GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

Strategic Communications Plan

Abstract

This Communications Plan will guide the manner, style and range of communication within the Greater Essex County District School Board (hereafter referred to as GECDSB) and with our external audiences.

Chapter 1: Introduction

The GECDSB aims to enjoy the benefits of positive, two-way communication with all the individuals and organizations that have interests in public education.

The GECDSB is one of the largest corporations in Windsor and Essex County employing approximately four thousand seven hundred individuals with responsibility for more than thirty-six thousand students. We operate seventy schools (55 elementary – 15 secondary), an adult education program and four agency schools throughout nine communities and manage an annual budget of more than four hundred million dollars.

Student achievement in a safe, open, challenging, caring and stimulating environment is our primary objective. Manifestly, as a public institution, we bear the responsibility of being open and accessible to all citizens of Windsor and Essex County. Communication among all parties supports the Board’s mission.

Effective and open internal communications creates a climate of trust and understanding among students, parents and guardians, staff and administration. Focused and creative external communications will enhance opportunities for everyone in the GECDSB by helping to maximize community involvement and enrolment.

It is incumbent upon the GECDSB to establish and maintain a reasonable, thoughtful and in-depth plan to engender consistent communications. This document outlines needs, goals, vehicles and procedures for communication by the Board with its internal and external audiences.
1.0 System Overview

**The GECDSB recognizes the importance of effective, open, two-way communication**

It is a priority of the GECDSB to engage, as active partners, parents, guardians, caregivers, families, students, staff, media, school councils and all groups and individuals with an interest in public education. Children learn more successfully when there is strong community support and belief in the schools’ ability to achieve excellence. We must, therefore, be willing and able to share the goals and successes of the Board with many audiences, in a variety of ways.

As a public organization, the GECDSB is responsible for informing taxpayers that it is efficiently using its allocated resources. This obligates us to maintain an open dialogue with all members of the community and provide transparency to the operation of our organization.

1.1 Our Organization

**How well people communicate relates directly to the level of understanding between the parties**

All groups and individuals in the GECDSB must be committed to: achieving excellence, ensuring equity, promoting well-being and enhancing public confidence.

♦ **Board of Trustees**: the 10 elected members and 2 Student Trustees*

- develops local policies and approves budget
- select the Director of Education
- Trustees are expected to act in the broad public interest while simultaneously representing identifiable constituencies**
- should be among the most recognizable people in our organization
- inform the general public of the Board of Trustees’ intent
- refer inquiries and concerns of their constituents regarding operational issues to the appropriate staff person or member of administration.

**The Chairperson is the principal spokesperson regarding actions or responsibilities of the Board of Trustees unless otherwise determined by the board.**

* Student Trustees are selected by a committee from applications received from secondary students, have a non-binding vote at Board and Standing Committee meetings and chair the Student Senate.

** Individual Trustees are obliged to “support the implementation of any board resolution after it is passed by the board” (Ontario Student Achievement and School Board Governance Act, 2009)
The Director of Education

- is the principal spokesperson regarding operations of the Board
- provides leadership support as well as educational and administrative expertise to the Board of Trustees
- reports to the Board of Trustees on the implementation of the Board’s goals
- is primarily responsible for ensuring that all members of the Board of Trustees have appropriate and adequate information regarding events and occurrences throughout the Board
- responsible for the management of the budget and implementation of Board policies

Superintendents of Education

- provide information as well as educational and administrative expertise to the Board of Trustees
- share necessary information with Managers and Principals
- report directly to the Director of Education
- often spokespersons for the Board on matters of expertise or portfolio responsibilities

Managers / Supervisors: departmental leaders

- are responsible for staff supervision and operations in individual departments
- report directly to Superintendents

Principals: the chief administrators at individual schools

- oversee the operations of the facility and the conduct of staff and students
- liaison between senior administration and the school community
- primary communicators of system information to their school communities
- the principal spokesperson for issues in regard to the operations of the school

Teaching Staff: teachers / Early Childhood Educators

- deliver curriculum and services to students
- responsible for communicating student achievement to parents
- vital source of information regarding school activities and successes
- occasionally utilized as a school / Board representative in public events or media opportunities
Strategic Communication Plan

- **Support Staff**: Early Childhood Educators, educational assistants, administrative assistants, secretaries, Professional Student Services Personnel (social workers, speech therapists, psychologists and attendance counselors), maintenance and engineering personnel
  - support teaching staff
  - vital source of information regarding school activities and successes

- **Parents / Guardians**: guardians of individual student and family interests
  - keep all levels of administration accountable for student achievement and safety
  - influential supporters and promoters of the system

- **Students**: junior kindergarten through secondary and adult education clients
  - consumers of Board programs and services
  - under permissible circumstances, a primary source of information and correspondence with the community regarding Board activities.

- **Community Partners**: individuals and organizations that reside in our communities assisting in the delivery of programs and / or the fulfilment of our strategic goals.
  - provide support and / or resources for schools / Board
  - influential correspondents regarding Board activities / partnerships

1.2 **Our Audiences**

*The GECDSB believes that honest, interactive communication builds trust and commitment*

The target audiences can be separated into 2 categories: internal and external (though there will be some overlap between the 2). The internal audiences include trustees, staff, union representatives, students and their families. Our external audiences are essentially everyone in the communities served by the GECDSB as well as the media, community partners and municipal, provincial and federal governments.

<table>
<thead>
<tr>
<th>Our Audiences</th>
<th>Communication Needs</th>
<th>Frequency</th>
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</thead>
</table>
| Parents/families/caregivers (elementary, secondary, special needs, and preschool) | • pertinent student data / information  
• good news  
• school and Board operational information  
• understanding of curriculum  
• opportunities for input / | • Regular academic progress reports are provided throughout the school year  
• Parents may access updated student |
<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Feedback Information</th>
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<tr>
<td></td>
<td>feedback</td>
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<tr>
<td></td>
<td>information using Edsby</td>
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<tr>
<td></td>
<td>Information on school activities is shared on an ongoing basis</td>
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<td></td>
<td>Emergency notifications are provided as needed</td>
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<tr>
<td>School Advisory Councils / GEC Parent Involvement Committee</td>
<td>good news</td>
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<tr>
<td></td>
<td>information on Board events and activities</td>
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<tr>
<td></td>
<td>opportunities for input / feedback</td>
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<tr>
<td></td>
<td>SACs and GECPIC meet on a monthly basis</td>
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<td></td>
<td>Principals keep SAC chairs regularly advised on school events and activities</td>
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<td></td>
<td>The responsible Superintendent communicates on an on-going basis with the GECPIC chairperson</td>
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<tr>
<td>Students</td>
<td>expectations (re. academics, code of conduct…)</td>
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<td></td>
<td>good news</td>
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<tr>
<td></td>
<td>relevant school operational information</td>
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<td></td>
<td>opportunities for input / feedback</td>
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<tr>
<td></td>
<td>daily announcements keep students informed of school activities</td>
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<tr>
<td></td>
<td>regularly scheduled or ad hoc student assemblies provide on-going information</td>
</tr>
<tr>
<td></td>
<td>immediate notifications are shared by classroom teachers</td>
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<tr>
<td>Staff (teachers, administration, custodial/engineering, clerical, professional)</td>
<td>Ministry, Board and administrative directions</td>
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<tr>
<td></td>
<td>Board policies and strategic plan</td>
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<td></td>
<td>opportunities for input / feedback</td>
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<tr>
<td></td>
<td>good news</td>
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<tr>
<td></td>
<td>Principals hold regularly scheduled or ad hoc staff meetings to share information</td>
</tr>
<tr>
<td></td>
<td>Email is utilized on an as needed basis</td>
</tr>
<tr>
<td></td>
<td>Staff attend scheduled</td>
</tr>
</tbody>
</table>
| Union representatives (Local association / federation presidents) | • information on Board events / activities  
• opportunities for input / feedback  
• Board policies and strategic plan  
• good news  
• relevant Board operational information | • the Director of Education meets regularly with representatives of the bargaining groups  
• representatives of bargaining groups sit on a number of Board committees (i.e. Kindergarten Registration, Employee recognition…etc.) |
| --- | --- | --- |
| Trustees | • information / insight on issues to allow for informed decision making  
• good news to promote the system in the community  
• information on Board events | • Trustees are copied on all media releases issued by the board  
• The Director presents a monthly report to the Board of Trustees highlighting activities throughout the District  
• Trustees are informed of emergencies and special situations through the Emergency Response Protocol  
• A daily report on media coverage is via email |
| Community Partners | • relevant Board and school operational information  
• good news  
• opportunities for input / feedback | • Community partners / organizations are regularly informed of opportunities to participate in Board initiatives  
• Board reports are shared with a directory of |
<table>
<thead>
<tr>
<th>Community Partners</th>
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</thead>
<tbody>
<tr>
<td>Governments (municipal, provincial, federal)</td>
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<tr>
<td>• The Board shares approved information with its school communities from a variety of community partners</td>
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<tr>
<td>Media</td>
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<tr>
<td>• information on Board events, activities and operations</td>
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<tr>
<td>• good news</td>
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<tr>
<td>• media releases are issued through the Public Relations Office as they are needed</td>
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<tr>
<td>• timely response to inquiries / requests</td>
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<tr>
<td>• administration attempts to provide timely response to all media inquiries and / or requests for access</td>
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**Governments (municipal, provincial, federal)**

- good news
- relevant Board operational data and information
- information on Board events / activities

**Media**

- information on Board events, activities and operations
- good news
- timely response to inquiries / requests
1.3 **Key Messages**

*Statements that can be authenticated through research and data*

**The 3 Es of the GECDSB**

⇒ The GECDSB strives for *excellence* in all undertakings.

⇒ The GECDSB provides *effective* programs and opportunities delivered and supported by a professional and conscientious staff so all students can learn and achieve their full potential.

⇒ The GECDSB is fiscally responsible and pledges *efficient* use of its resources.

1.4 **Communication Vehicles**

*The means of delivering your message to the appropriate audience*

The GECDSB has a wide variety of means and methods to facilitate communication with our target audiences. The following list provides examples of some vehicles currently or previously used by the Board or schools (in no particular order):

- Public board meetings
- Director’s Message
- Superintendents
- School office staff
- Continuous Growth Plan
- Teachers
- Promotional materials
- Edsby
- Community Meetings
- Board / School Improvement Plans
- Extra-curricular activities
- Board media centre
- Advertising
- Accommodation report
- Board website
- Use of GECDSB facilities
- School newsletters
- Social Media (Twitter, Facebook, YouTube, Instagram)
- Operational Plan
- Trustees
- Director of Education
- School websites
- Education Week
- EQAO testing
- Director’s Annual Report
- Background fact sheets
- News releases
- E-mail network
- Administrative Council
- School year calendar
- GEC Parent Involvement Committee
- Report cards
- Public Relations Officer
- Letters home
- Automated phone messages (School Connects)
School visits  Recognition programs  In-school announcements
Signage  School Community Correspondents
News media  Media kits  School open houses
Student Senate  Media conferences  Word of mouth
Special events  Pamphlets / printed materials

Professional development / Staff training

1.4 (b) **Social Media**

The GECDSB has adopted social media platforms (Facebook, Twitter, YouTube & Instagram) as means to communicate and share information with our audiences online.

The GECDSB is currently developing guidelines for social media usage by schools, classrooms, staff and student groups.

Teaching staff are urged to refer to the Ontario College of Teachers (OCT) Professional Advisory on Electronic Communication and Social Media ([https://www.oct.ca/resources/advisories/use-of-electronic-communication-and-social-media](https://www.oct.ca/resources/advisories/use-of-electronic-communication-and-social-media))
Chapter 2: Objectives

Our Vision – Building Tomorrow together, every learner, every day.

Our Mission – Excellence in Public Education – confident learners, engaged communities, ethical stewardship

2.0 This Communication Plan will:

- Assist in improving student achievement through increased involvement and support from parents/guardians/caregivers and other important GECDSB partners.
- Be proactive in portraying the GECDSB in a positive and transparent fashion in our communities.
- Increase public confidence in public education.
- Provide timely response on issues.
- Build and maintain strong relationships, based on trust, among administration, staff, trustees, school councils, students, parents and the community.
- Ensure that school administration and staff have mechanisms in place to communicate with the entire GECDSB community.
- Increase student and staff pride through recognition of achievements and rewarding excellence.
- Share good news about public education by offering a window into our classrooms.
- Keep all audiences informed of Board and administrative directions.
- Generate awareness of the Board’s priorities, programs, achievements and spending.
- Establish and maintain positive media relations.
- Maximize enrolment.
- Meet all requirements under provincial legislation including the Education Act and the Municipal Freedom of Information and Protection of Privacy Act.
2.1 **Communication Tools**

(a) **The Brand**

A brand includes a name, logo, slogan(s) and key messages supported by a strategy to promote a product or service.

Brand recognition and loyalty as well as other positive consumer responses are created by the use of a product or service and through the influence of advertising, design, media commentary and marketing strategy.

A Brand is the symbolic embodiment of all the information and perceptions connected to our organization.

(b) **Logo**

![Logo Image]

This logo was unanimously accepted by the Board of Trustees on May 26, 1998. The two central figures are symbolic of working together towards a common goal. The star, within reach of the figures, represents attainable goals and striving for excellence.

In order to promote our brand properly, use of the logo must be consistent. It should only be used in accordance with the Board’s approved policy and Style Guide.
The “We Have BIG Plans For Your Little One!” slogan and corresponding images is a recognizable part of our brand. It is used in the promotion of kindergarten registration but is also a primary icon for the Board in general.

“We have BIG plans for a GREAT future!” is the complementary version for use in secondary school promotions and communications.

(d) Public Relations Officer

The Public Relations Officer (hereafter referred to as the P.R.O.) is a member of the Director of Education’s staff located at the administration building (451 Park St. Windsor).
The P.R.O. is responsible for the Board’s mandate from the Ministry of Education for Enhancing Public Confidence in “a publicly funded education system that helps develop new generations of confident, capable and caring citizens”. The P.R.O. is available to staff to provide advice on effective methods and forms of communication to reach their desired audience(s).

(e) School Community Correspondents

These volunteers are responsible for maintaining a high level of communication within their school communities.

They will assist school administration to share news and information of interest to the various audiences (i.e. parents / guardians, staff, students, Board of Trustees, senior administration…) in the school community.

The lead School Community Correspondent in each school will help support the school’s communication vehicles (i.e. announcements, web site, Twitter, bulletin boards, Edbsy…) to promote a well-informed school community and build school pride and spirit.

Training will be provided by the Public Relations Officer early in the school year and ongoing support will be available. Additional training for specific functions (i.e. web site, Edsby…etc.) will also be provided on request.

(f) Board website (www.publicboard.ca)

The GECDSB has identified the internet as the primary vehicle for communication with all its audiences. We maintain a comprehensive website - www.publicboard.ca - through which we share information on the Board, schools, programs, departments and activities.

Our website strives to meet the needs of all the communities we serve. Much of the content can be translated through the Google Translate feature.

2.2 Operational Communication Plans

It is recommended that each school maintain its own annual operational communication plan and there should be a communication plan developed for every public Board activity and event.

An operational communication plan lists key messages, audiences and vehicles for connecting the messages to their desired audience(s). The plan should also outline the objectives and include a detailed action plan which sets timelines and delegates responsibilities.
Chapter 3: Programming

3.0 Event Management

All events, whether intended for internal or external audiences should be planned and executed in keeping with all GECDSB codes of conduct and in strict observance of the Education Act and the Municipal Freedom of Information and Protection of Privacy Acts. Consideration should be given to maintaining consistency with approved messages and themes suggested by the Board.

Board-wide public relations or media events will be coordinated through the Director of Education’s office with input from the Public Relations Officer and the appropriate members of senior administration. When a Board-wide event is staged at or with the cooperation of an individual school, the Principal will be consulted.

Individual schools producing or managing events may request and expect assistance in promotions or public relations from the P.R.O. and/or the Director’s office.

3.1 Protocol for Working with Trustees

Introduction

Protocol is the combination of courtesy and common sense. The following guidelines ensure the use of proper etiquette when Trustees interact with school communities and that due respect is accorded these elected officials.

Roles and Responsibilities

Trustees are elected to 4 year terms. Each year the 10 member Board selects a chairperson and vice-chair to preside over meetings and act as primary spokespersons for Board initiatives and decisions.

The Board of Trustees establishes policies that govern the provision of education in its school district.

The Board hires and is responsible for the performance of the Director of Education and is responsible for his/her performance.

Individual Trustees have no independent decision-making or operational authority, however while they are expected to act in the broad public interest with loyalty to the Board, they must advocate at the Board table for the interests of their electoral constituency.

Keeping Trustees Informed

Trustees are high profile ambassadors for our Board; therefore, it is important that they are kept informed of possible sensitive issues, events, activities and successes - Board-wide and at the schools in the areas they represent.
Include the area Trustee(s) on mailing lists for newsletters, schools periodicals and bulletins.

For Events Organized by Schools

School administrators or event organizers may contact their Trustee(s) directly with invitations to attend occasions, functions or celebrations at the school.

Invitations may be made via e-mail, phone or traditional mail. Contact information is available on the Board website (www.publicboard.ca) or through the office of the Director of Education.

* Always request an RSVP with a reasonable period for the Trustee to respond. If no response to the invitation has been forthcoming, a reminder from the Principal is appropriate, however if there is no immediate response to the reminder, it can be fairly assumed that the Trustee will not be attending.

Trustees should be provided with as many details of the event as possible including: purpose, date, time, location, directions, parking, other invited guests and potential audience. If the Trustee has been asked to bring greetings or make a presentation* the event organizer should also be prepared to provide information that assists the Trustee prepare remarks.

* It is acceptable to inform the Trustee of the amount of time allocated to their remarks or presentation.

If the Chairperson of the Board of Trustees is in attendance he/she will always speak on behalf of the Board.**

**If the Chairperson of the Board of Trustees has been invited but is unable to attend or feels it is appropriate, the responsibility may be delegated to another Trustee.

If a public introduction of the Trustee is required, a brief biography is available on the Board’s website. If more information is required please contact the Executive Assistant to the Director of Education or the Public Relations Officer.

Even if the invited Trustee is not scheduled to speak, he/she should be suitably recognized as in attendance.

Seating for Trustees should be reserved in an appropriate area.

As a general rule, if a Trustee has been asked to speak, he/she should have precedence in the program.***

***An exception is when the area Member of Provincial Parliament or other high-ranking, elected Provincial government official is also among the scheduled speakers.

Always confirm the correct spelling and pronunciation of the Trustee’s name.
Proper Titles

Chairperson of the Board of Trustees
Vice-chairperson of the Board of Trustees
Trustee for (Ward or Region)

3.2 Labour Relations

All communications regarding labour relations or related issues will be conducted through the office of the Chairperson of the Board of Trustees (unless otherwise decided by the board), the Director of Education and the Superintendent of Human Resources.

The GECDSB respects and acknowledges the value of all staff. It is our goal to have open and honest dialogue with employees and the collective bargaining organizations which represent them. We welcome their input and inquiries.

It is essential that all staff appreciate that they are partners with the Board in the promotion and growth of public education. Every employee is a communicator and an important contributor to the reputation and the public perception developed of the GECDSB.

3.2 Internal Communication

During the consideration of Board announcements or the development of programs, thought must be given to the timing and means for informing all our internal audiences. Before or in concert with the release of information publicly, every effort should be made to ensure that our internal audiences are made aware of what is happening.

3.3 Communicating in a Crisis Situation

Certain situations have been identified in the GECDSB Emergency Response Manual (hereafter referred to as E.R.M.) – (updated annually) - requiring the utilization of crisis situation procedures. This may include any incident that threatens the well-being of students, staff or volunteers in a school or work site, whether it is an accidental injury, fire, violent episode, or other situation deemed to be an emergency or crisis.

Communication under these circumstances must be accurate, yet expeditious and flow through the proper channels.

While the Chairperson of the Board and Trustees will be kept fully informed, the Director of Education - or an appointed delegate - is the only person who will communicate directly with the media during a crisis situation.

The Executive Assistant to the Director and the P.R.O. will coordinate all media releases and interview opportunities.

During situations when the media arrives at the site, staff and students still in the area should be encouraged to refer all media inquiries to the Director’s Office.
The primary concern is the safety of students and staff. Incorrect information disseminated through the media can exacerbate an already difficult situation and possibly cause pain or embarrassment to members of the community. It may also hinder the efforts of emergency personnel attempting to bring a resolution to the crisis.

A secondary concern in crisis situations is for the reputation of the Board and the confidence students, parents and the community at large have about the safety and learning environment in our schools. We will often be evaluated by the quality of our response in these difficult circumstances. This is especially important in dealing with the follow-up to a crisis, when questions, such as: “Why did this happen?” will be asked and require complete and thoughtful answers.

3.4 School Closings

The closure of a school has the potential to be a positive, reflective, bond-strengthening event. Experience has shown, though, that it can be a mechanism for dissent, mistrust and division if messages are not properly communicated.

During any consideration of a school closing by Board administration an operational communications plan should be produced. This will allow for the preparation of proper reactions and responses to all affected/interested parties, with appropriate messages. Consideration should always be given to the creation of messages and public relations events that promote the positive aspects of the decision to close and the anticipated future benefits.

Chapter 4: Media Relations

A large percentage of our external audience receives a great deal of its information about the GECDSB and public education through the mass media. Radio, television, newspapers and print periodicals as well as digital (internet) media are the vehicles through which they can be reached.

4.0 Media Protocol

The GECDSB will always respond to media requests for information or access in a timely manner, understanding the needs and deadlines of each outlet. Whatever is necessary, within reason, will be done to facilitate their requests.

For most* media requests, the protocol is to go through the office of the Director of Education. The Director may choose to delegate responsibility for handling the request for information, an interview, or access to one of our facilities to a Superintendent or school Principal.

* Principals (or their delegates) are encouraged to develop and maintain a direct relationship with their local, community oriented media (e.g. weekly newspapers).

As a public organization, it is our responsibility to respond. It is also in our best interests. Every opportunity to highlight positive events and achievements in our Board helps us fulfill our organizational goals. However, through no fault of our own, stories sometimes may reflect
negatively on the Board. We are still obliged, and should be eager to respond, regardless the
tenor of the inquiry, because it is an opportunity to present our version of the story.

4.1 The Media

In most cases, the media will initiate contact for one of three reasons:

1. Our organization is the focus or a principal figure in a story.
2. A reporter requires an objective or divergent point of view to balance or help
   focus a general news item.
3. News organizations and reporters sometimes require information or insight that
   will not necessarily be attributed to the Board.

4.2 Answering Questions

_The GECDSB will always, to the best of our ability, accommodate media inquiries and
requests!_

There are only 3 ways to respond to a question from the media:

a)  “Here is an honest answer!”

b)  “I’m sorry, but I don’t have that information. I will research or investigate and get
    back to you.”

c)  “Because of (legitimate circumstances) I am not able to answer that at this time.”

_When responding to a direct media inquiry, honesty is the ONLY policy._

4.3 Being Proactive

There will often be opportunities for the Board to assume a proactive position in our
relationship with the media. An event, accomplishment, or program will be considered
noteworthy or newsworthy and a media release will be distributed. This will contain
information regarding a news conference, a story opportunity, or an announcement with a list
of contacts should the media wish to follow up.

The School Community Correspondents group has been established, in part, to provide a
mechanism to share good news with the community through the media. School News Releases
are suggested by the School Community Correspondents and on approval of the Principal, are
forwarded to the Public Relations office for distribution.

4.4 Issues Response

Often the Board will be required to respond to unexpected issues or events that might affect
our staff, students, or organization. These media inquiries should be handled in as efficient
a manner as possible, though, consideration must be given to ensuring an honest,
thoughtful, accurate response.
Any request for a response to or information on an issue or event should first be cleared through the office of the Director of Education. The proper method for any Board employee dealing with the media should be to get the reporter’s name, news organization, phone number, or e-mail address and deadline as well as a clear idea of the matter requiring a response. The Director will then be able to determine who is best suited to represent the Board regarding this issue/event and to make certain that the information being disseminated by the Board is accurate. This also ensures the privacy of individuals under the Education Act and the Municipal Freedom of Information and Protection of Privacy Act.

There may be instances in which a member of the Board of Trustees has developed a reputation or relationship with members of the media, and they may be called upon directly to respond to a matter relevant to their position or expertise. It is not necessary to seek consent in these matters; however it is important to inform the Director’s office that the communication took place, what was required, etc.

If the inquiry regards an issue on which the Board has not previously recorded a statement or developed a policy, it is essential that the Director of Education or Chairperson of the Board of Trustees are the only members of the organization who should respond.

Governance policy (as determined by the Board of Trustees) will guide the actions of the Board of Trustees and its individual members.

4.5 Understanding the Media

It is the responsibility of the Board to understand the operations and needs of each media outlet. For example, while a radio reporter and television reporter may eventually both tell the same story, one usually requires a great deal more time and effort than the other.

Deadlines also vary dramatically from one medium or organization to another. As well, it is essential to be aware of the management structures of each medium as well as how stories and coverage are generated.

Media outlets deal with hundreds of different organizations on a regular basis; therefore it is incumbent upon the Board to ensure they are well informed of our structure and practices.
Chapter 5: Conclusion

The GECDSB is generally viewed by our audiences as open and accessible and fulfilling its mission: “Excellence in public education…confident learners, engaged communities, ethical stewardship”

Our current communications strategies have assisted in fulfilling that fundamental goal. However, we must continue to strive for excellence in communication with our students and staff as well as all members of the community and our partners. Effective communication will reinforce the foundation of our long term success.

No one, though, can predict the future. Objectives and purposes often change and alternative messages and methods of delivery must be considered. This plan, therefore, must continuously adapt and change. Initiatives and programs should be reviewed annually and a list of strategies created for the school year.