78 or 1.92
					*stipends	*stipends

FTE NOTE In fiscal years 09/10 and 10/11, the communication assistant was .4 communication and .4 sped. It is recommended that effective FY 11/12, the position be either a .78 or a .92 communication assistant. The .4 that was allocated to sped was primarily for sped transportation, ie scheduling taxis, which will be absorbed into the schools. Overall, this will result in a .02 decrease or .12 increase in FTE at the district office.

*Stipends to be determined in FY 12/13 for building liaisons positions.

Northfield Township High School District 225
Office of Human Resources
Job Description

Position Title: Public Relations and Communications Technical Assistant

Reports to: Director of Public Relations and Communications

Job Goal: Support the director in building community support through regular, planned and strategic communications.

Qualifications: Candidates should possess previous experience in public relations, preferred experience in non-profits or government organizations and/or school districts. Candidates should hold a minimum of a Bachelor's degree in public relations, journalism, communications, or related major.

Attributes: Candidates are expected to have a strong work ethic which also translates into demonstrating an ease in learning new skills and techniques. Working independently as well as in a team setting is an expectation. Possessing strong writing skills as well as a comfort with public speaking is required. Outstanding organizational skills coupled with a flexibility to meet the demands of the District will require possible weekend and evening commitments. It is desired that candidates possess multimedia, graphic design, website design, audio/video production knowledge and skills.

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Critical Job Functions:

- Lead and manage district website content, page development, and multimedia to support strategies as defined in the communications plan;
- Utilize technologies including websites, social media, video, etc. to expand the district brand and innovatively reach stakeholders;
- Coordinate the promotion of school news, events and accomplishments through various media including local newspaper outlets, publications, websites, and social media;
- Identify and coordinate recognitions such as Students and Staff Who Excel;
- Draft features and press releases; generate news stories that support the District 225 brand;
- Provide crisis communications support as needed, including utilization/management of the rapid notification system and other alerts.
- Collaborate with local press to pitch stories, support articles and arrange photos; respond to press inquiries and coordinate coverage; act as spokesperson as needed;
- Monitor media coverage and social media outlets; track and provide notifications; respond as needed;
- Assist in the design, drafting and production management of print publications including parent and community newsletters;

- Solicit input from stakeholders on major initiatives; manage data collection and evaluation of tactics in support of communications plan;
- Support internal communication efforts including the development and maintenance of a staff intranet as outlined in the communications plan;
- Assist in planning major district/school events;
- Take and coordinate photos as needed; manage district archives and photos;
- Share information with various community groups and represent the district at strategic functions/events;
- Collaborate with the Glenbrook High School Foundation and various parent associations;
- Assist with managing department budget, creating purchase orders; occasional clerical support;
- Other duties as assigned by the director of public relations and communications.

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Public Relations and Communications Technical Assistant

In the past few years, public relations/communications personnel have drastically increased the use of such as tactics as social media, continuous website content management, and have strived to meet the demanding needs of a growing online media population. In order to provide the level of public relations/communications support as outlined in the communications plan, there is need to improve the structure of the department and the expertise of its staff. It is imperative that staff is qualified and continue professional development activities, as communications strategies and tactics are ever changing.

To that end, we are recommending a change in staffing from a clerical position to a technical position to meet the growing needs of the communications function.

Current Salary: Clerical, Secretary 2 \$35,579 (0.80 FTE)

Proposed Starting Salary:

Option 1: Level II Technician \$43,000 – \$56,800 (0.92 FTE)

Option 2: Level II Technician \$36,500 – \$48,200 (0.78 FTE)

*This represents an hourly range of \$22.52 - \$29.71.