

## **Crisis Communication: How to Manage the Surprise**

Over and over again in school business we hear of the need for effective “crisis” management. Perhaps nothing haunts a local school board or administrator more than reading newspaper headlines on any given day and wondering if the tragedy or calamity described “might happen to us.”

There’s good cause for such concerns, especially for random violence against school children, which was unheard of 10 or 15 years ago. Unfortunately, the list of possible crises are as long as a grocery list:

- Tornadoes that strike unexpectedly, especially in areas that are not usually high incident storm areas.
- Hurricanes and their devastating effect on entire communities, not just schools.
- Evacuations and emergency procedures involved around nuclear facilities.
- Special needs resulting from teen suicide, childnapping, bomb threats, or hostage situations that can occur on the school site or later have an impact on school routine.
- A fatal fire, a school strike, the arrest of a school employee, the death of a student athlete and myriad other horrific events have become challenging tasks for local officials.

As people who have been through many of the events described can attest, no crisis plan can truly prepare a school for the unthinkable, but much can be done to reduce confusion, improve communication and, most importantly, care for and protect students and employees of the school district.

Some crisis experts and counselors to industry say, “The only rule of crisis communication is that there are no rules. Each crisis bears its own markings and its own unique solutions.” Indeed, they say, if it had a “precedent” it wouldn’t be a crisis.

The first characteristic of a crisis is surprise - if not at the actual event, then at its timing. Consider the difference between a problem and a crisis. A problem, which may be on the agenda for future action, becomes a crisis when it is pushed into the present ahead of the schedule.

For instance, the local board is considering policies for dealing with AIDS victims. But, before the planning and the policy are complete, the media discovers a student has AIDS.

### **How to manage the surprise**

In another example, a school bus crashes while on an extracurricular activity. Students are injured and the first reports school officials receive either are from the media or the police, or both.

Often the pushing in a crisis comes from the media. Suddenly school authorities are in a fishbowl. Surprise most often will lead to insufficient information and a loss of control of the situation.

And while no crisis plan will work perfectly, the only hope of gaining control of the information and management components in such situations is to devise a plan, to review it regularly, and to practice and test its various components.

Basically, schools must plan for two types of crises - expected, such as a labor dispute or strike, or unexpected. An employee work stoppage permits some anticipation and planning by school authorities, because it usually will occur in some reasonable time.

An unexpected event, such as a bomb scare or a student being taken hostage, can be planned for; but, because of its uncertainty, response time in gaining control of the situation is much less predictable.

What can happen to local school officials in such situations without planning and policies? Panic sets in while you're juggling the media and others. Some members of the school board will react to pressure and urge immediate relief by adopting a policy - any policy - that appears to give relief.

Too often, unfortunately, boards write and implement policy in reaction to a crisis, instead of managing the crisis first and later developing a sound, well-reasoned policy.

An even better approach is to anticipate potential crises before they occur and plan policies for responding to them. Of course, a board or management team cannot anticipate every crisis they might encounter. However, a thoughtful review of policies and planning is essential. In a crisis, people want answers. Frank, truthful answers. Answers based on accurate information. Answers given by unflappable professionals who know what they are talking about.

During recent years, crisis management has moved up dramatically on the priority list of corporate public affairs because of the hazards of modern technology and the growing tendency toward violence by individuals and groups in society. Public schools and other public institutions also have been victimized.

While planned crisis management is a necessity, experts pinpoint another roadblock to effective communications - poor management response. Said another way, for want of responsive management, the opportunity to control a crisis can be lost.

Nothing is more important during a crisis than good, quick, effective, accurate communication. Effective management response is the key to credibility, for which there is no alternative. Once lost, credibility is almost impossible to recover. Such an error will bring about chaos at worst and diminished prestige for the school board and administration in the eyes of the media, the community and the taxpayers.

In developing the crisis plan, admit to yourself that the first instinct of anyone in corporate or public life is to minimize or cover up bad news. That's human nature. But, for a board of school directors or a superintendent, such a view can be fatal.

## **Questions to ask**

*Ask these questions before a crisis occurs:*

- Does your board function as a legislative unit?
- Do you set policy and let the superintendent administer it?
- Does the superintendent's office have telephone numbers of people to be reached in a crisis?
- Does your superintendent communicate with board members as soon as possible in a crisis?
- Do the board and superintendent consult with the solicitor in a crisis before action is taken?
- Is there a process for determining the facts?
- Has the superintendent developed, in consultation with the board, a communication plan for staff? students? parents? media? others?
- Has the board agreed that no board member will make personal comments or talk except to relate agreed-upon facts?
- Does the board agree on a district spokesperson (superintendent, solicitor, public relations director, other)?
- Is the primary objective of the superintendent and other administrators to operate schools for students and do they have a plan to achieve this in a crisis? Has this been discussed with the board and reviewed twice a year as a means of preventing problems?
- Are individual school or department emergency communication chains functional? Are they reviewed each fall with the board?

## **Get down to basics**

### **1. When a crisis breaks, first, before anything else, get the facts. The key to credible crisis communication is the quick gathering of accurate information.**

Without accurate information you cannot monitor the crisis, you cannot plan strategically to abate it, you cannot respond to questions about it, you cannot manage it and you cannot end it.

The best place to gather, assemble, assimilate and act upon the facts is in a management information center. It can be as simple as a room - a small conference room, perhaps - equipped with several unlisted-number telephones, where the school district's top staff can meet to manage a crisis.

All telephones should be permanently installed. The numbers should be known to key personnel, and activation should be possible minutes after a crisis breaks. Staff should consist of the superintendent and key aides of his or her choice.

Such crisis communication centers have proved to be invaluable during strike emergencies, but they are equally valuable during any kind of crisis.

### **2. Once you have the facts, put together a strategic plan for managing the crisis.**

No crisis is unmanageable, given clear facts, cool planning and honest management response. With a school district crisis, strategy will be dictated by many facets, including the facts, leadership instincts, staff discussion, school board input, community attitudes, past experiences, political realities, finances, legal implications and much more. All these must be considered in building a plan. The point is, there must be a plan. No crisis is manageable without strategic planning.

### **3. Communicate your plan, first internally, then externally.**

It is imperative that your plan be aggressively communicated to all your publics, making sure that the school district staff is informed first, or at least simultaneously with public release.

The key in this stage of crisis management is to share openly, honestly, firmly, factually and as quickly as possible all legally releasable information with the media and with the community.

If you do not have an immediate media conduit, then the information should be disseminated through a network of key communicators in your community. To deter the rapid distribution of this kind of vital information is to court opposition, distrust and controversy borne on the wings of suspicion and fear.

Should you choose not to disseminate factual, dispassionate information yourself, it only will serve to encourage the inevitable circulation through the ever-present grapevine of inaccurate, second-hand supposition, blown out of proportion by the lack of the facts. And the crisis will get worse.

Basically, all the public wants to know is what happened and what you are going to do about it. Tell them.

#### **4. Seek feedback.**

Ask people for their reaction to your plan. Ask them what they think. Even rudimentary, informal surveys have two immediate benefits. People will be glad you think enough of them to ask their opinion, and their input may be able to improve your plan the next time. People want to be asked, so ask them.

#### **5. Evaluate your plan.**

All crises have at least one thing in common. Eventually, they end. That is the time to evaluate your communication, your planning, and your successes and failures.

Don't be afraid to admit mistakes; they happen. Your job will be to build a better crisis communication and management plan for use the next time.

Review every step taken. Ask key staff and board members for their reactions. Take your community feedback into account. Sit down with members of the media and the district's key communicators. Ask them for their opinions. Then revise your plan for the next crisis. Unfortunately, there probably will be one.

### **Crisis management plan and notebook**

Remember, the three most important considerations in crisis communications are plan, prepare and practice the plan in preparation. Therefore, put your plan in writing and in a notebook which makes it easier to update.

Regardless of the size of the district, it's possible to divide your notebook into these general areas and examples according to board policy:

- **Building level response** - accidents at school site, accidents to and from school, bomb or telephone threats, child abuse, student or staff hostages, kidnapping, fire, gas leaks, student protests, suicide or attempts, medication overdose, unrest on school property, procedures for picking up children, outside groups using school facilities, etc.
- **District crisis response** - bus accidents, chemical or hazardous material, nuclear problems, earthquakes, tornadoes, other natural disasters, power failures on lines down in school area, central office support to individual buildings, classroom hazardous materials, etc.
- **Crisis away from district** - athletic events, field trips in the area, field trips out of state, school musical groups, bus and auto accidents, etc.
- **Media relations** - complete chain of command as to verifying school district spokespeople, news releases, fact sheets, news conferences, legal considerations, telephone numbers of key district officials including board members, FAX numbers, other emergency communications channels, all media contacts, etc.

Once the notebook is in place it should be readily accessible to all district personnel and board members. When crisis begins, the board should be informed as quickly as possible to keep them apprised of actions and progress.

All assistants and secretaries should be familiar with the book's contents, location and use during a crisis in the absence of the building administrator. These people should participate in practice sessions and discussions of such procedures. A good rule of thumb is that building-level personnel should conduct emergency procedures at least once a year. The notebook should be updated according to board policy and other changes which may come from other enforcement agencies and levels of government.

The building-level plan should be based on the master district response criteria. The written plan should include people responsible for each identified crisis. Each building should annually identify individuals who are on their crisis team, with specific duties assigned to each member.

When the crisis is over, appropriate people should evaluate the plan and the response. Make necessary changes and communicate to all personnel.

Another important point in developing the plan. First consult with all local, county and even state emergency services where appropriate. Such a list might include: Office of Disaster and Emergency Services (formerly Civil Defense), Red Cross, local police, fire and sheriff's departments, local military stations, hospitals and ambulance services. When the manual or notebook is complete it should be shared with all participating agencies.

Your crisis management notebook will contain a great deal of information. Although you believe that you've presented the information clearly and organized it for quick reference, any such plan is a mere bundle of paper unless staff members know it exists, the school system trains everyone to use the procedures, and the plan is tested and updated regularly.

The board should insist that the management plans are in place and practiced. But there should not be "overkill" - school administrators are extremely busy. One way to test your crisis management system is to use simulation exercises with outside people using video or audio components. Another method is to use right-way demonstrations by other experts or from other school district personnel who have experienced certain emergencies.

But, at some time, local officials expected to carry out such procedures must practice and evaluate. There needs to be positive evaluation - "what did we do right?" and "what did we do wrong and need to improve?" No fault-finding and no negative reports. Crises don't have precedents - if they did, they wouldn't be crises.

The bottom line in all such planning is to help the victims, their families and the school family at large.

Reprinted from A School Director's Guide to Effective School-Community Relations, © 1995, Pennsylvania School Boards Association.

## **Balancing community access to schools and the reality of school violence**

Until recently, schools have prided themselves on being open and accessible public places. Parents, teachers, school staff and the community at large have come to expect such accessibility. The thrust of this handbook is predicated on an open, communicative environment that fosters public support and understanding of the public school's mission. Sadly, however, there is no sanctuary from the random violence of American life - not even the school yard.

The problem boils down to how school officials strike a proper balance in (1) making the school a warm, friendly place where children learn and parents and others are welcomed, and (2) ensuring a safe environment for school employees and protecting public property.

There is no easy answer. But if an issue requires the school board to muster community support and assistance from other local and state agencies, then the topic of school safety is top on the list.

One of the main concerns for local boards is access to school buildings. PSBA's policy service recommends that school officials guard against unauthorized people entering the building. Visitors should be asked to show identification and perhaps issued badges to indicate they are authorized to be on the premises. They should be escorted to their destinations, not merely turned loose in the building.

From a public relations standpoint, ensure that such procedures do not make the school appear as an "armed camp." Through the use of parents or other volunteers, visitors can be properly greeted and escorted to various locations. Schools can improve signage and other information to ensure a proper welcome and yet maintain adequate security.

*Consider these recommendations:*

- All doors, except the main entrance, should be locked at all times.
- Exterior handles might be removed from all doors except the main entrance.
- Face plates could overlap door locks to prevent intruders from prying them open.
- Doors should be inspected regularly to prevent tampering.
- Visitors should be directed to the main entrance by signs mounted to the exterior of all exits.
- Teachers should not admit visitors into classrooms unless there is some method of authorization, such as a badge or an escort to the class.

Some safety consultants argue that if you're really going to secure a school, then it's not called a school, it's called a "prison." However, through proper policies and effective school facility management, local boards can reach a middle ground for positioning an ongoing school security plan.

Sign-in procedures and nametags can help make it a friendly process. School offices, especially the main offices, could include more windows for better surveillance. There could be two-way communications between the main office and classrooms, and emergency procedures or buttons could be installed in each building for police and fire units.

There are no hard and fast policies or security rules that cover all schools. What may be appropriate for an inner-city school with a higher crime rate might be overkill for a small school in a quiet suburb. But random violence can strike anywhere. Therefore each board must examine its policies in the areas of weapons on school campus, student searches, metal detectors and other violent acts tailored to fit local conditions and diligently follow them.

Some boards have strengthened disciplinary and weapons policies, initiated dress codes, provided counseling and other support services for troubled youth, and trained school staff in conflict resolution and character education, to name a few.

Yet, despite all these efforts, the school staff must be prepared for the eventual crisis that cannot be anticipated. If it happens, it will happen at the most inopportune time. Such incidents, properly handled, can enhance the reputation of the school district as a responsive and caring institution.

On the other hand, if they are poorly handled or bungled, a school's reputation can be reduced to shreds. To put it bluntly, "you're only as good as the way you dealt with your last crisis." It is absolutely essential for every building to have in writing a well-thought-out and broadly communicated plan that responds to general crisis situations.

*Answers to the following questions will place a school in a better position to provide for the safety and welfare of staff and students, minimize the spread of rumors and misinformation, and quiet the critics:*

- Who on staff will be responsible for intervening in the fight, clearing the area, calling the police, and alerting the central office and the board?
- Are there special roles and responsibilities for the school secretary and nurse? Will they know what to do and when to do it?
- Do key personnel have a list of emergency phone numbers (both school district and community) in easy access?
- Should any outside agency, such as EMS, be alerted? Do you have relationships established with such agencies to facilitate their involvement? Do they know your school and your building?

- Who on your staff is certified in CPR and available for an emergency during the school day? Is there a first-aid kit readily available?
- Should the school schedule be changed or should classes continue as usual? Who makes this decision

*Communication planning is crucial. Specific strategies are needed for parents, students, staff, community and the news media:*

- Assign an individual to keep the superintendent and board updated on a regular basis.
- Select one (and only one) media spokesperson.
- Have a brief written statement or fact sheet with a description of the incident, extent and number of injuries (if any), extent of damage (if any), actions completed and suggested remedies. This statement becomes the basis for letters about the incident, news releases, taped messages and responses to phone inquiries.
- Parents of students involved should be contacted personally as soon as possible.
- Plan rumor control strategies. If you have a hotline, use it. If you have key communicators, advisable as a general rule, make sure they are informed through your traditional channels.
- Assign a staff person to alert other staff about what is happening over the public announcement system. Have a staff briefing before they leave the building.
- If time permits, send a written statement or a letter home to parents. If you don't, the story is liable to expand exponentially.
- Use automatic calling phones (if you have them) with a message for parents.

Reprinted from A School Director's Guide to Effective School-Community Relations, © 1995, Pennsylvania School Boards Association.

## **A case study**

*Reprinted from PSBA Bulletin, Vol. 54, No. 2, April 1990.*

Dealing with school emergencies requires preparing, planning and practicing a crisis communication plan.

Problems and solutions for dealing with parents, the media, communications, assigned roles, transportation and counseling during a crisis.

Greenwood School District 50, located in Greenwood, SC, experienced two emergencies during one five-month period. Their two problems fall into different categories:

1. An “off-campus” incident involving students in a serious bus accident.
2. An “on-campus” incident which happened at the school site.

In the first situation, one of three chartered buses returning from a field trip about 100 miles from the school district was involved in an accident, injuring 47 students, teachers and parent chaperones, some seriously. The injured were sent to three different hospitals.

The second situation was the worst possible scenario that can happen. A man entered the school cafeteria while first graders were eating lunch and began shooting, wounding three students and one teacher. He reloaded his hand gun and entered a third-grade class where he emptied his gun again. A total of nine people were injured, including two teachers, and two youngsters died.

Here are the problems these school officials experienced and their attempts to deal with the circumstances. Also included are ways in which these school personnel prepared, planned and practiced their crisis communication plan.

## **Phases of an emergency**

### ***Initial crisis:***

- School personnel or others inform district officials of the crisis.
- District officials inform staff.
- All district staff report to assigned stations.
- Establish command post and begin gathering facts:
  - Extent of the disaster.
  - Names of people involved.
  - Location of the injured.
  - Retrieval of demographic information from computer database.
- Establish communication network:
  - Portable computers and phones.
  - Establish contact with assigned personnel.
- Meet and communicate with appropriate emergency agencies.
- Decision making:
  - Reassignment of appropriate staff depending on emergency.
  - Closing of school.
  - Transportation.
  - Schedule news conference.
  - Assess need for support services (food, shelter, command post access and security, counseling).
  - Communicate decisions to appropriate channels (cable, TV, radio, print media, bulletin board system, computer network).

***Successive events:***

- Communicate with families of victims (injured or deceased).
- Continue news conferences and media interviews.
- Plan to return to normal routine.
- Deal with rumors.
- Reassure parents and the community.
- Manage successive emergencies.

***Follow-up management:***

- Continue to provide information.
- Respond to repetitive questions.
- Evaluate and adjust plan.

***Parents***

**Problem:** When parents learn that a disaster involving a school has occurred, their immediate response is to go to the aid of their children. A mad rush to get their children or to get children away from the school can be very chaotic. The need for immediate and accurate information becomes paramount. Identifying students and having instant access to student records is critical.

**Solution:** Set up a central collection point for parents to pick up students and have a sign-up procedure for those coming to get children. Enlist the aid of local law enforcement personnel to direct and eliminate frustrations caused by traffic jams.

***Media***

**Problem:** Representatives of the various news media arrive in great numbers all seeking facts and interviews with someone in authority when they hear about a disaster. They usually will cooperate with local school officials, as long as they know they will be provided complete information within a reasonable time. They do not object to limited access to schools or planned news conferences, so long as all are treated equally.

**Solution:** Use planned and announced news conferences to communicate current information regarding the crisis. Distribute printed copies of prepared statements at each news conference.

Appoint one staff member to make announcements to media representatives.

Assign the school public relations person or other staff person to keep district staff informed of media requests and statements made to the media.

Show no favoritism to any media representative. Don't give special information or set up exclusive interviews.

Schedule news conference in convenient locations at convenient times to help members of the media meet deadlines.

Use nameplates or nametags to identify news conference speakers. Prepare a media kit to include a list with names and telephone numbers of designated school officials.

Provide media representatives access to photographs of all involved students and teachers.

### ***Rumors***

**Problem:** Rumors generally exaggerate negative or false information. Because people who are afraid are willing to believe the worst, rumors find fertile ground and work to increase anxiety and pressure on administrators.

**Solution:** Use the fastest way to get accurate information out. This usually means a local radio station. Also, use a key communicator system to spread facts quickly by word of mouth.

### ***Communications***

**Problem:** Communication becomes the most critical problem facing school administrators during a disaster. They must communicate with the disaster site, with the public, with the parents of involved students, with the media, with emergency services, and with other people and groups that may be involved or may need to be involved.

At most schools, insufficient telephone lines compound the communication problems.

Groups with whom school officials may need to communicate include:

- Students and staff on campus and those who have left.
- Students and staff who are at an off-campus emergency.
- Parents of students and families of staff who are involved in an emergency or disaster.
- Law enforcement personnel and their bases.
- Emergency medical services and personnel and the involved hospitals or medical resources services.

- Parents, spouses and hospitals, especially when there are special medical problems that may influence the types of treatment provided to a student or staff member.
- Those gathered at the emergency site and sub groups within that crowd.
- Media representatives that will help inform the community.

**Solution:** Have one private telephone line at each school that is separate from the regular business line.

Have a working bullhorn at each school that can be used to communicate with large groups of people.

Send school or district personnel to the off-campus emergency site and to each site to which injured students or adults have been taken for medical treatment.

Use telephone systems that will not go off line if the power goes out. Have a portable telephone available for use in emergencies.

Provide teacher initiated access from each classroom to the school office through an appropriate intercom system.

When computer technology is available, send portable computers with school and district personnel who go to off-campus emergency sites. Install and maintain a computer based bulletin board system to which schools have access via telephone modems.

Send portable FAX machines to remote sites when available.

#### ***Assigned roles:***

**Problem:** When an emergency situation arises, other than making a few assignments, the person in charge does not have time to direct the activities of all staff. Unassigned administrators feel helpless during a crisis when they are not using their skills effectively to meet the demands of the situation.

**Solution:** Develop an emergency response plan based on job descriptions. Then assign people to fill the jobs based on the situation and who is available. For example, some top administrators could be away from the district office or even out of town when an emergency happens. Other district and school staff easily can handle administrative tasks because the specific duties are written down.

Designate personnel to oversee telephones and computer data lines; someone to serve as district spokesperson with the media; to oversee transportation needs; to work with the local emergency preparedness center; to assist, as needed, in the identification of injured students and adults; to review student and personnel records; and to notify parents and spouses.

Send school or district personnel to the off-campus emergency site and to each site to which injured students or adults have been taken for medical treatment.

### *Transportation*

**Problem:** During an emergency, students, parents, staff and administrators may need to move from one location to another. For example, the staff may need to evacuate students from a school very rapidly. Administrators or parents may need to travel great distances to meet with injured or stranded students in another city. They may need school buses at unusual hours and have to dispatch bus drivers quickly to take students home from school.

School bus drivers may not know how to identify and account for students who belong on their buses. They may not have updated passenger lists. Drivers who arrive at the scene of the emergency may not know to remain with their buses.

**Solution:** Provide training for bus drivers in handling emergency situations in which they might be called upon to transport students or adults.

Include, on all school buses, an emergency information kit which includes writing paper, pens and pencils, and a current listing of students who ride the bus for each route it takes.

Leave passenger lists for each bus at the school when buses depart for off-campus trips. Place nametags or hospital-type identification bracelets on all students and adults who are riding buses for off-campus trips. Place school bus numbers on buses for evacuation purposes so those numbers can be seen above the heads of people who may be standing around the buses.

### *Counseling needs*

**Problem:** Following a major emergency (especially one with injuries or death), students and staff will need counseling. For some, that counseling will be long term.

**Solution:** Plans should include the names of contact people for agencies that can provide the needed counseling. Initial counseling for staff will serve two purposes: counseling for themselves as they attempt to cope with the impact of the emergency; and training in helping students attempt to cope with the same issues. Time must be given to both tasks.

### *Other schools in the district*

**Problem:** Other schools in the district may develop crises as a result of the initial crisis. Employees who have children at the crisis school may want to leave immediately to get their children. Telephone lines will be used constantly by parents checking on the safety of their children and by the media who are seeking more information from school personnel. Students who have friends at the crisis school may need immediate help as they wait for further information.

**Solution:** Designate school and district personnel to inform administrators in other schools about the emergency and the progress in dealing with it. If available, use an intradistrict computer bulletin board to update

information quickly and often.

### *Other considerations*

The names of injured people being removed from an emergency site, whether by ambulance or police car, should be on a list to be kept at the emergency site. Their names also should be written on a stick-on nametag from the school emergency kit or written on the back of the hand.

Train teachers to take their grade books or class rosters with them as they leave the building in an emergency. Have a plan by which teachers will take students to a specific part of the campus should an emergency require them to leave the building.

Print identification badges with pictures for all district and school staff who will manage an emergency. Be sure they wear the badges while at the emergency site or at an assigned site.

Positive steps need to be taken during the initial crisis, successive events, and to follow up. Careful preparation and planning help school officials manage a crisis.

### *Emergency management kit*

Including specific items in an emergency management kit may save time during a school emergency. Depending on student enrollment, schools may require different quantities of the items, but should include:

- Legal pads.
- Ballpoint pens (not felt-tip and not pencils).
- Felt-tip markers.
- Plain white peel-off stickers (used to identify injured students or adults at the emergency site).
- List of telephone numbers for the district office, local law enforcement agencies, emergency medical services, fire department and other agencies that need to know of a school crisis.
- List of telephone numbers for district's portable phones.
- List of computer, bulletin board system, and FAX lines at district office.
- List of beeper numbers for district staff.
- Local telephone directory.
- Current directory of district staff.

- Floor plan showing locations of all exits, telephones and walljacks, computers and other devices that may be useful in communication during an emergency.
- Fully-charged battery operated bullhorn.
- Local street and zone maps.
- For all off-campus trips, a map showing the route to be traveled to and from the destination.
- For all off-campus trips, a list of students and adults on each bus or vehicle should be left at the school; students and adults must ride the same bus both ways.
- List of assigned roles for school personnel and district personnel.
- Recent lists of students who ride buses, given by bus and route number.
- Summary of information that can be made public during an emergency; include Freedom of Information summary, district policy, and others.
- List of professional and community contacts for organizing a “crisis care team” of counselors, clergy and others.