



COMMUNICATING

IN A FAST GROWTH SCHOOL DISTRICT

Hays CISD Communication Department Overview & Annual Report

January 1, 2019 Edition

“The difference between public engagement and public enragement is only one letter.”

National School Public Relations Association

CONTENTS

Basic Principles	1
Key Department Functions	2
Department Staff	3
Communication Philosophy	4
Messaging Anatomy	8
Information Channels	12
Communication Survey	14
<i>Communication Method Preferences</i>	14
<i>Information Preferences</i>	15
Selected Data	16
Major Department Goals	21
<i>Key Areas of Focus for the 2018 -2019 School Year</i>	21
Assessment & Future Goals	22
<i>Areas of Strength (Data Demonstrated)</i>	22
<i>Areas of Focus for Potential Future Goals</i>	23
Board & Superintendent Goals	27

“If you believe your comments are being taken out of context, maybe you are failing to provide one.”

National School Public Relations Association

BASIC PRINCIPLES

- Hays CISD belongs to the community and its taxpayers.
- The community must have confidence in Hays CISD, which is earned through trust, demonstrated results, and accountability.
- Confidence in Hays CISD is dependent upon the community's perception.
- Hays CISD must operate with openness and transparency by providing ready access to accurate information.
- Hays CISD must be responsive and engaged in the conversation.
- Hays CISD must communicate with equal vigor whether promoting successes or addressing concerns.
- Communication must reach the audience and be understandable.
- Communication is customer service.
- The reputation of Hays CISD affects the lives of its students, staff, and community in direct and significant ways.



KEY DEPARTMENT FUNCTIONS

- **News and Communication** – news bulletins, news releases, media relations, parent and emergency communication, publications, graphic design, social media, district app, district newsletters
- **Customer Service** – issues summit with Customer Service Crew, training, monitoring, support, and customer service recognition
- **Community Relations** – education foundation, PTA Council, mentoring program, volunteer program, business partnerships
- **Website/Alert System Management** – maintenance and design of district website/information, special promotions, oversight of campus and teacher webpages, event spotlights, limited HTML programming, management of the district’s ParentLink® email and phone alert system, list-serve management
- **District Special Events/Projects** – Board-appointed citizens’ issues committees, strategic planning, growth impact/bond committees, Denim & Diamonds foundation fundraiser, annual golf tournament foundation fundraiser, annual Linebarger academic success banquet, special projects for Board or district needs, Board’s student advisory panel
- **Elections** – management of annual school board elections, single-member-district election redistricting, bond elections
- **Office of Public Information** – respond to Texas Public Information Act records requests, respond to subpoenas and court orders for district records, FERPA compliance, records storage and archiving
- **District Photography** – official photography for district/campuses

- **Stakeholder Engagement** – annual parent, community, student, and employee surveys; issue-specific focus groups; crisis-management focus groups; manage *Let's Talk* – a two-way community engagement platform; additional surveys as needed
- **Advertising** – approval of flyer distribution on campuses, reviewing expansion to other forms of advertising – web, stadium, etc.
- **Interdepartmental Support** – special projects, graphic design, general communication, web development, and publications to support other departments and campuses
- **Support Board of Trustees** – assist with general and emergency communication, advise on general protocol, assist with presentations and reports, prepare Board recognition
- **Awards and Recognition** – annual service awards, Ambassador Awards employee recognition, monthly recognition at school board meetings, daily Hays High Five recognition, Presidential Volunteer Service Awards, H-E-B Excellence in Education Awards, foundation-sponsored Teacher-of-the-Year Awards luncheon, foundation-sponsored Linebarger top 10% student recognition

DEPARTMENT STAFF

- **Chief Communication Officer** – Full-time, year-round
- **Director of Community Relations** – Full-time, year-round
- **Communication Specialist** – Full-time, year-round
- **Webmaster** – Full-time, year-round
- **District Receptionist** – Full-time, year-round
- **District Photographer** – Contracted service



COMMUNICATION PHILOSOPHY

Hays CISD strives to be its own newsroom. Audience members deserve trustworthy information, and they should hear it from Hays CISD first.

The district models its communication practices on two primary principles: audience proximity and social, or cluster communication. The district believes these methods are the most effective way to distribute information and to foster dialogs with individuals and groups.

Audience Proximity

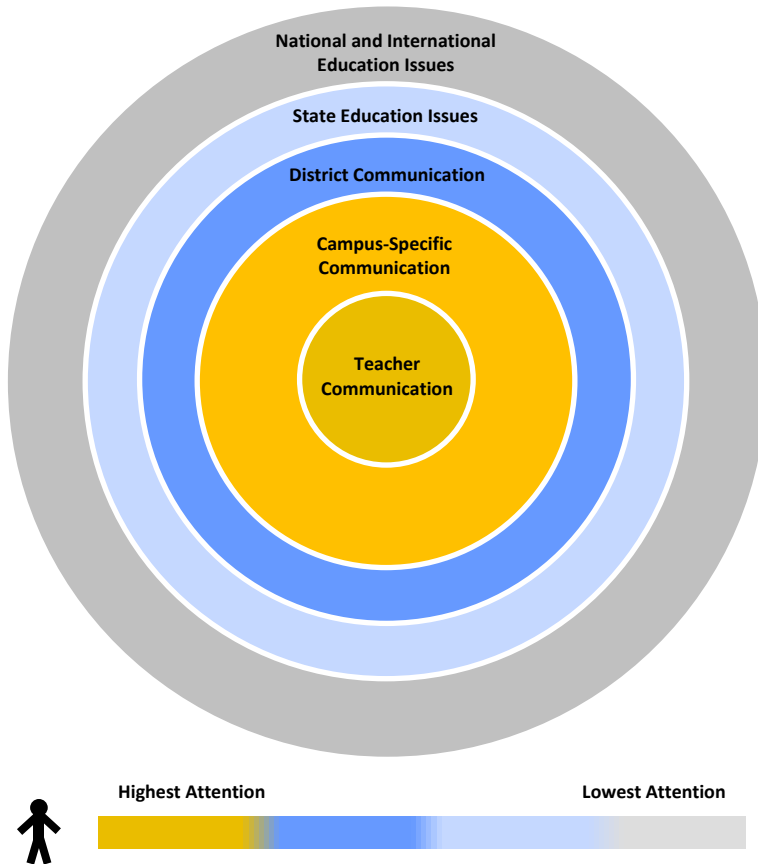
The closer an audience member is to any particular piece of information, or the more involved and invested, the more the message or conversation will matter. For example, a parent will likely care most about what is happening in their child's classroom. Information from a child's teacher would rank the highest in terms of interest and importance to that parent. The next most important information would be from the campus, and then the district. Information about general educational news at a state or national level would be less important.

Hays CISD empowers, encourages, and assists teachers and campuses to communicate directly with parents and neighbors. District level communication is generally tailored to be relevant to larger audiences, but is also specific to situations that require a district response.

Primary audience members for the district are: parents, students, teachers, employees, local community members and taxpayers, community leaders, local and state decision-makers, and members of the media.



Proximity Model

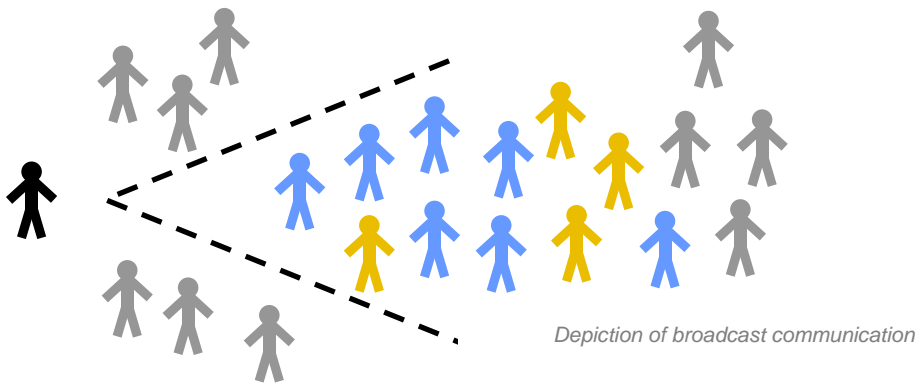


While messaging is personalized for specific audiences, different audiences have the same access to, and often the same interest in, the information. The district encourages people to share information about the district.

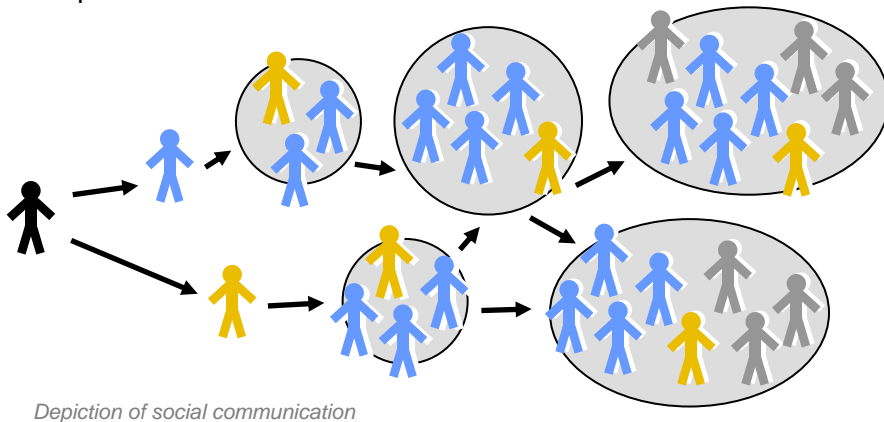


Social/Cluster Communication

Technology has fundamentally changed the way we communicate professionally. The traditional mass communication or broadcast method is no longer the best message dissemination model. Messages may or may not reach your intended audience. This method is somewhat impersonal, making messages appear to be farther in proximity from the audience and risking that the messages receive less natural interest.



Messages now typically spread virally through social networks with great ease and speed.



The Individual is Empowered

Individuals have greater voice to express opinions, giving the district access to valuable feedback to which it must always be receptive.

The District Must Communicate Vigorously

The district must engage in communication beyond normal business hours, meeting parents and the community on their schedules. The district should be first to communicate positive and negative news to establish itself as a primary, credible, reliable, and unbiased source of information.

Message Style Matters (See next chapter for more details)

In a viral communication environment, attention is transitory. Messages need to be:

- Short (time is valuable)
- Clear (misinterpretation can spread rapidly)
- Uniform (conflict leads to confusion)
- Accurate (inaccuracy leads to distrust)
- In Plain Language (speak with the audience, not at them)
- Genuine (professional, but not polished)

Message Strategy Matters

Messages need to be relevant to the audience. The volume of information needs to be respectful, but sufficient to communicate information that audience members want to hear. Important considerations: not all families have access to technology; not all families speak English; and messages must be accessible for people with disabilities.



MESSAGING ANATOMY

Many constituents, if not most in fast growth districts, may only know their public school system through the written word – emails, social media posts, or the district’s website. Each message has distinct and important parts (the mind, body, heart, and soul) that together make up a living and breathing voice for the district.

The Mind

The “mind” in this messaging metaphor is the controlling thought process behind what the district will communicate and why. Hays CISD acts as its own newsroom so that audience members learn to trust they will hear about good and bad news directly from the district.

One Voice – It’s critical that the district at all levels (from the receptionists at individual campuses to the president of the school board) speaks with one voice and one set of facts. Conflicting information leads to confusion, disagreement, and ultimately distrust.

Know the Audience – Messages shouldn’t be framed one way for employees and another for parents or a different audience. Technically, the audience is the entire world. It doesn’t take much – or very long – to cause something to go viral. The district should provide its audience with what it wants and expects and be consistent across all channels.

The Body

The “body” of a person’s writing is the basic structure and support of the message. Grammar, spelling, and composition are not as exciting to a

writer as style; nonetheless, they are very important. Messages should never be overshadowed by a glaring error in writing – especially since educators are supposed to be teaching students the proper way to write.

Remember the Ws – Every message should try to answer the basics, or the five Ws: who, what, when, where, and why. Include “how” as well.

Spell It Out – The audience probably doesn’t know what all of the acronyms mean. Acronyms should always be spelled out on the first reference. People new to public schools might not know the difference between the Texas Education Agency (TEA) and a refreshing beverage. Jargon and technical language should be avoided unless it is explained on the first reference. If people don’t understand the message, they often won’t listen.

Write Concisely – People are busy and don’t have time to read pages of material. Your message is more powerful if it gets to the point quickly.

Use Active Voice – Active voice is less wordy and more effective. *The student was taught by the teacher* is passive voice. *The teacher taught the student* is active voice.

Hey Guess What? – When stuck starting a message, ask yourself what you would say if you were calling a friend. Drop the “Hey guess what...” and that’s the lead sentence.

Use Multiple Editors – At least one person other than the writer should edit a message, particularly important communication pieces. It’s hard for writers to edit their own material because the brain will often see on paper what it thinks it meant. Additionally, use spell check and grammar check.

Translate – Messages need to meet the audience on the audience’s terms.



The Heart

The “heart” of a person’s writing is how it makes people feel. It’s the writing tone and style and it’s ok to connect with the audience using and acknowledging emotion. People tend to forget what is said, but they always remember how they felt. How the audience feels is often more important than the information itself.

It’s Personal – Most people, especially when upset, expect to battle the bureaucracy when communicating with the government. School district employees should never be faceless and nameless bureaucrats. Messages resonate more deeply with a human touch.

Don't Write to Impress – Messages should always sound professional, but audiences are seldom mesmerized with sesquipedalian prose. Sometimes, the more polished a message, the less it sounds genuine. The district should write to inform, not to impress.

Form a Letter – The district has an archive of messages that address many dilemmas. However, it is beneficial to make each message unique, fresh, relevant, and specific to a current situation. When practical, the district shouldn’t use a form letter, rather it should form a new letter.

Speak Through Writing – Messengers should read their written words out loud to themselves. The message should sound like a conversation with a friend. Messages shouldn’t be stuffy or impersonal.

The Soul

The “soul” of the message reflects the district’s conscience and integrity. Positive news stories and common coverage of daily events generally



won't cause the district to do any soul searching. This component of the messaging anatomy is most prominent during times of crisis.

Take Responsibility – People expect the district to take responsibility during times of crisis. Strong leadership in difficult situations builds tremendous trust and credibility.

Tell What Happened – The district must thoroughly explain what has and is happening during a crisis to the extent the message does not violate any privacy rights, or affect any investigation or emergency response. The information must be clear and accurate. Vague explanations lead people to speculate, causing rumors which are often much worse than the actual event.

Don't Panic – The message should be calm and emphasize the most reassuring angle of the crisis, but not try to spin the matter.

Don't Hide – Not being forthcoming with information is counterproductive to building trust. Evading makes matters worse. Often, it is not a crisis that is most damaging, rather it's a poor response. In the age of social media, people know what happened anyway. Preemptively, people who don't have anything to hide shouldn't act like they do. It is uncomfortable to be questioned, but consistently operating with transparency and honesty should leave nothing to fear.

Never Lie – Never lie. Never lie. Never lie.

Eat Crow Fast – If the district is responsible for a mistake, it should own it, apologize, and make every effort to remedy what can be fixed. People tend to forgive others for what they do, but not for how they handle matters.



INFORMATION CHANNELS

Technology drives communication. Even traditional vehicles have adapted to technological advances. Hays CISD uses the following primary means of communication:

<p>Parent Alert Phone Call</p>	<p>Calls during the school day or early morning are reserved for emergencies or very important information, such as bad weather school closings or delays.</p> <p>Evening calls may be used for general campus information, absence and tardy notices, and lunch account reminders.</p>
<p>Parent Alert Email</p>	<p>In an emergency, the district may send detailed information through email. Additionally, parents and staff members may receive general information through email.</p>
<p>Web Alert</p>	<p>The district will activate the web alert system during an emergency or weather event. It places important information in the center of the district’s (and affected campuses’) website homepage(s).</p>
<p>District App</p>	<p>The district app takes content from the parent alert system, the district website, district social media sites, and the parent and student portals to provide a one-stop-shop for all information needs. Push notifications are used for emergency alerts.</p>
<p>Social Media (Facebook & Twitter)</p>	<p>The district can quickly post general news, pictures as they happen, and emergency information on Facebook and Twitter. People can also give feedback and provide comments.</p>
<p>News Media</p>	<p>The news media covers many Hays CISD stories of interest and may publish or broadcast school information during an emergency or bad weather.</p>



General Web News & Photo Spotlights	Hays CISD has a district homepage and homepages for every campus. Many teachers also have their own classroom web pages. Check regularly for general news, colorful photos highlighting students, and other helpful information.
Newsletters	The district and some campuses have newsletters available for subscription.
Parent Self-Serve	Parent Self-Serve provides parents confidential access to student grades, class assignments, attendance and other information.
Let's Talk	Hays CISD uses a Let's Talk community engagement tool on the web for easy communication access to senior district and campus administrators.
Printed Material	Hays CISD tries to limit printed material. Some printed materials are available in campus and district lobbies for those who do not have internet access.

“It’s more important to reach the people who count than to count the people you reach.”

National School Public Relations Association



COMMUNICATION SURVEY

Hays CISD annually surveys parents and community members. One section of the survey asks how often audiences use various communication tools and how useful those tools are in receiving information from campuses and the district. The following shows the 2018 results:

Communication Method Preferences

Communication Channel	Frequently Used*	Rank	Vehicle is Useful**	Rank
Email/Automated Calling System	80%	1	89%	1
Campus or District Website	51%	2	70%	2
Social Media: Facebook/Twitter	48%	3	64%	3
Information via Child	45%	4	51%	6
Campus Newsletters	44%	5	59%	5
Parent Self-Service Portal	41%	6	60%	4
Television	15%	7	27%	7
Radio	4%	8	10%	9
Newspapers	3%	9	11%	8

*Shows percentage of respondents who said they always or usually use the channel.

**Shows percentage of respondents who said they find the channel useful to very useful.



Information Preferences

This section looks at the type of information survey respondents want to receive from the district. These results are also from the 2018 survey. The interest column shows the percentage of respondents who selected “very” interested.

Academic and Behavior Topics	Very Interested
My Child’s Academic Progress	91%
Types of Academic Programs Offered at School	86%
Extracurricular & Enrichment Opportunities Available	79%
Information Pertaining to College and Career Readiness	77%
District and School Performance Topics	
Quality of Teachers	86%
Student Safety	85%
Information Comparing Hays CISD Schools	54%
Information Comparing Hays CISD to Other Districts	57%
Information About School and District Performance on TAPR	50%
District Leadership Topics	
Information Pertaining to Board of Trustee Votes and Policies	43%
Information Pertaining to Board of Trustee Elections	31%
General District and School Information Topics	
School-specific Information, such as Menus and Weekly Newsletters	64%
Information About School and District Events and Celebrations	49%
Information About Parent Volunteer Opportunities	47%



SELECTED DATA

Media Traffic Report/Log

The media traffic report records interactions initiated by the district and members of the media, as well as major district communication.

Hays CISD Media Traffic Tracker*							
	2012	2013	2014	2015	2016	2017	2018
TOTAL	720	1,067	1,199	1,229	1,137	1,522	1,535
Formal Hays CISD News Releases	61	41	46	42	15	30	31
Hays Free Press	145	154	148	127	108	119	214
Austin American-Statesman	71	79	58	58	51	58	76
Community Impact Newspaper	16	39	24	33	33	55	50
Austin Area TV/Radio Stations	83	74	98	117	182	151	217
Major State or (Inter)National News Organizations	6	5	8	9	6	8	21
Hays CISD Web Alert	4	14	6	18	4	5	4
Other Media	32	10	21	24	23	29	18
District Parent Alerts	16	64	47	78	44	29	35
Quick News (social media posts and web photo spotlights)	272	773	730	711	671	1,038	869
<i>*Measured by calendar year</i>							



Annual Surveys

The annual staff, parent, community, and student surveys provide a wealth of data. Specific results are located online at the Customer Service Corner:

www.hayscisid.net/survey

Web Traffic Report/Log

The web traffic report records statistical information regarding the district, campus and teacher websites. In 2016-2017, the district began changing website providers and began moving the district pages to a new service. Campus and teacher pages remained on the old service until late 2017.

Hays CISD District Only Web Traffic*						
	2017 [^]	2018	2019	2020	2021	2022
Total Active Webpage Sections	1,232	7,095	-	-	-	-
Total Site Visits (Sessions)	1,079,476	2,558,157	-	-	-	-
Unique Visitors	304,191	737,654				
Total Annual Page Views	4,874,766	7,563,577	-	-	-	-
Highest Traffic Month	October 207,320 visits	May 295,057 visits				

**based on calendar year ^2017 is a partial year – new analytics tracking began May 1, 2017.*



Social Media Counts

The number of people who follow the district Facebook page and the district on Twitter account:

	6/1/2012	6/1/2014	6/1/2015	6/1/2016	6/1/2017	1/4/2018	1/28/19
Facebook	0	4,462	6,119	8,065	9,779	12,205	13,913
Twitter	450	2,632	3,677	5,047	5,548	6,089	6,251

Volunteer Database Counts

The number of active volunteers in the VIPs volunteer tracking system:

	6/1/2012	6/1/2014	6/1/2015	6/1/2016	6/1/2017	1/4/2018	1/4/2019
Total Volunteers in VIPs System	0	3,525	5,628	7,814	9,425	10,289	11,757

Public Information Request Counts

The number of Public Information Act requests processed:

	2011	2012	2013	2014	2015	2016	2017	2018
Record Requests*	155	300	128	256	148	160	170	163

**Measured by calendar year*



Let's Talk Engagement Counts

The number of Let's Talk submissions processed:

	2011	2012	2013	2014	2015	2016	2017	2018
Record Requests*	--	--	--	177^	1,018	1,476	860	837
<i>*Measured by calendar year ^2014 is a partial year.</i>								

Hays High Five Staff Recognition Program

The number of daily recognition Hays High Five submissions:

	2013	2014	2015	2016	2017	2018
Hays High Fives Awarded*	785	498	395	312	620	1,746
<i>*Measured by calendar year</i>						

Hays CISD App downloads

The number of Apps downloaded (cumulative):

	2012	2013	2014	2015	2016	2017	2018
Apps Downloaded *	0	1,482	12,681	15,114	17,323	19,841	21,840
<i>*Measured by calendar year</i>							



Parent Email & Calling System Counts

The number of active contacts in the parent alert system:

	2018	2019	2020	2021	2022	2023
Total Recipients	56,396					
English	84%					
Spanish	16%					

“Everyone can be great because anyone can serve. You only need a heart full of grace.”

Dr. Martin Luther King, Jr.



MAJOR DEPARTMENT GOALS

The department is responsible for major annual goals from three primary sources: the Board of Trustees, the superintendent, and the department itself.

Key Areas of Focus for the 2018 – 2019 School Year:

- A. Stakeholder Engagement Processes:
 - High School Rezoning
 - JHS Branding
 - 100% Hays CISD Campaign
 - Ambassador Program
 - District of Innovation Process Assistance/Calendar Development 2019 – 2020
 - Review and Redesign Parent and Community Survey

- B. Major, Non-Standard Special Events:
 - Convocation
 - UES Ribbon Cutting – August 2018
 - JHS Ribbon Cutting – Summer 2019
 - BES Ribbon Cutting – Summer 2019

- C. Variances on Standard Duties:
 - Elections (monitor legislation and county discussion to move to November elections)
 - Elections (monitor potential equipment changes & vote center concept)
 - Website Restructuring to Match New Organization Chart



ASSESSMENT & FUTURE GOALS

Areas of Strength (Data Demonstrated)

Community Perception: Data indicates that overall, the community is satisfied with Hays CISD. While survey data shows pockets of concern, overwhelmingly, the data is positive. It is incumbent upon the district to maintain this perception and reception by the community. This can be accomplished by over-delivering on expectations and creating new, unexpected ways parents, students, and community members can appreciate the local public school system. In the 2017 annual survey series, the Hays CISD Communication Department was the highest rated department in the district. Additionally, voters endorsed a component of trust with the district by approving a \$250 million bond package.

Media Relations: The district enjoys positive relationships with members of the media and is a district to watch because of its size, rapid growth, and proximity to the major Austin media market.

Social Media: The district's social media program has been successful and the number of users of Facebook and Twitter continues to grow.

Customer Service: The district's customer service program, including the staff recognition piece, is well-received and producing high value results.

Website: The district's website remains the central hub of the district's communication program. Data demonstrates its popularity and position as the district's communication gateway and student success showcase.

Special Events The department continues to excel at special events as evidenced by attendance and fundraising. The department co-organized the annual Denim & Diamonds fundraiser with the Education Foundation and raised in excess of \$100,000. Additionally, the recent ribbon cutting at Uhland Elementary School was lauded as an extraordinary success, as was the district's first convocation in nearly a decade.

Community Relations: The department and the district enjoy strong partnerships with the business community. Many businesses donate generously to contribute to the success of students and teachers. The department and district appreciates the tremendous support it receives from the business community.

Effective Use of District Resources: The department is appreciative of district leadership and the Board for continued adequate funding to meet the department's needs. In return, the department is ever mindful about being a good steward of the taxpayers' money.

Areas of Focus for Potential Future Goals

▲ *Identified as a Top Priority Item*

Potential Bond for Middle School Capacity: During the high school rezoning effort in the fall of 2018, it was clear that Hays CISD will need additional middle school capacity soon. This is based on updated demographic information used to help develop the new high school maps. A future bond measure could be considered as early as May 2020. - ▲

School Finance & the Texas Legislature: The district will closely monitor expected changes to the statewide school finance system during the 2019 legislative session. Additionally, other laws affecting public schools in



Texas may emerge from the session. The communication department will assist parents, community members, and taxpayers to understand how new legislation may affect Hays CISD. - ▲

Ambassador Program Expansion: The inaugural class of the Hays CISD Ambassador Academy, primarily comprised of teachers and campus personnel, has been successful. This program may continue and be expanded to include training opportunities for additional staff and potentially community leaders. - ▲

Calendar Committee 2020 - 2021: The district and a calendar committee will need to develop a 2020 – 2021 school calendar. 2019 – 2020 is the first year Hays CISD will be a district of innovation with a calendar based on an earlier start date in order to end school prior to Memorial Day. Depending on the experience with the 2019 -2020 calendar, the district may adjust the school calendar pattern before applying it to subsequent years. - ▲

Facilities & Bond Oversight Committee: This committee could be expanded to allow it greater participation in preparing potential bond proposals. - ▲

New Buda Elementary and Johnson High School Ribbon Cuttings and Dedications: The campuses will open in August 2019, needing ribbon cutting and dedication ceremonies. - ▲

Website Accessibility: District and campus staff will continue learning about ways to improve website accessibility, ensure the site is compliant with all needs, and add closed captioning to the Board meeting live stream.

School Board Student, Employee, and Community Recognition: The district will continue to explore the best ways for the Board to recognize

the accomplishments of students, staff, and community partners. This may include an expansion of the current in-person Board recognition to allow campuses to request Board recognition certificates for presentation outside of Board business meetings. Additionally, the standard Board recognition certificate is due for a design upgrade.

Press Pass Procedure: The district will need to develop a media credentials procedure that addresses the growing number of citizen and free-lance journalists that are not affiliated with a traditional news organization. The district will need to determine whether to provide media credentials, and if so, what restrictions or background check processes need to be implemented.

Upgrade District Maps: The district needs a new printable district map. The district also needs to explore creating interactive attendance zone maps. - ▲

Hays History Project: Following the success of the Hays CISD 50th Anniversary parade, the district should explore ways to keep connected to its roots. One possibility is to create a way for citizens to donate historical artifacts and memorabilia that can later be displayed throughout the district.

Volunteer Services: The department has set ambitious goals, in concert with the wishes of the Board and superintendent, to continue to recognize the contributions of our volunteers and to be vigilant in recruiting new partners. This will be an ongoing, multi-year process.

New Family Welcome Kit: The district needs to create a new family welcome kit that can be distributed to new parents moving to the community and to parents who have incoming pre-K or K students for the first time.



District Outreach – PTAs: In partnership with the Hays CISD PTA Council, the district will focus on improving involvement in all campus PTAs.

District Outreach – Real Estate Agents: The district should create opportunities for real estate agents to learn about Hays CISD, tour school facilities and programs, and meet students.

District Outreach – Faith-Based Community: The district should create additional opportunities to partner with faith-based organizations. A particular focus should be on connecting the faith-based groups to families in need. This could include hosting events during the holidays and the back to school season.

Advertising Program: The district remains in need of a defined program for approving an increasing number of businesses that wish to advertise within the district.

“Perception is reality.”

National School Public Relations Association



BOARD & SUPERINTENDENT GOALS

The Board and superintendent annually create a list of goals with specific deliverables. For the 2018 – 2019 school year, they are:

Hays CISD believes in the achievement of every student. The District will evaluate and address the individual needs of each student. Student performance will be evaluated in academics, college readiness, and career development. Our staff believes in the education of the whole child and knows that success is based on more than the results of a single test.

Hays CISD is dedicated to the safety social and emotional well-being of students and staff. A safe environment must include secure facilities, staff and student training, and our adopted standard response protocol. The district will partner with local and state entities to assure preparedness. Specific areas to be addressed are campus access, detecting and reporting possible threats, and building an environment of trust between adults and all students. Our Emergency Operations Plan is updated annually and followed throughout the district.

Hays CISD is dedicated to treating all stakeholders with respect and dignity. Cultivating great community and staff relations requires empathy, visibility, trust, and communication. Communication through all appropriate avenues is a priority, and staff will receive training in these areas. Our district is committed to increasing client engagement both internally and externally.



HAYS CISD OFFICE OF COMMUNICATION



Tim Savoy, Chief Communication Officer

512.268.2141

tim.savoy@hayscisd.net



www.hayscisd.net



[/HaysCISD.ADM](https://www.facebook.com/HaysCISD.ADM)



[@hayscisd](https://twitter.com/hayscisd)