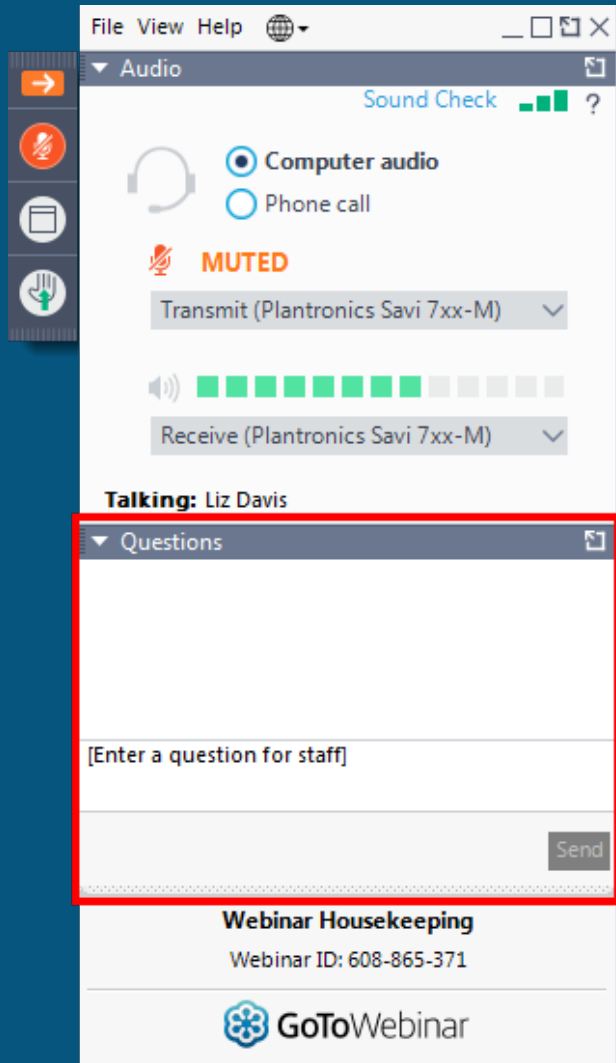


Communicating in a time of change:
Connecting to stakeholders,
responding to crisis



June 10, 2021

Housekeeping



At the end of the presentation, we will have a **Question and Answer** segment where we will try our best to answer all of your questions.

Please type your questions into the **Questions tab** of your Go To Webinar dashboard.

This is located on the **side of your screen**.

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Today's Presenters

- ▶ **Jerry Gallagher**, Partner, Donovan Group
- ▶ **Joe Donovan**, Partner, Donovan Group
- ▶ **Robert Tuerck**, Chief Legal Counsel, District and County Office of Education Legal Services, CSBA

- ▶ Moderator:
 - ▶ **James Collins**, Senior Director, Business Development, CSBA

Robert Tuerck

Chief Legal Counsel,
District and County Office of
Education Legal Services



Importance of Crisis Communication

- ▶ Crisis communications plans help ensure that accurate and timely information is provided to students, parents/guardians, the community, and the media during a crisis or natural disaster.
- ▶ Anything can become a crisis!



Comprehensive Safety Plan

- ▶ **Administrative Regulation 0450**
- ▶ **Education Code 32282 spells out required components**
- ▶ **Emergency disaster procedures, including, but not limited to, earthquake emergency procedures, be incorporated into the comprehensive school safety plan**
- ▶ **Districts with an average daily attendance (ADA) over 2,500, the comprehensive safety plan is a school-level plan developed by the school site council or school safety planning committee**
- ▶ **Districts with an ADA of 2,500 or less may develop a districtwide plan**

Comprehensive Safety Plan

- ▶ **Required you to follow the Standardized Emergency Management System (SEMS) guidelines (Government Code 8607; 19 CCR 2400-2450) to coordinate multiple-jurisdiction or multiple-agency operations**
- ▶ **Public agencies must comply with the National Incident Management System (NIMS) - California Office of Emergency Services is the principal coordinator for NIMS implementation**
- ▶ **All public employees are declared to be disaster service workers and are subject to disaster service activities assigned to them (Gov.Code 3100).**

Emergencies and Disaster Preparedness Plan

- ▶ **Board Policy & Administrative Regulation 3516**
 - ▶ AR 3516.1: Fire Drills and Fires
 - ▶ AR 3516.2: Bomb Threats
 - ▶ AR 3516.3: Emergency Schedules (Earthquake Emergency Procedure System)
- ▶ **Include strategies and actions for prevention/mitigation, preparedness, response, and recovery**
 - ▶ Specific determination of roles and responsibilities of staff during a disaster or other emergency
 - ▶ Chain of command at both the district and site level
 - ▶ Communicate among staff, parents/guardians, the Governing Board, other governmental agencies, and the media

Emergencies and Disaster Preparedness Plan

- ▶ **Strategies and actions for prevention/mitigation, preparedness, response, and recovery (continued)**
 - ▶ **Identify spokesperson(s)**
 - ▶ **Develop and test communication platforms, such as hotlines, phone trees, web sites, social media, and electronic notifications**
 - ▶ **Distribute information about district and school site emergency procedures to staff, students, and parents/guardians**
 - ▶ **Development of guidelines for law enforcement involvement and intervention**

Communicating with Parents

- ▶ **Develop methods to ensure that communications are, to the extent practicable, in a language and format that is easy to understand**
- ▶ **When 15% or more of students enrolled in a school speak a single primary language other than English, all notices and reports sent to the parents/guardians of those students must also be written in that primary language. (Ed. Code 48985)**
- ▶ **Education Code 32281 authorizes the principal, upon receiving verification from law enforcement, to notify parents/guardians and employees in writing that a violent crime has occurred on site**

Media on Campus

- ▶ **BP 1100: Communications with the Public**
- ▶ **BP 1112: Media Relations**
- ▶ **BP/AR 1250: Visitors/Outsiders**
 - ▶ Members of the Media are not considered “outsiders”
 - ▶ Board may restrict media representatives' access in the same manner as access by the general public may be limited
 - ▶ Post notices at every entrance to each school and school grounds
- ▶ **Board Bylaw 9010: Public Statements**
 - ▶ Designate a spokesperson

Media on Campus – Access to Students

- ▶ **Students have a constitutional right to free speech**
- ▶ **District may adopt reasonable provisions for the time, place, and manner in which free expression may occur**
- ▶ **Staff may provide the media with student “directory information” as identified in AR 5125.1 unless the student's parent/guardian has submitted a written request that such information not be disclosed**
 - ▶ **Homeless student directory information may only be released with written consent**
- ▶ **The district shall not release other student records or personally identifiable student information that is private or confidential**

Welcome

JOE DONOVAN
joe.donovan@donovan-group.com



JERRY GALLAGHER
jerry.gallagher@donovan-group.com



LEARN MORE ABOUT DONOVAN GROUP AT [DONOVAN-GROUP.COM/](https://www.donovan-group.com/)





About the Donovan Group

THE DONOVAN GROUP IS

a full-service communications firm that focuses exclusively on public schools.

We are grateful for the opportunity to partner with CSBA.



Today we will:

1

Discuss new and emerging best practices for public school and district communication.

2

Review scenarios.

3

Answer your questions.



What works? What doesn't?

4 BEST PRACTICES

1

Filling the Vacuum



2

Communicating Internally



3

Using Video to Show and Tell



4

Using Surveys to Engage





Filling the vacuum.

RAYS OF SUNSHINE/ LINES OF COMMUNICATION

- Anticipate how instruction will happen
- Explain what the school day will look like



[Reopening Plan](#)



[Day in the Life Video](#)



[Building Preparation Video](#)



Communicating Internally

MOVING MOUNTAINS/ BRIGHTER DAYS IN THE CLEARING

- Commend staff for making sure students' needs were met during pandemic
- Direct optimism
- Clear about objectives and hopeful for the future
- Think creatively to keep staff engaged



Communicating about Process & Procedure

SAFE HARBOR OF SCHOOL COMMUNICATION

- Process, Policy & Procedure
 - Lean on three P's to explain how decisions will be made
 - Communicate process and procedure even if we don't know what decisions will be made for the fall





Using video to show & tell

VIDEO BREAKS THROUGH THE NOISE

- At the most basic level, all you need is a cell phone
- Pull back the curtain if building access is limited



[Health & Safety Video Tour](#)



Using Surveys to Engage

ASK + ANSWER = GREAT ENGAGEMENT

- Remind stakeholders what was learned
- Banning Unified survey participation
- Helped guide that district in its preparation to reopen safely in August



Scenarios

1

The "Confused"
District



2

The "Angry"
District



3

The "On Edge"
District





1 Confusion

Despite best efforts to engage them, parents, students and staff are not able to get past the noise. As a result, they are frustrated.



1 Confusion



How to reassure
parents/community
members confused by
avalanche of COVID
information from outside
sources

- Dashboard updated weekly
- School Board Public Comment System



2

Anger

Staff, students and parents are very upset about COVID-19 mitigation efforts or board decisions around equity.



How to engage stakeholders who are angry about current, past or present COVID-19 mitigation efforts

- Reinforce policy, process and procedure
- Stress transparency
- Seek alignment with communications

2 Anger





3 Being "On EDGE"

What was a more basic concern before the pandemic could become far more intense now as people are tired, on edge and experiencing COVID fatigue.



3

Being "On Edge"



How to engage stakeholders who nervous or on edge about non-COVID issues such as transportation, equity and discipline.

- Extinguish the kitchen fire before it engulfs the house
- Casting a wider net with communications to prevent rumors and social media owning the narrative



Questions?

The screenshot displays the GoToWebinar interface. At the top, there is a menu bar with 'File', 'View', and 'Help'. Below it is the 'Audio' panel, which includes a 'Sound Check' indicator and three radio buttons: 'Computer audio' (selected), 'Phone call', and 'MUTED'. The 'MUTED' status is highlighted in orange. Below the radio buttons are two dropdown menus for 'Transmit' and 'Receive', both set to 'Transmit (Plantronics Savi 7xx-M)'. A volume slider is visible between the dropdowns. Below the audio panel, the text 'Talking: Liz Davis' is shown. A red rectangular box highlights the 'Questions' panel, which contains a text input field with the placeholder text '[Enter a question for staff]' and a 'Send' button. At the bottom of the interface, the text 'Webinar Housekeeping' and 'Webinar ID: 608-865-371' is displayed, along with the GoToWebinar logo.

CSBA has partnered with the Donovan Group to offer the **Crisis Communication** program for LEAs across the state.

The service includes:

- Live counsel over the phone
- Custom talking points, parent letters, news releases, social media posts & other content
- A yearly fixed fee, with affordable rates for districts of all sizes
- Communication services to parents, students, community members and other stakeholders
- No limit to number of times you can use the service

TO GET STARTED, CONTACT:
Joe Donovan
joe.donovan@donovan-group.com

Thank you



California School Boards Association

3251 Beacon Boulevard, West Sacramento, CA 95691

www.csba.org | 800.266.3382