



## Planning

---

The planning phase involved setting clear objectives to ensure the success of the boundary changes. The primary objectives were to maximize the use of existing facilities, utilize key communicators (principals and site leaders), give parents and the community an opportunity to provide input, and minimize controversy during the decision-making process. Key strategies included using videos and infographics to simplify complex information, ensuring CUSD employees supported the changes, and providing multiple communication channels for stakeholders to stay informed. A toolkit was created for site leaders, containing ready-made materials such as presentations, newsletters, and social media content, to ensure consistent messaging. Plans also included outreach to second-language families and media engagement to keep the community informed. Target audiences were identified as staff, families and students with strategies identified for each. A budget was developed that included expenses related to meetings and printing (the use of existing communication channels minimized expenses), and a responsibility list was created that involved not only Communication staff but others in leadership across the district. Training plans were also developed for site level leaders.

## Implementation

---

During the implementation phase, a variety of tactics were used to communicate with the community. These included large and small meetings, e-mails, livestreamed town halls, social media outreach, newsletters, and direct responses to online comments. Additionally, translation services were offered to ensure inclusivity for non-English-speaking families. Site leaders and classified directors were trained to handle questions and concerns from families and employees. Public meetings were held to introduce the rationale behind the boundary changes, and families were given the opportunity to voice their concerns. Information was consistently disseminated through mass communication channels like the district's newspaper CUSD Today, social media, local media outlets, and school websites. Special attention was paid to maintaining

## Summary

---

Clovis Unified is opening its sixth comprehensive high school and intermediate school in August of 2025, and over the past year and a half has completed an extensive communication process in the development, approval and execution of new attendance boundaries for the school. The change impacted the district's entire school attendance structure and ultimately impacted in some way more than 8,000 students. The communication plan for the boundary changes at Terry Bradley Educational Center (TBEC) followed the four-step public relations process with a goal to adopt new school boundaries in a transparent manner that encouraged community input, built trust, and minimized negative public opinion.

## Research

---

Extensive research was conducted to ensure the success of the boundary changes. This included studying past enrollment trends, historical boundary changes, and effective strategies for managing school transitions and handling emotional reactions to change. A committee of over 40 employees worked for six months to develop the new boundaries, incorporating feedback from the community. Additionally, research on how to address emotional responses to boundary changes was integral to developing a community meeting structure. This structure used school principals to facilitate small group discussions and collect feedback, ensuring everyone had an opportunity to provide input.



## Implementation, Cont.

a consistent message across all platforms, and communication from schools was coordinated through the Communication Office. Over 700 individual online comments were also analyzed and received individual responses from staff.

## Evaluation

The success of the communication plan was evaluated based on several factors. High participation at community meetings was a key indicator that information had been effectively shared. Meetings had strong attendance, with some exceeding 200 participants, showing that the community was engaged. Additionally, high attendance at meetings but low opposition at the Governing Board meetings, where the new boundaries were ultimately adopted, demonstrated the success of the communication efforts.

After the boundary changes were approved, receiving schools organized events to welcome families, further fostering community integration. High participation at these events also indicated that the changes were well-received. The number of Priority Intra-District Transfer applications was another measure of success, as families understood the process and took advantage of transfer opportunities to address their individual needs. More than 1,000 families accepted priority transfers in this process that helped smooth the transition to new schools.



### District-wide

Communication efforts were adopted by leaders across the district with significant buy-in from school leadership.

Trainings were conducted to ensure principals were prepared and confident of their roles in the project and even this spring continue their work to welcome and integrate new families on their campuses.



### Diverse

Communication was differentiated for audiences based on cultural and linguistic needs. Staff attended second-language meetings to ensure families understood the boundary change process and felt heard.

Translators attended public meetings to welcome and support ESL families.

1,000 Families

Families were offered priority transfers to meet unique needs.

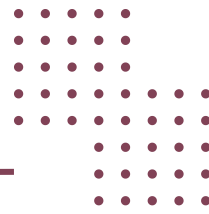
0 Complaints

At the time the Board approved new boundaries, no one spoke against them.

## Conclusion

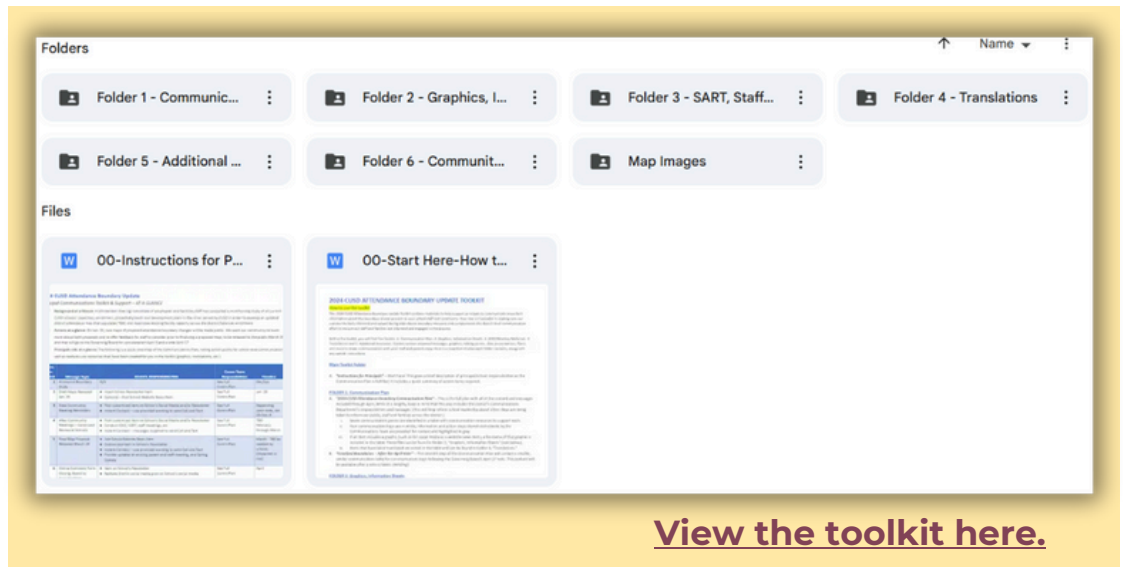
In conclusion, the communication plan for the boundary changes at TBEC followed a well-structured public relations process that involved extensive research, careful planning, targeted implementation, and thorough evaluation. The plan successfully minimized negative reactions by prioritizing transparency, community involvement, and clear communication, which ultimately led to broad support for the changes and positive community engagement.

# Supporting Evidence

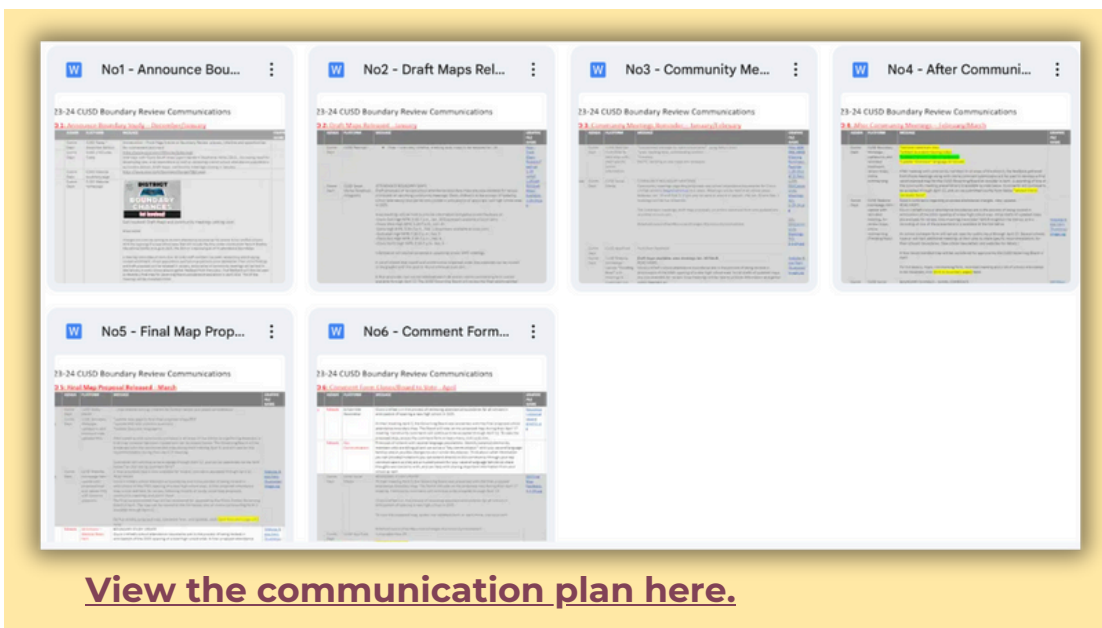


## Toolkit

The toolkit helped to support school administration through communicating the boundary review process to their communities by organizing the various plans, graphics, schedules and resources into one easy-to-access place. We included a guide for the toolkit to help administration navigate the folders.



## Communication Plan



These documents outlined all of the content and messages to send out to the community, and when and where to send it. It was broken down into categories based on district and school-site responsibilities.

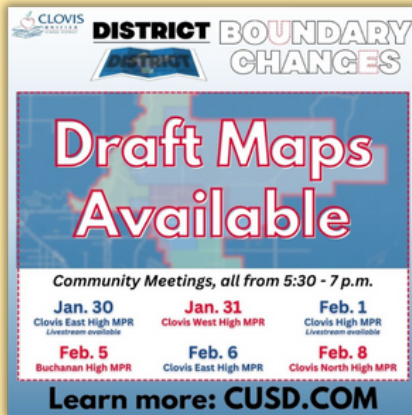


## Social Media

The district and school sites used social media (Facebook and Instagram) to communicate updates to the boundary review process along the way, as well as to promote parent and community meetings to hear feedback about the current and proposed boundaries during the design and decision-making process.

[Link to all social media graphics used.](#)

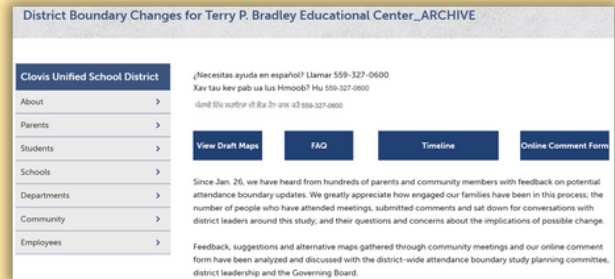
[Link to an example social media post.](#)



## Websites

The district website housed a section specifically about the boundary update process. This is where we shared information with the community, and kept it up-to-date with meeting dates, informational resources provided at the meetings, scenario maps for review and the final decision. A public feedback form was also made available here.

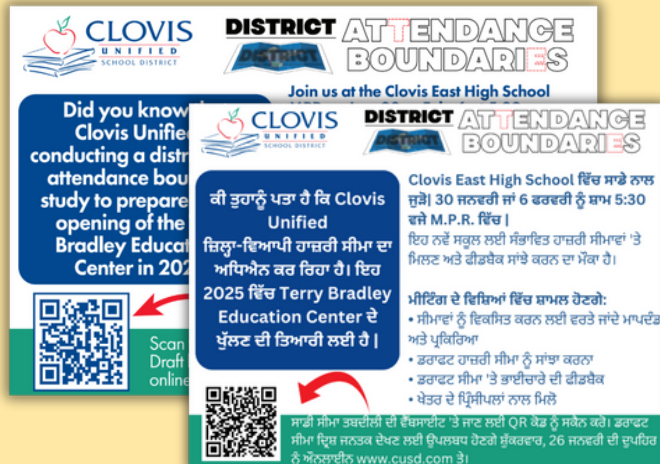
[View an archived version of the boundary review webpages.](#)



## Postcards

Postcards with information and meeting schedules were hand-delivered to neighborhoods where school boundaries would be most impacted. We also targeted communities (i.e. English Second Language) who needed more direct communication to ensure they were included in the process.

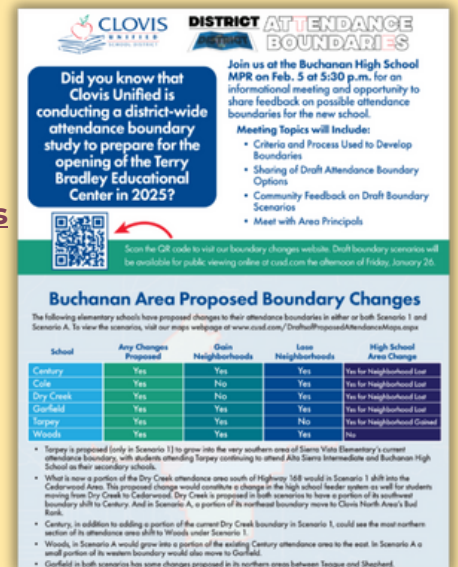
[View examples of the postcard designs.](#)



## Digital Flyers

Digital flyers were sent out via email to district families with meeting information and other important updates. We ensured that flyers were also translated into three of the common languages around the district to maximize our communication efforts.

[View examples of flyers.](#)





## Social Media

Examples of social media metrics used in the evaluation of communication during this attendance boundary campaign.

DATE	WHAT	FB Reach	FB Shares	IG Reach	IG Shares	TOTAL IMPRESSIONS FB & IG	TOTAL SHARES FB & IG
18-Dec	<b>2MT - Boundary Changes video</b>	8.8K	5	5.3K	78	<b>14,751</b>	83
5-Jan	<b>Announcing, timeline, process</b>	2.5K	4	4K	72	<b>7,234</b>	76
26-Jan	<b>Draft Maps Available</b>	6.8K	18	3.3K	31	<b>10,978</b>	49
29-Jan	Community Meetings this week	2.5K	1	2.3K	7	5,186	8
5-Feb	Community Meetings this week	1.5K	0	2.4K	7	4,103	7
10-Feb	Share Comments, Attend SART	3.3K	1	2.1K	1	5,608	2
23-Feb	New Map Proposal	6.2K	9	3.3K	4	9.5K	13
5-Mar	Maps in Review	2.5K	1	1.5K	0	4K	1
7-Apr	Share Feedback	1.8K	0	1.2K	1	3K	1
18-Apr	Approved Boundaries	6.1K	5	3K	10	9.1K	15
19-Apr	2MT-Approved Boundaries	749	0	2.8K	3	3.5K	3
POST	Feb. 20 – Thundering Herd Visits Ranch	5.3K	33	9.3K	33	14.6K	66
POST	Feb. 14 – CCDS Model School	4.2K	13	7.4K	13	11.6K	26



## Website Analytics

Webpage views from January to April 2024 of the dedicated school attendance boundary website:

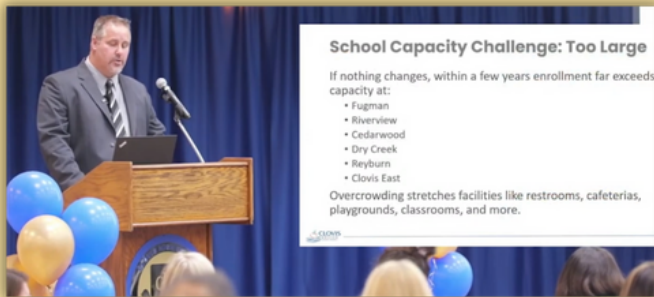
- January 24,209 views
- February: 13,806 views
- March: 14,840 views
- April: 15,006 views



## Meetings

Every school area hosted at least one meeting for the community to provide feedback on the boundary review process. Meetings were held in-person and also streamed online for more accessibility. School sites held additional meetings with parents to share updates on the process.

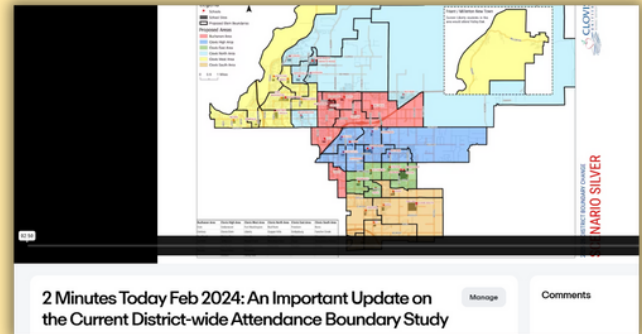
[View one of the recorded meetings.](#)



## Videos

There were five videos about the new educational center and boundary update process in our 2 Minutes Today video series, to continue sharing with the community about meetings available for sharing feedback as well as updates to the process.

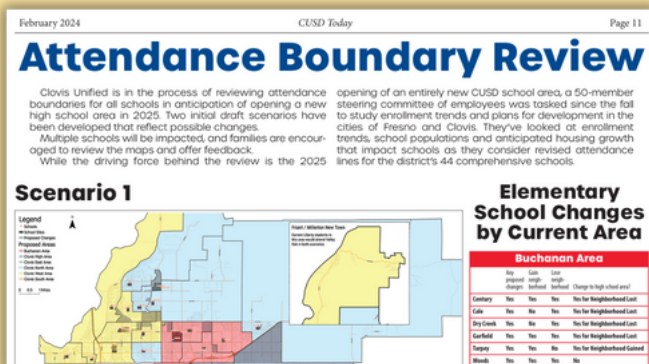
[TBEC Update](#) [Groundbreaking Meetings](#) [Update to the Study](#) [Final Decision](#)



## CUSD Today Newspaper

In issues of the CUSD Today newspaper, mailed directly to the homes of district families and those living within the district's boundaries, information on the boundary updates was shared.

[View past CUSD Today issues \(see February 2024 for the Attendance Boundary Review shown below\).](#)



## Phone Calls

At each major step of the process (maps released, meetings scheduled, etc.) an automated phone call was recorded and sent out to all parents in the district.

Transcripts of the calls are included in each step of the communications plan.

**Call:**

This is an important message from Clovis Unified. The district's school attendance boundaries are in the process of being revised in anticipation of the 2025 opening of a new high school area. Initial drafts of possible attendance boundary maps are now available online for review. Community meetings will be held in each school area from Jan. 30 through Feb. 8, with two livestreamed. You are encouraged to attend to learn more and share your feedback. More information, including a timeline of the process and an online comment form, is available at [cusd.com](http://cusd.com).