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| Policy 1164 | On July 23, 2019 the School Board approved the [2024 Strategic Plan](https://www.browardschools.com/cms/lib/FL01803656/Centricity/domain/12471/docs/Strategic_Plan.pdf). (pages 12, 32 – 36) This plan included Effective Communication.  *“We strive to increase the effectiveness of both our internal and external communications with stakeholders, to convey and accomplish our District’s Vision, Mission, Core Values, and Goals, as well as to leverage feedback to continually improve our services. Additionally, we work diligently to implement effective marketing strategies to enhance public perception of BCPS and the value we provide to our community.”*  *2024 Strategic Plan Metrics - Strategic Goal: Effective Communication*  *• Perceptions of Communication*  *• Community Partnerships*  *• Communications Ambassadors*  *• Family Connection*  *• Positive Media Coverage*  *• Social Media Usage*  This strategic plan was sunset and replaced with [2022-2027 Strategic Plan – Goals and Guardrails.](https://www.browardschools.com/cms/lib/FL01803656/Centricity/domain/12471/docs/2022-2027StrategicPlan-Students_First_final.pdf) | To do:  1. Look at Strategic Plan’s Communication component  2. Include Goals and Guardrails Strategic Plan | To do: 4.11.2025  Legend  Current Strategic Plan?  Goals & Guardrails  Tie to Policy 1101  Communication as a goal | Comments 4.11.2025  Rule development workshop form |
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| **COMMUNICATION AND PUBLIC ENGAGEMENT** | **2024 STRATEGIC PLAN Recalibrated on 4.20.21**  Items identified as “Communication” in the Strategic Plan  *There is no correlation between this column and the three columns*  *The items identified in the Strategic Plan are listed in order of the pages they were found on.* | Who sets up meeting in TEAMS  **Embed this policy in all advisory policies** | **POLICY NO. 1920**  **Public Notifications and Stakeholder Engagement**  ***Presented to the board 4/8/2025*** |  |
| The School Board shall engage in meaningful, two-way communication about the issues impacting the education community through effective internal and external communications with key school board stakeholder groups, i.e., parent, students, partners and employees, etc. | ~~The~~  Broward County Public Schools (BCPS) ~~Board~~ shall engage in meaningful, two-way communication about the issues impacting the education community through effective internal and external communications with key school board “stakeholder groups”, ~~i.e.,~~ such as parent, students, partners and employees~~,~~ . ~~etc.~~  Business, community partners, organizations and other external stakeholders.  **Goal identified in Strategic Plan: PDF Page 9**  We strive to increase the effectiveness of both our internal and external communications with stakeholders, to convey and accomplish our District’s Vision, Mission, Core Values, and Goals, as well as to leverage feedback to continually improve our services. Additionally, we work diligently to implement effective marketing strategies to enhance public perception of BCPS and the value we provide to our community. | * Review “meaningful communication” * **Consider end user** * **Accountability** * Protocols for disseminating information – at the being of the school year - communication platforms * Checklist – one pager – platforms, SIS, Canvas & brief description and how to access information. * Utilizing the latest technology | The School Board of Broward County, Florida (The School Board) is committed to actively engaging all stakeholders throughout the Broward County community in fostering notable relationships, enhancing transparency, and stimulating effective collaborations. Stakeholders contribute invaluable wisdom by serving as subject matter experts in their respective fields and offer insightful recommendations to The School Board on various educational matters. The purpose of this policy is to establish open lines of notification to our stakeholders, set a foundation for **capturing stakeholder input**, and **establishing procedures of The School Board to receive stakeholder feedback and recommendations.**  Through this policy, The School Board aims to build upon the public’s trust, foster long-term relationships, enhance decision-making abilities, and ensure sustainable development opportunities for Broward County students. | **Notification not communication**  **(Support not input)**  **Parental Rights F.S.S. 1014**  **Communication model – how it works**  **1-3 minutes of speaking time does not allow for two way communication**  **Chief of Communications – job description**  **Superintendent job description**  **Rebuild/create/foster** |
| Together, the school district leadership and staff will work with members of the community to anticipate and prioritize issues likely to impact the mission of an organization by building and maintaining a dialogue with others affected by issues important to the organization. | Together, the school district leadership and staff will work with members of the advisories, community at large, governmental agencies, and other stakeholders, ~~community~~ to anticipate and prioritize issues likely to impact the mission of ~~an organization~~ BCPS by building and maintaining a dialogue with others affected by issues important to the organization.  **Strategic Goal: Effective Communication – PDF page 11**  • Perceptions of Communication  • Community Partnerships  • Communications Ambassadors  • Family Connection  • Positive Media Coverage • Social Media Usage | Review language  Nathalie to wordsmith – OK as is  ? define targeted audience = advisories, community at large, governmental agencies, or other stakeholders, go and the message being disseminated.  Tighten up for clarity & conciseness |  |  |
| This process will be demonstrated through the ongoing integration of communication efforts among schools and departments, in the development and introduction of new initiatives and programs, and the handling of communication during a crisis. | ~~This process will be demonstrated through the ongoing integration of communication efforts among schools and departments, in the development and introduction of new initiatives and programs, and the handling of communication during a crisis~~.  **Effective Communication – PDF page 14**  **Review policy** See Policy 6.1  **Include being measurable**  **Review intent and separate out** ~~and the handling of communication during a crisis~~. |  |  |  |
| Authority: FS 1001.41  Policy Adopted: 8/19/97; 4/26/05; 3/06/07 | Baselines are as of the 2018-19 school year. Data are restricted to District-operated non-charter schools. Any updates to Baselines during plan recalibration are attributed to data becoming available which was not available during original plan development.  1-2Baseline was updated during annual recalibration, due to additional historical data becoming available since initial plan development. The following are the original numbers from the initial plan development: 183, 282.  \*\* Targets are based on the Ghosh statistical model where appropriate, using three-year averages for baselines when available, and a 90% confidence interval. Any updates to Targets during plan recalibration are attributed to new data availability after original plan development.  TBD = To Be Determined; N/A = Not Applicable |  | \* |  |
|  | DEFINITIONS |  |  |  |
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|  | **“Communication”** involves a process to ensure that two-way communication is implemented and maintained between all the levels within an organization |  | **RULES**   * 1. Definitions   2. **Stakeholder**: Individuals or groups that can influence or be impacted by the activities, decisions, and policies of the School District and The School Board (parents, students, partners, union groups, advisories and committee groups, business community, employees).   3. **Engagement**: The process of alerting, educating, and collaborating with a stakeholder to obtain insight to be considered by School Board members. | Need research on communication – basic communication model for effective communication process.  Counter definitions |
|  | **“Committees**” refers to groups of persons to whom decision-making authority has been delegated and which review options available to the school district and narrow the range of options to be considered or recommend that one or more available options be considered by The School Board or the Superintendent and which perform functions other than mere information-gathering or fact-finding. |  |  |  |
|  | “Scientific survey methodology” as a scientific field seeks to identify principles about the sample design, data collection instruments, statistical adjustment of data, and data processing, and final data analysis that can create systematic and random survey errors. | Current Policy 1164  The Public Engagement Loop has been designed for use only when a major initiative or new district wide program is under consideration. The Superintendent, on his or her own, or when directed by the Board, shall determine which initiatives or programs are sufficient in scope and impact to  require implementation of the Public Engagement Loop. This process shall take approximately 60 days to complete, starting with the District Advisory Council (DAC) meeting where staff begins the looping process. | **Methods of Engagement**   * 1. **A. School Board Meetings, Workshops, and Public Hearing**: School Board members shall host official business meetings to advance the official business of the School District. These proceedings are essential in communicating information and engaging the public in general discussions about operational policies and policies focused on students, progressive monitoring, and learning-centered topics. Stakeholders may participate in these sessions pursuant to the procedures outlined in School Board Policy 1020.   2. **B. Surveys**: The School District shall utilize existing resources for implementing community engagement, increasing attendance at Town Hall Meetings, and electronically enhancing opportunities to obtain valuable insights and feedback from key stakeholders. These surveys enable the School District to quickly implement complex changes with more fully invested stakeholders by implementing software to obtain actionable feedback and insights from the communities in real time. This feedback shall be compiled, assessed, and presented to the School Board members for review and consideration.   3. **C. Partnerships** are Long-term or ad hoc collaborations with stakeholders on projects that align with the School District’s Student Outcomes Focused Strategic Plan.   4. **D. Communal Meetings** are public gatherings of stakeholders within a specific area, designed to discuss issues, share information, and collaborate on solutions that impact the School District. These meetings provide a structured environment for participants to voice their opinions, ask questions, and engage in dialogue with local leaders and organizations. Typically, community meetings are open to all, aim to foster inclusivity, and to ensure that diverse perspectives are heard (such as focus groups, discussion groups, town halls, etc.)   5. **Standard of Stakeholder Engagement** Matters of general policy shall be expressed through rules or policies, which must be in conformity with the applicable provisions of the Federal and Florida Constitutions, Federal and Florida laws, and the Florida State Board of Education’s Rules. Any person regulated by The School Board or having a substantial interest in a School Board rule or policy may file a petition as provided in Section 120.54(7), Fla. Stat.   6. Designed for use only when a major initiative or new School District-wide program is under consideration, the Superintendent of School, on his or her own, or when directed by The School Board, shall determine which initiatives or programs are sufficient in scope and impact to   7. require supplemental stakeholder engagement. This directive is intended to present the community with auxiliary opportunities to express their perspectives, ask questions, and engage in dialogue with School District staff. The Superintendent, as directed by The School Board, shall provide guidance on a list of relevant stakeholders and direct on the appropriate platforms (i.e. surveys, meetings, etc.) to reaching stakeholders effectively on the major initiative or new School District-wide program.   8. When a rule development workshop is conducted, a Notice of Rule Development shall be published in accordance with the provisions outlined in School Board Policy 1000- Rule Development and Rulemaking.   9. **Presentation of Stakeholder Feedback** Stakeholders shall engage with the School District with the belief that their feedback is ultimately for the review and consideration by the School Board members.   10. When initiating in engagement with stakeholders, the feedback shall be documented by School District staff. These feedback notes shall be reviewed by School District senior leadership and incorporated within the major initiative or new School District-wide program in occasions that both comply with law and meet the needs and goals of the School District.   11. Any feedback that was not incorporated within the major initiative or new School District-wide program shall be presented to the School Board members, along with a brief rationale, for review and final consideration.   Policy Custodian: Chief Communications and Legislative Affairs Officer  Former Policy Number: 1164  Policy Status: Active  Authority: Sections 120.52(6), 120.54, 120.81(1)(a), 1001.41(1) and (2), 1001.43(2), and 1001.42(29), Florida Statutes,  History: Adopted 8/19/97; Amended 4/26/05; 3/06/07   * 1. **COMMUNICATION** | Motion for Policy Review Committee & Rule development workshop per state Statute.  Engagement to limit engagement to meetings governed by policy 1020, including time limits. Engagement is one way.  Scientific methodology.  Fully invested stakeholders?  Control narrative with uninformed stakeholders.  Too much discretion.  Define partnerships. Business or community or both  Clarify:  “Communal”  “specific area”?  Typically?  Clarify petition to initiate rulemaking or rule development workshop?  Limit application of 120.54(7)  120.54 (2)(b)  Reducing the looping process to supplemental stakeholder engagement. While misinterpreting state law.  See **B. Surveys**  **Limit to those outlined in B. this seems to be an interpretation. Needs to be clarified**  Removes advisories and DAC from looping.  Mentioned as a side note and not process – see 1  FS 120.54(2)(b)  Belief?  Should be in a matrix outlining staff proposal and advisory/community feedback and/or collaborative feedback.  Transparency as to feedback sources. |
|  | “Organization” BCPS |  |  |  |
| RULES | Add Definitions: Operational definition of communication.  2/8 – NLKW-Operational definition of communication  Operational definition of “Communication.” |  |  |  |
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| **1. COMMUNICATION & PUBLIC ENGAGEMENT STANDARDS** | **1. COMMUNICATION & PUBLIC ENGAGEMENT STANDARDS** |  |  |  |
| **a. Effective communication and public engagement within and from the school system requires:** | ~~a. Effective communication and public engagement within and from the school system requires:~~  Relationships built on sound communications, are essential to ensuring the success of the District and the students we serve. ~~To this end, we build~~ Trust is built through open, transparent, accurate, truthful, and effective communication to engage both ~~our~~ internal and external stakeholders.    **CAMPAIGNS – PDF PAGE 18** | Replace with strategic Plan  …truthful, transparent and effective communication  not misleading  straight forward, clear, correct  Framing  Put into policy |  |  |
| (1) An organized, systematic integrated process, which is timely and accurate, for ongoing communicating, delivery of information about new initiatives, and for the handling of crisis information at the school and/or district level, and ongoing programs within each unit of the District. The process shall define the audience, identify methods of dissemination, include a process for feedback, and have a defined follow through procedure, | (1) An organized, systematic integrated process, which is timely and accurate, for ongoing communicati~~ngi~~on, delivery of information about ~~new~~ initiatives, and for the handling of crisis information at the school and/or district level, and ongoing programs within ~~each unit of the~~ District.  This policy assures:   1. All communications support the school system’s goals:   As appropriate, matters affecting the following areas:  Policies & Bylaws and Administration  Safety & Security  Academics  Students  Schools  Staff  Technology  Facilities  Programs  Services  2. Two-way communications with everyone identified.  3. The school district’s “story” is accurately told  4. Transparency in school district operations | Define what information is looped  How it is looped  ~~Policy numbering,~~  ~~Further review: delivery of information about new initiatives, and for the handling of crisis information at the school and/or district level, and ongoing programs within each unit of the District.~~  The process shall define the audience, identify methods of dissemination, include a process for feedback, and have a defined follow through procedure,  Key Performance Indicators should be defined in the procedural guide. | Review with Jose Perez |  |
|  |  | Need to identify who determines and how. |  |  |
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| (2) Use of all available communications channels to enhance communication and public  engagement, | (2) Use of all available communications channels including digital communication to enhance ~~communication and~~ public engagement,  **Campaign: Let’s Connect** – PDF PAGE 34  Imbed into policy | Define in Procedure Parent Link, social media, link to online forms vs phone calls. Anonymous surveys.Videos |  |  |
| (3) strategies for communicating with special populations; i.e., individuals with disabilities in  accordance with the Americans With Disabilities Act, speakers of other languages, etc.; | 3) strategies for communicating with special populations; ~~i.e.~~, including, but not limited to, ~~individuals~~ people with disabilities in accordance with the Americans ~~W~~with Disabilities Act~~,~~ speakers of other languages, Homelessness, and homes with no access to technology etc.;  ~~Relationships, built on sound communications, are essential to ensuring the success of the District and the students we serve. To this end, we will build trust through open, transparent, and effective communication to engage both our internal and external stakeholders.~~  Moved to page 3. | Define in Procedure  ~~Include “Homeless”, socio-economic that homes with no tech access are included~~  ~~Title I – Access to internet language~~ |  |  |
| (4) an organized, systematic way for identifying participants in communication and public  engagement activities (i.e., focus groups, discussion groups, town meetings, etc.) to ensure a wide and diverse sample of the population; | (4) an organized, systematic way for identifying participants in communication and public  engagement activities (~~i.e~~. e.g., focus groups, discussion groups, town meetings, etc.) to ensure a wide and diverse sample of the population;  **Initiative 1:** Public Relations, Partnerships, & Legislation  Develop effective external communication processes (timely, complete, high quality) to meet the needs of families and community members, including business, higher education, legislative, non-profit organizations, and other community partners.  Divisions: Chief of Staff; Communications\*; General Counsel; Legislative Affairs  Key Tactics:  • Establish consistent procedures for partnerships at the District level and the school level.  • Partner with community groups, including those that provide messaging accessible to individuals with diverse needs and abilities.  • Develop a procedure to ensure consistent senior leadership participation in the District’s advisory councils and committees.  • Conduct surveys and/or focus groups to determine which communication formats, channels, content type, and frequencies are most preferred by various stakeholder groups.  • Ensure consistent communications with all elected officials on the local, state, and national level.  • Provide training, preparation, and regular drills to School Board Members, senior leadership team, and school-based administrators on crisis communication, in addition to training on best practices in branding, social media use, and community relations.   Reduce redundant communications.   Reduce the verbiage in external communications.  NOTES: \* = Chief Executive Sponsor,  = Continuous Improvement Idea | Review goal: to be defined in procedure  (4) an organized, systematic way for identifying participants in communication and public engagement activities (~~i.e~~.eg, focus groups, discussion groups, town meetings, etc.) to ensure a wide and diverse sample of the population; |  |  |
| (5) a systematic evaluation method for assessing the impact of specific communication efforts. | (5) a systematic evaluation method for assessing the impact of specific communication efforts  **Initiative 2:** Internal Communication  Develop effective internal communication processes (timely, complete, high quality) to meet the needs of all schools and District offices.  Safety, Security, & Emergency Preparedness; School Performance & Accountability; Strategy & Operations;  Student Support Initiatives & Recovery  Key Tactics:  • Streamline communication processes to reduce turnaround time (i.e., Board meeting document preparation, public records requests, school memos, bulletin boards, information and presentations  for school principals, etc.).  • Create a campaign to educate employees on what collaborative tools are available, their value, and how to use them most effectively to reach target audiences.  • Inventory, evaluate, and streamline a list of District committees (purpose, meeting cadence, members, deliverables). Maintain list in a centralized, easily-accessible repository.   Reduce redundant communications.   Analyze and consider streamlining number of meetings required for attendance, particularly by school-based personnel.   Define process to help ensure memos and other mass-delivered messages are not only sent, but also received, read, and understood by the appropriate and intended recipients.   Reduce mileage expenses for in-person meetings through increased use of conference calls and video-conferencing tools.   Reduce school staff time spent fielding attendance calls and tracking student absences.   Support schools through developing communication plans aligned to District-wide best practices and priorities.  NOTES: \* = Chief Executive Sponsor,  = Continuous Improvement Idea | Define in Procedure  Accountability, effectiveness, measured  Internal & external |  |  |
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| **2. PUBLIC ENGAGEMENT LOOP** | **2. PUBLIC ENGAGEMENT LOOP** |  |  |  |
| The Public Engagement Loop has been designed for use only when a major initiative or new district wide program is under consideration. The Superintendent, on his or her own, or when directed by the Board, shall determine which initiatives or programs are sufficient in scope and impact to require implementation of the Public Engagement Loop. This process shall take approximately 60 days to complete, starting with the District Advisory Council (DAC) meeting where staff begins the looping process. | The Public Engagement Loop has been designed for use ~~only~~ when an~~major~~ initiative or new district wide program is under consideration or revision. The Superintendent, ~~on his or her own~~, or when directed by the Board, shall determine which initiatives or programs are sufficient in scope and impact to require implementation of the Public Engagement Loop. ~~This process shall take approximately 60 days to complete, starting with the~~ ~~District Advisory Council (DAC)~~ appropriate advisory committee meeting where staff begins the looping process.  In compliance with Sunshine Law and Policy 1070  **Initiative 3:** Marketing  Develop and market a brand strategy that promotes the importance and value Broward County Public Schools (BCPS) delivers to the community.  Divisions: Chief of Staff; Communications\*; Portfolio Services; School Performance & Accountability  Key Tactics:  • Strengthen brand (both visual graphic and brand statement), and ensure consistent brand image alignment and design standards across the District.  • Increase use of social media for stakeholder engagement, and establish a team of social media content managers and communications ambassadors at departments and schools across the District, with a certification process to ensure required competencies.  • Use strategic marketing tools to drive traffic to the District website and social media channels.  • Engage with teachers and students as brand ambassadors to assist with communications development and delivery.  • Collaborate with media partners across platforms (print, broadcast, web, social media, blogs, etc.) to promote and market BCPS programs, initiatives, diversity, and thought-leadership, and reinforce its value to the community.   Streamline website navigation, and ensure ease of access to information with website content and language that are aligned to the needs of the audience.   Better leverage website and social media communications to promote magnet school programs and help drive enrollment.   Better leverage the platforms and networks of local municipalities to amplify District messages.  NOTES: \* = Chief Executive Sponsor,  = Continuous Improvement Idea | Harmonize language with other advisory committees  Should not be limited to DAC  Review language  What information is communicated and to which advisory group  Define in Procedure  ~~Review time frame~~.  Superintendent/Cabinet positions – right stakeholder groups are involved  Framework to guide.  Does it impact students, school, parents?  Quantification of impact.  Along with staff |  |  |
|  | **Initiative 4:** Customer Service – Not COPIED |  |  |  |
| **a. Staff shall:** | **a. Staff shall:** |  |  |  |
| • email information to School Board Members, | ~~email information to School Board Members,~~ | Review language |  |  |
| • summarize information to be looped with appropriate back up material, contact information and a specific set of questions for input by customer groups. This will be in a standardized format for  all customer groups; | • summarize ~~information~~ proposed changes to be looped with ~~appropriate~~ supporting back up material (example: executive summary, matrix, Federal, State laws or suggested revision by staff) contact information ~~and a specific set of questions for input by customer~~ stakeholder groups. This will be in a standardized format for  ~~all customer groups~~; for each stakeholder group.  • email ~~information~~ proposal to be looped to School Board Members,  **Initiative 5:** Family & Community Engagement  Amplify family and community voice with equitable, multi-directional communication, sustained engagement, calls to action, and feedback loops to ensure a relevant response to stakeholder needs.  Divisions: Academics, Communications\*, Legislative Affairs, School Performance & Accountability, Student Support Initiatives & Recovery  Key Tactics:  • Expand and promote the number of translations available for various events and communications, to ensure a broader reach and meaningful engagement across the community.  • Facilitate and participate in community meetings, focus groups, and other forums for listening and engagement.  • Provide professional development opportunities and technical support for schools around best practices in community engagement.  • Expand internal and external partnerships to create a centralized site for online resources and learning opportunities.  • Coordinate opportunities for organizations to provide relevant support to families and communities, and/or fill capacity gaps at the District.   Increasingly leverage existing communications channels through community partners.   Streamline and focus communications and engagement activities to those which are culturally relevant across varying audiences.  NOTES: \* = Chief Executive Sponsor,  = Continuous Improvement Idea | ~~Clarification – Back up material – Federal or state laws.~~  Executive summary needs to  Clarify objectives and type of input being requested as a start. |  |  |
| • prepare a BECON video to share key information when appropriate; | ~~• prepare a BECON video to share key information when appropriate;~~  Usuage of short video to share information.  Information developed that is direct and to the point. | Review for critical information  Social media usage  Prepare video  Use short Text message along with video to identify message  Accessibility issue - multiple modes  Look into language translation – TAC  Clarify language |  |  |
| • share materials with Sr. Management and School Board at a retreat or workshop, where appropriate, for further action;  • email materials to principals (include a script as needed) to be placed on the next SAC and SAF agenda and published in school newsletter (if time allows); and place on school website, DAC website, and /or District website, as appropriate; follow up discussions and principal input will occur at the next principals’ meeting; | • After it has been looped share materials with ~~Sr. Management~~ Cabinet and School Board at a ~~retreat or~~ workshop, ~~where appropriate,~~ for further action;  • email materials to principals (include a script as needed) to be placed on the next SAC and SAF agenda, ~~and~~ published in school newsletter and on school website ~~(if time allows)~~; and place on school website, ~~DAC website~~, and /or District website, ~~as appropriate~~; follow up discussions and principal input will occur at the next principals’ meeting; | ~~I one or two SB workshops necessary?~~  Importance of principal’s sending the same message provided by the District  Further review of language  Is this still relevant?  Move to DAC process  Impact of SIP should go to SAC |  |  |
| • mail information to DAC Chair and Secretary, PTA/PTO Chair and Secretary, and ESE/ESOL and Gifted Chairs and Secretaries; | • ~~mail~~ disseminate information to ~~DAC~~ advisories’ Chair ~~and Secretary~~, PTA/PTO Chair ~~and Secretary~~, and ESE, ESOL and Gifted Chairs ~~and Secretaries~~; | Review |  |  |
| • attend DAC meeting to share information and answer questions; | Attend Advisory or appropriate community meetings to share information and answer questions | ~~Review~~ |  |  |
| • post key information and input survey (with translations) on the District website; | • post key information and input survey (with translations) on the District website; | ~~Review~~ |  |  |
| • attend Area Advisory Meetings, as requested; | ~~attend Area Advisory Meetings, as requested;~~ | Review |  |  |
| • attend DAC Meeting to receive feedback, answer questions or provide further clarification as  needed; | • attend ~~DAC~~ Advisory Meetings to receive feedback, answer questions or provide further clarification as needed; | Review |  |  |
| • include feedback gathered through looping in the decision-making process as issues are brought forward; and include all feedback collected in materials provided the School Board. | • include feedback gathered through looping in the decision-making process as issues are brought forward; and include all feedback collected in materials provided the School Board. | Review/motions/minutes |  |  |
|  |  |  |  |  |
| **b. DAC will:** | **b.** Committees as defined in policy 1070, ~~(~~**~~DAC) will~~:** | Include All Advisories not just DAC– further define  Add written/electronic feed back - surveys |  |  |
| The advisory liaison will ensure the department requesting input provides materials at least 7 days before the advertised meeting. | • ~~be sent information from the department requesting input, will provide items to be placed on the committee’s agenda along with all back up material. Materials must be available at least 7 days before the advertised meeting.~~  **The advisory liaison will ensure the department requesting input provides materials at least 7 days before the advertised meeting. 3.17.23** | Should not be sent the day of or day before for feedback or |  |  |
|  | • synthesize and prepare feedback for final discussion at the next scheduled DAC Meeting; and/or appropriate advisory committee |  |  |  |
|  | • share feedback and/or position with the Department or School Board through Board Reports process. | Board reports process  Response from board?  Process for response from either/and/or S & Superintendent |  |  |
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|  | District Advisory Council will: |  |  |  |
| • sequence District Advisory Council, Area and school site meetings to allow for appropriate looping; | • sequence District Advisory Council, Area and school site meetings to allow for appropriate looping; | Review how information will flow |  |  |
|  |  |  |  |  |
| • forward information to each Area Chair; | • forward information to each Area Chair; | *Don’t want to exclude this piece because of the layers to District Advisory. The process needs to remain embedded in policy.* |  |  |
| • Area Chairs will forward to School Advisory Chairs and Principals. | • Area Chairs will forward to School Advisory Chairs and Principals. |  |  |  |
| • Each School Advisory Chair will have access to a computer and a mailbox at the school to retrieve information. | • Each School Advisory Forum Chair (SAF) will have access to a computer ~~and a mailbox at the school to retrieve information.~~ | SAF Chairs – do we need a mailbox? |  |  |
| • School Advisory Chair collaborates with principal to put item on the next agenda.  • post notice on DAC website with link to SBBC website; | • School Advisory Forum Chair may collaborate~~s~~ with principal to put item on the next SAF agenda.  • post notice on DAC/Area website with link to SBBC website; |  |  |  |
| • collect feedback from SAC and SAF meetings via the Area Advisory Chairs; | • collect feedback from SAC and SAF meetings via the Area Advisory Chairs; |  |  |  |
| • synthesize and prepare feedback for final discussion at the next scheduled DAC Meeting; and | • Area Chairs will synthesize and prepare feedback for final discussion at the next scheduled DAC Meeting; and |  |  |  |
| • share feedback and/or position with the Board through Board Reports process. | • share feedback and/or position with the Department or School Board through Board Reports process. |  |  |  |
|  | When a quick response is required, the information will be forwarded to the School Advisory Forum Chairs, with an explanation as to the issue(s) and feedback is to be sent to the Area Chairs for final discussion at the next scheduled DAC Meeting | SAF  SAF  AREA  DAC  Vs.  DAC  AREA  SAF  SAF |  |  |
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| **3. COMMUNICATION PROCESS (excluding Crisis Communication)** | **3. COMMUNICATION PROCESS (excluding Crisis Communication)** |  | Nathalie & Jacqui to review |  |
| 1) When the School Board/Superintendent determine there is a major initiative or new district wide program or emerging issue that requires communication with various communities, the issue will be referred to the Communications Committee to determine:  • What should be communicated (message),  • To whom (audience), and  • What communication vehicles should be used (strategies and tactics). | 1) When the School Board/Superintendent determine there is an ~~major~~ initiative or ~~new~~ district wide program or emerging issue that requires communication with various communities, the issue will be referred to the Communications Committee to determine:  • What should be communicated (message),  • To whom (audience), and  • What communication vehicles should be used (strategies and tactics).  Note:  Consolidate under Section 2 Public Engagement Group  Dissemination of information  Information for Feedback  “In determining whether a committee is subject to the Sunshine Law, the actual function of the committee must be scrutinized to determine whether it is exercising part of the decision-making function by sorting through options and making recommendations to the governmental body.” Inf. Op. to Randolph, June 10, 2010. Thus, if an advisory committee has a decision making  function in addition to fact-finding, the Sunshine Law is applicable. *See Wood v. Marston*, 442 So. 2d 934, 938 (Fla. 1983), recognizing that while a “search and screen” committee had a fact-gathering role in soliciting and compiling applications, the committee also “had an equally undisputed decision-making function in screening the applicants” by deciding which of the  applicants to reject from further consideration, and thus was subject to the Sunshine Law. *And see* AGO 94-21 (application of Sunshine Law to members of a negotiating team created by a city commission).  Accordingly, the determination as to whether an advisory committee created by a public official is subject to the Sunshine Law will necessarily depend on the duties and responsibilities performed by the committee. *See* Inf. Op. to Wallace, January 7, 2019, noting that the mere designation of a committee’s function as “providing feedback” to the public official is not dispositive of the status of the committee for Sunshine Law purposes; instead, “the key determination will be  the exact nature of the feedback being requested and provided.” *See also* AGO 98-13 (application of the Sunshine Law to a community advisory committee appointed by a city commission). | Review needed for Communications Committee/ determination of who decides dissemination of information  Revisions to Policies  Formal committee vs a community communication forum  Work on language - Forum for feedback on looping  Anything relevant items coming for board discussion/approval  Policies & procedures related to APG  Communications committee?? – membership? – staff, must include community – framework & feedback  Capture internal vs external view points  Clarify interpretation and document intent |  |  |
| (2) After a specific course of action is recommended, school board members will be apprised. Key stakeholder group(s) affected/impacted by the issue will be included in outreach efforts. At the  conclusion of the process, the effectiveness of the outreach/communication will be measured based on the achievement of program objectives. | (2) After a specific course of action is recommended, school board members will be apprised. Key stakeholder group(s) affected/impacted by the issue will be included in outreach efforts. At the  conclusion of the process, the effectiveness of the outreach/communication will be measured based on the achievement of program objectives. | Course of action  Report to school board members |  |  |
| (3) The Communications Committee will include representation from departments with ongoing communication responsibilities (BECON, Communications and Media Relations, and Community Involvement: Parents, Partners, Volunteers and Mentors), as well as school based representation.  District staff with the identified (emerging) issue shall also be part of the committee when its strategic issue is addressed. Responsibility for following through on the committee’s  recommendations will remain with key department/staff tasked with addressing the issue. | 3) The Communications Committee will include representation from departments with ongoing communication responsibilities (BECON, Communications and Media Relations,) and Community Involvement: Parents, Partners, Volunteers and Mentors), as well as school-based representation.  District staff with the identified (emerging) issue shall also be part of the committee when its strategic issue is addressed.  Responsibility for following through on the committee’s recommendations will remain with key department/staff tasked with addressing the issue. | Review language  Tools, mechanism, constructive  Fluctuating membership vs defined membership  Office of Communications-3  Community/advisories (DAC, TAC, Student government) Members appropriate #?  Department  IT  School Staff  Separate out policies from initiatives. |  |  |
| (4) Should the committee recommend that additional communication steps are needed, staff will summarize information with appropriate back up material, rationale, contact information and a specific set of questions for input by customer groups. This will be in a standardized format for all groups. Information and community feedback will be collected using a variety of methods, including scientifically valid surveys, representative of the community as a whole. | (4) ~~Should the committee recommend that additional communication steps are needed,~~ S~~s~~taff will summarize information with appropriate back up material, rationale, contact information and a specific set of questions for input by customer groups.  This will be in a standardized format for all groups. Information and community feedback will be collected using a variety of methods, including scientifically valid surveys, representative of the community as a whole. | Review language  Instrumentation has to be valid and reliable. Surveys questions have to measure whatever  developed must be measurable, consistent  accurate language translations |  |  |
| (5) During times of crisis, the superintendent will follow procedures established by the Safety  Department, in consultation with the School Board Chair. | (~~5) During times of crisis, the superintendent will follow procedures established by the Safety Department, in consultation with the School Board Chair.~~  Crisis Management Communication:  The superintendent will follow established procedures in consultation with the School Board Chair.  ● Provide counsel to schools and district leaders to resolve crisis situations and/or emergencies, including the use of communication vehicles such as parent link, text messages, social media, talking points and key messages.  ● Provide crisis media relations when schools are locked down or have experienced an incident.  ● Schools and departments should consult with the Security and Emergency Preparedness follow designated protocols as needed.  The Emergency Management Department is responsible for establishing and maintaining Emergency Preparedness Procedures for the Broward County Public Schools, including but not limited to hurricane response and other event crises. These procedures are reviewed and updated regularly, including establishment and updating of contact information for essential individuals and their designees who are considered members of the District’s emergency response organization. | Review language  Communication procedures  SSEP  See Policy 6.1 school Day hours. #3: In times of crisis the principal shall contact the Area Superintendent or the Superintendent's office  Crisis Communications Plan – Practice test link  [Emergency Preparedness Manual](https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/8503/2020%20EP%20Manual%2010022020%20-%20kbcomments.pdf) 202-2021  [Emergency Preparedness Manual 2023-2024](https://www.browardschools.com/cms/lib/FL01803656/Centricity/domain/23291/pdf/Emergency%20Preparedness%20Public%20Manual.pdf) |  | Page number on manual |
|  |  | AUTHORITY: The School Board of Broward County, Florida  Rules Adopted: 7/23/84; 6/18/91; 4/23/96  Policy Amended: 10/20/98; 12/12/00, 07/06/04  Inclusive of Policies 5.9, 1007, 1400.1, 2120, 2150, 2409 | 5900  1007  1400.0  2120  2150  2409 |  |

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