



# Ozark School District

## **2016-19**

# **Strategic Communication Plan**



"The art of communication is the language of leadership"  
James Humes

Board Approved: April, 2017

# Ozark R-VI School District Comprehensive School Improvement Plan



## GOAL 1: Student Performance

Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.



## GOAL 2: Highly Qualified Staff

Recruit, attract, develop and retain highly qualified staff to carry out the Local Education Agency (LEA) mission, goals and objectives.



## GOAL 3: Facilities & Operations

Provide and maintain appropriate support services with functional and safe facilities.



## GOAL 4: Instructional Resources

Provide and maintain appropriate instructional resources.



## GOAL 5: Parent & Community Involvement

Promote, facilitate and enhance parent, student and community involvement in the LEA/District educational programs.



## GOAL 6: Governance

Govern the Ozark R-VI School District in an efficient and effective manner providing leadership and representation to benefit the students, staff and patrons of the district.

**Student Dedicated Every Day,  
Student Driven In Every Way**

## Ozark R-VI School Board Policies, Procedures and Document Management

1. The District maintains a formal, written communication plan.
2. School Board Members and District employees are familiar with and adhere to School Board Policy [KB](#).
3. The District will post notice of board meetings online and make copies of these notices available to representatives of the news media upon request.
4. Board policies and related documents, including current versions of District handbooks, will be posted on the District's website. Other public information will be available in the District's buildings or administrative offices for viewing by the public during the office's normal business hours as required by law and by policy [BDDL](#).
5. The superintendent, Board President or designee will serve as official spokesperson for the District and maintain an effective working relationship with the news media. Board members should emphasize to the media and members of the public that they may only speak as individual Board members unless empowered by the School Board to speak on its behalf.
6. All employees and Board members will direct requests for official statements about District business from the public or members of the media to the District's spokespersons.

# **GOAL I: The Ozark R-VI School District will build and maintain positive relationships with all external district stakeholders through communications.**

## **Objective 1.1**

Increase opportunities for positive news coverage with local media outlets.

Strategy 1.1.1	Provide monthly Superintendent – Media briefings
Strategy 1.1.2	Provide weekly news release and media advisory
Strategy 1.1.3	Use Board of Education meetings to communicate strategic messages
Strategy 1.1.4	Approach newspaper to discuss submitting occasional “Op-Ed” educational pieces
Strategy 1.1.5	Approach local radio to discuss regular radio programming about public schools
Strategy 1.1.6	Approach local television about regular feature on student or staff achievement
Strategy 1.1.7	Keep current vital information and news releases on website for media to access

### **\*Measurement:**

1. NSPRA’s Rubrics of Practice and Suggested Measures
2. E-news average open rate of 35%
3. An average of 1.5 media advisory or press releases weekly during the school year

## **Objective 1.2**

Increase opportunities to develop and maintain positive relationships with community leaders.

Strategy 1.2.1	Place community leaders on Key Communicator email service
Strategy 1.2.2	Develop a Speakers Bureau for various community leader groups

### **\*Measurement:**

NSPRA’s Rubrics of Practice and Suggested Measures

### **Objective 1.3**

Increase opportunities to develop and maintain positive relationships with Chamber of Commerce and business community.

- |                |   |
|----------------|---|
| Strategy 1.3.1 | Place chamber and business leaders on a special E-news list               |
| Strategy 1.3.2 | Develop a Speakers Bureau for various Chamber groups                      |
| Strategy 1.3.3 | Have school representatives at Chamber events                             |
| Strategy 1.3.4 | Have school representatives actively participate in Chamber committees    |
| Strategy 1.3.5 | Recruit Chamber and business personnel into Partners in Education program |

**\*Measurement:**

1. The District will be represented at an average of two monthly Chamber events during the school year
2. The District will maintain a minimum of 25 Partners in Education
3. Survey teachers and businesses participating in Partners in Education program

### **Objective 1.4**

Increase opportunities to develop and maintain positive relationships with State and Local Governmental Officials.

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|----------------|---|
| Strategy 1.4.1 | Place key local and state government officials on a special E-news email service  |
| Strategy 1.4.2 | Host school level events and invite government leaders (with special invitations) |

**\*Measurement:**

1. The District will maintain two annual joint meetings with the Ozark Board of Alderman
2. The District will report at the Annual State of the Community Dinner

### **Objective 1.5**

Increase opportunities to develop and maintain positive relationships with civic organizations.

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|----------------|--|
| Strategy 1.5.1 | Place key civic organization members on a special E-news email service                       |
| Strategy 1.5.2 | Develop a Speakers Bureau for various civic groups   |
| Strategy 1.5.3 | Build special "opinion leader" group for emails and special meetings with the superintendent |

**\*Measurement:**

The District will maintain representation with Rotary, Kiwanis and Care to Learn, and be present at 50% of their scheduled meetings

**Objective 1.6**

Increase opportunities to develop and maintain positive relationships with institutes of higher learning (local colleges, technical schools, etc.).

- Strategy 1.6.1 Place key non-public school educational leaders on a special E-news email service
- Strategy 1.6.2 Involve these groups in school level activities (as special speakers, guests, etc.)

**\*Measurement:**

Administration from OTC will hold a seat on District Advisory Committees

**Objective 1.7**

Provide opportunities for internal staff development in media and public relations.

- Strategy 1.7.1 Provide key issue messaging information to all staff
- Strategy 1.7.2 Provide telephone skills professional development opportunities
- Strategy 1.7.3 Provide staff development opportunities for media relations
- Strategy 1.7.4 Provide workshops on newsletters development
- Strategy 1.7.5 Provide workshops on web development
- Strategy 1.7.6 Enlist staff members into building level communication teams
- Strategy 1.7.7 Further develop district, building, and staff level websites

**\*Measurement:**

Post staff-development workshop surveys

**Objective 1.8**

Increase opportunities to develop and maintain positive relationships with senior citizens.

- Strategy 1.8.1 Place key seniors on a special E-news email service
- Strategy 1.8.2 Develop program to encourage seniors to mentor/volunteer
- Strategy 1.8.3 Encourage student organizations to volunteer at senior citizen groups

**\*Measurement:**

MSIP Satisfaction Survey

**\*In some instances baseline data is not available at this time. When baseline data becomes available, more specific measurable outcomes will be developed.**

## **GOAL 2: The Ozark R-VI School District will build and maintain positive relationships with all internal audiences through communications.**

### **Objective 2.1**

Disseminate timely, accurate and important information to all staff.

Strategy 2.1.1	Provide timely internal informational emails
Strategy 2.1.2	Provide monthly Board of Education meeting summaries
Strategy 2.1.3	Provide “Quick Facts” fact sheets (Key Communicator)
Strategy 2.1.4	Assist principals with providing thorough and timely information to staff
Strategy 2.1.5	Keep important staff information on district INTRANET and Google Docs account

**\*Measurement:**

MSIP staff satisfaction survey (written and online)

### **Objective 2.2**

Improve opportunities for two-way communication among staff (district administration – staff; principal – staff; staff – staff).

Strategy 2.2.1	Establish a schedule for regular walk-throughs for district administrators to visit buildings
Strategy 2.2.2	Maintain building and staff level web pages

**\*Measurement:**

MSIP staff satisfaction survey (written and online)

### **Objective 2.3**

Increase opportunities to enhance staff morale.

Strategy 2.3.1	Highlight staff in news articles
Strategy 2.3.2	Recognize staff in building level mailings
Strategy 2.3.3	Recognize staff at Board of Education meetings
Strategy 2.3.4	Recognize staff at parent teacher night events
Strategy 2.3.5	Recognize staff at music, drama and sporting events
Strategy 2.3.6	Recognize staff at parent teacher night events
Strategy 2.3.7	Recognize staff on district and building websites

**\*Measurement:**

MSIP staff satisfaction survey (written and online)

**Objective 2.4**

Provide opportunities to solicit staff opinions of the district and district-related issues.

Strategy 2.4.1            Provide surveys (written/email/web)

Strategy 2.4.2            Monthly Superintendent Advisory Board meeting

**\*Measurement:**

MSIP staff satisfaction survey (written and online)

**\*In some instances baseline data is not available at this time. When baseline data becomes available, more specific measurable outcomes will be developed.**



**GOAL 3: The Ozark R-VI School District will build and maintain positive relationships with parents and students of the school district through communications.**

**Objective 3.1**

Disseminate timely, accurate, important school information to all district parents/guardians.

- Strategy 3.1.1 Provide district updates through E-news e-mail service, district website, and social media
- Strategy 3.1.2 Provide comprehensive district/building/teacher level information on district web page
- Strategy 3.1.3 Provide media with school information and engage them in helping keep parents informed
- Strategy 3.1.4 Publish all No Child Left Behind data for registration dates
- Strategy 3.1.5 Publish School Report Card. Place on website and make hard copies available to all parents/guardians
- Strategy 3.1.6 Publish district “Quick Facts” key issues bulletins for a minimum of four areas. Send these via elementary “backpackers,” and secondary mailings

**\*Measurement:**

NSPRA’s Rubrics of Practice and Suggested Measures

**Objective 3.2**

Disseminate school information to non-English speaking parents/guardians of preschool and school-aged children.

- Strategy 3.2.1 Develop information exchange programs with local entities that work with non-English speaking parents
- Strategy 3.2.2 Prepare information publications with primary school information

**\*Measurement:**

NSPRA’s Rubrics of Practice and Suggested Measures

**Objective 3.3**

Disseminate school information to prospective parents and parents of preschool-aged students.

- Strategy 3.3.1 Work with Parents As Teachers, publish and disseminate information about PAT, Tiger Care Preschool, and the

public schools in general.

Dissemination will occur through direct mailings, emails, placing publications at hospitals, clinics, daycare facilities, churches, and other businesses frequented by parents of young children.

Consistency of layout and message is the key to success of these publications

- Strategy 3.3.2 Work with major employers in the area to disseminate school information to their employees who are new parents
- Strategy 3.3.3 Disseminate “new parent” information via district website

**\*Measurement:**

NSPRA’s Rubrics of Practice and Suggested Measures

**Objective 3.4**

Increase opportunities for two-way communication between parents and administrators/principals.

- Strategy 3.4.1 Provide assistance to schools/principals in developing effective open house meetings (including developing PowerPoint presentations, evaluating the look and feel of the building and classrooms, etc.)
- Strategy 3.4.2 Provide open house and parent-teacher conference success tips to principals and teachers. NSPRA “PR Principals” newsletter is valuable for this strategy
- Strategy 3.4.3 Encourage principals and staff to develop email communications with parents (similar to the E-news), but on a smaller scale
- Strategy 3.4.4 Encourage building social media and staff level web page development as a means of informing parents of school news

**\*Measurement:**

NSPRA’s Rubrics of Practice and Suggested Measures

**Objective 3.5**

Provide opportunities to enlist the services of highly motivated parents/guardians.

- Strategy 3.5.1 Assist PTA in increasing membership
- Strategy 3.5.2 Involve parents in assisting with surveying community and other major projects
- Strategy 3.5.3 Assist parents in meeting key community leaders to work on special projects

**\*Measurement:**

NSPRA's Rubrics of Practice and Suggested Measures

**\*In some instances baseline data is not available at this time. When baseline data becomes available, more specific measurable outcomes will be developed.**

## Appendix A

### Evaluation Rubric and Criteria

		Deploy multiple and varied communication strategies including accommodations for diversity (local media, the District's website, and other district information dissemination options). *	Effectively engage target audiences through social media. **	Establish a schedule of public engagement opportunities for the Superintendent and District administrators. ***	Evaluate Communication programs and procedures utilizing NSPRA's Rubrics of Practice and Suggested Measures. ****	The district has implemented and followed all aspects of Board Policy KB. Evaluated through District rubric. *****
Objective 1.1	Increase opportunities for positive news coverage with local media outlets.	X	X	X	X	X
Objective 1.2	Increase opportunities to develop and maintain positive relationships with community leaders.	X	X	X	X	
Objective 1.3	Increase opportunities to develop and maintain positive relationships with Chamber of Commerce and business community.	X	X	X	X	
Objective 1.4	Increase opportunities to develop and maintain positive relationships with state and local governmental officials.	X	X	X	X	

Objective 1.5	Increase opportunities to develop and maintain positive relationships with civic organizations.	X	X	X	X	
Objective 1.6	Increase opportunities to develop and maintain positive relationships with institutes of higher learning (local colleges, technical schools, etc.).	X	X	X	X	
Objective 1.7	Provide opportunities for internal staff development in media and public relations.	X	X	X	X	X
Objective 1.8	Increase opportunities to develop and maintain positive relationships with senior citizens.	X	X	X	X	
Objective 2.1	Disseminate timely, accurate and important information to all staff.	X	X	X	X	
Objective 2.2	Improve opportunities for two-way communication among staff (district administration – staff; principal – staff; staff – staff).	X	X	X	X	
Objective 2.3	Increase opportunities to enhance staff morale.	X	X	X	X	
Objective 2.4	Provide opportunities to solicit staff opinions of District and District-related issues.	X	X	X	X	
Objective 3.1	Disseminate timely, accurate, important school information to all district parents/guardians.	X	X	X	X	X

Objective 3.2	Disseminate school information to non-English speaking parents/guardians of preschool and school-aged children.	X	X	X	X	
Objective 3.3	Disseminate school information to prospective parents and parents of preschool-aged students.	X	X	X	X	
Objective 3.4	Increase opportunities for two-way communication between parents and administrators/principals.	X	X	X	X	
Objective 3.5	Provide opportunities to enlist the services of highly motivated parents/guardians.	X	X	X	X	

\*Deploy multiple and varied communication strategies including accommodations for diversity (local media, the District's website, and other District information dissemination options).

- E-news, press releases, media alerts, web pages and direct contacts
- The District will maintain an average open rate of 35% on weekly e-news
- The District will maintain an average of one press release or one media advisory per week throughout the school year

\*\* Effectively engage target audiences through social media.

- Facebook and Twitter
- According to the International Association of measurement, the three key metrics to measure social media's impact are Reach, Impressions, and Engagement
- The District will maintain a weighted reach of .30 for the District's Facebook page and tie each post to their Twitter account
- The District will maintain a weighted interaction of .06 for the District's Facebook page and tie each post to their Twitter account
- The District will maintain weighted impressions of .45 for the District's Facebook page and tie each post to their Twitter account

\*\*\* Establish a schedule of public engagement opportunities for the Superintendent and District administrators.

- Superintendent will establish a regularly scheduled public engagement opportunities
- Superintendent will meet monthly with the Superintendent's Advisory Committee
- Administrative team will regularly attend civic organizations meetings
- School Leaders will maintain an active role in the Ozark community

\*\*\*\* Evaluate Communication programs and procedures utilizing NSPRA's Rubrics of Practice and Suggested Measures

- Deploying Multiple and Varied Communication Strategies, Including Accommodations for Diversity: With advances in technology and growth in the diversity of our communities, communications leaders are challenged to deliver messages via their audiences' preferred media while respecting specific cultural requirements and priorities. (Appendix C)
- Effectively Engaging Target Audiences Through Social Media: Successful school communications engage internal and external audiences with strategic, two-way social media channels. Information shared through social media channels is relevant, interesting, timely and, when appropriate, entertaining. (Appendix D)
- Researching and Understanding Employee Needs, Expectations, Opinions, Attitudes, Knowledge Levels: Without research, school systems are left to guess what their employees are thinking and feeling. The better school leaders understand their employees, the more able they are to provide better work environments, improved communications and effective ways to engage employees in the important work of a school district, namely student achievement. (Appendix E)

\*\*\*\*\*District has implemented and followed all aspects of Board Policy KB. Evaluated through District rubric.

- The District evaluates compliance with School Board Policy KB utilizing Ozark School District Policy Rubric annually. (Appendix F)

## Appendix B

# Ozark R-VI School District Employee Social Computing Guidelines

Ozark R-6 School District supports the use of blogs, wikis and other forms of user-generated media; however, inappropriate use of such media can reflect poorly on the District and the individual and can be cause for disciplinary action, up to and including dismissal. The following guidelines are provided to guide employees in making appropriate content choices.

- Know and follow Ozark R-6 School District Conduct Guidelines.
- Do not link personal web pages and social networking site pages to the Ozark R-6 School District website.
- Ozark R-6 School District employees are personally responsible for the content they publish on blogs, wikis or any other form of user-generated media. Be mindful that what you publish will be public for a long time. Protect your privacy.
  - Identify yourself by name and when relevant, role at Ozark R-6 School District when you discuss Ozark R-6 School District or Ozark-related matters. Write in the first person and make it clear that you are speaking for yourself and not on behalf of Ozark R-6 School District
- If you publish content to any website outside Ozark R-6 School District, and it has something to do with the work you do or subjects associated with Ozark, use a disclaimer such as: "The postings on this site are my own and does not necessarily represent Ozark's positions, strategies or opinions."
- Respect copyright, fair use and financial disclosure laws.
- Respect your audience. Don't use ethnic slurs, personal insults, obscenity, or engage in any conduct that would not be acceptable in Ozark's workplace. You should also show proper consideration for others' privacy and for topics that may be considered objectionable or inflammatory.
- Find out who else is blogging or publishing on the topic and cite them.
- Any communication with students in blogs, wikis or other social networking sites such as MySpace and Facebook must be done using your Ozark R-6 School District email accounts.
- Due to the nature of our work, all laws, policies, regulations, and guidelines describing appropriate conduct between employees and students will apply to your conduct on any social network. See Ozark School Board Policy [GBH](#).



## Appendix C

# National School Public Relations Association Rubrics of Practice and Suggested Measures:

## Deploying Multiple and Varied Communication Strategies Including for Accommodations for Diversity

<b>Emerging</b> Communications program is in the early stages of development, largely responsive to immediate needs or problems with minimal proactive planning. Communications goals, if articulated, are loosely defined	<b>Established</b> Communications program includes series of defined approaches based on some research. Strategies, tactics and goals are defined. Communications align with district goals and objectives. Some evaluation may occur.	<b>Exemplary</b> Communications are conducted according to an articulated plan following the RACE (Research-Analyze-Communicate-Evaluate) model and are aligned and integrated into district strategic plans. Communications are supported through policy, training and resources. Ongoing evaluation to improve progress is embedded into operations.
Deploying Multiple and Varied Communication Strategies Including for Accommodations for Diversity		
<p>Basic understanding of diversity of district</p> <p>Some differentiation on some levels for different audiences</p>	<p>Solid understanding of the diverse makeup of the district; awareness of some cultural preferences for communications among different groups</p> <p>Varied series of approaches to reach different audience segments (multilingual, when needed), i.e.:</p> <ul style="list-style-type: none"> <li>■ Press releases</li> <li>■ Website updates</li> <li>■ Parent newsletters</li> <li>■ Social media</li> <li>■ Rapid alert systems</li> <li>■ Online gradebooks/parent portals</li> <li>■ Letters home</li> </ul>	<p>Thorough understanding of the diverse makeup of the district; ongoing mechanism to track changes; comprehensive awareness of cultural preferences for communications among all audience segments</p> <p>Consistently adjust all communications to meet the needs/preferences of all audience segments</p> <p>Ongoing support for district and school leaders to deploy multiple and varied communications to audience segments</p> <p>Accommodations for diversity in communications consistently evaluated for effectiveness and adjusted accordingly</p>

## Appendix D

# National School Public Relations Association Rubrics of Practice and Suggested Measures: Effectively Engaging Target Audiences through Social Media

Emerging	Established	Exemplary
<p>Communications program is in the early stages of development, largely responsive to immediate needs or problems with minimal proactive planning. Communications goals, if articulated, are loosely defined</p> <p>Effectively Engaging Target Audiences Through Social Media</p> <p>One or two social media channels (such as Facebook, Twitter, YouTube/SchoolTube) used with little monitoring</p> <p>Social media use limited primarily for announcements such as weather-related events and school/district events</p> <p>Multiple people in district have posting rights on different social media channels but little coordination is evident; Posting guidelines non-existent or unclear</p> <p>Two-way conversations limited; negative conversations not addressed in a timely manner</p>	<p>Communications program includes series of defined approaches based on some research. Strategies, tactics and goals are defined. Communications align with district goals and objectives. Some evaluation may occur.</p> <p>Multiple social media channels used strategically for different audiences; monitored regularly</p> <p>Social media use includes broader scope of content beyond announcements such as student/staff recognition, professional development, student enrichment activities and promotion of programs</p> <p>Strategies in place to drive traffic to district website or other web-based information source</p> <p>Some coordination exists among people in district with posting rights; Posting guidelines easily accessible</p> <p>Growth in two-way conversation on social media channels evident;</p>	<p>Communications are conducted according to an articulated plan following the RACE (Research-Analyze-Communicate-Evaluate) model and are aligned and integrated into district strategic plans. Communications are supported through policy, training and resources. Ongoing evaluation to improve progress is embedded into operations.</p> <p>Usage, monitoring and strategies for social media channels incorporated within overall communications plan; coordinated by the school communications department</p> <p>Selection and usage of social media based on researched audience preferences and profiles, in accordance with RACE</p> <p>Social media use spans full range of district communications; audiences encouraged to interact with the district via social media</p> <p>Clear, ongoing proactive coordination exists among people in district with posting rights; team meets regularly</p> <p>Board policies regarding social media shared with students, parents, staff and public via multiple mechanisms (website, social media channel, students handbooks, employee manuals)</p> <p>Regular updates for students, staff and parents on best practices and staying safe while using</p>

## Appendix E

# National School Public Relations Association Rubrics of Practice and Suggested Measures:

## Researching and Understanding Employee Needs, Expectations, Opinions, Attitudes, Knowledge

Emerging	Established	Exemplary
<p>Communications program is in the early stages of development, largely responsive to immediate needs or problems with minimal proactive planning. Communications goals, if articulated, are loosely defined with minimal alignment with district goals</p>	<p>Communications program includes series of defined approaches based on some research. Strategies, tactics and goals are defined. Communications align with district goals and objectives. Some evaluation may occur.</p>	<p>Communications are conducted according to an articulated plan following the RACE (Research-Analyze-Communicate-Evaluate) model and are aligned and integrated into district strategic plans. Communications are supported through policy, training and resources. Ongoing evaluation to improve progress is embedded into operations.</p>
<p>Researching and Understanding Employee Needs, Expectations, Opinions, Attitudes, Knowledge</p>		
<p>Limited opportunities for employees to provide input; largely passive leaving onus on employee to initiate, i.e.: online comment opportunities or suggestion boxes</p> <p>Periodic staff surveys assessing communication effectiveness, largely reactive when issues surface</p> <p>Informal, casual meetings between leadership and employees (breakfasts, lunches, coffee breaks, water cooler conversations)</p>	<p>Varied opportunities for employees to provide input, i.e.:</p> <ul style="list-style-type: none"> <li>■ Designated times at school board and faculty/staff meetings</li> <li>■ Representation on key district and school committees, task forces, etc.</li> <li>■ Access to communications director, supervisor(s) and senior leaders</li> <li>■ Written and online avenues</li> </ul> <p>Faculty and staff informed of opportunities to provide input during new employee orientation and/or hiring process</p>	<p>Integration of faculty and staff listening approaches into Internal</p> <p>Communications Plan (research phase – RACE)</p> <p>Multiple and regular face-to-face opportunities to hold conversations among employees and leaders</p> <p>Listening mechanisms differentiated for faculty and staff segments as needed, i.e.: location, language, access to technology, schedules, etc.</p> <p>School board members, administrators, principals, department chairs and other managers trained in critical listening</p> <p>Systematic approach for responding to and integrating faculty and staff input</p>

## Appendix F

# National School Public Relations Association Rubrics of Practice and Suggested Measures: Internal Communications Leadership and Management Communications

Emerging	Established	Exemplary
Leadership and Management Communications		
<p>Emerging awareness of the importance of leadership and management communications with employees</p> <p>Little or no regular communication from leaders and managers; communications largely generated in response to requests for information; communications inconsistent from one manager to another</p> <p>Channeling all communications to employees through one gatekeeper</p>	<p>Series of leadership and management communication approaches, i.e.:</p> <ul style="list-style-type: none"> <li>■ Regular opportunities for face-to-face communications with school and district leaders such as faculty meetings, staff meetings, committee meetings, etc. where accurate, timely and thorough information is articulately shared; includes opportunities for two-way communication with leaders and managers</li> <li>■ Regular email communications to employees from the superintendent, such as columns in an electronic newsletter or targeted messages directly to employees</li> <li>■ Email addresses of leaders available to all employees for direct contact with timely response</li> <li>■ Opportunities to hear directly from the superintendent, especially during critical times such as school year kickoff, budget proposals and adoptions, and crises</li> <li>■ Content provided to district/building leaders on important and timely issues, such as FAQs, talking points, white papers, or online chat sessions in support of effective leadership and management communications</li> </ul> <p>Some professional development for leaders and managers on effective communications strategies, i.e.: public speaking, electronic messaging, “walking the talk,” etc.</p>	<p>Regular research on leader and manager communication effectiveness; feedback used to update communication action plans and measurement components</p> <p>Comprehensive, integrated and aligned expectations for leader and manager communications supported by adequate resources and training</p> <p>Clear articulation of district’s communications expectations of schools, i.e.: school website guidelines; school media liaison and partnership liaison job descriptions; teacher website guidelines, etc.</p> <p>Comprehensive and ongoing professional development in effective communications for leaders and managers including workshops, classes and online resources; includes verbal and nonverbal communication</p> <p>Communications effectiveness included as a component of leaders’ performance evaluation</p> <p>Sharing of best practices in leadership and management communications internally and benchmarking the same externally to drive improvement</p>

## Appendix G

# Ozark R-VI School District Policy KB Rubric

Category	Emerging	Established	Exemplary
All employees and Board members will direct requests for official statements about District business from the public or members of the media to the District spokespersons.	Buildings, employees or School Board Members send out their own official statements	All buildings, employees, and School Board Members usually obtain official statements from the Communication's Office or the Superintendent's Office.	All buildings, employees, and School Board Members obtain official statements from the Communication's Office or the Superintendent's Office.
Board policies and related documents, including current versions of District handbooks, will be posted on the District's website. Other public information will be available in the District's buildings or administrative offices for viewing by the public during the office's normal business hours, as required by law and in accordance with policy BDDL.	Board policies and handbooks are not on-line, or they are not up to date. School Board Policy BDDL is fully enacted across the District.	Board policies and handbooks were online and up to date at the time of evaluation. School Board Policy BDDL is fully enacted across the District.	Board policies and handbooks were on-line and updated as revisions occurred throughout the year. School Board Policy BDDL is fully enacted across the District, and annual training for District staff is conducted.
The District maintains a formal written Communication Plan.	The District's Communication Plan addresses two or fewer of the following areas. Guidelines for employees communicating with the media. Communicating during emergency situations. Use of the District's website and social media. Sharing information within the District. Sharing information with the public.	The District's Communication Plan addresses three to four of the following areas. Guidelines for employees communicating with the media. Communicating during emergency situations. Use of the District's website and social media. Sharing information within the District. Sharing information with the public.	The District's Communication Plan addresses all five of the following areas. Guidelines for employees communicating with the media. Communicating during emergency situations. Use of the District's website and social media. Sharing information within the District. Sharing information with the public.
The District will post notice of Board meetings and make copies of these notices available to representatives of the news media upon request.	School Board meetings are not posted on-line.	School Board meetings are frequently posted on-line promptly, and copies are made available upon request.	School Board meetings are always posted on-line at least 24 hours in advance. Copies of the agenda are made available upon request.

Category	Emerging	Established	Exemplary
Notice of the closing and reopening of school or cancellation of activities will be publicized through local media, the District's website and other District information dissemination options. The superintendent or designee will develop a communication system for the exchange of information between the District and staff, students, parents/guardians and others when school or school activities are canceled.	School closing and event cancellations are not routinely publicized.	School closings and event cancellations are routinely published through the use of at least three of the following tools. District website - social media - local media - electronic newsletters - mass notification system.	School closings and event cancellations are routinely published through the use of all of the following tools. District website - social media - local media - electronic newsletters - mass notification system.
School Board Members and District employees are familiar with and adhere to School Board Policy KB.	Board Members and employees routinely practice one to two of the following areas: Disseminate accurate and timely information about District policies, programs, procedures, achievements, decisions and critical issues. Eliminate rumors and misinformation. Observe confidentiality and other restrictions imposed by law and Board policy. Promote a climate of trust.	Board Members and employees routinely practice at least three of the following areas: Disseminate accurate and timely information about District policies, programs, procedures, achievements, decisions and critical issues. Eliminate rumors and misinformation. Observe confidentiality and other restrictions imposed by law and Board policy. Promote a climate of trust.	Board Members and employees generally always practice all of the following areas: Disseminate accurate and timely information about District policies, programs, procedures, achievements, decisions and critical issues. Eliminate rumors and misinformation. Observe confidentiality and other restrictions imposed by law and Board policy. Promote a climate of trust.
The superintendent, Board president or designee will serve as official spokespersons for the District and maintain effective working relationship with the news media. Board members should emphasize to the media and members of the public that they may only speak as individual Board members unless empowered by the Board to speak on its behalf.	The District has an official spokesperson. Individual School Board Members do not speak on behalf of the School Board.	The District has an official spokesperson and maintains a working relationship with most local media outlets in most situations. Individual School Board Members do not speak on behalf of the School Board.	The District has an official spokesperson and maintains a working relationship with all local media outlets in all situations. The School Board or their designee routinely make public statements by District policies.

# Communication Committee Members

Curtis Chesick

Casey Owens

Karen Frank

Patricia Pearson

Laura Eakins

Timaree Sorlie

Lindsay Ash

Elizabeth Dawson

Adrienne Everding

Randi Jo Miller

Rachel Tabuya

Sara Floyd

Michelle Dotson