

Michigan State Police Office of School Safety



School Crisis Communication Planning

TOOLKIT



School Crisis Communication Planning

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1. Introduction

1.1 What is a Crisis Communication Plan in a School Context?

When a school crisis occurs, such as a weather emergency or security threat, schools that are prepared can act quickly and effectively by relying on a well-developed Emergency Operations Plan (EOP) that uses clear, standardized response language. A key component of the EOP is the crisis communication plan, which specifically outlines how to manage messaging to students, caregivers, staff, and the wider community.

A crisis communication plan plays a vital role in a school's overall communication strategy. It becomes essential when time-sensitive incidents occur that require immediate communication with both internal and external audiences. In emergencies, it is crucial to communicate quickly and effectively to manage the situation and reduce risks. By incorporating a crisis communication plan into broader planning efforts, schools ensure that important messages are shared with the community promptly and clearly.

Unlike routine communication efforts, which often involve multiple approvals and longer timelines, a crisis communication plan is designed for speed and effectiveness. Once the crisis is over, regular communication methods may resume.

1.2 Situations Requiring School Crisis Communication Plans

Schools must be prepared for a range of potential emergencies. These may include natural disasters such as tornadoes or floods, technological hazards like power outages or chemical spills, and biological threats such as disease outbreaks or severe allergic reactions. Emergencies may also involve man-made threats, including intruders or acts of violence on campus.

An all-hazards approach to emergency planning helps standardize response procedures and communication across a variety of scenarios. Similarly, using template messaging ensures that consistent, effective messages can be adapted in situations that might involve multiple types of threats.

In the planning stage, it is helpful to anticipate a variety of situations that may need tailored messaging while also identifying opportunities where similar messaging may apply across different incidents. **Appendix A** provides a detailed list of hazard types along with specific examples.



2. Developing a Crisis Communication Plan

A successful crisis communication plan clearly defines who makes decisions, who delivers communications, and what formats will be used, all with multiple layers of backups. Developing a crisis communication plan involves three key phases: before, during, and after a crisis.

In the "before" phase, the focus is on pre-planning. This includes developing a comprehensive crisis communication framework that can be used throughout all phases of an emergency. Key tasks at this stage include:

- Assigning roles and responsibilities to specific individuals.
- Establishing how and when communication will be delivered at each stage of a crisis.
- Creating standardized language for key messaging.

An effective plan serves as both a guide and a management tool, enabling schools to navigate crises effectively. After a crisis, it is essential to evaluate the plan's effectiveness, identify any gaps, and make necessary updates to improve future response.



The more communication is planned and organized before an emergency, the more confident and prepared everyone will be.

Crisis communication plans will vary from school to school based on the size and needs of the school community.

- In smaller communities, simple tools such as phone chains, emails, and text messages may be sufficient to reach students and caregivers effectively.
- In larger districts, communication becomes more complex due to multiple campuses and varying schedules, requiring more sophisticated strategies to manage a wider range of scenarios and audiences.

The next section outlines the key components of an effective crisis communication plan.

Appendix B provides additional crisis communication resources and templates, which can support the development and refinement of a school district's plan.

2.1 Components of a Crisis Communication Plan

Use the following guidance to develop a customized school crisis communication plan. These core components provide a clear framework for creating a comprehensive, effective strategy.

Roles & Responsibilities

Clearly defined roles and responsibilities are crucial to ensure everyone involved knows who is responsible for decision-making and who communicates those decisions. Many schools adopt the Incident Command System (ICS), a widely recognized organizational system used by emergency responders, to bring clarity and organization during emergencies.

Not all ICS roles must be filled by separate individuals, especially in smaller schools or unique situations. However, understanding the function of each role avoids confusion and ensures accurate, coordinated information sharing and action.

ICS Roles with Communication Responsibilities:



Incident Commander: The designated leader(s) responsible for managing the overall response. This person communicates directly with external agencies and must approve public information releases in conjunction with law enforcement.



Public Information Officer (PIO): Serves as the primary communicator and official spokesperson for the school district, managing communications with media, families and caregivers, staff, and the broader community.



Safety/Security Officer: Implements the approved response protocols, including lockdowns and evacuations, and coordinates directly with law enforcement and emergency services. This individual helps ensure that the school's communications align with law enforcement messaging. Provides critical operational information to emergency responders, such as student rosters, building maps, and utility shutoff points.



Mental Health Officer: Leads coordination with school-based and community mental health providers to ensure timely communication of emotional support services and recovery resources for students, staff, and families.



Operations Section Chief: Communicates across response teams for coordination.



Logistics Section Chief: Manages internal communication regarding command posts, shelters, staging areas, and transportation. Coordinates with external agencies for additional resources as needed.



Planning Section Chief: Develops and communicates action plans and ensures effective implementation.



Finance/Administration Section Chief: Tracks and manages crisis-related costs.



Communications Unit Leader (Logistics Section) (optional): Supports the PIO in managing internal and external communication channels, especially during large-scale events.



On-Scene Emergency Announcer (optional): Trained personnel, such as teachers, front office staff, or school administrators, who deliver clear, scripted emergency instructions during emergencies (e.g., "Evacuate the building immediately using the nearest exit."). If public address systems fail, consider using bullhorns, phones, or in-person announcements to each classroom.

To learn more about these roles and broader responsibilities during an incident, refer to the Michigan State Police Office of School Safety (OSS) [All-Hazards Emergency Operations Planning Guidance](#) located in the [EOP Suite of Resources](#). Use the worksheet in **Appendix C** to assign and document personnel for each role.



Crisis communication cannot be managed by a single person. Ensure redundancy by preparing backup personnel for all critical communication roles.

As incident complexity increases, additional personnel may be required. For example, if multiple individuals are injured, some staff may need to verify victim locations and statuses, while others coordinate news media updates and community notifications.

To reduce confusion and risk of error:

- Clearly define who is authorized to release information.
- Determine what information can be shared, how, and when.
- Ensure school officials coordinate closely with external partners (e.g., law enforcement, legal counsel, hospitals) to determine what information can be appropriately released and by whom.
 - *Law Enforcement Involved:* Law enforcement controls tactical details (e.g., suspect descriptions), while the school handles operational updates (e.g., campus closures).

- *School-Managed Incidents:* The school principal or PIO leads all communication (e.g., power outages, water main breaks).
- Work with legal counsel to pre-approve language for sensitive topics (e.g., “We are cooperating with law enforcement and will share more information when possible”).
- Preparedness Requires Practice: Regularly test the communication structure with drills or tabletop exercises. Simulate the availability of key team members (e.g., POI) to activate backup staff.
- Schools may also pre-identify external support, such as communication professionals from nearby districts, who can assist during larger crises with prior approval.
- Urgency is critical! Use pre-approved templates and language to avoid delays caused by multiple approval layers.

Contact Lists

Maintaining accurate, up-to-date contact lists is critical for rapid and effective crisis communication. These lists should include:



- **Internal Contacts:** Key administrators, staff, and school board members.
- **External Contacts:** Local law enforcement, emergency services, health officials, and other key partners.
- **Media Contacts:** Local media outlets to facilitate accurate public reporting and minimize misinformation.
- **Family/Caregiver Contacts:** A comprehensive directory for prompt and direct dissemination of information.

Communication Channels & Tools

Effective crisis communication relies on using multiple channels to ensure messages reach all school and community members. This includes:

- **Primary Channel:** Pre-establish official sources and platforms for accurate information sharing, including:
 - SMS alerts.
 - Email notifications.
 - District social media.
 - Crisis information hub/webpage.
 - Press conferences and media statements.



- **Secondary Channels:** Additional platforms that serve as backups or augment the reach of the primary channel, including:
 - Phone trees.
 - Staff phone lists.
 - On-site signage.
 - Class communication applications.

Caution: Use platforms that can be updated in real time. A non-functional communication channel can cause confusion and frustration.



Crisis Information Hub: Schools can create a dedicated section on their website for all crisis-related information. This page should be clear, concise, and contain only the most essential updates so that information before, during, and after an incident is organized and easily accessible. Consider including the following:

- **Real-time campus status:** Emergency notifications, alerts, and recommended actions.
- **Emergency reporting channels**
- **Post-crisis support:** Resources for recovery, community events, and memorial information.
- **Links to key safety resources:** emergency planning information, safety tips, and safety drill schedules.

- **Audience Considerations:** Choose communication tools that match the community's needs, including:
 - Students.
 - Families and caregivers.
 - Staff.
 - Individuals with access and functional needs.
 - Individuals with limited English proficiency.

If the school already uses established systems for everyday communication, those can also be effective during a crisis, provided the appropriate people have timely access to them.



Optimizing Communication Tools and Channels

- Ensure multiple staff members have access to communication tools (e.g., social media logins, SMS alert systems) and are trained to use them.
- Using multiple tools for redundant communication is very effective, but it is crucial to maintain consistent messaging across them to avoid misinformation.
- Regularly reviewing communication tools helps ensure that all users understand how to use them effectively and supports informed decision-making about which tools are best suited for different situations.

Message Templates

Pre-written message templates can significantly speed up response times and ensure consistent, accurate messaging during a crisis.

Templates Should Include:

- **Standardized Crisis Language for External Communications:** When communicating with communities and families during a crisis, clearly identify the school, its location, any relevant affiliations (e.g., "a Catholic school serving 50 students in grades K-12"), and the number of people affected. For clarity, specify the number of adults and children separately.
- **Standard Response Protocol for Internal Communications:** Internal communications to students and staff should follow the Standard Response Protocol (SRP), which outlines procedures and terminology for managing incidents within the school.
 - For more information on the Standardized Response Protocol, view the [Standard Reunification Method \(SRM \) & Standard Response Protocol \(SRP\) Resources](#) developed by the "I Love U Guys" Foundation and provided by the OSS.
- **Event-Specific Details:** Include spaces in the templates where incident-specific details can be shared as they become available (e.g., "Police are responding to a call of an active shooter at Fifth and Main streets, a block from the school. As a precaution, the school has been placed in lockdown").
- **Consistent Messaging Guidelines:** Messages should align across all platforms to prevent confusion and misinformation.



- **Audience-Specific Variations:** Create separate versions for internal (staff and school officials) and external (students, families, public) communications. Internal communications may be more detailed (e.g., “Band instruments will be moved to the administration building for pickup”), while external communications may convey essential logistical information succinctly (e.g., “All school activities are cancelled for the week.”).
- **Privacy-Compliant Language:** Ensure compliance with FERPA (Family Educational Rights and Privacy Act), HIPAA (Health Insurance Portability and Accountability Act), and other relevant privacy laws.
- **Language Accessibility:** Translate templates into all common community languages, per Title VI of the Civil Rights Act.



Adaptable Template Wording

During a crisis:

- For students and staff: “Attention: Due to a [incident type], please [action]. Follow established protocols for [action]. Updates will be provided via [platform].”
- For caregivers: “Attention [school name] families: A [incident type] occurred at [time]. Follow [platform] for verified updates. Do not come to campus until notified.”
- Evacuation Notice: “Attention [school name] families: Due to the [incident], students are being evacuated to [site name], located at [address]. Staff and emergency responders are on-site to manage our reunification process securely and efficiently. Please await further instructions via [platform] before proceeding to this location. Bring a valid ID for verification purposes. Thank you for your cooperation during this process.”

Post-crisis:

- For students and staff: “Attention: The [incident type] has been resolved. You are now free to go about your scheduled activities. Counseling services are available at [location] for those who need support.”
- For caregivers: “Attention [school name] families: The [incident type] has been resolved, and normal activities have resumed. Students are safe and may continue their day as scheduled. If you have any concerns or if your child needs additional support, please contact the school or visit [location] for counseling services. Thank you for your cooperation.”

2.2 Coordinating with Emergency Responders



If a crisis reaches a level where emergency responders are involved, the communication dynamics could shift. However, in most emergencies, law enforcement is not immediately involved, and schools usually retain the primary responsibility for maintaining crisis communications.

A complete crisis communication plan should include pre-established methods for coordination with emergency responders. It should also anticipate situations where joint decision-making and messaging will be necessary to ensure communication is consistent, accurate, and timely.

To promote clear and effective collaboration, consider the following best practices:

Preparedness Meetings and Planning

- Schedule meetings with local law enforcement and emergency management agencies quarterly, or at least annually, depending on the size and complexity of the school or district.
- Use these meetings to:
 - Review protocols in the school's EOP.
 - Present and explain the school's crisis communication plan.
 - Gather feedback from emergency responder PIOs.



Information Sharing and Coordination

- Share essential materials such as contact lists, floor plans, and emergency protocols in advance.
- Collaborate with law enforcement to define roles and responsibilities during a crisis:
 - Emergency responders typically manage incident-specific updates (e.g., active threats, safety perimeters).
 - Schools typically communicate operational updates (e.g., closures, schedule changes, event cancellations, and reunification plans).
 - This division of responsibilities helps prevent conflicting information and ensures the public receives clear, unified messaging.



Examples of Communicating with Emergency Responders:

- During a fire, the School Safety/Security Officer confirms evacuation routes with firefighters before notifying caregivers.
- During an active shooter event, law enforcement takes the lead on public safety updates, while the school principal or Incident Commander manages school-specific communications (e.g., closures, shelter locations, reunification plans).

Post-Crisis Debriefing and Feedback

- After a crisis, schedule a debriefing session with emergency responders to evaluate the efficacy of the communication plan, identify gaps in coordination, and update procedures based on lessons learned to strengthen future response efforts.

2.3 Testing and Updating the Plan

Crisis communication strategies should be integrated into regular testing of the school's EOP. This includes:

- Emergency drills.
- Tabletop exercises.
- Full-scale simulations.

Whenever possible, include emergency responders in these exercises to test and improve the plan's effectiveness. Schools can enhance their planning by adopting best practices used by law enforcement and emergency responders, who bring valuable expertise in managing crisis communications. Documenting these exercises helps track what happens during each drill, allowing schools to make informed adjustments to the plan.

To learn more about tabletop exercises, explore the following:

- [NCSS Cross-Disciplinary Tabletop Workshop Series](#)
- [CISA Tabletop Exercise Packages](#)



Ongoing Review and Maintenance

To remain effective, crisis communication plans must be reviewed and updated regularly:

- Update the full plan at least annually, or quarterly for larger districts or high-risk environments.
- As a best practice, verify contact lists monthly to ensure accuracy and readiness. Revise names and contact information immediately when changes occur.

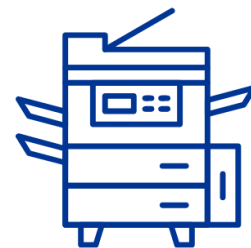
3. Distributing and Accessing the Crisis Communication Plan

For a crisis communication plan to be effective, everyone involved in its execution must have easy access to the plan and be familiar with how to use it. The plan should be included in the school's EOP, with clearly labeled sections for template language, communication channels, and assigned responsibilities.

Use the following strategies to ensure the plan is properly distributed and accessible:

Sharing the Plan

- **Printed Copies:** Provide printed copies of the plan to key personnel, including principals, PIOs, front office staff, and custodial staff. Physical copies ensure immediate, offline access.
- **Digital Backups:** Store digital versions on secure, password-protected platforms with offline access options. This ensures the plan can still be retrieved if internet access is disrupted.



Training and Updating the Plan

- **Regular Training:** Train all school staff on where to find the plan and how to carry out their assigned roles during drills and actual emergencies. Training should include communication procedures and how to use any included templates.
- **Clear Coordination Across the School Community:** Maintain clear communication and coordination among school staff, the school board, and district leaders, particularly in larger districts with multiple schools. Everyone should know their roles, responsibilities, and how information will be shared during a crisis.



4. Best Practices for Carrying Out a Crisis Communication Plan

During a crisis, effective communication is essential to ensure safety and maintain order. School crisis communication teams, often composed of emergency responders, typically convene in a designated location near other key decision-makers. This proximity fosters coordination, enables real-time updates across all communication platforms, and ensures consistency in messaging. However, if critical personnel are off-site, such as working from home, a single busy phone line or poor connection can stop all progress.

The following strategies are designed to help schools activate and implement their crisis communication plans during an emergency. **Appendix D** presents a case study demonstrating how one school applied these best practices in a real-world scenario.

4.1 Inform and Calm the Community

- **Prioritize Information and Reassurance:** All crisis communications should focus on keeping the community informed clearly and promptly while working to minimize fear and anxiety.
- **Establish a Support Network:** Create a network of additional support by reaching out to PIOs from nearby schools. They can help manage on-site messaging and support principals, district leaders, and other key personnel during an emergency.

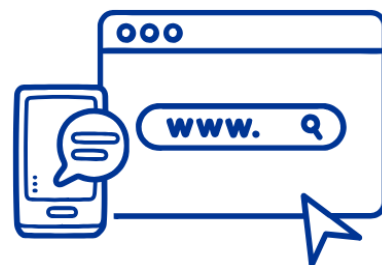


4.2 Delegate Communication Duties

- **Assign Communication Tasks Strategically:** Equip essential personnel, such as the Incident Commander and Safety/Security Officer, with temporary phones to ensure open lines of communication. Designate a PIO or Communications Unit Leader to manage phone traffic, media requests, message logging, and other communication channels. This allows leadership to focus on critical decision-making while ensuring communication tasks are handled effectively.
- **Defer to Law Enforcement for Incident Details:** Avoid sharing or verifying specific incident details, such as casualties or identities. These responsibilities should remain with law enforcement to prevent misinformation and preserve the integrity of investigations. Instead, focus on delivering essential, calming information to students and caregivers.

4.3 Manage Information

- **Actively Manage Information:** Monitor public communication channels, especially social media, to swiftly address rumors and misinformation. Coordinate with law enforcement during press conferences to provide unified, accurate updates, reinforcing community trust and reducing confusion.
- **Prevent Communication Overload:** In a crisis, it is typical for school officials to receive a surge of calls. Use "Do Not Disturb" settings and consider assigning temporary phones to manage urgent communication, ensuring important calls are not missed, while minimizing disruptions.
- **Leverage Trusted Channels for Outreach:** Communicate through previously established and reliable platforms such as the school's social media sites, website, or text alert system. Partner with trusted news sources to ensure accurate reporting, which in turn helps combat rumors and false narratives.



5. Conclusion

A crisis communication plan guides school officials in knowing when to communicate, how quickly to do so, what information to share, and how to coordinate with emergency responders. Clearly defining what constitutes an emergency and establishing levels of urgency allows for timely, minute-by-minute updates when necessary.

To be effective, a communication plan must be:



Urgent: Capable of quick action to disseminate critical information quickly.



Consistent: Aligned across all platforms and in sync with emergency responders to prevent confusion.



Redundant: Supported by multiple communication methods and backup staff to ensure comprehensive coverage.

From the moment a critical incident is identified, the plan should provide accurate, actionable information for everyone involved. An effective communication plan supports the school community through the crisis and ensures a smooth return to standard communication protocols once stability is restored.

By preparing thoughtfully and reviewing each element regularly, schools can develop a resilient and responsive crisis communication system that supports safety, clarity, and trust when it matters most.

Appendix A: School Threat and Hazard Types and Examples

Threat and Hazard Type	Examples	Communication Considerations
Natural Hazards	• Earthquakes. • Tornadoes. • Lightning. • Severe wind. • Floods. • Wildfires. • Extreme temperatures. • Landslides or mudslides. • Volcanic eruptions. • Winter precipitation.	Damage or hazards in the community may make it difficult or unsafe to release students. Clearly communicate the duration of any shelter-in-place orders and release logistics. Schools may serve as temporary or long-term community shelters during disaster relief efforts. Prepare to communicate related logistics to families and caregivers. Typical communication channels, such as cell phone towers and the internet, may be disrupted. Plan for alternative forms of communication.
Technological Hazards	• Gas leaks or accidental release of hazardous materials from within the school. • Power failure. • Water failure. • Cyber attack or network failures.	Phone and internet services may be disrupted. Prepare for alternative methods of communication, such as two-way radios, physical runners (messengers), and designated bulletin boards or posting areas.

Threat and Hazard Type	Examples	Communication Considerations
Biological Hazards	• Infectious disease outbreaks, such as influenza. • Contaminated food or allergic reaction. • Exposure to toxic materials in school laboratories.	Limiting physical contact to contain the spread can complicate student release logistics. Plan and communicate these containment protocols and adjusted release procedures.
Adversarial, Incidental, and Human-caused Threats	• Fire. • Active shooters. • Criminal threats or actions. • Gang violence. • Bomb threats. • Assault. • Bullying. • Hate crime. • Suicide or homicide. • Transportation incident. • Missing student. • Student or staff death.	Reunification sites may be needed in these situations. Include clear, pre-drafted language for pick-up procedures at reunification sites. Plan thoughtful communication regarding student or staff deaths. The National Center for School Crisis and Bereavement provides guidance on best practices for trauma-informed communication.

[Note: Adapted from U.S. Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students (2013). [Guide for Developing High-Quality School Emergency Operations Plans](#), Washington, DC. p. 26.]

Appendix B: Crisis Communication Resources and Templates

[Emergency Operations Plan Suite of Resources](#): The Michigan State Police provides Michigan K–12 schools with legally required emergency planning tools including guidance documents, templates, quick guides, and training materials to support development and biennial review of school Emergency Operations Plans.

[School Safety Communications Planning Guide](#): The National Center for School Safety provides school leaders with a structured framework for planning and disseminating school safety initiatives including strategy, audience, media, language, resources, and evaluation.

[Crisis Communications Plans \(K-12 and Higher Ed\)](#): The Illinois School and Campus Safety Program offers structured guidance and resources designed to support educational institutions in developing, implementing, and refining crisis communication strategies across both K–12 and higher education environments.

[Crisis Response Action Plan](#): The Indiana Department of Education provides K–12 school personnel with a structured set of tools including checklists, communication templates, contact forms, and trauma-informed handouts along with guidance for preparing for, responding to, and recovering from school-based crises.

Appendix C: School Crisis Communication Roles & Responsibilities Worksheet

Instructions: Use this worksheet to document the individuals assigned to each crisis role. Update annually or when personnel change.

Incident Commander

Name: _____

Title/Position: _____

Contact Information: _____

Backup Name: _____

Backup Title/Position: _____

Backup Contact Information: _____

Responsibilities during Crisis: _____

Public Information Officer

Name: _____

Title/Position: _____

Contact Information: _____

Backup Name: _____

Backup Title/Position: _____

Backup Contact Information: _____

Responsibilities during Crisis: _____

Safety/Security Officer

Name: _____

Title/Position: _____

Contact Information: _____

Backup Name: _____

Backup Title/Position: _____

Backup Contact Information: _____

Responsibilities during Crisis: _____

Mental Health Officer

Name: _____

Title/Position: _____

Contact Information: _____

Backup Name: _____

Backup Title/Position: _____

Backup Contact Information: _____

Responsibilities during Crisis: _____

Operations Section Chief

Name: _____
Title/Position: _____
Contact Information: _____
Backup Name: _____
Backup Title/Position: _____
Backup Contact Information: _____
Responsibilities during Crisis: _____

Logistics Section Chief

Name: _____
Title/Position: _____
Contact Information: _____
Backup Name: _____
Backup Title/Position: _____
Backup Contact Information: _____
Responsibilities during Crisis: _____

Planning Section Chief

Name: _____
Title/Position: _____
Contact Information: _____
Backup Name: _____
Backup Title/Position: _____
Backup Contact Information: _____
Responsibilities during Crisis: _____

Finance/Administration Section Chief

Name: _____
Title/Position: _____
Contact Information: _____
Backup Name: _____
Backup Title/Position: _____
Backup Contact Information: _____
Responsibilities during Crisis: _____

Other Important Role(s)

Role Title: _____

Name: _____

Title/Position: _____

Contact Information: _____

Backup Name: _____

Backup Title/Position: _____

Backup Contact Information: _____

Responsibilities during Crisis: _____

Other Important Role(s)

Role Title: _____

Name: _____

Title/Position: _____

Contact Information: _____

Backup Name: _____

Backup Title/Position: _____

Backup Contact Information: _____

Responsibilities during Crisis: _____

Other Important Role(s)

Role Title: _____

Name: _____

Title/Position: _____

Contact Information: _____

Backup Name: _____

Backup Title/Position: _____

Backup Contact Information: _____

Responsibilities during Crisis: _____

[Note: Make sure to distribute copies of the completed worksheet to all relevant staff and keep a master copy available in the school's crisis management plan.]

Appendix D: Best Practices in Lockdown Case Study

Scenario: A local high school received a credible threat about a weapon on campus, prompting an immediate lockdown.

- **Before the Incident:** The school had proactively prepared a detailed crisis communication plan and conducted regular lockdown drills. Additionally, they established a network with Public Information Officers (PIOs) from nearby districts for added support during emergencies.
- **During the Crisis:** The principal immediately activated the lockdown and communication protocols. The incident command team was assembled, and the PIO network was notified. PIOs helped draft concise and factual messaging using pre-approved template language for the website and social media.
- **Delegating Communication Tasks:** Trained communications unit leads managed all calls and documented key events. This allowed the leadership to focus on essential decision-making.
- **Maintaining Trusted Channels:** The school continually updated students, parents, and staff via established channels such as the school website, email alerts, and official social media pages.
- **Informing the Community:** Regular updates reassured families about ongoing safety measures and provided clear instructions, such as:
 - **Initial Notification:** *"A possible threat has been reported at [School Name]. Students and staff are safely in lockdown. Law enforcement is on site. We will update you as more information becomes available."*
 - **Safety Measures Update:** *"All students and staff are safe. Police are conducting a thorough investigation. We appreciate your patience as we ensure the safety of our community."*
 - **Rumor Management:** *"Please rely on official communications from [School Name] and local police for accurate information. Avoid speculation and sharing unverified details on social media."*
 - **Resolution Announcement:** *"The lockdown at [School Name] has been lifted. Law enforcement has ensured the campus is secure. Please follow instructions for student pick-up."*
- **Collaborating with Law Enforcement:** After the initial threat was addressed, joint press conferences helped correct misinformation and provided transparency about the nature of the threat and the status of the investigation.