Communications Committee

Report to the Naperville Community Unit School District 203 Board of Education

June 7, 2004

COMMUNICATIONS COMMITTEE VALUE STATEMENT

For the sake of our children, it is critical that communication between District 203 and its community reflect our shared commitment to excellence. Central to the attainment of a world-class education is facilitation of the spirit of continuous improvement. That goal demands effective two-way communication, an on-going community-wide dialogue.

Electronic communication has become, and will continue to be, the optimum delivery method for information exchange within our society. Statistics have consistently revealed that the Naperville area ranks far above the national average in shifting toward the use of this medium. Therefore, we strongly support an expansion of the spectrum of communication vehicles between the District and its stakeholders, with an emphasis on increased commitment to this 21st century reality.

Talk203 and Electronic Communications Subcommittee Report

PREFACE

Talk203 is the District 203 "brand name" that has been given to the subscription-based e-mail information system used on a pilot basis beginning in the fall of 2003.

VALUE OF TALK203

Facilitates increased communication

It is increasingly apparent that there is a need for enhanced communications between District 203 and stakeholders. The District has recognized this need, looked beyond traditional ways to communicate, and adopted Talk203 as a critical component of the solution. Talk203 is a pro-active, push e-mail system.

Talk203 offers distinct advantages over previously-used forms of communication. It is the first e-mail based system used by the District. It also offers a variety of benefits which will be discussed in more detail.

Advantages of "push" vs. "pull" communications

In a "push" system, after initial action by subscribers to sign up, their work is largely done. Information is then "pushed" out to them by the sender; no effort on the subscriber's part is needed to obtain it. The only further actions that subscribers must take are to update their personal profile or to unsubscribe. In a "pull" system, such as with a website, users must search out information of their own accord; therefore, senders are not assured that "pull-accessed" information will reach all of their audience.

Timeliness of information

In our busy lives it is increasingly important to receive timely and accurate information. Talk203 provides both benefits. E-mail can be sent within minutes of the need arising, offering an excellent method of delivering critical emergency information. When River Woods (one of the four individual pilot schools participating in Talk203 this year) experienced a power outage during the school day, Dr. Badal was able to communicate to parents immediately thanks to Talk203. It is also easy to send a simple reminder message via Talk203, such as Naperville North's messages encouraging subscribers to check their mailboxes for the school newsletter.

Greater accessibility and flexibility

Talk203 gives subscribers the opportunity to receive e-mails at their home or work (or both), as well as planned future text messaging on cell phones. Sending a message to a cell phone increases the probability the receiver will get the message beyond the previous means of communications.

Cost-effective method of communicating

The more information that can be sent electronically, the less paper, printing/copying equipment and staff time needed. There are obvious cost and environmental benefits to this solution.

Enhanced complementary communication

By implementing an integrated solution using voicemail/callout capabilities along with e-mail communication, audience reception of information would be much more assured. E-mail could be used for all of the audience who are subscribed, and outbound calling for the balance. This would reduce the number of outbound calls necessary (and the time needed to complete them, thus improving timeliness), as well as reduce current phone problems of calls being blocked or children hearing the call message and not passing the information to parents. These two communication methods are interdependent and complementary. Continuing commitment to integrate both will benefit both.

SENDERS

During the pilot of Talk203, four schools participated in the pilot in addition to the District. The schools were Naperville North High School, Lincoln Junior High School, Prairie Elementary School, and River Woods Elementary School. The principal was the sender at each building and generated the e-mails that were sent. The e-mail messages stated each school's Talk203 name as the sender: Talk North, Talk Lincoln, Talk Prairie, Talk River Woods. See the Appendix for summaries of messages that were sent from the District as well as from Lincoln Junior High, one of the pilot schools (as of 5/26/04).

When Talk203 is expanded, there will be the opportunity for the other 17 schools in the District to participate. The four pilot schools would also continue to participate. The senders from each school could also be expanded beyond the principal. Possibilities include grade-level teams, departments, individual teachers, school-sponsored clubs, school teams. Senders could use the e-mail subscription service to send messages. Possibilities for message content include announcements of upcoming events, changes in scheduled events, newsletters, or emergency notices.

SUBSCRIBERS

The Talk203 program began publishing messages in November 2003 at the district level and added each of the four pilot schools sequentially, as startup issues were addressed and worked out.

After six months of offering this service at the district level, and various lesser amounts of time for individual pilot schools as they were brought onto the system, subscribers number as follows (as of 5/26/04):

District:	1,957	16% of District families
Naperville North High School	360	14% of NNHS families
Lincoln Junior High	511	54% of LJHS families
Prairie Elementary	119	27% of Prairie families
River Woods Elementary.	120	26% of River Woods families

There is great potential within the District and the community to expand the free subscriptions to Talk203.

- All school board members can subscribe and receive messages.
- Community members may subscribe to keep up-to-date on issues and happenings in their local school(s).
- Anyone interested in volunteer work within the District can indicate this at the time of subscription.
- Business partners may choose to enroll and receive messages regarding the school with which they partner. This will allow the business partner to be aware of issues affecting the school, as well as even provide opportunities to enhance the partnership.
- Extended family, out-of-town friends and relatives, and military personnel may also subscribe to remain in touch with the school community.

CHALLENGES

Internet access of stakeholders

As reported to the Talk203 Subcommittee, results from the 2001 City of Naperville survey revealed some 90% of Naperville residents have Internet access. However, with only 27% of Prairie's families currently subscribing, for example, it is uncertain as to whether access equals use. There could be two choices: mandatorily subscribe households, or offer families the ability to opt-out of receiving information via e-mail, using the callout message service instead. Awareness of the public library's computer Internet availability would be important for those with no Internet access at their home or workplace.

Transition to electronic communication as primary delivery method

In transitioning to electronic communications as the primary form of communication, people will need to increasingly view e-mail and websites as the first places to obtain information, rather than having information be delivered on paper or by telephone.

In a '"World Class" school district, such as ours, "if we build it, they will come." By letting parents know that this is the direction that the District is taking, and by requiring e-mail addresses at registration, use of e-mail and web information delivery will become the norm. As part of this transition, the current callout system may be used as a 'step-up' from the paper system. The additional opt-in to paper-based communications could be offered to parents as well (as is done in District 204).

Subscribership levels

The number of Talk203 subscribers is not as high as it could be. Presently, mail and newspaper are the District's main connections to the greater public, so both may be utilized to increase awareness of Talk203 as a more open form of District 203 communication – important to all members of the Naperville "family."

Standards for message content and format

School-wide and district-wide, the problem of how much to send out, and what to send, would need to be addressed by the District.

Quality vs. "spam"

It is important to balance the volume of information in order to maintain the quality—and value—of message content. Information sent by the District should not ever be allowed to become ubiquitous enough to be considered "spam."

Ease of use

The e-mail system should be easy to use from both the sender and receiver perspectives. The subscription process is somewhat confusing with separate District and school subscriptions. The ability to open e-mail should be the only computer skill required of subscribers.

Subscriber responsibilities

Subscribers have the responsibility of updating their own addresses and changing applicable school information (such as yearly change in school, student grade level or other personal profile information that has changed).

RECOMMENDATIONS

Review results of the Talk203 satisfaction survey

A satisfaction survey for Talk203 subscribers has been roughed out by Talk203 subcommittee members, refined by District 203 staff and is currently being conducted. Data gathered by this survey should be reviewed and incorporated into any action taken on these recommendations, and into any decisions made regarding the push e-mail system.

Commit to using push E-mail communication

Push e-mail communication is user-subscribed and opted into by the audience. After the initial subscription is complete, the user does not have to do the work of locating information. It is simply e-mailed to them by District administration or schools. This is an invaluable, user-friendly method of providing information to stakeholders.

Gather e-mail addresses from all District 203 households via questions on the registration form

This is the only way to clearly see the current status of ALL District households regarding Internet accessibility. This data is crucial in implementing the move toward using electronic communications as the primary method of information exchange. It is important to have a short explanation accompanying the registration question, indicating that the information gathered will be used for important school communications only and will not be shared with anyone.

Integrate "push" e-mail (Talk203) and telephone communications district-wide

Find a vendor whose services encompass both of these areas so that information dissemination will not be duplicated and messages can be more flexible in coverage. This integration should also facilitate greater cost-effectiveness and easier technical support.

Long-term implementation plan/vendor selection

Gather information from pilot schools and District personnel who have participated in Talk203 as to ease of use, features and "wish list" based on current experience with the existing vendor. Examine technology and cost issues. Take into account results of the Talk203 Satisfaction Survey that is currently being conducted.

Expand participation of Talk203 to all schools in the District

All 21 schools must be able to send information via the "push" e-mail system.

Simplify the subscription process

The current Talk203 subscription process is somewhat confusing. It is not as clear as it should be when a user should sign up for District information or specific school information or both, and exactly what the difference is. Each potential vendor's software will most likely have a prescribed method that a user must follow in order to subscribe. Looking at the simplicity of this process is important in choosing a vendor.

Target messages more effectively by refining subscription questions

Find a balance between asking for too much information and having enough questions on the subscription form to target messages to specific audiences. See the Talk203 Appendix for a listing of current Talk203 profiles (filters) that have been developed from these subscription questions. These profiles are needed to isolate specific audiences within the subscriber base. Keep in mind that a user does not have to answer ANY specific questions in order to be subscribed and receive general messages (messages to the "All" profile) from the system.

Create and implement guidelines for Talk203 message content, frequency and information submission and authorization pathways

> In expanding the system to all schools, the complexity and volume of information will, of course, rise greatly. In order to maintain consistency and quality of information, written guidelines should be established. These should identify appropriate content, suggest frequency of messages (too many would be "spam," too few would imply lack of value), and delineate appropriate submission pathways and authorization of messages to be published. This person would also be responsible for managing replies to Talk203-published messages.

Create a position for a central District staff person who is responsible for Talk203 instead of having each school be responsible individually

> Effective implementation of above recommendations will increase message volume dramatically. It would be more efficient to handle publication of most of the messages through a central district-level person who will be well versed in the publication process, use of the software and management of generated data. Consolidation of the bulk of the publishing to one District staff member would use less total staff time and published messages would be more consistent. Since the junior and senior high schools have expressed wishes to retain more control over their information flow, the District staff person could handle the publishing of messages from the 14 elementary schools and the District, and allow the other schools to send information themselves.

Implement an extensive marketing program to increase subscribership

> Because Talk203 is self-subscribing and free, and anyone would benefit by receiving information published by this system, it is clear that all people should be encouraged to subscribe. Information on how to do this should be frequently and prominently supplied via all possible vehicles. Special initiative should be taken to "advertise" this service to community members not having children in school.

TALK203 AND ELECTRONIC COMMUNICATIONS APPENDIX

Following are some examples of messages received by the District in response to Talk203 published messages. References to specific persons have been deleted for the sake of privacy; otherwise, messages are presented as received.

Do any of [the] teachers apply for grants from the JNMLF? I would be interested in encouraging my daughter's kindergarten teacher to do that. Can you tell me what I should do to find out if she has applied for any grants? Do [the] teacher's have e-mail addresses through the school?

In listing all the accomplishments, you missed the info from NCHS and their state DECA awards. See Friday Sun for details.

Are you going to tell us about what happened at north today????

Hi there, I have a sixth grade in Kennedy Jr.High and like to sent [his math teacher] e-mail about my boy's achievment. How can I find her e-mail address? Thanks for any help.

Who will be the official photographer for next year's senior yearbook pictures? I'm being inundated with material from several companies and I would like to make an appointment with the same photographer that will be providing the year book pictures.

Great use of Talk 203 - I especially love the idea of advertising events at both of the high schools! Anyway to get residents from the 'greater Naperville community' to subscribe to this service - I'm thinking the Seniors (as in citizens!) would love to go see plays, musicals, etc.

And what are we providing for our students in the Vending Machines? Are these healthy choices?

Thanks for giving the Board brief. Do you do this for each meeting? I sure would like to see one, just in case I miss the broadcast!

Comments: haven't seen much in way of arts/athletic events at the schools publicized via this mechanism. That would be a great way to reach out to the broader community. I am publicizing the service in our home owners newsletter.

We are in the Naperville Schools but technically live in Woodridge, and so do not receive naperville Cable. Is there any other way to see this video? Will copies be available in schools or at the library?

I am interested in viewing the broadcast of Assessment: A Dynamic Tool for Learning but live in Lisle (Green Trails) so we do not get NCTV, Channel 17. This has happened to us in the past where programs of performances etc in 203's schools are broadcast on just Naperville's cable channel so we miss it. Is it possible to broadcast it on Lisle's cable channel? Or, is there another option for viewing this important videotape?

I do not have cable how can I view the program.

Hi, I have heard some terrible things about one of our teachers, [name].. My e-mil was down when the letter was sent home to the parents, could you please send me a copy. I am very troubled by the things I am hearing. Thank You.

Is there a list of job openings in your district that is available?

Thank you for the information about [him]. As a retired Dist. #203 teacher, I value the manner in which this is being handled by the district. Though I do not know [him] personally, you can count on me for support.

It is really appalling that the District allowed [him] to continue teaching without an investigation into these allegations. Furthermore, last weeks denial of the Districts previous knowledge has added another reason for our kids not to trust teachers and administrators. Please let us know how we can have our kids look to you as trusted advisors? Thanks for your prompt reply. I would like to pass it along to my children.

I fell very strongly that this communication is inappropriate. There is no need to communicate this information and may be a violation of privacy.

Thank you for keep 203 families in the loop. I appreciate it very much.

(Comments when unsubscribing)
      great service
      my son graduates in june

District-level profiles created to define message target groups (as of 5/26/04)

Name of profile	Number of subscribers in this profile
All_Schools_But_NNHS_LJHS_Pra_RW	916
Board info yes	808
Comments made	79
Elementary Schools	1,135
Emergency_Yes	1,587
High Schools	599
HURRAH join info yes	84
Junior High Schools	771
Key Communicators	305
NEF apply for grant yes	108
NEF donation yes	36
NEF general info yes	416
New to District 203	133
Partnership interest yes	26
Program early intervention	129
Program ESL	59
Program gifted & talented	411
Program special education	158
Program Title I	67
School_Beebe	70
School_Ellsworth	31
School_Elmwood	53
School_Highlands	77
School_Jefferson	127
School_Kennedy	140
School_Kingsley	56
School_Lincoln	337
School_Madison	117
School_Maplebrook	53
School_Meadow_Glens	56
School_Mill_Street	94
School_Naper	24
School_Naperville North	362
School_Naperville_Central	241
School_Prairie	93
School_Ranch_View	54
School_River Woods	139
School_Scott	31
School_Steeple_Run	71
School_Washington	90
Schools_NNHS_LJHS_Pra_RW	862

Lincoln Junior High (one of the pilot schools) profiles created to define message target groups (as of 5/26/04)

Name of profile	Number of subscribers in this profile
Bus rider	266
Driven to school	149
Emergency Announcements	488
Grade 6	215
Grade 7	204
Grade 8	125
LJHS programs for parents	465
Partnership programs	335
Team 6 Bears	112
Team 6 Bulls	66
Team 6 Cubs	58
Team 7 Lions	63
Team 7 Panthers	71
Team 7 Penguins	92
Team 8 Chili Peppers	46
Team 8 Knights	39
Team 8 Titans	57
Walker	112

List of messages published through the District-level Talk203

#	Subject Line	Size	Scheduled	List	Status
1	Band meeting is Wednesday?!	1,218	May 25 (Tue) 11:26 AM	Elementary Schools	Sent
2	Band meeting is Thursday	1,219	May 25 (Tue) 9:38 AM	Elementary Schools	Sent
3	District 203 on NCTV, Channel 17	2,131	May 24 (Mon) 6:36 PM	ALL	Sent
4	Summer School Info.	1,219	May 24 (Mon) 6:24 PM	Elementary Schools	Sent
5	NLHS featured on ABC 7	2,122	May 20 (Thu) 6:36 PM	ALL	Sent
6	Board Briefs from 5_17_04	674	May 19 (Wed) 5:54 PM	Board Info yes	Sent
7	Comments	1	May 19 (Wed) 2:37 PM	Joann Test Profile	Sent
8	Reception for Mickey Tucker	444	May 14 (Fri) 11:05 AM	Program gifted & talented	Sent
9	Reception for Mickey Tucker	3	May 14 (Fri) 10:57 AM	Joann, Deanne, Melea	Sent
10	Reception for Mickey Tucker	1	May 14 (Fri) 10:38 AM	Joann Test 2	Sent
11	Reception for Mickey Tucker	1	May 14 (Fri) 10:20 AM	Joann Test Profile	Sent
12	Now for the rest of the story...	318	May 7 (Fri) 6:43 PM	Key Communicators	Sent
13	Attempted Abduction near NJHS	148	May 6 (Thu) 11:12 AM	School_River Woods	Sent
14	Attempted Abduction near NJHS	103	May 6 (Thu) 11:11 AM	School_Prairie	Sent
15	Attempted Abduction near NJHS	367	May 6 (Thu) 11:09 AM	School_Lincoln	Sent
16	Attempted Abduction near NJHS	1,979	May 6 (Thu) 11:07 AM	School_Naperville North	Sent
17	Attempted abduction near NJHS	984	May 6 (Thu) 11:04 AM	All_Schools_But_NNHS_LJHS_Pra_RW	Sent
18	NEF Breakfast is May 12	518	Apr 29 (Thu) 5:16 PM	Key Communicators	Sent
19	NEF Breakfast is May 12	28	Apr 29 (Thu) 5:13 PM	Partnership interest yes	Sent
20	NEF Breakfast is May 12	439	Apr 29 (Thu) 5:18 PM	NEF general info yes	Sent
21	NEF Breakfast is May 12	439	Apr 29 (Thu) 4:25 PM	NEF general info yes	Sent
22	Sign up for Camp Invention	1,868	Apr 26 (Mon) 3:04 PM	Elementary Schools	Sent
23	Beebe lock-down today	67	Apr 23 (Fri) 12:53 PM	School_Beebe	Sent
24	Is there a play in your future?	2,881	Apr 21 (Wed) 7:09 PM	ALL	Sent
25	Scott School celebrates its 25th	2,033	Apr 17 (Sat) 1:17 PM	ALL	Sent
26	Walnut Ridge recommendation	314	Apr 17 (Sat) 2:55 PM	Key Communicators	Sent
27	primary and secondary email receiving messages	2	Apr 13 (Tue) 1:05 PM	Joann Test Profile	Sent
28	Rich Media Message Test	2	Apr 8 (Thu) 11:55 AM	Joann, Deanne, Melea	Sent
29	Rich Media Message Test	1	Apr 8 (Thu) 11:59 AM	Joann Test Profile	Sent
30	Rich Media Message Test	1	Apr 8 (Thu) 10:47 AM	ChadOnly	Sent
31	Rich Media Message Test	2	Apr 8 (Thu) 10:00 AM	Joann, Deanne, Melea	Sent
32	TEST	1	Apr 7 (Wed) 1:16 PM	Joann Test Profile	Sent
33	More details RE Monday's play	2,014	Apr 7 (Wed) 11:16 AM	ALL	Sent
34	test	1	Apr 7 (Wed) 9:27 AM	Joann Test Profile	Sent
35	test	1	Apr 7 (Wed) 9:27 AM	Joann Test Profile	Sent
36	test	1	Apr 7 (Wed) 6:54 AM	Joann Test Profile	Sent
37	Testicular Cancer Play	2,013	Apr 6 (Sat) 4:20 PM	ALL	Sent
38	2004 Shareholders' Report	1,972	Mar 24 (Wed) 6:14 PM	ALL	Sent
39	Band News!	1,968	Mar 19 (Fri) 5:23 PM	ALL	Sent
40	Bread for Dough Sale	1,096	Mar 15 (Mon) 6:07 AM	ALL	Sent

Subject Line	Size	Scheduled	List	Status
41 Helgesen incident	1,819	Mar 8 (Mon) 2:55 PM	ALL	Sent
42 HMHS to stage West Side Story	1,600	Feb 19 (Thu) 4:17 PM	ALL	Sent
43 Internet Safety Night at HMHS	1,662	Feb 18 (Wed) 11:10 AM	ALL	Sent
44 Free Chicago Blaze tickets	55	Feb 12 (Thu) 7:11 PM	School_Highlands	Sent
45 Letter to Steeple Run Parents	45	Feb 5 (Thu) 11:52 AM	School_Steeple_Run	Sent
46 'Assessment: A Dynamic Tool for Learning' to premiere on NCTV	1,540	Feb 5 (Thu) 6:01 AM	ALL	Sent
47 There WAS an investigation	234	Jan 28 (Wed) 7:03 PM	Key Communicators	Sent
48 Follow-up on tonight's news	218	Jan 27 (Tue) 6:36 PM	Key Communicators	Sent
49 Today's News Development	1,165	Jan 22 (Thu) 5:32 PM	ALL	Sent
50 Updated District Activities Calendar on website	1,536	Jan 20 (Tue) 4:05 PM	ALL	Sent

Subject Line	Size	Scheduled	List	Status
51 Talk203 Lincoln Officially Launched	144	Jan 14 (Wed) 2:23 PM	School_Lincoln	Sent
52 Talk203 Naperville North Officially Launched	193	Jan 14 (Wed) 2:11 PM	School_Naperville North	Sent
53 Free Chicago Blaze tickets for students	705	Jan 7 (Wed) 5:28 PM	ALL	Sent
54 Talk203 River Woods Officially Launched	66	Jan 1 (Thu) 7:48 AM	School_River Woods	Sent
55 Talk203 River Woods Officially Launched	64	Jan 1 (Thu) 12:05 AM	School_River Woods	Sent
56 A Message from the Superintendent	563	Dec 23 (Tue) 12:02 PM	ALL	Sent
57 NENPA contract ratified	562	Dec 18 (Thu) 7:38 PM	ALL	Sent
58 NENPA Tentative Agreement Reached	370	Dec 8 (Mon) 7:57 PM	ALL	Sent
59 NENPA talks yield progress	297	Dec 3 (Wed) 4:02 PM	ALL	Sent
60 HMHS Open House Information	9	Nov 19 (Wed) 4:16 PM	Removed	Sent

Subject Line	Size	Scheduled	List	Status
61 Test PM	17	Nov 19 (Wed) 3:00 PM	ALL	Sent
62 [No Subject]	17	Nov 19 (Wed) 2:45 PM	ALL	Sent
63 All Schools Closed	12	Nov 19 (Wed) 2:45 PM	Emergency_Yes	Sent
64 Test PM	17	Nov 19 (Wed) 2:23 PM	ALL	Sent
65 No school on Monday	15	Nov 19 (Wed) 11:21 AM	ALL	Sent
66 Test	15	Nov 19 (Wed) 11:08 AM	ALL	Sent
67 CLASS LISTS	13	Nov 19 (Wed) 9:49 AM	ALL	Sent
68 Home & School	13	Nov 19 (Wed) 9:46 AM	ALL	Sent
69 Home and School Meeting	13	Nov 19 (Wed) 9:44 AM	ALL	Sent
70 Test Message	13	Nov 19 (Wed) 9:36 AM	ALL	Sent

Subject Line	Size	Scheduled	List	Status
71 test e-mail	13	Nov 19 (Wed) 9:21 AM	ALL	Sent
72 testtest	8	Nov 19 (Wed) 6:02 AM	Removed	Sent
73 test	4	Nov 18 (Tue) 9:23 AM	ALL	Sent
74 unblinded message	3	Nov 17 (Mon) 3:02 PM	ALL	Sent
75 test3	3	Nov 17 (Mon) 9:11 AM	ALL	Sent
76 Talk203 Prairie Officials Launched	31	Dec 14 (Sat) 9:36 AM	School_Prairie	Sent

List of messages published through TalkLincoln (Lincoln Junior High, one of the pilot schools)

Subject Line	Size	Scheduled	List	Status
1 Supply Kits	234	May 21 (Fri) 4:07 PM	Grade 7	Sent
2 Supply Kits	258	May 21 (Fri) 4:06 PM	Grade 6	Sent
3 Service Awards	579	May 12 (Wed) 12:05 PM	ALL	Sent
4 8th Grade Team News	54	May 11 (Tue) 11:27 AM	Team 8 Chili Peppers	Sent
5 Penguin team news	106	May 9 (Sun) 7:04 PM	Team 7 Penguins	Sent
6 Lincoln's 40th Celebration	583	May 5 (Thu) 6:34 PM	ALL	Sent
7 ISAT Testing	138	Mar 18 (Thu) 2:40 PM	Grade 8	Sent
8 ISAT Testing	233	Mar 18 (Thu) 2:38 PM	Grade 7	Sent
9 Bulls team news	77	Mar 18 (Thu) 2:25 PM	Team 6 Bulls	Sent
10 Volunteers are needed	579	Mar 18 (Thu) 10:20 AM	ALL	Sent

Subject Line	Size	Scheduled	List	Status
11 School Incident	565	Mar 11 (Thu) 5:08 PM	ALL	Sent
12 School Incident	565	Mar 11 (Thu) 3:58 PM	ALL	Sent
13 Cubs Team News	54	Mar 9 (Tue) 2:25 PM	Team 6 Cubs	Sent
14 Titans Team News	64	Mar 4 (Thu) 4:05 PM	Team 8 Titans	Sent
15 Chili Pepper News	83	Mar 2 (Tue) 6:38 AM	Team 8 Chili Peppers	Sent
16 Asst. Principal Opening	537	Feb 24 (Tue) 7:37 AM	ALL	Sent
17 7th Grade Penguin News	96	Feb 17 (Tue) 12:03 PM	Team 7 Penguins	Sent
18 7th Grade Panthers News	63	Feb 9 (Mon) 1:45 PM	Team 7 Panthers	Sent
19 Special Lincoln Programs	128	Feb 9 (Mon) 1:18 PM	Grade 8	Sent
20 News from Lincoln	459	Jan 30 (Fri) 2:38 PM	ALL	Sent

Subject Line	Size	Scheduled	List	Status
21 Test, December 16, 2003	4	Dec 16 (Tue) 3:08 PM	ALL	Sent

OUR WEBSITE IS...OUR FACE TO THE COMMUNITY

INTRODUCTION

People in Naperville are definitely going online. According to Naperville surveys, 97% of respondents age 18-54 indicated that they have access to the Internet, as do 75% of those over 55. More than 80% are using the Internet every day and the two largest uses are finding needed information and using e-mail.

Average Web Usage Per Person March 2004	
Sessions/ Visits	31
Domains Visited	54
PC Time	26:40:21
Duration	00:00:54

Internet users are surfing in a variety of ways. According to the Nielsen/Net Ratings during March 2004, the average web user at home spent a little over 26 hours online. Sending/receiving e-mail, accessing information, shopping and paying bills online are becoming commonplace and, as can be seen from the charts in this section, people in Naperville are particularly inclined to use the Internet for daily activities.

We commend District 203 for understanding the present and potential future value of electronic communications to its constituents, as well as for asking community members to contribute to the discussion of enhancing this potent tool to further support education.

Naperville % Online**

District 203's ongoing commitment to using technology advantageously is reflected in the current District website, which is rich with information, and the implementation of Talk203, a program that was piloted this year. The District has laid the groundwork upon which to build. Now let's use this foundation of information and data to move forward in serving the needs of District 203's community.

This report examines the importance of websites in general and District 203's in particular. A discussion about who is visiting the District's sites, what they see once there, and what we want them to see, is presented here along with a review of the Subcommittee's activities. This report concludes with a recommendation for continuing the District's commitment to excellence by providing for increased web development and management resources.
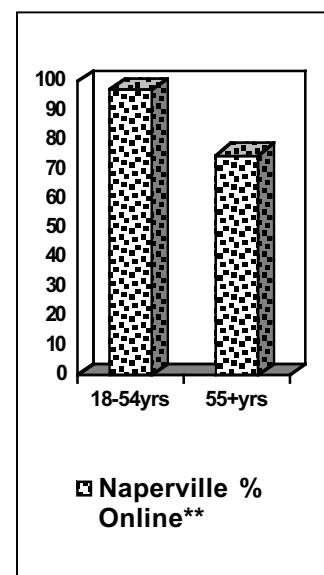
SUBCOMMITTEE ACTIVITIES

In preparation for advising the Board about redesigning the District's site the Website Redesign Subcommittee sought to answer the following questions. How important are websites today? Who is visiting them? What do they see when they come to the District site? What makes a website successful? What do we want our visitors to see? How can we best reach our goals?

In seeking answers, a number of activities were undertaken. The Subcommittee first analyzed the existing District 203 site and other district sites, to see how the District compares, to broaden the perception of what the site could be, and to help identify attributes that constitute good website design. Listed in Table 1 are sites examined that are National School Public Relations Association (NSPRA) award winners.

The Subcommittee then contacted other districts for input about their experience in redesigning their sites. A copy of District 204 "Best Practices in Web Development," a document prepared by webmaster Jeanne Heydecker, was obtained. Best practices suggested by other leaders in website design were also examined to ensure the process being followed in revamping District 203's site was appropriate, see Table 1.

The Subcommittee also looked to state and federal educational agencies for insight into how they are approaching their audiences. Their sites are also listed in Table 1.

Existing research into how Americans are using the Internet and its impact on them was also examined. Of particular interest were two organizations and their research. The first was the "Internet and American Life Project," a Pew Research Company that studies the impact the Internet has on the lives of Americans. The second was NetDay and their report "Voices and Views from Today's Tech-Savvy Students: NetDay National Report on Speak Up Day for Students 2003." Both discussed students' views of how their educators are approaching technology, and both revealed that technologically savvy students fear their educators will not meet their needs. These sites are also noted in Table 1.

A recent study performed by Jupiter Research, "Executive's Planned Expenditures for 2004," was reviewed to help determine just how important websites are to organizations. What are the budgeting implications of this degree of importance?

Finally, the group discussed their own wish lists and hot topics.

TABLE 1: RESEARCH PERFORMED

Tasks	Sources	Concluded
Surveyed award winning sites	http://www.nspra.org/ http://www.hebisd.edu/ http://www.egusd.k12.ca.us/ http://www.christina.k12.de.us/	Sites were visitor focused, had consistent appearance, provided more than one means of navigation, were innovative, and reflected positively on their districts. Many sites make use of off the shelf software for content management.
Reviewed website design Best Practices	http://www.worldbestwebsites.com/criteria.htm http://www.ipsd.org/documents/web-managers/2002_wp_bestpractices.pdf http://www.library.ucla.edu/libraries/url/referenc/judging.htm	All the Best Practices agree that the first step is agreeing on who the site is to serve and how to serve those audiences. User involvement in the development process is key.
Looked to state and federal education leaders	http://www.ed.gov/index.jhtml http://www.isbe.state.il.us/ http://www.aasa.org/publications/sa/1998_04/Sanchez.htm	The federal government, the state and the American Association of School Administrators agreed that websites were powerful tools for communicating with constituents and all endorsed improving weak design.
Looked at existing research into Americans use of the Internet	http://www.pewinternet.org http://www.jupiterresearch.com/bin/item.pl/home http://www.netday.org/	The Internet is meeting the information demands of society. Students are not just using technology differently today but are approaching their life and their daily activities differently because of technology. Today s students are ultra communicators and will force educators to adopt new means of communication.
Opinions offered	Subcommittee Members	All agreed the all 22 sites in the District need to be addressed in any redesign effort.

FINDINGS

WEBSITES ARE IMPORTANT

Websites are one of the most important means of communication that exists today. Everywhere you look organizations are improving on the messages and services their sites deliver. Jupiter Research asked executives earlier this year what they were going to spend money on, what their focus was going to be. A resounding 58% said they intended to re-launch their websites this year. Many are prepared to spend large sums of money and to increase staffing in order to do it. Interestingly, most of the expenditures are to be made for improved design and not new technology.

- 58% planning a website re-launch this year
- 1/4 to spend at least $1 million
- 20% of budget is internal staff
- 40 million people looked for housing
- 11 million people chose a school
- 8 million people found jobs

Why are organizations prepared to commit to refreshing the look of their sites? Because more and more people are relying on services provided by these sites. According to Pew Research, many decisions are made based on information gleaned from the Internet, information that our District should provide. People are turning to the Internet when deciding on new jobs, new schools and new places to live. In each of these cases school district information is relevant, company information is relevant, and community information is relevant. Organizations are racing to improve their sites. Why? Because the website is, in many cases, the single most important communications tool.

PEOPLE WHO VISIT DISTRICT 203 ONLINE

Eight types of potential users of District 203 sites were identified: parents, residents, students, teachers, administrators/staff, new teachers, new residents, and vendors. Each is described in more detail in the Website Redesign Appendix, Identification of District Website Target Users/Audience. A profile of each user was developed to identify what content they would want to find at the site, and how they would tend to use the site.

Parent users, for instance, could include a wide range of sophistication as well as a variety of connections (from dialup to broadband). Most are interested in their particular school and need to easily find news, calendars of events and announcements (such as snow day school closings). A potential new hire, on the other hand, will be a relatively sophisticated user, looking for specific information. They will most likely follow a logical navigation structure: job openings, salary information, contact and application information and background on the curriculum and teaching environment.

Any redesign of the website should take into account how best to provide access to the specific content needed by the each type of user. The District should meet the needs of all eight types of users, but the primary focus for design should initially be for the community District 203 serves – parents and teachers, and later students too. Accordingly, providing readily accessible content that meets their needs is a high priority.

What do they see?

The Website Redesign Subcommittee analyzed the specific content currently on the District 203 website in terms of the target users/audience and suggested several additions to better serve them. This information is listed in the document "Website Design Matrix," with some of the content of the school websites included as a third grouping. An analysis of the current usage (number of times each page was visited in January 2004) is shown in the "203 Visit History" column. The calendar, general and school links are far and away the most popular items, with the exception of the Human Resources links, all of which deserve to be separated as direct links on the main page. This shows up dramatically in the following chart.

31,963 Visits Jan. '04

Technology 1%
Schools 27%
Human Resources 43%
Curriculum 5%
Special Ed 3%
Health 2%
General 15%
Community 4%
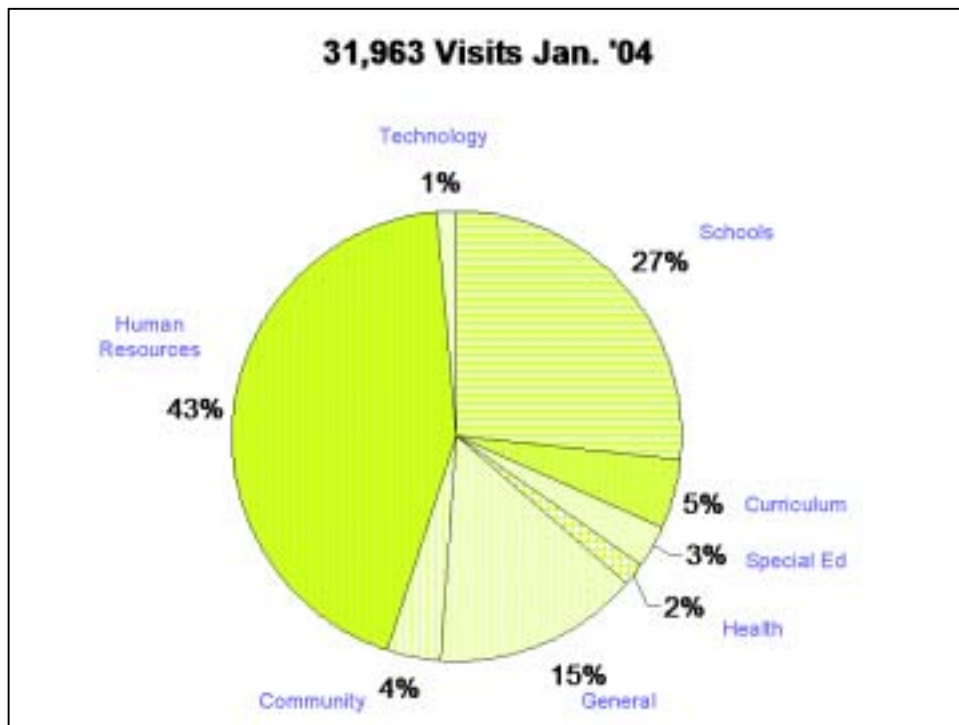
The Human Resources links are highly utilized, but presumably only by one type of target user. Our analysis of teachers as users is that they would be serious, relatively sophisticated and comfortable following a logical menu structure, provided they can get specific employment information. Accordingly, much of the employment content, although important, is appropriately accessed on submenus or secondary links, as suggested in the far right "Delivery Mode" column of the "Website Design Matrix."

District 203 individual school sites already have a wealth of content, but there are several concerns about how that content is presented. An examination of a number of sites reveals inconsistent layouts, content and navigation methods. Many of the school sites do not identify themselves as being part of District 203. There is no obvious coordination of the image being presented. While we appreciate the effort involved, this does not reflect well on the District. In some cases, the lack of professionalism detracts from the image of the individual entity as well as the District.

> One of our most important lines of communication is managed by people that already have full-time assignments doing other things.

This lack of a coordinated public face is the result of many factors. The most obvious is the lack of staff assigned to website management. The existing website content comes from numerous sources within the District, with examples listed in the "Contributor" column of the "Website Design Matrix:" District administration, the Board of Education, ISBE, state testing, alumni, staff (special education, health), core teachers, volunteer organizations, school staff, parents, students, Sodexho, coaches, etc. Even without making any changes in the content, this requires a certain amount of maintenance and regular updating. Each change or update to the school web pages must be coordinated between the contributor and a single person designated as the school's "Web Manager," and each transfer must be carried out using a single copy of the approved file transfer program running solely on the Web Manager's computer. There is no one in the District with time budgeted

specifically to maintaining, let alone upgrading, the website. At present all individuals involved have web management as an ancillary responsibility on top of full-time teaching or administrative responsibilities. This means one of our most important lines of communication is managed by people that already have full-time assignments doing other things. This causes delays in updates that, in turn, lead to frustrations and, in some cases, a turning away from providing current and/or improved content. Individual school sites are an afterthought or added responsibility. This self-created updating bottleneck is illustrated in the following diagram.
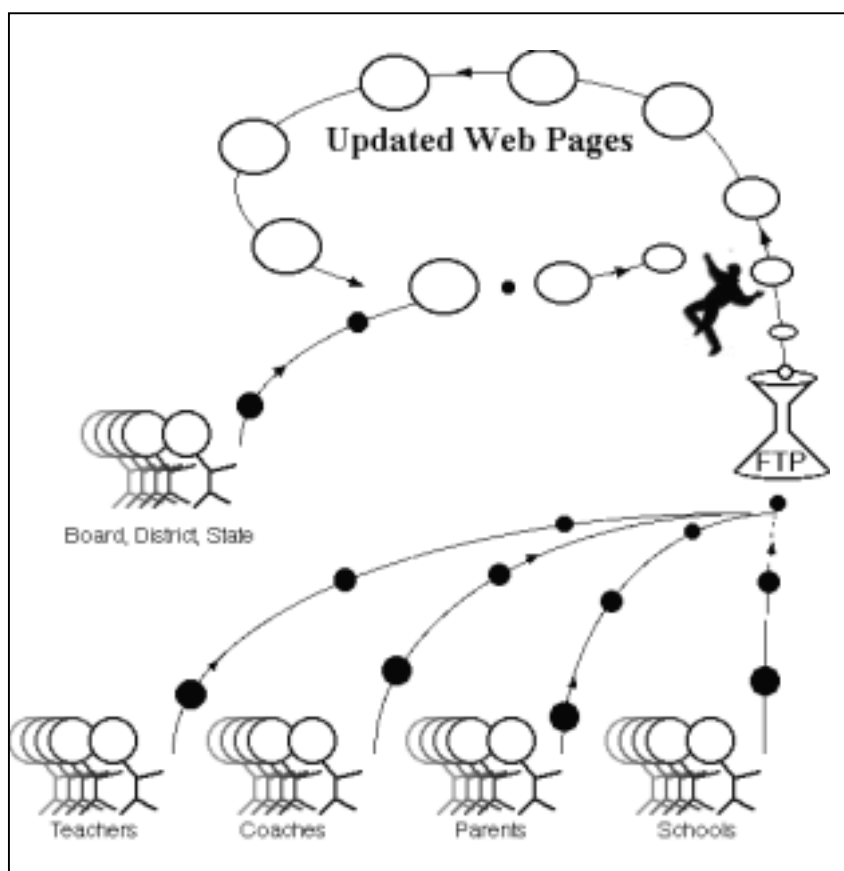
Another factor detracting from the image presented is the lack of comprehensive District guidelines for web page development and maintenance. The only guidelines that exist are contained in a one-page document created in 1998. Many of the people creating content today are not even aware of the existence of these expectations. Naturally, without direction, everyone has had to choose their own path.

Choices are being made. Content is being created. Despite roadblocks, the District's sites are rich in content. They are so because we have people who want to communicate electronically with the ever-increasing audience that craves this technology. District 203 is trying to be heard, is trying to put its best face forward. It just needs extra resources to unlock its full potential.

WHAT SHOULD VISITORS SEE? ATTRIBUTES OF SUCCESSFUL WEBSITES:
Purpose driven
- Visitor focused
- Reflects branding
- Sets the tone for use of technology
- Clarifies services offered

Consistent look
- Layout, colors, graphics
- Navigation method
- Update methods

Current content
- Minimal time to web
- Automated content review and approval process
- Ability to specify and control content publication time

Maintainable
- Content is controlled by information contributors
- Templates facilitate updating by non-technical users
- Online guidance for contributors

Flexible
- Content customization should allow for individual and group uniqueness
- Seek feedback
- Incorporate search capabilities
- Ensure contributor access can be added and removed
- Edition control would facilitate rollback to last state of site, as well as aid in responding to questions about previously published information
- Include links

Marketed
- The site markets the organization so the organization should market the site

WHAT WE WANT VISITORS TO SEE

Appearance

In terms of appearance, award-winning sites have all moved away from a spartan, blocky, strictly utilitarian design. Instead, they all make use of the website to project a positive image of the school district, as well as provide information. Almost all had colorful pictures of school kids on their main page. The design was consistent through the pages, typically carrying through a header and navigation bar. The individual school websites within each district typically differed in design from the district pages, but were internally consistent and had certain common content.

Content/navigation

In terms of content, there was a variety in the type (forms, board meeting minutes, homework assignments, online meal plan payment, etc.), in the organizational source (District, teachers, food service, Home & School, etc.), and in the targeted audiences (parent, local resident, student, teacher seeking employment, etc.). For navigation, the content of the sites was categorized, usually in drop-down or tool-tip menus, following one or the other of these groupings. Most sites, however, recognized that certain content is of universal interest or is dated, such that it needs to be on the main page. Announcements and/or upcoming events from the calendar are typically presented on the main page, at least as a news brief with a link. A link to the District calendar and a direct link to the schools are also frequently pulled out of the menus, to appear separately as a direct link on the main page. Many of the districts have a site search feature, in addition to navigation by categories, and sometimes a "fast find" or "popular links" list. These provide an alternative for those who don't find the logic of the navigation menus intuitive.

Future improvements

As mentioned before, "site search" and news that District 203 wants to bring to the public's attention should be on the main page: current news briefs and upcoming calendar events should be updated regularly. One group of suggested improvements in content has to do with static information that needs to be added or made more readily accessible to the target user. The following procedures should be available for consultation online: enrollment requirements, emergency preparedness procedures, student guidelines, etc. The District could also make use of the site to facilitate District business. A "Facilities and Maintenance" page could illustrate work being done and where and why allocations for repairs, etc. are needed in advance of a budget meeting and could more broadly publicize "Request for Bids," for instance.

Another group of suggestions for content is more interactive: to provide online business transactions with parents such as the meal payment plan (already in effect via link to Sodexho), purchasing sport passes and paying fees, registration, addition of emergency numbers, parent/teacher conference sign-up, and online submission of calendar events. Executed properly, this should save District 203 staff a lot of tracking down lost or mislabeled envelopes, retyping information, etc. and speed up the process for those parents who take advantage of the electronic system.

Another even more interactive set of suggestions has to do with expanding the communicating ability of the District by providing a means of feedback. This could be in the form of a poll on significant issues or District proposals, via a feedback form to gather comments on significant issues. A summary of the results of the poll could then be posted. Or a discussion forum could be set up, where parents and educators can discuss a topic by posting comments, opinions and replies on a topic for everyone to consider. At the most interactive, District 203 could host an occasional iSafe style chatroom, in the event that it would be beneficial for parents, students and community members to share feelings, concerns, and suggestions about a hot issue or crisis (and related issues) in real time.

A possible new face

A short-term improvement or new look that the District could adopt is suggested on the web page design below. As a first step, some immediate changes can and should be made that would significantly improve the site:

1. The calendar should be brought out as a separate, direct link on the main page.
2. A link to the individual schools' websites needs to be on the main page.
3. The main page should have a site search button.
4. Pictures of school children should appear on the main page, to set a family friendly tone.

For the second step a more complete redesign would include reorganizing the existing pages and

including some of the additional content suggested in The "Website Design Matrix". Instead of either strictly a structural or a functional navigational system, the main page should have navigational headings with a visitor focus, such as information typically sought by "Parents," etc. This could supplement access also provided by traditional links, under a "Departments" grouping, for instance. Emergency news or special announcements should have a place on the main page that will not otherwise be occupied or cluttered, so that it will be apparent to regular visitors. Upcoming events from the calendar should be part of the news regularly updated on the main page. Ultimately, redesign of the District 203 website should include the development, publishing and upholding of comprehensive District guidelines for web page development.

The actual redesign work may be done in house, or contracted out. A list of vendors claiming to specialize in district and school website applications follows:

> http://www.finalsite.com/page.cfm?p=324
> http://www.rschooltoday.com/se3bin/client.cgi?G5button=1
> http://www.newcitymedia.com/capabilities/schools.html
> http://www.schoolcenter.com/
> http://www.schoolinternetportal.com/default.asp

RECOMMENDATIONS:
CONTINUE TO COMMIT TO EXCELLENCE

**Commit appropriate resources to developing, maintaining
and marketing the face of District 203**

**Commit to empowering all content contributors
by removing bottlenecks**

**Commit to leading by defining, publishing and
upholding comprehensive district-wide website guidelines**

WEBSITE REDESIGN APPENDIX

IDENTIFICATION OF DISTRICT WEBSITE TARGET USERS/AUDIENCE

Parent of student in the school system
- Type of user
    - Casual, regular
    - Includes a wide range of sophistication, including novice users requiring intuitive, quick access to the information they want
    - Personally involved with the school system, brought to the site in part because of their child's enrollment
    - Interest in the academic standing and image of the District, and to some extent how that image is projected by the style and attractiveness of the website
- Use of site
    - To find information about their child's school year (academic calendar, curriculum standards, etc.)
    - To keep informed of the academic performance of the District (standardized tests report card, etc.)
    - To check at any time for announcements/explanations/administration response to immediate concerns (snow or other weather, disease, safety concerns)
    - To find emergency information quickly
    - As an initial contact point for school and staff (locations of schools, contact information)

Naperville residents
- Type of user
    - Casual, occasional
    - Includes a wide range of sophistication, including novice users requiring intuitive, easy-to-find access to the information they want
    - Personally involved with the community, brought to the site by an interest in education in Naperville, and/or by a concern with tax referenda and school board elections
    - Possibly some interest in how Naperville's image is projected by the school system and the District website
- Use of site
    - To keep informed of the academic performance of the District (standardized tests, report card, curriculum standards, strategic plan)
    - To follow Board of Education activities (meeting schedule, reports, meeting minutes, etc.)
    - To examine financial allocations (budget, relative spending per student, etc.)
    - As an initial contact point for involvement (contact information for District administration and Board of Education members, meeting schedules)

Teachers seeking employment

- Type of user
  - Serious, one-timers
  - Relatively sophisticated, will focus on finding the information they need
  - Personal stake in employment, but not necessarily with Naperville, brought to the site by job search
  - Interested in the nature of the teaching environment (curriculum, support, attitudes, etc.
  - Need for information on job opportunity (openings, salary, career development)
- Use of site
  - Contact information for submitting application
  - Position openings available
  - Salary range
  - Financial health of district
  - Staff development support
  - Teacher/student ratio
  - Curriculum standards

New residents considering/planning relocating to the area

- Type of user
  - Semiserious, one-timers
  - Includes a wide range of sophistication, including novice users preferring simple access to the information they want, but willing to search it out
  - Planning ahead for potential child in the school system, brought to the site by desire to make informed home purchasing decision
- Use of site
  - Evaluate quality of the school system (teacher/student ratio, standardized tests, report card, curriculum standards)
  - Compare home location choices (locations of schools, transportation options)
  - Registration information
  - Overall impression (appearance, style)

Internal school district use

- Type of user
  - Serious, staff
  - Sophisticated web administrators, and range of sophistication in contributors, but with limited time available
  - Need to provide public information to community and communicate with parents, residents, new residents, new teachers, etc.
  - Interested in streamlining paperwork
  - Interested in projecting positive image
- Use of site
  - Register sign-ups directly to database online (Talk203 distribution list, updated parent contact information, parent-teacher conferences)
  - Securely receive payment (collect money for meal cards online)
  - Provide call for bids and contact information for vendors
  - Provide employment information and contact information for teachers
  - Sign up business partners
  - Provide forms for distribution electronically (health forms, athletic forms, etc.)

Vendors and contractors
- Type of user
  - Business-related, occasional
  - Relatively sophisticated, will find the specific information concerning potential business
  - Financial interest in school district brought to site to look for business opportunities
  - Interested in job/material definition/requirements, and remuneration
  - Concerned with financial security and budget coverage of project
- Use of site
  - Contact information for submission of bids
  - Other…

Students
- Type of user
  - Semiserious, occasional
  - Relatively sophisticated by junior high, focused on their own school rather than District as a whole
  - Personal interest in school work and activities brought to the site to find information not given in class (or lost)
- Use of site
  - Check times and locations (academic calendar, sports calendar, school locations)
  - Check homework assignments
  - Download necessary documents and worksheets

Internal teacher use
- Type of user
  - Serious, staff
  - Variable level of sophistication brought to school website as contributor for communication with students and parents
  - Professional interest in school/team website as teaching tool for students
- Use of site

  - To inform and involve students' parents (teacher bios, syllabus, class project info)
  - As an aid to motivate students and illustrate outstanding work (online student portfolios, awards, etc.)
  - To guide Internet research sessions (leading links on topic web page)
  - Provide homework materials online (homework hotline, download worksheets, links)

SEE ATTACHED "WEBSITE DESIGN MATRIX"
This chart details and categorizes types of information on the District 203 website.

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Community Survey
Subcommittee Report

</div>

Executive Summary

As a participant in the Standard-Bearer Process, one of District 203's critical goals is to *develop a shared understanding of the need for continuous improvement based on [the] school district beliefs, vision and mission.* From that goal stems the accompanying target of developing a comprehensive and effective communication plan which fosters collaboration, trust and two-way communication among the school board, parents, community and staff.

This is the basis of our recommendation for the implementation of a community-wide survey. A correctly designed and performed attitudinal survey of the community is the best method for fostering this two-way dialogue. Using the results of the community survey, the District will be better able to make data-driven decisions and identify benchmark characteristics for future improvement and action.

What makes an attitudinal community survey valuable? In order to answer this question, the group...

- Discussed who is the "community"?
    - 60-65% of households do NOT have children in schools
        - older, had kids go through schools
        - older, no ties to schools
        - young marrieds, no kids
        - singles, no kids
        - private school & home school families
        - families with younger kids
    - We already communicate with parents, but how do we reach others?
    - Not all of Naperville feeds into District 203; District 203 encompasses more communities than just Naperville
- Reviewed past surveys and surveys conducted by other districts and government agencies
- Met with research expert to gain insight into previous District 203 pre-referendum survey results
- Posed critical questions relating to the District's and the community's need for communication
- Pursued design, implementation and methodology issues

Attributes of a valuable survey...

- Provides a voice to many community members by involving a large number of stakeholders
- Celebrates strengths, as well as identifies areas for improvement
- Gives the ability to gauge and understand perception of community
- Asks benchmark questions that can be used in future surveys as a baseline
- Supports data-driven decision making model

Objectives of an Attitudinal Community Survey
- Support District 203 goals
  - Standard-Bearer Process
  - School Board Goals
    - Promote fiscal responsibility
      - For example, identify the most effective ways to communicate with all members of the community and save taxpayer money by discontinuing the use of channels that are not effective
    - Improve communication
    - Address strengths and weaknesses
    - Apply citizen input
      - Promote community involvement in local schools
        - If community is involved with the success of the schools, then perhaps they will be more apt to support future growth
        - Do people know there are opportunities available? Do people want to know this?
- Allow data-driven decisions
- Understand community's support for and satisfaction with District 203
- Identify current key issues or concerns
- Determine if programs designed to address key issues are effective
- Provide a vehicle to directly solicit community feedback on any particular decision or issue (an expanded Talk203 could serve as a vehicle, for example).
- Encourage community participation, which is critical to the success of our schools
- Identify further opportunities for District 203 to welcome residents who do not currently have ties to schools

Survey Methodology
- Outsource the design, construction, implementation, tabulation and interpretation of the survey, under the direction of District 203 staff, with input from ad-hoc committee of parents, administrators and other community members, who do not have children in the schools
- Structuring the survey is critical to obtain valuable data and input
  - Quantitative and qualitative to assist the board with key decisions that are data-driven
  - Structured to provide analysis over time, using benchmark indicators for baseline
  - Responses must be representative of the community
  - Format should be designed to maximize response and input
    - Phone
    - US Mail
    - Internet
    - Combination of the above
- Where possible, the process should leverage low-cost resources to promote fiscal responsibility (i.e., working with the research department of a local college)

Next Steps
- Form an ad hoc committee that includes community members, as well as parents of current District 203 students and administrators, to gain input as to what should be asked on the survey
- Continue to meet with survey experts
- Potential obstacles to achieving results
  - Non-English speaking
  - Do Not Call registry (phone survey)
- Benchmark questions to be used as a baseline
  - What areas should these address?
  - What should these be?
  - How can we use past surveys?

Reference Material

"Listening to the Community", excerpted from *Effective Schools Through Effective Management,* Illinois Association of School Boards

"A Public School Survey Research Primer," Illinois Association of School Boards

Conclusion

An attitudinal survey will allow the community to have a voice. It will reveal "hot button" issues, which determine emotional capital. It will also measure how effectively the school district is meeting the needs of the community as a whole. The survey can be one of the primary vehicles for understanding the community's level of support for and satisfaction with District 203. In the long run, the results can be used to garner support for the district's future initiatives.

We are a community of learners, and continuous improvement is a goal we strive to reach. Status quo is NOT an option in District 203. The results of the survey can be used to support the school improvement plan and allow District 203 to be data-driven, in order to achieve its goals and be fiscally responsible. The use of effective, on-going surveys will allow us yet another vehicle of communication with the community. Engaging in a two-way dialogue with the community at-large is essential to the future success of this world class school district.

COMMUNICATIONS COMMITTEE RECOMMENDATION

The Communications Committee recommends that District 203 establish a district-wide communications standard that commits to use of electronic communications as the preferred vehicle of information exchange between the District (encompassing administration, our 21 schools and individual staff members) and its community. We also recommend that periodic, yet consistent, survey tools be used to track user preference and measure communication progress results.

In order for this to become a reality, it is imperative that District 203 support this goal through the commitment of necessary funding to develop, purchase, maintain and upgrade these communication tools, as well as hiring, training and retraining staff to adequately support their use.

Website Design Matrix

	Navigation Category	Currently On 203 Site	203 Visit History	Priority	Target User/Audience	Need met	Contributor	Maintenance Required	Suggested Delivery Mode
K-12 School - links	Schools	Yes	8105	1, quick	Parent, New Resident, Student	school info	District		Main page link
K-12 School - Maps	Schools	Yes	external link		Parent, New Resident, Student	school location			Main menu item
Alumni	Schools	Yes			Student (former)	contact	Alumni		Yes
Libraries - Catalog links	Schools	Yes	117		Teacher, Student	research resource	Yes	high	Main menu item
Walking Maps	Schools	Yes	303		Parent		District		Main menu item
Academically Talented	Curriculum	Yes	282				District		
Assessment Info	Curriculum	Yes	219		Parent, Resident, New Resident	quality, standards	District		Main menu item
Testing	Curriculum	Yes	96		Parent, Student	standardized test info	District		Main menu item
Design Qualities	Curriculum	Yes	94		Teacher, Parent, New Teacher	curriculum standards	District		
Staff Development	Curriculum	Yes, but empty	147		Teacher		District		Yes
Math & Science	Curriculum	Yes	299		Parent, Resident, New Teacher	curriculum standards	District		Main menu item
Music	Curriculum	Yes	308		Parent, Student	guide, dates	District		Main menu item
Project Leap	Curriculum	Yes	101		Parent		District		
Title 1	Curriculum	Yes	57		Parent, Student		District		Yes
General Information (Special Ed)	Special Ed	Yes	342		Parent, New Resident	services, procedures	District		Main menu item
Library (Special Ed)	Special Ed	Yes	78		Parent, Teacher		Staff - Spec. Ed.		Yes
Special Ed Staff	Special Ed	Yes	329		Parent	contact info	Staff - Spec. Ed.	annual	Yes
Staff development (Special Ed)	Special Ed	Yes	9		Teacher		District		Yes
Special Ed Web sites	Special Ed	Yes	168		Parent, Teacher	resource guide	Staff - Spec. Ed.		Yes
Health - Services	Health Services	Yes	355		Parent, New Resident	services, procedures	District		Main menu item
Health - Forms	Health Services	Yes	194		Parent	forms	Staff - Health		Yes
District Administrators	General	Yes	546		Resident, Parent, Vendor	contact info	District	annual	Main page link
Air Quality	General	Yes	61		Parent, Resident	activities, performance	District		Yes
Board of Education	General	Yes	209		Resident, Parent	contact info	Board	annual	Main menu item
Board - Biographies	General	Yes	31		Resident, New Resident	activities, impression	Board		Yes
Board Meeting Agendas	General	Yes	<72		Resident, Parent		District	moderate	Yes
Board Meeting Minutes	General	Yes	<72		Resident	activities, allocation	District	moderate	Yes
Budget 2002-03	General	Yes	<72		Resident, New Teacher	financial health, allocation	Board		Yes
Board - Policies	General	Yes	<72		Parent, Student, New Teacher	procedures, impression	District		Yes
Calendars - School Year	General	Yes	1215	1, quick	Parent, Student, Teacher	schedule	District	annual	Main page link
Calendar - District Activities	General	Yes	676		Parent, Student	schedule	District		Main menu item
Calendar -Crime Prevention	General	Yes	<72						Yes
Critical Strategic Goals	General	Yes	47		Resident, New Resident, New Teacher	activities, allocation, impression	District		Yes
Facts/statistics	General	Yes	197		Resident, New Teacher, Parent	quality, performance, impression	District		Main menu item
FAQs	General	Yes	226		Parent, Student	procedures	District		Main menu item
Highlights 2002-03	General	Yes					District	annual	
Partnership Winner	General	Yes	<72				District	annual	
District Profile	General	Yes	<72				District		Yes
Illinois Report Cards - district	General	Yes	279		New Resident, Parent, New Teacher	quality, performance	District	annual	Main menu item
Illinois Report Cards - High Schools	General	Yes	ave. 205		Parent, Student, Teacher	performance	District, HS	annual	School Websites & District links
Illinois Report Cards - Junior Highs	General	Yes	ave. 82		Parent, Student, Teacher	performance	District, JH	annual	School Websites & District links
Illinois Report Cards - Elem. Schools	General	Yes	ave. 92		Parent, Student, Teacher	performance	District, Elem.	annual	School Websites & District links
School Map of district	General	Yes	494		New Resident	location	District		Main menu item
Shareholder Report	General	Yes	<72		Resident	judge activities, allocation	District	annual	Submenu/2nd-ary link
Standard Bearer	General	Yes	27		New Resident, New Teacher	curriculum standards	District		Submenu/2nd-ary link
Awards Program	Community	Yes	23		Parent, Student, Teacher	procedure	District		Submenu/2nd-ary link
Talk203 Email	Community	Yes	641	1	Parent, Resident	news	District	moderate	Main page link
Business Partnerships	Community	Yes	47		District, Vendors	sign up partners	District	moderate	Submenu/2nd-ary link
Food Services - link to Sodexho	Community	Yes	external link		Parent, Student	menu	Sodexho	by Sodexho	Main menu item
HURRAH	Community	Yes	50		District, Resident	sign up volunteers	HURRAH	annual	Main menu item
Naperville Education Foundation	Community	Yes	218		District, Resident	promote donations	NEF	annual	Main menu item
Newsletters	Community	Yes, not current	76		District, Resident	news	District, Editors	moderate	Main menu item
Nicarico Literacy Fund - link to Nicarico	Community	Yes	external link		Resident	promote donations	Nicarico Fund		Main menu item
SFC Partnership	Community	Yes	80		Parent, District	sign up volunteers	SFCP	annual	Main menu item
Resources	Community	Yes	87		Parent, Teacher	resources	District	moderate	Submenu/2nd-ary link
Positions Certified '03/'04	Human Resources	Yes	2841		Teacher, New Teacher	openings	District	moderate	Submenu/2nd-ary link
Positions Certified '04/'05	Human Resources	Yes	2440		Teacher, New Teacher	openings	District	annual	Submenu/2nd-ary link
Positions Non-certified	Human Resources	Yes	2033		Teacher, New Teacher	openings	District		Submenu/2nd-ary link
Positions Extra Duty	Human Resources	Yes	556		Teacher, New Teacher	openings	District		Submenu/2nd-ary link
Positions Sodexho	Human Resources	Yes	332		Resident	openings	Sodexho	by Sodexho	Submenu/2nd-ary link

Item	Department	Status	ID/Link	Audience	Type	Provider	Frequency	Location
FAQs (Human Resources)	Human Resources	Yes	1057	Teacher, New Teacher	application	District		Submenu/2nd-ary link
Job Application Online	Human Resources	Yes	external link	New Teacher	application	District	moderate	Main menu item
Recruitment Fair	Human Resources	Yes	1186	New Teacher	application	District	annual	Submenu/2nd-ary link
Salary Schedule 03-04	Human Resources	Yes	1217	Teacher, New Teacher	salary	District	annual	Submenu/2nd-ary link
Sub finder	Human Resources	Yes	1328	Teacher	forms	District		Submenu/2nd-ary link
Substitute/Tutor Applications	Human Resources	Yes	487	Teacher	procedures	District		Submenu/2nd-ary link
Summer School Employees	Human Resources	Yes	447			District	annual	Submenu/2nd-ary link
Teacher Recertification - link to State	Human Resources	Yes	external link	Teacher, District		Illinois	by Illinois	Main menu item
Technology	Technology	Yes	467	Parent, New Resident, Resident	curriculum standards, allocation	District	annual	Main menu item
Site Search		Suggestion		1, quick	all		Google		Main page link, District & School sites
Employee Benefits	Human Resources	Suggestion		New Teacher		District		Submenu/2nd-ary link
District Announcements - snow day, etc	News	Yes	1	Parent, District	emergency news	District	moderate	Main page
District News Briefs	News	Suggestion		All, "Drive By"	advertise/inform	District	high	Main page
Quick Calendars - upcoming events	News	Suggestion		Parent, District	schedule	District Calendar	high or scripted	Main page
Video Lectures/Events/Meetings - Streaming	News	Suggestion for future		Parent, Resident, Student	news, activities, research	Teachers, Board	high	Submenu/2nd-ary link
Family-Friendly Look - Kid Pictures		Suggestion		1, quick	New Resident, District	present image, set tone			Main page
Educational Services (Athletics & Activities)		Suggestion				District		
Enrollment Requirements		Suggestion		Parent, New Resident	procedures	District		Main menu item
Emergency Preparedness Procedures		Suggestion		Parent, New Resident	procedures	District		Submenu/2nd-ary link
Employee Login		Via 203 Portal, but not from site		Teacher, District		District		Main page link
Facilities & Maintenance		Suggestion		Resident	activities, allocation	Staff - Facilities	moderate	Submenu/2nd-ary link
Request For Proposals/Bids		Suggestion		District, Vendor	call for bid, contact	District	moderate	Submenu/2nd-ary link
Student Contact/Guidelines		Suggestion		Parent, Student	procedures	Staff - Counselors		Main menu item
Standards of Learning		Suggestion		Parent, New Resident	curriculum standards	District		Main menu item
Before & After Childcare		Suggestion		Parent, New Resident		District		Submenu/2nd-ary link
Online Calendar Event Submissions	Online Services	Suggestion		Teacher, District		Staff, Coaches, Groups	high	Submenu/2nd-ary link
Online meal plan payment	Online Services	Yes, via Sodexho link		Parent, District		Sodexho	by Sodexho	Main menu item
Sport passes/fees online	Online Services	Suggestion		Parent, District		District	moderate	Main menu item
Online addition of emergency numbers/par	Online Services	Suggestion		Parent, District		District	moderate	Main menu item
Online registration	Online Services	Suggestion		Parent, District		District	moderate	Main menu item
Question/Comment Feedback Form	Online Services	Suggestion		Parent, Teacher	feedback	District	moderate	Main menu item
Discussion Forum - Bulletin Board	Online Services	Suggestion		Parent, District	feedback	Parents, Staff	moderate	Main menu item
Discussion Forum - Topical Chatroom	Online Services	Suggestion		Parent, Student, District	discussion	Parent, Student, Monitor	high, if monitored	Main menu item
School Address		Yes		Parent, Student	contact	Staff		School Websites - Main page
Principal		Yes		Parent	contact	Staff		School Websites - Main page
Faculty/Staff contact information		Yes		Parent	contact	Staff		School Websites - Main menu item
School Awards		Yes		Resident, Parent, New Teacher	image, performance			School Websites - Main page
Quick Calendars - upcoming school events	News	Suggestion		Parent, Student	schedule	School Calendar	high or scripted	School Websites - Main page
Daily Announcements - activity signups, etc	News	Suggestion		Parent, Student	news	Schools	high	School Websites - Main page
Parent/Teacher Conference signup	Online Services	Suggestion		Parent, Teacher		Teachers	moderate	School Websites
Homework Central/Hotline		Suggestion, Some schools		Student		Teachers	daily	School Websites
Online check of child's attendance		Suggestion		Parent		Teachers, Schools	daily	School Websites - Submenu
Calendars - school activities	Calendar	Suggestion		Parent, Student	schedule	Staff - Office	little additional	School Websites - Main page link
Calendars - sporting events	Calendar	Suggestion		Parent, Student	schedule	Coaches	little additional	School Websites
Physical Education		Some Schools		Parent, Student				School Websites
School Newsletter		Some Schools		Parent				School Websites
Sports Schedule		Some Schools		Parent, Student				School Websites
LRC		Some Schools		Parent, Student, Teacher				School Websites
Intramurals		Some Schools		Parent, Student				School Websites
Foreign Language		Some Schools		Parent, Student				School Websites
Various School Clubs		Some Schools		Parent, Student				School Websites
Teacher Biographies	Classroom Teams	Some JH's		Parent, Student				School Websites
Coursework Resource Links	Classroom Team	Some JH's		Student		Teacher		School Websites
Classwork summary	Classroom Team	Some JH's		Parent				School Websites
Classroom assignments	Classroom Teams	Some JH's		Student				School Websites
Student Work & Awards	Classroom Teams	Some Schools		Parent, Teacher, Student	motivate	Teacher, Student	moderate	School Websites
School Handbook/Rules		Some Schools		Parent, Student				School Websites
Supply List 2003-2004		Some Schools		Parent		Teacher, Home & School		School Websites
English as Second Language		Some HS's		Parent, Student				School Websites
Board of Education Goals	School Board	204 Site						
Current Board Member Biographies	School Board	204 Site						
Mission Statement	School Board	204 Site						
Contact the Board of Education	School Board	204 Site						
Agendas for the Next Meetings	School Board	204 Site						
Schedule of Board Meetings	School Board	204 Site						
Minutes from Board Meetings	School Board	204 Site						

Directions to the District Education Center	School Board	204 Site					
Middle School Textbook Purchase Information	Instructional Services	204 Site					
Instructional Technology	Instructional Services	204 Site					
Curriculum	Instructional Services	204 Site					
Staff Development	Instructional Services	204 Site					
Educational Foundation	Educational Foundatio	204 Site					
		204 Site					
Payment online	School Lunch	204 Site					
Radio,TV, & phone contact listings	School Closing	204 Site					
News & Events	News & Events	204 Site					
What School Will Your Child Go To?	New to the District	204 Site					
Preschool Information	New to the District	204 Site					
Early Preschool Registration	New to the District	204 Site					
Kindergarten Meeting Registration Dates for	New to the District	204 Site					
Fees	New to the District	204 Site					
Registration & Residency Requirements	New to the District	204 Site					
Download Registration & Associated Forms	New to the District	204 Site					
Orientation Schedules	New to the District	204 Site					
Student Handbook	New to the District	204 Site					
About the District -- Quick Facts	New to the District	204 Site					
History of the District	New to the District	204 Site					
School Improvement Plans	Information about the	204 Site					
School Report Cards	Information about the	204 Site					
Bus Stop Schedules	Information about the	204 Site					
Financial Statement	Information about the	204 Site					
	Information about the	204 Site					
H.S. Course Catalog	Information about the	204 Site					
Budget	Information about the	204 Site					
Parents Council	Information about the	204 Site					
Project Arrow Parent Organization	Information about the	204 Site					
Parent Diversity Advisory Council	Information about the	204 Site					
School Year Calendar	Information about the	204 Site					
Student Handbook	Information about the	204 Site					
Teacher Salary Schedule	Information about the	204 Site					
Board of Education Policy Manual	Information about the	204 Site					
Staff Development	Information about the	204 Site					
District Awards	Information about the	204 Site					

Communications Committee 2004

The Communications Committee was comprised of an energetic and diverse group of parents and administrators, representing all three levels (elementary, junior high and high school), as well as a variety of individual schools within District 203. Their combined work experience, passion for excellence and commitment to achieving the goals of this process and the District allowed for thought-provoking discussions, resulting in what they believe will prove to be insightful recommendations.

Melea Smith (facilitator) is completing her third year as District 203's Director of Communications and has 18 years of experience in school public relations, having formerly served 15 years as Director of Community Relations for Hinsdale High School District 86.˚ She˚holds an Accreditation in Public Relations (APR) and is a member of the National School Public Relations Association (NSPRA), as well as a member of the Board of Directors of the Illinois chapter (INSPRA). She formerly spent 7 years as a journalist.
˚
Melea has lived in Naperville for ten years (moved here for the world class education, of course) and has three children who have been students in District 203.˚ Her youngest, Sarah, will be a senior at Naperville North next school year; Aaron is 20 and an art major; Andrew is 22 and works as a custodian for the District.

Talk203 Electronic Communications Subcommittee

Anne Gary (Chairperson) is representing River Woods on the Communications Committee.˚ She has a 4th grade son at River Woods and a 6th grade son at Madison. Anne is currently serving as lead parent on the River Woods SFCP committee and parent representative on the River Woods Communications Committee.˚ She also acts a parent liaison to the 6th grade White Star team at Madison.˚ Other volunteer roles include Cub Scout leader and Community Against Substance Abuse (CASA) Board.
˚
Anne has a B.S. in Electrical Engineering and performs sales consulting for several start-up software companies specializing in engineering, middleware, intranet and web services software.˚ In previous employment roles she has led sales, marketing and IT teams for engineering software companies.

Jim McCarthy is representing Naperville North on the Communications Committee.˚ Jim has a daughter who is a sophomore at Naperville North and a son who is in fifth grade at Highlands School.˚ Jim has been involved on Technology Committees at Highlands, Kennedy and Naperville North and initiated the committees at both Kennedy and Naperville North.˚ Jim brings a strong background in telecommunications from his current sales management role with SBC and formerly was with AT&T. Jim also teaches part-time.˚ His teaching experiences include training teachers on using technology in the classroom, and he has taught in Lewis University's MBA program.

Karyn Labedz is the mother of 2 children, in grades 4 and 5 at Ellsworth School. She has been actively involved with the school as a parent volunteer. Among the projects with which she has assisted are: Clothing Exchange, co-chairperson; Book Fair, chairperson for the last 2 years; Junior Great Books, a leader for 4 years; and Home & School Board, a member for 2 years (she will continue to serve next school year, as well). In the community, Karyn serves as a Catechist°in Sts. Peter and Paul Religious Education Program.

Her professional background includes a Bachelor of Science in Education and a Master s in Counseling Psychology; she was a Special Education teacher for 4 years. Currently, Karyn works in District 203 as a substitute teacher.

Mary-Ann Porter has been a District 203 staff member since 1979. She started as a classroom teacher and taught at various grade levels, including second, third and fifth grade. Mary-Ann then became the Learning Center Director at Steeple Run Elementary School. Following that she was promoted to Instructional Coordinator and Assistant Principal at Steeple Run. Currently, she is concluding her first year as the principal of Prairie Elementary School, which is one of the pilot sites for Talk203.

Cathy Hill is the parent of a Prairie 5th grader and a Washington 7th grader. She has served as newsletter editor for Prairie Dog News for 2 years; was a journalism major at the University of Missouri; and worked at the Chicago Tribune for 8 years. Cathy served as secretary for the Communications Committee, recording and submitting minutes.

Deanne Fulner (facilitator) is the mother of an eighth grader at Washington and a junior at North. Her family has lived in Naperville for almost 11 years. Prior to that, they lived in the area, but chose to move to District 203 specifically because of the schools.

Due to the flexibility Deanne enjoys in her career as a freelance graphic designer, she has been able to volunteer throughout her children s years in the District. Areas she has participated in range from working with first graders on literacy, to designing and producing the Washington newsletter for 6 years, to playing a key role in the development of the first (and subsequent) Naperville North Parent Survival Guide.

In a professional capacity, Deanne designs and produces print communications for District 203, as well as for other corporate, small business and not-for-profit clients.

Website Re-design Subcommittee

Nancy Sieja (Chairperson) is the parent of two Beebe Elementary students, grades three and four. Nancy has a M.B.A. in Information Technology; a B.COM. in accounting, with a minor in economics; and is a Certified Management Accountant.° Nancy taught business and systems design at Seneca College in Ontario Canada for°ten years, after°working for EDS, as a systems integrator,°as well as in°sales support, marketing, systems development and finance.° She is currently at home, volunteering as a member of Beebe's Home & School and also serves at the treasurer for her subdivision's pool, Saybrook Bath and Racquet Club.

Ernie Chamot is the parent of a current Kennedy Junior High 7th grader — his second son to go through the District 203 school system. He is a computational chemist, and performs contract research and serves as a consultant on the use of computers to apply chemical theory to research problems. Ernie uses the Internet routinely to carry out his business. He currently chairs the Parent Technology Committee at Kennedy, and also participated last year, when his older son was a Kennedy student. Additionally, he is chairing a subcommittee to upgrade the Kennedy Junior High web site and leading a student group that has successfully completed updating or redesigning all of the team web pages on the KJHS site.

Evelyn Green represents Kingsley Elementary. She has 2 children, in 3rd Grade and Kindergarten. Her school involvement includes: Co-Chair of the Children's Used Book Sale (past 2 years); Chair "Spirit Wear" and Chair of°Family Night at Kane County Cougars this past year.   In addition to being the Kingsley newsletter editor since 2002, next year she will also be a member of the Home & School Executive Board, serving as Treasurer.

Denise Raleigh is the mother of four sons. The boys attend Elmwood Elementary, Lincoln Junior High and Naperville Central High School. Little did she know that starting Elmwood s school newsletter in 1992 would lead her on a surprising journey from the corporate law she previously practiced. Working and volunteering adventures have led to writing the Chalk Talk column for the Daily Herald and co-publishing the Positively Naperville publication, which included a little of a lot of jobs including designing and maintaining the accompanying web site.

Denise°enjoyed serving as the writer for District 203 s Annual Report. She recently began part-time work as a public information officer at the Gail Borden Library, which will include managing communication in all areas, including electronic. Volunteering in District 203 has taken many forms, but currently, she s having a lot of fun with the Elmwood Electronic Eagle, the student e-newsletter. She and her family have lived in Naperville since 1986.

Barbara Holtze (facilitator) has been employed by the District since the fall of 1986. She worked at Steeple Run Elementary School as a Computer Assistant for 10 years. She then moved to the Administrative Center as a full-time computer support analyst, maintaining hardware and software throughout the District. In addition, she maintains the District 203 web site. Currently, she is the coordinator of the District s Help Desk system and is coordinating the latest upgrade.

Community Survey Subcommittee

Nancy D Agostino (Chairperson) and her husband have lived in District 203 for 12 years. They have a first grader at Mill Street Elementary School and a preschooler in Project Springboard at Elmwood.   Nancy has a B.A. in Sociology, with an emphasis on survey methodology. She worked for a telecommunications company for 10 years, in project management and customer support roles, before leaving the work force to stay home with her children.   In addition to volunteering in her children s classrooms, she is a fundraising co-chair at Mill Street and is an active member of STAGE (Supporters of Talented & Gifted Education).

Pam George is an Assistant Principal for Naperville Central High School, serving NCHS students, families and staff for 6 years. Pam taught special education for 10 years prior to her current position. Communication and technology is a strong emphasis in Pam s work. School improvement, curriculum design and overall building operations are also an area of concentration. Pam has 2 daughters, ages 12 and 6.

Eric Jozwiak, and his wife Jessica - also a District 203 volunteer, have lived in Naperville for 10 years and have 2 daughters at Highlands Elementary. As Vice President of Marketing, Eric is responsible for all internal and external communications for WAN Technologies, a provider of data and voice communications solutions and services for mid-market businesses. Eric has a B.S. in Engineering from the University of Illinois and an MBA from The Wharton School.

Lisa Kolick and her husband, Nick, have lived GreenTrails, of Lisle, for 8 years. Lisa has been actively involved in public school district issues for 15 years, volunteering with District 203 for the last four years. Lisa served on the previous Communications Committee. Lisa is also a student at DePaul University, finishing her B.A. with a focus in Critical Pedagogy. Lisa is the mother of Elizabeth, a 2003 graduate of Naperville North, who is currently a US Navy Airman on the USS Enterprise; Alexandria, a sixth grader at Kennedy Jr. High; and Ryan, a third grader at Steeple Run Elementary.

Nina Menis (facilitator) currently serves the District as Director of Community Relations. She is a 30-year resident of Naperville. Nina is a graduate of Elmwood, Lincoln and Central and currently has children at Lincoln and Central. She majored in elementary education and minored in special education and has worked in the area of advancement/development for nearly twenty years, primarily for educational institutions.

Communications Committee

Report to the Naperville Community Unit School District 203 Board of Education

June 7, 2004

Communications Value Statement

For the sake of our children, it is critical that communication between District 203 and its community reflect our shared commitment to excellence. Central to the attainment of a world-class education is facilitation of the spirit of continuous improvement. That goal demands effective two-way communication, an on-going community-wide dialogue.

Electronic communication has become, and will continue to be, the optimum delivery method for information exchange within our society. Statistics have consistently revealed that the Naperville area ranks far above the national average in shifting toward the use of this medium. Therefore, we strongly support an expansion of the spectrum of communication vehicles between the District and its stakeholders, with an emphasis on increased commitment to this 21st century reality.

Talk203 and Electronic Communication

Subcommittee Report

Value

- Increased communication
- Advantage of "push" vs. "pull"
- Very timely
- Accessible and flexible
- Cost-effective
- Enhanced complementary communication

Senders

- District and four pilot schools
- School principals send their own content
- Expand to all 21 schools
- Expand senders within schools

Subscribers

- District subscribers
- Individual school subscribers
- Expand number of subscribers at both District and individual schools
- Who can subscribe?

Challenges

- Internet access
- Transition to electronic communication
- Increase subscribership
- Message content and format standards
- Quality vs. "spam"
- Ease of use
- Subscriber responsibilities

Talk203 and Electronic Communication Recommendations

- Review satisfaction survey
- Commit to "push" e-mail
- Gather e-mail addresses from all District households
- Integrate e-mail and phone District-wide

Talk203 and Electronic Communication Recommendations

- Long-term implementation
  - Expand to all schools
  - Simplify subscription process
  - Target messages more effectively
  - Create guidelines for content, frequency and information submission
  - Create District staff position
- Implement marketing program

Website Redesign

Subcommittee Report

Our website is...
our face to the community

- How important is this face?

- Who's looking at it?

- What do they see?

- What do we want them to see?

- Recommendations

Websites are an important means of communications

- 58% planning a website relaunch this year

- 1/4 to spend at least $1 million

- 20% of budget is internal staff

- 40 million people looked for housing

- 11 million people chose a school

- 8 million people found jobs

Who goes online to visit websites and to communicate?

Naperville!!!

Who s Online?
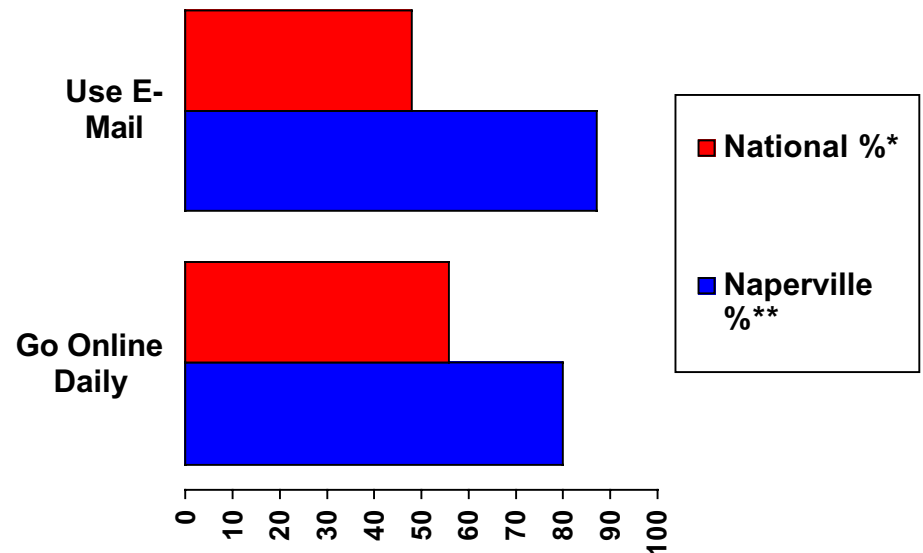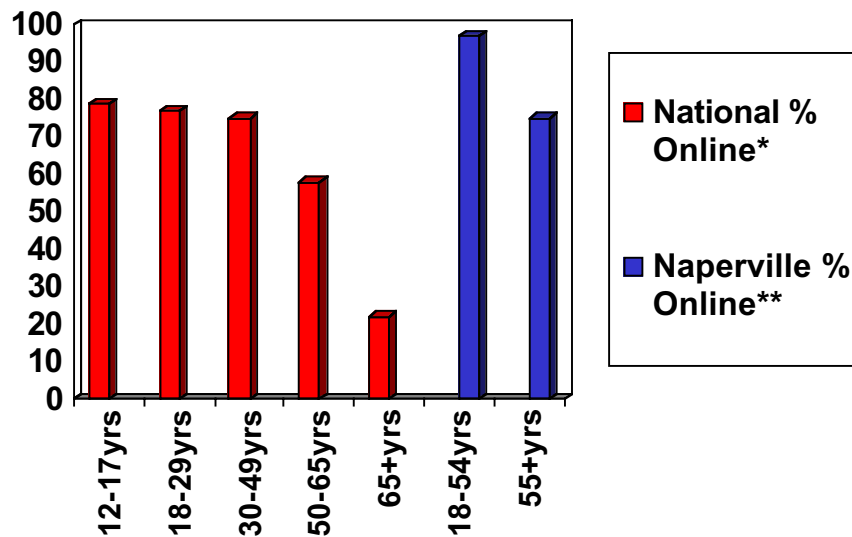
Source:
* PEW Internet and American Life February 2004
**2001 & 2004 Naperville Surveys

What do our visitors see?

31,963 Visits Jan. '04

Technology 1%
Schools 27%
Human Resources 43%
Curriculum 5%
Special Ed 3%
Health 2%
General 15%
Community 4%

What else do they see?

Why?

Updated Web Pages
Board, District, State
Teachers Coaches Parents Schools
FTP
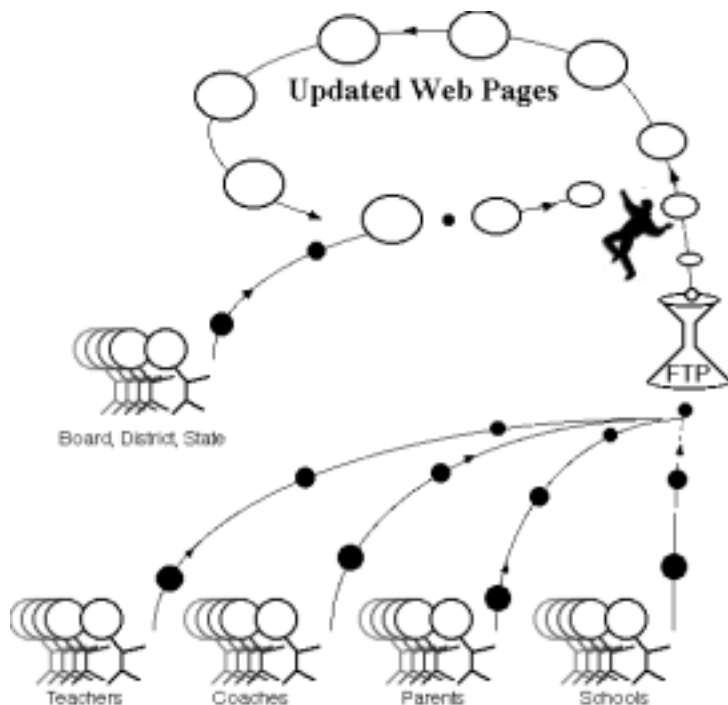
- >2,000 staff working with 19,000 students

- >50 clubs at some schools

- >50 parent associations

- Numerous athletic, music, art, drama and District departments

- 11,900 families and countless others want information

- 1 page of website guidelines developed in 1998

What should they see?
Attributes of successful websites:

- **Visitor focused**
  - Reflects branding
  - Sets the tone for use of technology
  - Clarifies services offered
- **Consistent**
  - Layout, colors, graphics
  - Navigation method
  - Update methods

Attributes of successful websites:

- ## Current
  - Time to web is minimal
  - No updating bottlenecks
  - Review and approval process is automated
  - Content publish time is controlled
- ## Maintainable
  - Content controlled by contributors
  - Templates for non-technical users
  - Appropriate resources are available

Attributes of successful websites:

- **Flexible**
  - Content customization allows for individual and group uniqueness
  - User feedback possible
  - Search capabilities available
  - Edition control supported
  - Working links offered
- **Marketed**
  - The website markets the district so the district should market the site

What do we want them to see?
A possible new face…

Website Redesign recommendation: continue to **commit to excellence**

- Commit appropriate resources to developing, maintaining and marketing the face of District 203

- Commit to empowering all content contributors by removing bottlenecks

- Commit to leading by defining, publishing and upholding district-wide website guidelines

Community Survey

Subcommittee Report

Standard-Bearer Process

Develop a shared understanding of the need for continuous improvement based on school district beliefs, vision and mission.

Community

- Who is the "community"?
  - >60% of households do NOT have children in schools
  - We already communicate with parents, but how do we reach others?
  - Not all of Naperville feeds into District 203; District 203 encompasses more communities than just Naperville

Attributes of a valuable survey

- Provides a voice to many community members by involving a large number of stakeholders

- Celebrates strengths

- Identifies areas for improvement

- Asks benchmark questions

- Uses data driven decision-making model

Objectives of an Attitudinal Community Survey

- ## Support District 203 goals
  - Promote fiscal responsibility
  - Improve communication
  - Address strengths and weaknesses
  - Apply citizen input
    - Encourage community participation
    - Promote community involvement in local schools
- ## Make data-driven decisions
- ## Identify key issues and concerns

Survey Methodology

- Leverage low cost resources
- Outsource
  - Design
  - Construction
  - Implementation
  - Tabulation
  - Interpretation
- Ad hoc committee
  - Parents
  - Administrators
  - Community Members

- Format
  - Phone
  - US Mail
  - Internet
  - Combination
- Quantitative
- Qualitative
- Benchmark Indicators

Next Steps

- Form ad hoc committee
  - Parents
  - Administrators
  - Community members
- Meet with survey experts
- Identify benchmark areas

Community Survey Summary

"World class" is a journey, not a destination. We're on the path!

Communications Recommendation

The Communications Committee recommends that District 203 establish a district-wide communications standard that commits to use of electronic communications as the preferred vehicle of information exchange between the District (encompassing administration, our 21 schools and individual staff members) and its community. We also recommend that periodic, yet consistent, survey tools be used to track user preference and measure communication progress results.

In order for this to become a reality, it is imperative that District 203 support this goal through the commitment of necessary funding to develop, purchase, maintain and upgrade these communication tools, as well as hiring, training and retraining staff to adequately support their use.