

**BRANFORD BOARD OF EDUCATION  
COMMUNICATION COMMITTEE MEETING**

<b><u>WEDNESDAY</u></b> <b>6:00 PM</b> <b>February 21, 2024</b>	<b>Walsh Intermediate School Cafeteria</b> <b>185 Damascus Road</b> <b>Branford, CT 06405</b>
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[Chair: Laura Troidle; Judith Barron, Adam Greenberg & Marie McNamara]

To locate agendas and to access/view meetings please go to [www.branfordschools.org](http://www.branfordschools.org)

**Branford Public Schools Mission and Vision Statement**

Nurturing students and citizens who develop a deep commitment to learning today and leading tomorrow is the central goal of Branford Public Schools.

**AGENDA**

- I. Call to Order**
- II. Public Comment**
- III. Approval of Minutes**
- IV. Discussion and Action Items**
  - A. Community Updates**
  - B. Discussion and development of BOE Pledge**
  - C. Discussion and development of Board Communication Plan**
- V. Adjourn**

**TO PARTICIPATE IN PUBLIC COMMENTS REMOTELY PLEASE CALL:**

**1 (646) 558-8656**

**Meeting ID: 815 6405 4671**

**Passcode: 812124**

*When participating by telephone please mute your phone when joining the meeting and unmute your phone when you are ready to speak. This can be done by pressing \*6 on your phone's keypad.*

**Rules Governing Public Comments:**

- **Three minutes will be allotted to each speaker. The Board may modify this limitation at the beginning of a meeting if the number of persons wishing to speak makes it advisable to do so. (Board Bylaw 9325)**
- **Conduct intended primarily to be disruptive or verbally abusive shall not be permitted at the Board of Education meeting. Any speaker who engages in such conduct will be warned and allowed to correct such conduct. If the speaker continues to engage in the disruptive conduct such will be grounds for termination of the speaker's privilege to participate in public comment and may be deemed grounds for removal from the meeting site.**
- **All speakers must identify themselves by name and address.**

## BOE Pledge

The Branford Board of Education is committed to developing lifelong learners who are capable and confident, who contribute to their community and who succeed in a changing global society. We are here to ensure equal opportunity for growth and development for all Branford students, regardless of talent or ability, we are here to enact policies and adopt budgets which align with the key systems in support of student acquisition of global learning competencies through the implementation of the definition of deep learning, to communicate and engage with critical stakeholders so that they can be more meaningful partners in the support of student learning here in Branford.

### **Proposed 2/21/24**

The Board of Education is committed to supporting the mission, vision, core values and global learning competencies of the Branford Public Schools. We are here to provide access for all students in close collaboration with the Superintendent and in partnership with the larger community.



## Branford Public Schools HIGHLIGHTS

STRATEGIC COMMUNICATIONS AUDIT | PUBLIC RELATIONS  
FRAMEWORK



## Strong Potential Brand Messages & Themes

### 1. Instructional Coaching

The district is providing teachers with the tools they need such as instructional coaching to ensure student success as the district implements the state's Common Core Standards in the classroom

### 2. Global Learning Competencies

The district has identified four areas of global competency in which its students are prepared to succeed in the interdependent global society.

### 3. Communication and Safety in a 21st-Century Learning Community

The district recognizes the need to invest in technology, create communication processes that are agile, and support and rapid response environment that requires fact checks and reliable information, especially during a crisis.

#### Related Features:

Supports Mission, Strategic Priorities and/or Common Core Standards in Rapidly Changing Global Environment



## Snapshot of Strengths and Challenges

### Strengths

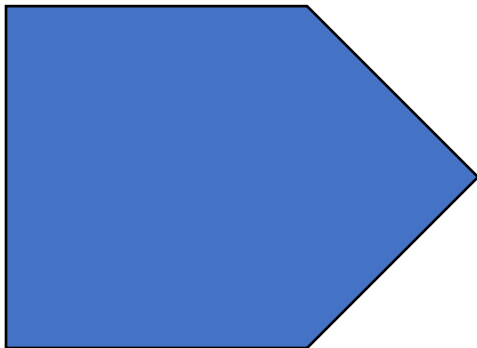
- Strong communicator-in-chief in role of superintendent
- Trust and transparency between board of education and central office
- High confidence in district executive leadership among elected officials
- Many stories of progress, student achievement and new initiatives
- Commitment to championing positive stories in the district
- Upgrading and integrating website, communication technology and security systems
- Recognition of need to be more proactive in internal and external communications

### Challenges

- Communication bottlenecks in central office
- Heavy reliance on superintendent to function as communication specialist
- Concerns with timeliness of internal and external communications
- Need for consistent, coherent messages and storylines
- Inconsistency in understanding of the who, what, when and where of communications, including crisis plan
- Absence of voice, visibility and engagement on key social media and online platforms where public discourse and community engagement occur, and news and information is exchanged



Audit  
Recommendations



### **Leverage Communication through Messaging and Storytelling**

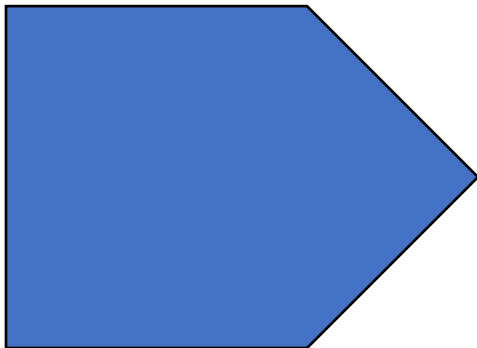
Identify compelling stories that illustrate and support the district's overarching messaging themes of growing a safe 21st-century learning community, evolving effective approaches to education and preparing learners who are able to succeed in the rapidly changing global society.

### **Execute Proactive versus Reactive Public Relations**

Create and develop the tools needed to proactively disseminate key messages and stories, starting with a written communications strategy that includes objectives, messages, channels and other tools such as a communications calendar. (Addressed in Part 2)

### **Realign Communication Functions in District Leadership**

There is an underlying issue with how news is shared and disseminated, internally and externally, and how information is collected, which has led to communication fragmentation and bottlenecks. The superintendent needs to delegate more of his internal and communication responsibilities.



### **Leverage Internal Resources**

Great ideas come from a diversity of thought. The purpose and current structure of the Advisory Council support the collaborative culture of the district. Although the Advisory Council does not meet frequently, leveraging its ambassadorial resources to assist with bridging the communication gap between Central Office and schools could be invaluable. Members of the council could help to communicate important messages, such as changes in school calendar, and policy updates.

### **Maximize Technology**

Move from web management on an ad hoc basis to a systematic maintenance schedule. The district needs a person to regularly monitor and update the site with fresh content, including videos and graphics that align with the district's messaging themes and storylines. create online tools such as Facebook and Twitter to participate in the real-time public discourse regarding Branford, the school district and issues relevant to 21<sup>st</sup> Century learning communities.

### **Establish a Communications Position in Central Office**

This step is aspirational and listed last. However, it is key. The district's mode of internal and external communications is outdated.