



# San Diego Unified

## SCHOOL DISTRICT

# Proposition S

## Communications and Stakeholder Engagement Plan

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## GOALS AND OBJECTIVES

The goal of San Diego Unified School District's Facilities Planning and Construction (FPC) Division, which implements Proposition S, is to establish an effective communication program that utilizes reliable and consistent data, that can be easily understood by the public-at-large, to inform stakeholders and the general public about the implementation, accomplishments and expenditures of Prop. S. In addition, FPC strives to engage stakeholders in the planning and design phases.

To that end, the following objectives have been identified.

- Identify and communicate how students, schools and communities directly benefit from Prop. S
- Increase awareness that facilities improvements enhance student achievement
- Communicate Prop. S achievements, progress, and initiatives to stakeholders/public
- Encourage stakeholders to participate in planning and design phases for their schools
- Celebrate milestones such as groundbreakings and dedications
- Establish Prop. S as an example of efficiency and effectiveness
- Gain third-party, national and industry recognition for Prop. S
- Show how Prop. S and school bonds benefit San Diego's economy
- Reinforce that Prop. S only meets a portion of the district's facilities needs and another bond measure will be needed
- Gain the public's confidence in future bond measures—the success of a future bond measure depends on the success of Prop. S

## PRIMARY MESSAGE

San Diego Unified School District has identified more than \$7 billion in capital improvement needs. On November 4, 2008, more than 68 percent of the San Diego voters passed Prop. S, a \$2.1 billion bond measure to address those needs by repairing, renovating and revitalizing the district's schools. The passage of the bond measure demonstrated the voters' commitment to providing students with a safe and improved learning environment, along with 21<sup>st</sup> century classroom technology. Prop. S continues the work started in Prop. MM, the previous \$1.5 billion bond program (1998-2008).

## PRIORITIES

The previous bond program, Prop. MM, was highly successful and well managed (as validated by a 2009 Grand Jury report). Building on the successes of Prop. MM, and applying the lessons learned, the Prop. S Communications staff are dedicated to conducting clear and proactive communication and outreach efforts to our stakeholders, i.e., school staff, students and parents, taxpayers and neighbors.

Well-established lines of communication, realistic expectations and effective conflict resolution programs are needed to develop and maintain positive satisfaction levels for Prop. S projects. To this end, the following priorities have been identified.

- ✦ **Improve communication between internal stakeholders.** Build information programs and procedures necessary to improving internal communications. Clearly identify sources for information requests, and develop conflict resolution ladder.

- ‡ Improve transparency with respect to site-specific project information.** SharePoint 360 provides 24-hour access to real-time information on site-specific projects. It's the primary source of information for school projects, and it's linked to school websites. It's also promoted and referenced as a resource in other communications tools, e.g., construction signs, collateral materials, and presentations.
- ‡ Dispel perceptions that “nothing is happening” at some schools.** Reinforce that *all schools are benefitting from Prop. S*. Since Prop. S funds the *i21 Initiative*, *Prop. S work is being done at all schools*. Disseminate information on completed projects, projects in progress, and the Prop. S master schedule for the life of the bond (for information on planned projects).
- ‡ Increase awareness of Prop. S among external stakeholders as well as the public.** The primary focus of the communications plan is to systematically build information programs and procedures necessary to improving awareness of the Prop. S program and its accomplishments.
- ‡ Improve stakeholder engagement.** Develop programs and procedures that optimize opportunities for students, staff, parents, neighbors and other interested stakeholders to be engaged in the planning process for school projects. Develop online tools that allow stakeholders to provide their input on facilities needs and improvements.
- ‡ Maintain transparency on the Prop. S program.** A new website was developed for FPC and Prop. S. It received a “perfect score” from the Taxpayers Association in 2011. As the program management strategies and schedules emerge from FPC, the communications team will disseminate information via the district website and other communications vehicles, e.g. e-mail, Twitter, Facebook, the media, brochures, flyers and videos.
- ‡ Maintain accountability.** Meet monthly with the Prop. S Independent Citizens’ Oversight Committee and its subcommittees, providing reports on the Prop. S implementation as well as updates on progress and achievements. Present Prop. S Updates to the Board of Education three times a year. Provide monthly updates to the superintendent and his cabinet members.

## HIGHEST PRIORITY

The top priority is fostering strong communication ties between FPC and schools. It's the foundation for positive relationships, which lead to positive projects/outcomes, and ultimately “positive press.”

Effective communication begins with effective planning. Each project must begin with a sense of teamwork. Creating a positive working relationship and sense of teamwork between the project teams and the school sites requires proactive and consistent communications. Providing accurate and complete information to the site administrator helps manage expectations and facilitate effective communications to students, staff, parents and neighbors. To this end, we have developed some strategies to aid and increase the information flow.

## STAKEHOLDER GROUPS

Stakeholders are organized into two groups-- internal and external.

### Internal Stakeholders

- ✚ Board of Education
- ✚ Independent Citizens' Oversight Committee
- ✚ Central Office
  - Area Superintendents
  - District directors and managers
  - District staff
- ✚ School Sites and Clusters\*
  - Principals
  - Teachers
  - Parents
  - Students
- ✚ School Employee Organizations
  - San Diego Education Association
  - California School Employees Association

### External Stakeholders

- ✚ San Diego Residents
  - Cluster Groups\*
  - School neighbors
  - Assessed property owners
- ✚ Business community
  - Industry/trade associations
  - Local Building Industry Association
  - Chambers of Commerce
  - Small business organizations
- ✚ Regional policy makers
  - Elected officials
  - Community leaders
  - Community planning organizations
- ✚ Higher educational institutions
- ✚ Civic and neighborhood organizations
- ✚ Non-profit and non-governmental organizations

\* Clusters are a pre-kindergarten through grade 12 community of schools with established feeder patterns. Within these communities of schools, there are specific needs and interests that are both common and unique to the cluster. Clusters include staff, parents, students and community members.

**STAKEHOLDER ENGAGEMENT**

The communications and project teams will work with the school administrators to reach out to stakeholders to invite them to participate in planning and design phases of the projects--Site Master Planning and Design Task Force.

**Site Master Planning**

The goal is to include Long-range Site Master Plans for each of the high schools. An important aspect of a Site Master Plan is to provide a road map for the near and long-term growth and redevelopment of each school campus. The process for developing each school's Site Master Plan consists of approximately four sessions, with representation of all school stakeholders. The first session is usually an informational meeting. There is a presentation explaining the purpose for a Long-range Site Master Plan and the process for development.

**Design Task Force**

Within approximately 30 days of the architect Notice to Proceed and subsequent to the completion of the project pre-design, the project manager will work with the site principal to establish a Design Task Force. The primary function of the of the Design Task Force is to provide input and feedback to the design team during the Schematic Design Process associated with all new and expanded school site facilities. The Design Task Force membership includes the project manager, principal, key site personnel, students, parents, community representatives and design team members. The process takes about six weeks.

**Construction Kick-off Meetings**

After a design has been agreed upon, and the construction contract has been awarded, the principal will be asked to attend a Construction Kick-off meeting facilitated by one of the Prop. S Communications staff and attended by the full Prop. S team, the architectural team, prime/general contractor and the major subcontractors for the project. At this meeting, the parties discuss roles and responsibilities, scope, schedule, and the conflict resolution ladder. One of the outcomes of the construction kick-off meeting is the establishment of weekly construction meetings. The principal will be encouraged to attend for approximately 15-30 minutes each week to facilitate two-way communications. Successful projects from previous construction rounds have had regular weekly attendance by site personnel.

**Special Events to Mark Milestones**

Plan, coordinate, and conduct events that mark the beginning of construction and the completion of new facilities. Publicize these "good news" events and invite broad spectrum of stakeholders. These events show that taxpayer dollars are being spent on what was designated in the ballot, and that the capital improvements are enhancing the teaching and learning environment and promoting student achievement.

- ✦ Groundbreaking ceremonies
- ✦ Dedication ceremonies
- ✦ Open houses

**INTERNAL STAKEHOLDER COMMUNICATIONS/OUTREACH**

Ensure coordination among internal departments regarding Prop. S activities and provide information to district's internal audiences.

#### **✦ New Facilities and Schools**

Broadly communicate the openings of the new facilities and schools, highlighting amenities in the new schools and how the new schools are assets for the communities.

#### **✦ Existing Facilities and Schools**

Develop communications materials, resources and processes to highlight what was accomplished at existing schools.

#### **Independent Citizens' Oversight Committee (ICOC)**

Attend all ICOC general meetings and update the committee as to the status of the implementation of the communications plan. Support the ICOC with the editing, production and dissemination of its annual report.

#### **Board of Education Updates**

Coordinate the development of PowerPoint presentations and related materials for the Prop. S Updates to the Board of Education. Assist with slide-by-slide talking points.

#### **Cluster Meetings**

Develop means and methods for using cluster meetings to provide regular Prop. S updates to high schools and their feeder schools or to resolve issues associated with specific projects.

#### **Community Meetings**

Community Meetings will be scheduled on an as-needed basis to provide community-wide forums and/or informational meetings for the public.

#### **Meet and Greets with Principals**

Project managers meet with principals before they begin design and/or construction phases to introduce themselves, provide an overview on their Prop. S projects, and establish a positive working relationship.

#### **New School Site Selection Outreach**

Develop and implement strategies for disseminating information to the community regarding the status of new school site selection and the mandated by the California Environmental Quality Act/Environmental Impact Report process. Assist with the additional community input advocated by the ICOC, the Superintendent and the Board of Education.

#### **School Staff Meetings**

After the pre-construction meeting, the principal will have both the scope of work to be completed at the school and the working timelines for construction. The communications team will work with the principal to facilitate a site meeting to brief staff members on the specifics of the project, as well as set the ground rules for conflict resolution. A Prop. S representative will be available for this meeting. Additional meetings can be arranged to update the staff on the progress of the work.

#### **Site Governance and/or PTA Meetings**

Assist sites with communicating to their PTA. Brief PTAs on projects and the timelines. This can be done at regularly scheduled school PTA meetings. These Meetings are to be held after the preconstruction meeting, but before construction begins, if possible.

#### **Curriculum/School Visits**

Work with the Deputy Superintendent of Academics and the Area Superintendents to develop materials to incorporate planned Prop. S renovations into classroom activities, as appropriate.

Make classroom visits to explain different jobs associated with Prop. S, the district and the construction industry. This would facilitate outreach through classroom activities (including demonstrations, i.e., mixing concrete), and provide opportunities for sending information home with students.

### **Leadership Forums**

Present Prop. S updates at district leadership meetings/seminars. Distribute materials targeted to principals and vice principals, as well as central office leadership.

## **EXTERNAL STAKEHOLDER COMMUNICATIONS/OUTREACH**

### **Local Business and Construction Industry Outreach**

Leverage relationships with the local business and construction community to inform the public of Prop. S accomplishments/successes send the message that Prop. S and school bonds are good for San Diego's economy and gain the public's confidence in future bond measures.

### **Regional Policy Makers and Policy Influencers Outreach**

Leverage relationships with regional policy makers and policy influencers to gain recognition of Prop. S' successes.

### **Professional and Civic Organizations**

Schedule appearances by district staff or ICOC members at professional and civic associations. Potential contacts include Rotary meetings, industry association meetings, chambers of commerce, Business Roundtable on Education, Business Improvement District meetings, and community planning meetings.

### **Meetings with External Audience**

Attend/initiate quarterly meetings with regional planning agencies, redevelopment and economic development organizations, as well as groups that participate in the district's Partnerships in Education programs. These meetings will provide opportunities for informational exchange about Prop. S, and will foster collaborative opportunities.

### **Construction Industry Forums**

Produce a series of forums for design and construction professionals to obtain feedback on the implementation of Prop. S. These forums will be videotaped, and made available to ICOC members who are not able to attend.

### **Tours**

Develop a schedule for community members, residents and parents to tour school sites at the start and completion of a project. Video and/or photos will be taken before and after construction at each school.

## **MEDIA OUTREACH**

### **Proactive local and national media outreach**

Use local television, radio and newspapers to inform the public of accomplishments of Prop. S. National construction and education trade media will be used to establish Prop. S as an example of efficiency and effectiveness and gain third-party, national and industry recognition for Prop. S.

Take advantage of media opportunities provided by community-oriented programs such as the morning shows. Community-based programming provides a viable link to show the progress of Prop. S projects, and allows the department to promote the successes of Prop. S work.

Use community media and community associations to inform the public of positive impact of Prop. S in their specific neighborhood.

### **Placing Non-traditional Stories**

Use a range of publications including trade publications, organization newsletters, and local magazines to place stories highlighting various aspects of Prop. S Implementation and communities affected.

### **Promotion of Completed Projects and Bid Awards**

Issue press releases for events such as bid awards and project completions. Project completion press releases will have specific project information, quotes from the principal and the executive director of the Facilities Planning & Construction. These releases will be directed to community papers serving neighborhood schools. Updates to larger media outlets will be given as appropriate.

Press releases will be issued for milestone events such as completion of the Environmental Impact Review process for new school sites. The communications team will also assist in posting public notices for community meetings and other necessary notifications. These releases will concentrate on construction industry publications.

### **Prop. S Documentary/Program/Feature**

Produce a program for broadcast focusing on the status of Prop. S. Included in the program could be the process for renovation of a school, building a new school in a community, and how these projects are planned, designed and constructed. This video would be posted on the website, streamed on monitors throughout the Education Center, made available to school sites and other stakeholder groups. The communications team would also pitch it to Cox Communications, Time Warner Communications, KPBS television, as well as the San Diego County Office of Education's ITV.

Produce a seven-minute documentary short focused on the implementation process and its successes. This program can be submitted to local cable access, as well as shown at speakers' bureau engagements.

### **Story Containment/Crisis Communications**

Respond to media/public requests for information regarding sensitive project situations. Work to diffuse situations, and approach every story with an eye for the truth. Whenever possible, potentially damaging stories will be dealt with in one news cycle. Alert management to any pressing problems, and suggest appropriate responses.

## **STAFF DEVELOPMENT**

### **Speakers & Media Training**

Develop a speaker's handbook that outlines an effective presentation. This handbook will include key messages regarding the implementation of Prop. S, as well as the basic knowledge all public speakers should have in their skill set.

Provide the Prop. S leadership with media training. Conduct seminars on how to impart key messages as well as crisis communication techniques and procedures. Group sessions and one-on-one breakout sessions will be scheduled as needed.

### **Presentation Development**

Tutor the staff, as needed, on technology skill sets needed for the preparing and presenting a PowerPoint presentation.

## TOOLS

Develop and maintain communications tools and materials to inform the public of Prop. S accomplishments and successes. Plan and coordinate special events to visually celebrate Prop. S milestones and to inform the public of progress, status and initiatives of Prop. S, and gain the public's confidence in future bond measures.

### **Annual Flyer**

Develop an annual flyer/brochure to post on the district's web site, e-mail to interested parties and to publish in conventional form. Hard copies will be distributed to site administrators, unions, the city's planning department, community planning groups, district PTAs, ICOC members and other external stakeholder groups. Topics for the flyer/brochure will include the program schedule, i12 updates, construction updates, accomplishments, awards, and a message from the executive director of the superintendent.

### **Annual Brochure**

Develop an annual brochure that will be published and distributed to all schools and central office departments for distribution to staff and to have available on front counters. Hard copies will be distributed to site administrators, unions, the city's planning department, community planning groups, district PTAs, ICOC members and other external stakeholder groups. It will also be used as collateral material for special events.

### **Awards**

Apply for and win industry awards that recognize Prop. S's success to gain third party, national and industry recognition for Prop. S and gain the public's confidence in future bond measures.

### **Banners, Plaques, Signage and Stickers**

Provide PMs with template for construction signs. They are a standard part of the communications effort for each of the construction projects. Develop and procure banners, bronze plaques, and stickers that credit Prop. S for construction/work/equipment.

### **Construction Notices**

To assist the principal in communicating with stakeholders, letters will be sent to neighbors adjacent to the school site notifying them that construction is slated to begin soon. The principal will also be given information to disseminate to students, staff and parents. School websites and the district website will be utilized convey site-specific project information, including schedules.

### **E-Newsletters**

Develop content highlighting Prop. S accomplishments for e-newsletters published cluster committees, community groups, elected officials, etc. These newsletters can also be used to publish meeting notices and special events.

### **Education and Outreach Materials**

Create and provide leave-behind collateral appropriate to audiences. For example, literature for community-based groups will contain information on projects in their oversight area. Literature for business and professional audiences will contain general bond overview information. Also, the communications team will develop a guide for communities affected by new school construction. This would be a valuable education tool for community members.

### **Mass mailings**

Coordinate and conduct mass mailings to stakeholder groups, school administration and staff, students, parents, neighbors, community organizations, local planning groups. These will be done on an as-needed basis.

### **Mass noticing**

Coordinate and conduct mass noticing to school administration and staff, students, parents, neighbors, community organizations, local planning groups and other stakeholders using a variety of tools, e.g., e-mail, e-newsletters, web calendars, local media, school marquees, school communications, etc..

### **Plaques, Signage, and Stickers**

Construction signs are a standard part of the communications effort for each of the construction projects. A sign bearing the district's name, the school's name, the project "title" and the phrase "Your Prop. S tax dollars at work" will be constructed and erected on each construction site. This is accomplished through the project manager and construction contractor.

Develop and procure bronze plaques for installation on new facilities and schools. The message reads: "\_(Facility/School Name)\_ -- dedicated \_\_(year)\_\_\_\_\_ -- Thank you San Diego Taxpayers—Proposition S"

Develop and procure stickers for installation on i21 equipment that reads: "Provided by Prop. S"

### **PowerPoint Presentations**

Develop PowerPoint template for the Proposition S. Customize presentations for stakeholder groups. Develop slide-by-slide talking points that can be tailored to the presentation's audience. Tutor staff, as needed, on technology skill sets needed for the presentation

### **Social Media**

Develop and maintain Prop. S sites on Facebook, Twitter and other social networking sites in order to increase awareness and disseminate information.

### **Superintendent's Friday Notes**

Utilize district's weekly e-newsletter, Superintendent's Friday Notes, to highlight Prop. S accomplishments and provide updates to the public and interested stakeholders. The communication team's goal will be to submit Friday Notes on a weekly basis

### **Surveys**

Develop and conduct a post-occupancy survey to determine the level of stakeholder satisfaction associated with the Prop. S Projects.

### **Videos**

Produce a program for broadcast focusing on the status of Prop. S. Included in the program could be the process for renovation of a school, building a new school in a community, and how these projects are planned, designed and constructed. This video would be posted on the website, streamed on monitors throughout the Education Center, made available to school sites and other stakeholder groups.

Produce videos for the Project Stabilization Agreement (PSA), labor compliance, business outreach, etc. These videos would be used at seminars and workshops, posted on the website, streamed on monitors for special events.

### **Website**

Develop and maintain the Facilities Planning & Construction (FPC) website and the Prop. S website. The district website is a primary communications tool. Some FPC departments will develop their own pages, but the communications team will develop and maintain the overall format and structure. It will also provide quality control.

#### **☒ SharePoint Public Portal**

The communications team and the project management team have developed a "public portal" via SharePoint on the district's website. Each school has a site that includes project-by-project

information including scope, schedule and budget. The bond project lists are also posted on each school site

**⌘ Principal's Web Page**

Develop and maintain a principal's page on the district website to serve as a resource and a guide. List contacts for site-related issues. Provide communications tools for keeping their students, staff, parents and neighbors informed, e.g., sample e-mails, letters, blurbs for newsletters. Provide tips for special events. Include information on how to resolve the most common administrative problems associated with construction activities. For example, included a project fact sheet, procedures for lost or damaged items, procedures for move coordination, procedures for reimbursement of wages associated with moves, and procedures for capturing funds for discretionary projects.