

Crisis response communication

OSBA Fall Conference

- Joe Krumm APR
- November 9, 2012 -- Portland, Oregon

Playing Field Exercise

- What do you know?
- What do you think you know?
- What would you like to know?

Agenda

- Your scenario
- RACE
- Systems in place
- What people and where?
- Messages, means, audiences
- Some about media
- Scenario practice – select a creator
- Resources

Scenarios– Small groups

1. Principal arrested
2. Sex offender moves into neighborhood
3. Staff member brings gun to school
4. Student death
5. Earthquake fault under school

The value of RACE in crisis

Research: Learn as much as you can about the situation. Keep learning.

Analyze: What is the best delivery method?

Communicate: Use One-Way & Two-Way

Evaluate: Review your communication

Applying RACE

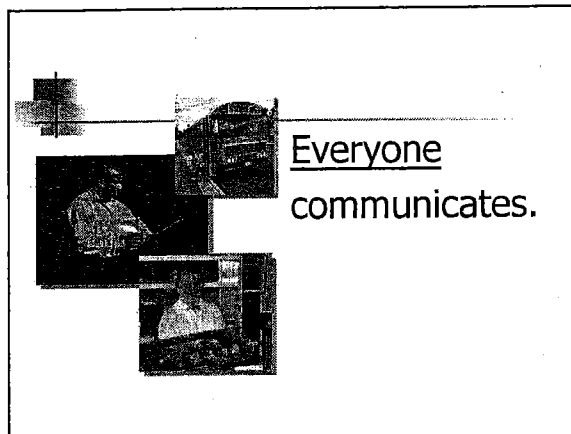
Research will help all your communication.

You don't have time to do it all, so say what you know and what you don't, then update.

Coordinate with all participants.

Develop and test messages. (Does this make sense? Is it true, understandable, accurate?)

In a crisis: Same message, many audiences, delivered many ways. Reset, repeat.



- ### In a crisis (scenario prep)
- Do the right thing!
 - Put principles into practice.
 - Gather your team.
 - Select a spokesperson.
 - Feed the spokesperson.
 - Hand out the message. (Staff, secretaries, students, parents, key contacts, clients, students, beyond.)
 - How will you reach people beyond the media? (Letters, meet w/ staff/community, web, email, etc.)

- ### Are your systems in place?
- Response plan for each school, including buddy schools.
 - Trained admin team at each school.
 - Central plan—Response and communication.
 - Guarantee communication methods: radio, cell phones, private phone lines, talk with authorities.
 - Checklist: methods to reach internal and external audiences.
 - Prep with all community partners: emergency response, law enforcement, medical, city, county.
 - Sample letters for message development.

- ### What people and where?
- Central team. Superintendent, designees to advise, research, prep messages, anticipate, do the right thing. May include outside experts, partners.
 - On-site team, if allowed. May need to be at buddy school. School administrator. One central administrator. Counselors. Crisis response team.
 - Media location: Determine if at site or away from incident site.
 - Outside resources: expert in subject area, PR people, counselors, event planners, run perimeter.

- ### Messages, means, audiences
- Start with three key points.
 - Answer the questions:
 - What's happened,
 - What are we doing about it
 - Action of others
 - Fix the problem, not the perception. No smoke. No mirrors.
 - KISS
 - Teach. Be clear and informative
 - Slow down. You know more than your audience.
 - Golden hour—get some message out ASAP.
 - Know what you can and can't say.
 - You can usually answer what, but not why

- ### Messages, means, audiences
- Start internal, grow outward.
 - Standup staff meeting, secretaries to handle calls.
 - Same message goes to all: media, web, letters home, social media, key communicators, email.
 - Communicate in multiple languages.

Honesty is the Best Policy

Be honest!

(Once integrity is lost, it can't be replaced.)

If you don't know or can't say, say so.
Admit error...go on to corrective action.

Rarely does a one-day story change public opinion.

When the Media Calls



- Return phone calls promptly.
- DON'T do interview until you're prepared.
- **Find Out:**
 - Reporter's deadline.
 - What information they have.
 - Who they've spoken to.

Golden Rules

Never Say "No Comment"

- Automatic admission of guilt.
- Instead, explain why you can't answer the question and say what you can say.

Never say "Off the Record"

Prepare Your Message

- Be Positive AND Informative
- Prepare themes in advance
- Answer Honestly & Bridge to Themes



Bridging Statements

- "The most important point is..."
- "What we really need to focus on is..."
- "It reminds me of..."

And

Use the reporter's name

Get quoted accurately

- Speak in plain English.
(No education-ese)
- Change your pace/tempo.
- Speak slowly and distinctly.

Simplify, simplify, simplify!

- Use a real-life example.
- Pick one part of the question and answer that.
- Use a short list.



Sticky Situations

Surprise Interviews

- Answer a question with a question.
- Narrow your language.

Answering the question from Hell

Pause...sometimes what you don't say is more important than what you do say!
Dead air is their problem.

Some no-nos

- Never lie. Say that you can't answer that right now and explain why.
- Don't lose it. Keep your cool.
- Don't run away. It makes you look guilty.
- Don't get drawn into another's agenda.
- Don't get off message. Say only what you want to say.

Subsequently...

- School/community meeting (one day later)
- Acknowledgement events (vigil, service)
- Opportunities for volunteers
- Follow-up communication
- Evaluation with partners

Today: Scenario Practice

- Who is on your team?
 - Insiders that contribute on this issue
 - Outside authorities
 - Today only: A scenario creator
- Prepare: media interview or community meeting
- Prepare your messages
- Select a spokesperson
- How will you reach people beyond the media? (Letters, meet with staff/community, web, email etc.)

Resources

- Learn from other districts
- OSBA Emergency Response Handbook
- NSPRA Crisis Communication Manual
- Handouts
 - North Clackamas flip chart
 - North Clackamas flow charts
- Good books
 - "Crisis Response, Inside Stories" Jack Gottschalk

Lessons learned in Springfield

- Focus on the community.
- Teamwork makes taxpayers happy.
- Know your roles. Play your roles.
- Let people help.
- Chasing rumors wastes time.
- There's no time to waste.
- Bend, so you don't break.
- It ain't over 'til it's over.

Conclusion

- All Playing Field Questions Answered?
- Contact:
 - Joe Krumm, North Clackamas SD
503-353-6017, krumm@nclack.k12.or.us
- Questions, comments, next steps
- What will you take back to your districts?

Incident Response

Issues or incidents raised in rumor or announced by news media
 Call Vicki Chambers or Cindy Quintanilla

On-Site Team (as needed)
 Ron Stewart (Backup: Aeylin Summers)
 Joe Krumm: Communications
 Vicki Chambers or Cindy Quintanilla: Supervisor
 Janelle Murphy or Suzie Peachin (CRT Leader)

Principal or Unit Manager

District Office Team (as needed)
 Matt Utterback
 Ron Stewart
 Vicki Chambers
 Joe Krumm
 Aeylin Summers
 Cindy Quintanilla
 Leslie Robinette

Crisis Response (if needed)
 Janelle Menzies-Murphy
 503-353-5444
 503-233-2807 cell
 Suzie Peachin
 503-353-5901
 503-702-9558 cell
 503-203-2631 home

Call Crisis Response Team
 (report to-site)

IF incident is on-going &/or potentially large in scopes THEN call your district-level Supervisor.
 Call until you make person to person contact!

Vicki Chambers (elementary)
 office: 503-353-6040 • cell: 971-246-0975 • home: 503-635-5456

Cindy Quintanilla (secondary)
 office: 503-353-6049 • cell: 503-250-3184 • home: 503-557-1462

Backups:
 Aeylin Summers: 503-353-6003 • 503-679-0941 • 503-282-3818
 Ron Stewart: 503-353-6071 • 971-563-8600 • 503-638-4752
 Matt Utterback: 503-353-6001 • 971-246-0929 • 503-432-8852

Call 9-911 or 911
 if you need police, ambulance or fire department.

IF incident is under control, not on-going, or not potentially large in scope, THEN call Superintendent with FYI: 503-353-6001
 After hours,
 call Superintendent's home: 503-432-8852
 or cell: 971-246-0929

Call Superintendent's Office
 Denise Bailey
 503-353-6002
After hours, call
 Matt's home: 503-432-8852
 or cell: 971-246-0929

Call Communications:
 Leslie Robinette
 503-353-6018 office
 971-246-0302 cell
 503-655-1210 home
Backup: Joe Krumm
 503-353-6017 office
 971-246-0915 cell
 503-654-5180 home

Call Assistant Superintendent
 Ron Stewart
 503-353-6071
 971-563-8600
Backup: Matt Utterback
 cell: 971-246-0929 • home: 503-432-8852

Notify Executive Council
 Matt Utterback
 Ron Stewart
 Aeylin Summers
 Vicki Chambers
 Cindy Quintanilla
 Joe Krumm
 Diane Larson
 260-7526
 Marla Shuman
 503-319-0147

Notify impacted Operations Departments
 (as needed)

Notify School Board
 (if needed)

Notify Front Desk
 (if appropriate)
 Erin Wright

Call Translation
 Alex Phillips
 Phil Phan
 Oyden Arifdjanova
 503-353-5678
 503-866-3246 (Alex's cell)

When you get an incident call, first ask **WHOM HAVE YOU TOLD?**
 If they all are not at the top of the list, check back to make sure those bases are covered first.
 If you are serving in a backup role, email the team to make them aware.

Incident Response Roles

<p>Principal or Unit Manager</p> <ul style="list-style-type: none"> <input type="checkbox"/> Call 9-911 if you need police, fire, or ambulance <input type="checkbox"/> FYI to Superintendent IF incident is small/under control/not on-going <input type="checkbox"/> Call Cindy Quintanilla or Vicki Chambers (your supervisor) <input type="checkbox"/> Initiate lock-down if needed <input type="checkbox"/> Gather incident facts from involved staff, students or law enforcement <input type="checkbox"/> Brief Leslie on facts & translation needs <input type="checkbox"/> Contact family as needed regarding information release <input type="checkbox"/> Brief staff & students with support from Vicki/Cindy 	<p>Superintendent (Backup: Aeylin Summers)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tell Denise which adjacent schools or other administrators need notification <input type="checkbox"/> Determine need for news conference <input type="checkbox"/> Determine spokesperson <input type="checkbox"/> Advise as needed. <p>Spokespeople: Joe, Aeylin, Ron, Leslie, Cindy (Use Matt only for extreme incidents)</p>	<p>Ron Stewart: (Backup: Aeylin Summers)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Go to incident site if needed <input type="checkbox"/> Evaluate incident response staffing & resource needs <input type="checkbox"/> Activate added support as needed <input type="checkbox"/> Serve as operational liaison with Police, Sheriff, Fire, Government <input type="checkbox"/> Keep Matt informed <input type="checkbox"/> Provide strategic planning <input type="checkbox"/> Analyze liability potential <input type="checkbox"/> Determine insurance & legal needs <input type="checkbox"/> Plan for alternate school or staging site if needed 	<p>Leslie Robinette: Communications (Backup: Joe Krumm)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consult with Principal, Ron, Vicki/Cindy, law enforcement &/or legal counsel on incident details <input type="checkbox"/> Translation-Team on standby <input type="checkbox"/> Draft parent letter <input type="checkbox"/> Letter approved by Cindy/Vicki <input type="checkbox"/> Final letter-Translation <input type="checkbox"/> English letter to principal & school secretary; Translations follow <input type="checkbox"/> Consult with Matt on need for News Conference <input type="checkbox"/> News release (coordinated with any involved agencies) <input type="checkbox"/> Announce news conference <input type="checkbox"/> Talking points for Spokesperson <input type="checkbox"/> Backgrounder for news media <input type="checkbox"/> Post large-scale/on-going incident info on Web sites, cable access TV, Facebook, Parent Connects system 	<p>Janelle Menzies-Murphy Suzie Peachin Crisis Response Leaders</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activate Crisis Response Team <input type="checkbox"/> Go to incident site <input type="checkbox"/> Direct the team using district protocols <input type="checkbox"/> Release team members who are not needed <input type="checkbox"/> Request additional team members as needed <input type="checkbox"/> Determine if a team from outside the district is needed, and call a neighboring district for support.
<p>Vicki Chambers OR Cindy Quintanilla</p> <ul style="list-style-type: none"> <input type="checkbox"/> Go to incident site <input type="checkbox"/> Consult with law enforcement/other agencies <input type="checkbox"/> Provide principal strategies to brief and support staff <input type="checkbox"/> Provide principal strategies for age-appropriate student communications <input type="checkbox"/> Revise/approve parent letter, working with Leslie <input type="checkbox"/> Provide strategy on memorial events at school 	<p>Denise Bailey Superintendent's Office (backup: Sandy)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Notify Executive Council <input type="checkbox"/> Notify front desk <input type="checkbox"/> Call Board (if needed) <input type="checkbox"/> Call impacted operations depts. <input type="checkbox"/> Notify adjacent schools of other administrators as directed by Matt. 	<p>Joe Krumm (backup: Ron, Aeylin, or Cindy) Communications</p> <ul style="list-style-type: none"> <input type="checkbox"/> Go to incident site <input type="checkbox"/> Advise on staff/on-site communications. <input type="checkbox"/> Manage news media. <input type="checkbox"/> Communications work with Police, Sheriff, Fire, Government <input type="checkbox"/> News conference prep; choose site <input type="checkbox"/> Call OSPRA for PR backup <input type="checkbox"/> Provide strategy on memorial events at school 	<p>Alex Phillips(backup: Sara Gandarilla) Translation/Interpretation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Put translation team on standby: Spanish, Russian, Vietnamese <input type="checkbox"/> Request translations as needed <input type="checkbox"/> Request cross-team vetting of translations if time permits or if issue is sensitive. <input type="checkbox"/> Send all translations to principal & school secretary in pdf format & cc Leslie <input type="checkbox"/> Request Parent Connects phone or email messages in languages if needed 	<p>Crisis Response Team</p> <ul style="list-style-type: none"> <input type="checkbox"/> Go to incident site if called out. <input type="checkbox"/> Provide support according to principal needs: <input type="checkbox"/> safe room(s)? <input type="checkbox"/> office support? <input type="checkbox"/> classroom support? <input type="checkbox"/> perimeter support?

