SANTA ROSA COUNTY DISTRICT SCHOOLS

Public Information Strategy 2019-2024

"Public Sentiment is everything: with it, nothing can fail. Without it, nothing can succeed."

-Abraham Lincoln

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Communications Plan Executive Summary

• We want to make sure people know what we are doing in the district, in order to make it a better place for students, faculty, staff, and parents.

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• How are we going to do this?

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Introduction

By creating and adhering to this document, the Public Information Office hopes to become an essential resource for Santa Rosa County School District officials, staff and the general public to access information about the district and its employees in an easy, timely manner.

The Public Information Office's proposed Vision Statement:

> The Public Information Office wants to become THE trusted outlet in Santa Rosa County for news and information regarding the Santa Rosa County School District.

Methods of communications shifted dramatically in the last 20 years. Santa Rosa County School District's methodology must change in order to meet the new challenges and opportunities which are presented by the new media environment of the 21st century. Instead of relying on other news outlets to disseminate information to residents, the Public Information Officer must now provide information and news directly to the public on the District's behalf. To fail in this effort could be seen as an attempt to deceive the public, as silence can be seen as deception.

This means the District must rapidly increase its informational presence - letting people know what happens and why in an easily accessible format, as quickly as possible.

The Santa Rosa County School District is Accountable, Compassionate, Transparent and Accessible. These values will guide Public Information policy. In order to succeed, District employees must embrace these ideals. This process will last beyond the five-year scope of this plan and will involve the participation of every department.

By embracing this vision and these values, members of staff, elected officials and the public will increase their pride in the organization.

In order to ensure the success of the Santa Rosa County School District, the Public Information Office must 'scale up.' The PIO needs to make all public-facing employees ambassadors for what the District is doing, reinforce and increase external communications, plan for crisis, and expand its capabilities.

The first goal of the PIO will be to build brand ambassadors among the District's workforce. These will be key district staff, Principals and Assistant Principals. The Public Information Office believes in giving customer-facing county employees the tools to positively impact the customers they deal with daily. Additionally, the PIO will use the same skills to address problems which may crop up on social media – keeping the image of the District sterling.

The second goal of the PIO will be to build up external communications. As the traditional media (TV, Newspaper) continues to see a decline in viewer/readership, the District needs to make efforts to fill the 'coverage gap' with tools like social media and Video Press Releases (VPRs). In addition to helping the traditional media get the District message out through these avenues, the PIO must also lend an ear directly to the public. This means the creation of focus groups, and potentially town hall meetings when required. These advancements will help solidify the reputation of county staff and elected officials by building virtual and real-world rapport with citizens. Remember that identity is how we see ourselves, reputation is how others see us, and employees define the culture of the organization.

The third goal of the Strategic Communications Plan will be to implement the newly-created Crisis Communications Plan (pgs 20-26). This will consist of at least these following two actions. The PIO will need to train relief personnel to take over during a longer emergency, like a hurricane, which may take weeks to resolve if the District were to experience a direct hit. Without backups, the District will go dark to the community and potentially result in distrust of District Officials. Secondly, the District will need to train all communications support employees to the FEMA Basic PIO level in order to ensure continuity and a firm grasp of what to do in a crisis.

The fourth and final goal of the PIO through the Strategic Communications Plan is the expansion of the PIO's capabilities to match the capabilities of similar local governments throughout the Southeast. In order to do this, The Public Information Office can look to expand manpower – first through the use of unpaid interns. In order to efficiently manage this incoming manpower – the Public Information Officer will enter an articulation agreement with the University of West Florida to recruit out of their Communications degree program.

The Public Information Officer will continue self-improvement by pursuing PIO related courses up through the Advanced PIO Course offered in the State of Florida. By accomplishing these professional goals, the Public Information Officer will be well prepared to lead the Crisis Communications Team assembled during crisis situations.

As Santa Rosa County's rapid growth continues into the 21st century, the PIO must be ready to meet the challenge of disseminating the information about the quality of the education system in the District. This Strategic Communications Plan will secure goodwill from the citizens and further the cause of the District department heads, executive staff and elected officials.

Goal 1: Build Brand Ambassadors

Accountability is important for the Public Information Office. Our citizens must see the district as responsible with money, watching out for and protecting faculty, staff, students, and property, in order to justify taxes.

Accessibility is important to the mission of the Public Information Office, not because it benefits the District, but because it benefits the citizens. By being accessible, answering queries, providing information, and other tasks which improve or allow access to the general public, the District can build trust and improve stakeholder interaction.

Compassion is another piece of the PIO's mission statement. By learning the problems of stakeholders, the District can solve the most pressing issues and keep stakeholders happy.

The final watchword for the PIO's proposed communications plan is Transparency. Transparency is used frequently in the Public Administration world. Citizens naturally want their District to be see-through. People don't necessarily care about the details of the District's operations, but they do want to know the details are easy to find. In order to demonstrate transparency, the District PIO will rely heavily on social media to receive and fill requests. Additionally, with the media – time to fill a request is essentially how transparency is measured. The PIO must fill requests as quickly as possible, remembering the intent of the request, not necessarily the letter of the request.

The Public Information Office covers a range of inward and outward facing public relations duties for the District, as well as other duties which allow the PIO to work with maximum effectiveness.

Goal 1: Build Brand Ambassadors
OVERVIEW OF PUBLIC INFORMATION OFFICE

Social Media
The social media aspect of the Public Information Office's responsibility covers the traditional dissemination of information through the District social media platforms.

The District currently uses Facebook, but will expand to Twitter, Nextdoor and LinkedIn to distribute messages to various stakeholders throughout the District. Just like various television channels, the different mediums are catered to and reach different audiences. Facebook tends to reach the most locally involved individuals in the social media world – the older population. In the annual external survey, the District learned this is the largest group of people who follow the District. They also tend to be older and vote more often than their peers on other social networks. Facebook Live is a subset task which takes some setup time and monitoring, as well as extensive time on closed captioning, but allows the public to engage live and directly with their representatives, creating transparency and accountability for the District apparatus. Twitter tends to reach only government agencies and news outlets and is therefore very limited in its usefulness in terms of soliciting engagement from the public.

Nextdoor involves those who own homes in the area and are involved in their neighborhood and represent a growing community in Santa Rosa County, and may be a communication venue in the future.

The District also is considering plans to move forward with Instagram, in order to introduce itself to younger residents in order to grow an understanding of local government.

Finally, LinkedIn works for the District to find prospective employees in the future.

In addition to the outbound messaging – the PIO is responsible for the listening arm of social media. Social media platforms allow for two-way conversation and the District must make good use of it to get a pulse of stakeholders.
The District can use social media to identify problems in cyberspace before they percolate into the real world – by heading off the problem early and solving it for the citizen, The PIO wins a friend instead of creating a dilemma for the District.

Santa Rosa County School District Strategic Communications Plan

Goal 1: Build Brand Ambassadors
OVERVIEW OF PUBLIC INFORMATION OFFICE

It is advisable that the District eventually develop a social media policy to accompany the **District Public Information Policy** found in Appendix F on page 35.

Internal Communications

Internal Communications is the second front for the PIO – it is just as important to get the pulse of the District employees as it is to get the pulse of the public. Internal communications consist of many subtasks, including video, recruitment, and keeping administrators and board members appraised of the latest developments.

Video can range from promotions within the District for specific events to the creation of video for eventual dissemination to the press for public consumption. The creation of the video constitutes a major use of time on the part of the PIO, but metrics determine it pays dividends in the long run.

Recruitment is a new task the PIO can assist the Human Resources department with. To recruit the best possible people to work at the District, the two offices can work together to post job descriptions on social media in order to garner more interest from the working public.

One of the most important tasks is keeping the Crisis Leadership Group, consisting of the Superintendent, Assistant Superintendent for Administrative Services, Assistant Superintendent for Curriculum, Instruction, and Assessment, Assistant Superintendent for Human Resources, Director of High Schools, Director of Middle Schools, Director of Inservice and Instructional Technology, Director of Labor Relations and Compliance, and Safety Director, apprised of events and goings-on to make sure the Crisis Leadership Group has the best and most up-to-date information possible when making a decision in a crisis. This task is time intensive and requires the combing of vast amounts of media reports, articles, stories, readouts and other data and therefore could seriously benefit from augmentation in the Public Information Office.

The District PIO must also ensure the employee base is informed in times of emergency or urgency through appropriate communications means. The PIO must work with the District Attorney, the Superintendent, the Director of Safety, and Board members, to make sure information provided is timely, accurate and ensures action or compliance as needed.

Goal 1: Build Brand Ambassadors
OVERVIEW OF PUBLIC INFORMATION OFFICE

Intern management, which will develop along with the growth of the PIO, will include the selection of unpaid student interns to help run the District Public Information Office, the management of their metrics in order to prove their usefulness, and the helping hand which pays them back for their hard work with a developed skill set. Intern management will play a significant part in the development of the office over the next several years.

An unpaid student intern program will need to be established through HR.

As the Public Information Office develops, it will create more programs to ensure connectivity with the public which in turn guarantees the District more understanding of the public it serves.

External Communications
The PIO is most commonly thought of as the office which 'deals with the media.' This is the creation and dissemination of traditional and video press releases, setting up of interviews, execution of interviews on the District behalf, handling media inquiries, posting of notices online, the maintenance of the video board online and communications to the media in general.

Skill Sets
The skill sets which are required by, or accessible to, the PIO in order to operate effectively include videography, the use of the Adobe suite of products for video editing, art creation, Photoshop, and publication creation, photography, press release development, information gathering for the Superintendent and Board, and executive staff, interview preparation and talking points, crisis communications, crisis communications planning, and infographics (or similar products/skills that achieve the same results). While the PIO does not have to be able to utilize all the skills above, the PIO must know who can be called upon to assist with the use of the above-mentioned products. The exception is that the PIO must be able to create press releases, gather and disseminate information, and be versed in crisis communications.

Goal 1: Build Brand Ambassadors

By building a group of helpful, highly motivated employees, the District will serve the public more effectively and will build goodwill between the District and citizens. To make this goal achievable, the PIO must first prove to District employees their management and elected officials care about them and truly view them as Santa Rosa County's School Districts most valuable resource. The PIO will show employees they are important to the District by highlighting employee accomplishments, such as personal and professional goals, through social media as well as highlight extracurricular activities employees participate in.

Additionally, the PIO must make sure the good works of employees do not go unnoticed by the media. In order to do this, the PIO must build stronger connections with the various department heads and administrators in order to stay up to date on the altruistic works being accomplished by District employees on a daily basis. When the PIO learns of a press-worthy act, the PIO will either post on social media or alert the press and get the District positive press coverage.

The District can utilize the vast and varied skills employees possess to demonstrate competence in all the disciplines which must be used to keep the District safe, operational, and mission focused.

Most brand ambassadors with be district or school-based administrators.

Goal 2: Build External Communications

The District must successfully build an external communications network to ensure long-term public relations success. The PIO must assist in guiding the District towards a more open, proactive and interactive media enterprise.

The District must harness social media more proficiently to replace a fading traditional news media. This new wave of communications can only be used well by creating high-quality, short- length, watchable content. This means the PIO must focus on the production of more Facebook and other social network posts, produce content which highlights District achievements and District employees, as well as photography and graphics. By grabbing people's interest where they already are, on social media (Nielsen reports the average adult is on social media 45 minutes a day), the District will be able to inform them with more regularity and more accuracy than sending it through traditional media.

The District PIO will carve out a niche in the social media world and get the message out. Additionally, the PIO will develop a curriculum to discuss educational endeavors, Board meetings, responsibilities of the District, sports, and other District topics. By instituting this program and continuing it over several years, the PIO aims to turn out educated citizens to be the voice of District staff on issues which may arise in the future.

The PIO will keep a list of current media outlet Points of Contact (Appendix J pgs. 45-50) in order to draw quick attention to important District matters through traditional media when needed. The PIO will assist Administrators with media interviews when required.

Goal 3: Build A Crisis Plan or Highest-Level

As part of this communications strategy, a District Crisis Communications Plan has been created, which is located on pages 15-26.

In order to keep students and staff as safe as possible, the PIO and the Director of Safety will need to work together in order to utilize the new Crisis Communications Plan. In addition to a Crisis plan, the District must continually keep communications personnel, especially all members of the PIO support staff, current in their Public Information Officer training. All members of the PIO support staff must have at least FEMA Basic PIO accreditations.

Staff must complete the FEMA G289 Course Public Information Awareness Course before being utilized during a crisis. The PIO must complete the Advanced PIO Course within three years of hire.

Part of the Crisis Communications Plan will include the training of relief PIO personnel from other departments.

Ideally, these relief personnel will be otherwise non-essential employees during a crisis. The PIO will conduct a one-day refresher course on Basic PIO and Crisis Communications at least once per year before the start of the school year.

While the goals presented are quite lofty – they are within the reach of an expanded Public Information Office to attain.

By adding manpower which consistently proves its worth with both quantitative and qualitative data, the PIO will effectively and efficiently provide good service to the people of Santa Rosa County as it relates to almost 30,000 students and over 3,000 faculty and staff.

The District will seek out interns to assist in running the Public Information Office. These interns will be utilized during any semester they are available.

The Internship program will begin as soon as approved and will be limited to one at a time unless growth dictates otherwise.

PIO Staff Requirements

Currently, we have no PIO in the Santa Rosa County School District. We have a Social Media Specialist, and a PIO trained Safety Director. Manpower restrictions severely limit the information dissemination of information. The Social Media Specialist can only complete one task at a time and be in one place at a time. By expanding the Public Information Office to include a trained PIO, the organization can accomplish equally important tasks at the same time without losing time to 'switching gears' ad hoc for separate internal customers, be they board members, executive level staff, department directors, staff, the media or the inquiring public. A separate employee can focus on visual mediums which take them out of the office and on location without the fear they will be out of position to respond to another – often more pressing need which comes to the forefront without warning. The District will be able to respond quickly and effectively to citizen complaints, comments, suggestions or concerns and not leave the citizens hanging while waiting for someone to get back from the field. A district serving approximately 30,000 students, 3,000 staff, and parents for all the students, should have a PIO to do much of the work described in the goals above (see appendix E District Comparison on page 33).

Crisis Communications Plan

Why Have a Crisis Plan?

The Districts risk for crisis is quite high. The most obvious threat comes from nature: hurricanes, tornadoes, floods and other threats abound. Furthermore, the District is a target for persons wishing to do harm to our children or staff. However, all crises are not life-threatening. Also important are the image and good name of the Santa Rosa County School District. These can be smeared by poor communications, thoughtless actions, accidents and other unforeseen events.

A crisis plan, when followed, allows the District to work quickly to address the problems facing it with a unified message. County employees will have clearly defined roles; no one will misspeak or speak without knowledge – which can lead to misinformation and exasperation for the crisis team, other employees, and citizens who want the truth about what is going on.
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A plan allows county executives and elected officials to prepare for the inevitable. No matter how hard county employees work, or how professional they are – calamity will surely strike in the form of a hurricane, embarrassing event or some other negative scenario. By having a plan, the District will avoid an initial stumbling block which can ruin the District's opportunity to explain itself during a crisis.

The PIO will organize supporting personnel to form a Crisis Communications Team. This team may be members of the Incident Management Team, or they may consist of personnel in the Crisis Communications Group, however they are probably going to be a different group of people due to the needs of the work they will do.

The Crisis Communications Group are administrator level personnel that put together external messaging in an emergent situation. This group will give guidance to the PIO and the Crisis Communications Team when needed.

Crisis Communications Group Members are:

Superintendent
Assistant Superintendent of Instructional Services
Assistant Superintendent of Admin Services
Director of Inservice & Instructional Technology
Director of Safety
Social Media & Communications Specialist

Types of Crises and How Response Varies

There are three levels of crises. Each level of crisis- response is 'stackable', meaning it can be upgraded and downgraded as necessary in order to fit the stage a crisis is in. This allows the District to preserve resources and scale response to the problem.

Level Three Crisis

In a Level Three Crisis – all of the resources of the PIO are diverted and devoted to the crisis for its duration. Typically, the crisis wraps up within a 24 hour cycle. It will not likely endanger or has endangered student or staff lives. Crises such as employee or elected official arrests, fire, flooding, or tornadoes without deaths would qualify as a Level Three Crisis. In these types of crises, the PIO needs to be prepared to open a media area at the scene. This area would include ready access to water, Wi-Fi, cell signal and a view of the scene – if it is safe. More information about setting up a media area is on page 23. This would be in conjunction with the deployment of a part of the Incident Management Team. The PIO should expect calls from both the media and the general public and have enough general information to answer basic questions or conduct interviews. Duties are assigned to the crises team by typical job description. The PIO will lead, communicate internally and handle the media. Someone will be assigned to focus on incoming calls and social media. The Social Media Specialist will handle Facebook Live and visuals.

Level Two Crisis

A Level Two Crisis requires expanded resources beyond the capacity of the Public Information Office and Safety Department to support full time. Because of this limitation, trained full time employees (FTEs) from other departments will be required in order to help the PIO operate effectively. In order to clearly delineate what will happen in an emergency, a level two crisis must be added to the language of an emergency declaration, so the re-allocation of human resources from the other departments will be expected. More than likely, a level two crisis will last longer than 24 hours. Members of the team should supply themselves accordingly. Members of the Crisis Communications Team must be trained in advance of a crisis to know their duties and how to perform them. A list containing each PIO support member's name, phone number, email and role shall be kept updated annually.

Types of Crises and How Response Varies

A Level One Crisis occurs when a crisis has lasted long enough to exhaust the District's ability to respond effectively to the crisis. In terms of the Crisis Communications Team, the crisis has lasted past the point of effectiveness for the Crisis Communications Team. This would typically take place after about a week of working 12-hour emergency shifts in a widespread crisis like a hurricane, where the team's homes may have been destroyed and families may be displaced. In this situation - the PIO would recommend to the Crisis Leadership Group that there is a need to ask for the aid of state agencies or communications departments of other agencies with which Santa Rosa County has mutual aid. The PIO would make a request through the County Emergency Management Agency.

Social Media Specialist

The District's Social Media Specialist works to maintain information flow to the public during emergencies.

The Specialist works with other district staff to update the district website as necessary, monitors social media (Facebook, Twitter, Nextdoor, Instagram, Youtube and others in the future) for more information about what the public is experiencing and who might be in crisis. The Specialist creates and monitors hashtags to more easily track a crisis as it unfolds. The Specialist also answers questions the public submits to social media and takes questions which may be complex, nuanced or unanswerable so they may discuss the answer with the Superintendent or other leadership. The Social Media Specialist also posts updates during the crisis onto all social media platforms used by the District. The Social Media Specialist makes every effort to aggressively correct misinformation as quickly as possible and informs the Crisis Leadership Group of the type of misinformation occurring. The Social Media Specialist also helps coordinate non- press conference informational Facebook Live posts if needed. Finally, the Social Media Specialist reaches out to the local PIO community partners to spread the facts about a crisis.

Public information Officer

Public Information Officer (PIO) Responsibilities
The PIO conducts and coordinates public relations functions for the Santa Rosa County School District and serves as liaison between the Superintendent, Administrators, and the media. Additionally, the PIO assists with Internet and Intranet content and maintenance in collaboration with the IS Department. Press conferences, special events and news releases are coordinated by the PIO. All news releases are maintained on the District website.

Public Information Officers work with the press in order to agree on a time, place and topic of a press conference. They convey the wishes of the news media and alert the media to the designs of the Crisis Leadership Group.

At the outset of the crisis, the PIO works with the appropriate Subject Matter Expert (SME) to locate information and assemble informational packets for the media. These packets include information about the department or departments in crisis, background on the situation, names, dates and other statistics which are releasable and could help the news media tell a more complete story to their viewers or readers.

The PIO finds answers to media questions and keeps key leadership appraised of media requests, questions, and issues. In addition to their research duties, the PIO also ensures the media have access to running water, wi-fi, cell service, restrooms and acts as an escort for media members who are granted access to restricted areas. The PIO is responsible for resolving any problems relating to issues with the media.

When the news media has a time slot - or a new article online or in print, it is the PIOs job to review the media and search for inaccuracies which would need to be corrected. The PIO will write media releases and assist in the creation of Incident Action Plans if a disaster lasts more than a couple operational periods (usually a 12-hour shift is an operational period during major incidents).

Stage 1: Before the Crisis Reaches the PIO

If possible, it is imperative to notify the Public Information Office as quickly as possible when a crisis occurs, in order to initiate a crisis response. The more time the team has, the more efficiently they can work, and the fewer mistakes they will make.

The first step in dealing with a crisis is knowing it exists. Employees must report crises immediately to their supervisor, who will gather all relevant information about the crisis and deliver it to the Safety Director or a member of the District Crisis Leadership Group.

The Leadership Team will then alert the PIO. This framework ensures all staff members know who to contact, so no time is wasted in responding to a crisis. Where possible, the notifications throughout this chain will be made in person. Where this is not possible, the information will be exchanged by phone call.

BELOW: The PIO must treat crises as highly volatile and unstable situations.
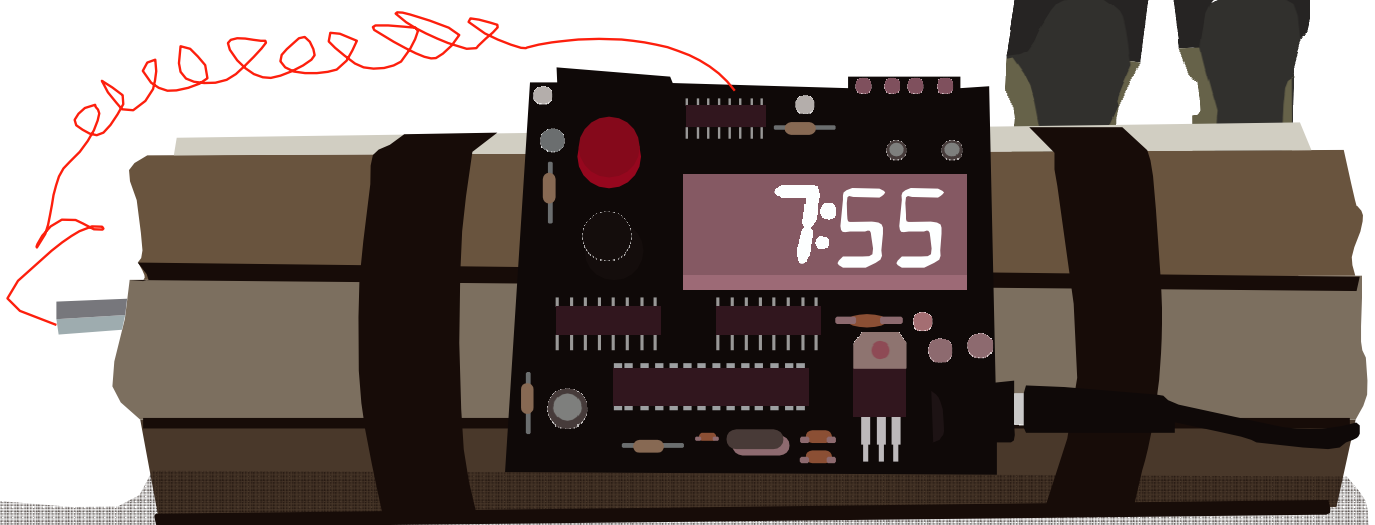
Stage 2: Develop a Course of Action

Once the PIO is notified, the Crisis Leadership Group and PIO will discuss the facts of the crisis. After looking at the case methodically, they will decide what communications strategy to use (call-out from school, call-out from district, email, press release, social media, combinations, etc.…) or allow the Crisis Communications Group to develop the strategy. In the case of the District, there is enough overlap of personnel to allow one group or the other to carry out the required steps.

Once the type is determined, the PIO can decide how the messaging will be framed using message mapping (appendix A, pg. 27 and appendix B, pg. 28).

All victims or potential victims should receive instruction about how to deal with the crisis.

All victims should be provided an expression of sympathy and humanized response. Information about remedies to the situation should be given out.

Stage 3: Determine the level of crisis

By using the rubric on pages 16-17, the PIO, the Crisis Leadership Group, the Safety Director, and elected officials determine the level of response to a crisis.

This discussion should include the agreed-upon severity of the crisis, the proposed stance the District will take as a response to the crisis and other measures officials may need to take in order to resolve the situation which faces the organization.

Should the crisis be considered a Level Two Crisis or above, Public Information Officer will call up the reserves within the District.
The Public Information Officer will alert the individuals on the team and their immediate supervisors of the situation and have them report to a designated work area.
Official tasks and shifts will be assigned, and official crisis operations will begin.

Tragic

Terrible
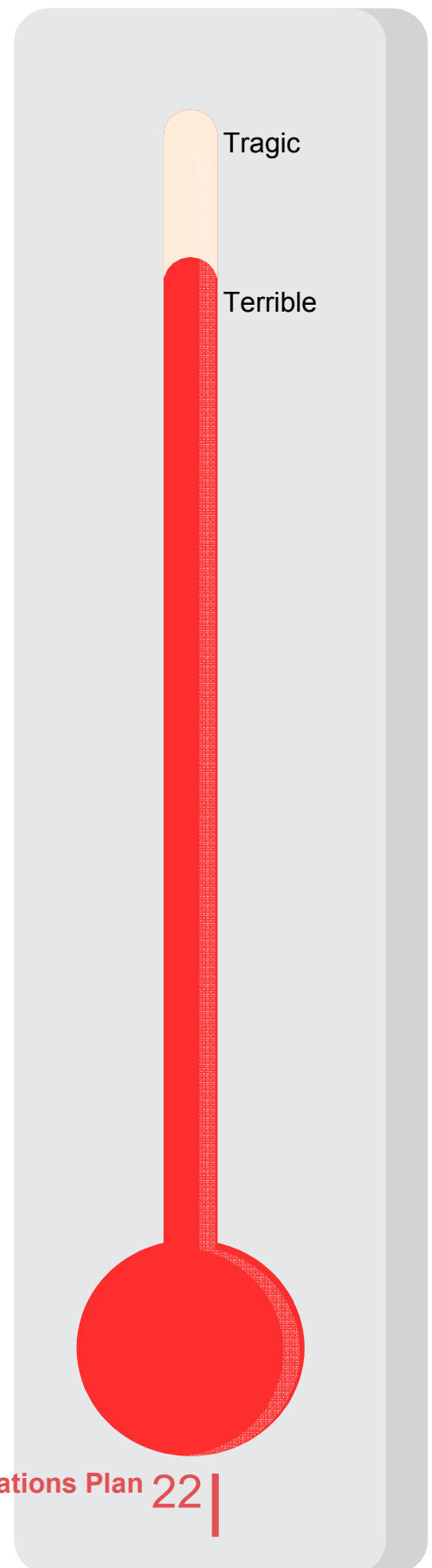
Stage 4: Setting up the Media Area

Although the District Crisis Leadership Group may be in the middle of preparing an official statement or a press conference on a crisis, the media is not pursuant to the District's timetable. The PIO's first objective upon receiving word of a large-scale crisis is to set up a media area. The benefits of setting up such an area are many. The media area allows the public to learn as much as possible as quickly as possible, which could save lives in a crisis. It ensures the media are easily accessible and get information at the same time– quelling any threat of favoritism. It also allows the PIO to control the situation and avoid potential faux pas which can arise from stressful situations. Finally, it keeps the media in a place where they cannot accidentally disrupt emergency operations if they are occurring.

The media area should have the following:

- Water
- Restrooms
- View of the scene or activity if possible
- Cell reception
- Background materials.
- The goal of the media area is to establish communication to the public through the media until the crisis ends.

This makes it easier on the District, media, and public, by keeping the media all in one place for information. Don't allow the media to interfere with operations – be very clear as to what is off limits but be as accommodating as possible. (Use Appendices C on pg 29 and D on page 31).

Stage 5: Designating a Spokesperson

The spokesperson is the face of the District during a crisis. They must be calm, cool, collected and a subject matter expert in the field which they are responding. In almost all situations, the Superintendent, an Assistant Superintendent, the Safety Director, or a selected Subject Matter Expert, should be the spokesperson for the District. The PIO Team supports the spokesperson in their role with information, setting up interviews, dealing with the media and other communications related tasks. In action, the spokesperson should be able to walk away from their primary job for ten minutes, get briefed, give the press conference and head back to their jobs.

While they are on the podium, the spokesperson should always tell the truth in a clear and consistent manner. They should apologize if the District is at fault and show empathy for those affected by the crisis. While the spokesperson should always show empathy, they should never utter the words 'our thoughts and prayers are with'… This is an overused term which has lost its meaning. Instead, they should utilize the following statements:

- "I've talked to the Superintendent or Board ____ and they tell me that_____"
- "Tonight, we are doing everything in our power to help the people in_____who are affected by this crisis. We are doing____and__to help"
- "I spoke with the husband of____who was killed this afternoon on the job, he is__"

They should say these things only if they have done these things.

As the spokesperson speaks, they should stick closely to the talking points which have been laid out by the crisis communications team. For this reason, there should be ideally three talking points. This will keep the press conference on topic, so the spokesperson can get back to their crisis job. The crisis team should be prepared for difficult or hostile questions before the interview starts. The team should brainstorm to be prepared for difficult or hostile questions from the media. Never respond 'no comment.' There are plenty of alternatives. "Let me find out what I can for you." "We are looking into that, but do not yet have answers. "
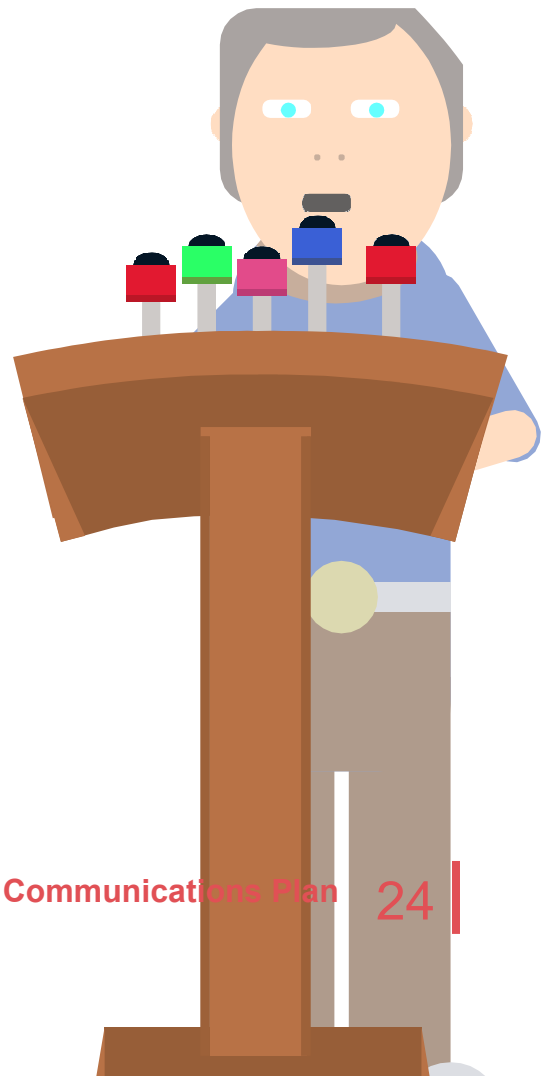
Stage 6: Implement the Plan

The message, when it is assembled and ready to go, should be sent to and approved by the Superintendent or designee. Once the message is approved, elected officials and the Crisis Leadership Group receive the document first, followed by the employees, then traditional media and social media. The initial press release should cover all pertinent releasable information which covers who, what, when, where, why and how. The release should include visual media if possible.

The initial press conference should take place near the crisis site, ensuring the public knows what is going on during a level two crisis. The spokesperson should cover the basics, allow 2-5 minutes for questions and then get back to their other duties. The PIO should watch the clock to make sure the conference does not take up too much of the spokespersons time, but also allow for reporters' questions to be answered. Make sure the podium, microphones and other equipment are set up before the spokesperson walks into the room.

General messaging needs to address talking points, which are decided initially and updated as the situation changes. Talking points should stay apolitical. Information should be shared across all media platforms as needed.

Use personal pronouns for the organization. "We are committed to ..." or "We understand the need for..."

Acknowledge uncertainty. Sounding more confident than you are rings false, sets you up to turn out wrong, and provokes debate with those who disagree. It is better to say what you know, what you do not know, and what you are doing to learn more.

Give positive action steps, instead of negatives (i.e., "Do not use elevator" and "Don't panic.") use positive messages ("In case of fire, use stairs," "Stay calm,").

Repeat the message. Repetition reflects credibility and durability. Correct information is correct each time you repeat it. Reach and frequency, common advertising concepts, tell us that your message is more apt to be received and acted upon as the number of people exposed to the message (reach) and the number of times each person hears the message (frequency) increase.

Stage 7: Post Crisis Communication

After the crisis, there is still a lot of communication which needs to be completed before the whole incident ends. Communicators need to deliver on their promises and supply additional information about the incident they promised during the crisis. This follow through helps the people who are affected by the crisis begin to build trust with the organization again.

The District needs to continually update the public on the status of the problem. How far away is the District from fixing it? What else needs to be done? Is it safe to return? What is the District doing to ensure it won't happen again? The amount of follow up is proportional to the size of the crisis.

Don't forget the employees: make sure they know what is happening to make it right. They are the Districts greatest advocates.

In the post crisis strategy, County Communicators should look at the crisis as an opportunity to learn what went well– and what didn't. Find out what could have been avoided, what could have been prepared better and how the District response to the crisis could have been better.

Analyze what the Crisis Leadership Group and Public Information Office did well and poorly in a formal debrief. Incorporate what was learned into the crisis plan.

Best Practices

- Deliver all information promised to stakeholders ASAP.
- Keep stakeholders updated on the progression of the recovery efforts, including corrective measures being taken and the progress of investigations.

Appendices

A: Key Message Form

Message Map		
Key Message 1	**Key Message 2**	**Key Message 3**
Response	**Risk**	**Action**
Confirm knowledge of the event.	*Let the public know of the risks involved with the current event (exposure to radiation or chemical, contraction of a disease, etc.).*	*Let people know that the public can play a key role in helping keep themselves and their families safe.*
Supporting Fact 1-1	***Supporting Fact 2-1***	***Supporting Fact 3-1***
Express empathy.		*Persuade the public to follow directions.*
Supporting Fact 1-2	***Supporting Fact 2-2***	***Supporting Fact 3-2***
Provide scope of the event.		*Encourage people to seek medical treatment, as needed.*
Supporting Fact 1-3	***Supporting Fact 2-3***	***Supporting Fact 3-3***
State actions being taken by your organization.		*State who to contact for more information.*

B: **Incident Fact Sheet**

An incident fact sheet provides a brief written overview of a subject; generally limited to one page. It is prepared following the '5 W's' format using headings, short phrases, key stats, etc. It is not necessary to write fact sheets in complete sentences. Write in the third person and in a clean and concise manner.

What Happened?

_____

_____

_____

_____

When did it happen?

_____

_____

Where did it happen?

_____

How did it happen?

_____

_____

_____

_____

Extent of Damage?

_____

_____

Why did it happen?

_____

_____

_____

_____

Outline main points. Begin with a sentence that IDs the main subject being covered. Conclude with a sentence or two about the significance and status of the issue. AVOID OPINIONS.

C: **Immediate Response to Media Inquiries**

Use this template if the media is "at your door" and you need time to assemble the facts for the initial press release statement. Getting the facts is a priority. The following are responses which give you the necessary time to collect the facts. Use the following statements for providing an initial response and follow with a news release statement using the news release templates, after the facts are gathered.

If on the phone with the media:
- "We've just learned about the situation and are working to get more complete information now. How can I reach you when I have more information?"
- "All our efforts are directed at bringing the situation under control, so I'm not going to speculate about the cause of the incident. How can I reach you when I have more information?"
- "I am not the authority on this subject. Let me have (name) call you right back."
- "We're preparing a statement on that now. May I add you to our distribution list?"
- "You may check our website for background information. I will add you to our email distribution list."

If in person at an incident site or in front of press meeting:
- "This is an evolving incident and I know that, just like we do, you want as much information as possible right now. While we work to get all your questions answered, here's what we can confirm right now…"
- List directions for any protective measures that need to be taken immediately.
- "At approximately (time), a (brief description of what happened)."
- "At this point, we do not know the number of (persons ill, persons exposed injuries, deaths, etc)."
- "We have a (system, plan, procedure, operation in place for just such an emergency and we are being assisted by (police, FBI, DHS) as part of that plan."
- "The situation is (under, not yet under) control and we are working with (local, state, federal) authorities to (contain this situation, determine how this happened, determine what actions may be needed) and how this can be prevented from happening again."
- "We will continue to gather information and release it to you as soon as possible. I will have an update within (amount of time). As soon as we have more confirmed information, it will be provided."
- "We ask for your patience as we respond to this emergency. "

Developing Messages
Step 1: Consider the following general factors:
- Target audience(s) (e.g., general public, health providers)
- Purpose of messages (e.g., give facts/update, respond to media)
- Method of delivery (e.g., TV interview, press release, radio)

Step 2: Consider the six basic emergency message components:
- Expression of empathy
- Clarifying facts: who, what, where, when, how and why
- What we don't know
- Process to get answers
- Statement of commitment
- Referrals (for more information)
- Next scheduled update

Step 3: Decide the three most important message topics you need to cover.

Step 4: Develop a complete key message for each of your three message topics.

The following information should be provided to the public as soon as possible, in as much detail as possible.

A. What Happened:
- Nature of incident or emergency
- Location
- Time of occurrence
- Situation resolved or response on-going
- Cause (Until an investigation has determined cause with reasonable certainty, do not speculate.)

B. Current Response Actions- what actions have been/are being taken to protect health, safety and property?

C. Known Damages:
- Homes
- Businesses
- Government buildings
- Infrastructure – roads, bridges, parks, etc.

D. Casualties
- Number dead and apparent cause
- Number injured and nature/severity of injuries, and where transported
- Number missing and circumstances
- General identification of casualties – age, sex, situation (employee, homeowner, responder, etc.)
- Names of casualties – only released after next of kin have been notified

E. Evacuations:
- Areas and facilities evacuated
- Routes for evacuation
- Approximate number of evacuees
- Location where evacuees were taken if transported or directed
- Means of contacting evacuees

F. Shelter and Mass Care:
- Shelters open – name and location
- Approximate number of persons being housed in shelters
- Mass feeding site or other mass care facilities in operation – name, location, and number of persons being served.

G. Status of Utilities:
- Electric service
- Water/sewer system
- Natural gas

H. Road and Facility Closures.

I. Organizations Responding:
- Local government
- State agencies
- Federal agencies
- Volunteer groups

K. Areas to which access is restricted and the reason(s) for such restriction.

L. For ongoing emergency situations, planned response activities.

M. In the recovery phase:
- Disaster assistance programs available
- How to apply for disaster assistance
- Precautions to take while re-entering disaster areas

D Immediate Response Checklist

1) Verify situation through incident command: Determine the magnitude of the event as quickly as possible. Checkpoints:	
	Get the facts.
	What was the source of the information?
	How credible is the information source?
	Was information obtained from additional sources to put event into perspective?
	Is the information consistent with other sources?
	Is the characterization of the event plausible?
	If necessary, was the information clarified through a subject information expert?
2) Conduct notifications: Contact and brief those within and outside your organization who need to know. Have the following been notified and briefed:	
	Appropriate persons in your organization (your core team, senior management group, communication team)?
	Elected officials at all levels?
	Appropriate local and county agencies?
	Appropriate state agencies?
	Appropriate federal agencies?
	Media (established initial contact)?
	Residents notified of event and actions they should take (Social media? Website updated? Notification system?)
3) Assess level of crisis: Determine the degree and intensity of the event to determine the communication response? Checkpoints:	
	Has a crisis level (1, 2, 3) been identified that corresponds to the incident characteristics?
	Have the hours of operation for the communication team been established?
	Has jurisdiction over information been established?
	Were the specific audience concerns addressed?
	Will federal agencies release information? Or will states?
	Has the EOC been activated?
4) Organize assignments: activate Crisis Response Plan. Checkpoints:	
	Do all personnel understand their role and their immediate tasks?
	Were specific assignments given to each team member?
	Has the phone been transferred to roll over lines?
	Have all experts/spokespeople been well-informed?
	Have all staff been briefed and prepared, in case they are approached by the media?
5) Prepare information and obtain approvals: Get agreement on the information content, develop it, and get it approved for release. Checkpoints:	
	Have you planned for a timely release?
	Has the accuracy of all information been checked?
	Does the message show compassion?
	Were the specific audience concerns addressed?
	Does the message meet the criteria of good message development?
	Have you anticipated media questions and developed answers?
	Has the message been cleared for release?

E. District Comparisons

County	# of Students	# of Staff	# of Schools	PIOs
Bay	24,000	-	31	1 PIO
Citrus	15,000	2000	22	1 media specialist
Clay	41,000	5000	43	1- PIO/ social media position, 1- Operation Director that speaks on all safety and security incidents
Flagler	12900	1650	9	1 PIO/Social Media
Hendry	7400	950	14	1 social media specialist
Indian River	18000	3000	26	1 PIO
Lake	47,000	4200	52	1 PIO (Social Media/Media)
Lee	95,000	11000	120	Director of Communications, PIO, 1 staff member for webpage, 3 multimedia specialists
Marion	43,000	-	50	1 Public Relations Director
Martin	19,000	2800	25	1 PIO (handles social media) PIO Coordinator in process
Monroe	8600	1100	16	1 District Social Media Specialist
Okaloosa	34,600	3,500	40	1 PIO
Santa Rosa	29,000	3000	32	1 Social Media Specialist
Seminole	69,000	8000	66	1 PIO
Walton	10,600	1200	20	½ social media specialist and ½ PIO specialist
Washington	3600	500	9	1 district spokesperson
FSU Broward District and City of Pembroke Pines Charter Schools K-12	5700	604	9 Schools	none
UF	1,300	100+	1	1 social media specialist

F: Media Philosophy and Policy

The District fosters an open and honest environment in which to disseminate public information on a consistent and timely basis.

Building Relationships with the Media
It is in the District's best interest to work with the news media. The roles and responsibilities of professional journalists are respected by the District, and it is our goal to establish and maintain a positive and professional relationship with them.

Responding to the Media
The Public Information Officer (PIO), the Superintendent and his designee(s), may respond to media requests for general information. Requests for documents shall be coordinated through the Risk Management Department in accordance with the District Public Records Request Policy.

Members of the media soliciting District participation for topics pertaining to District-wide issues, on-camera interviews, editorial boards or similar activities, shall be directed to the PIO.

Unless the media requests to speak to a specific Board member, members of the media seeking official comments from the Board will be directed to the Chairperson, or in his or her absence, the Vice-Chairman. Inquiries on matters within a specific district can be addressed by the Board member of that district. Calls or messages from the media seeking information should be returned promptly, preferably within one hour.

The PIO shall be kept apprised of all communications with the media.

Disseminating Information
Following any media communication, the department director or designee notifies the PIO, who promptly notifies the Superintendent with details of the inquiry, the response to media, and when the information is scheduled to be printed in the newspaper, and/or to be aired through radio or television.

Misinformation shared with the media can have negative effects on the public, as well as on the District credibility and the credibility of the news media. Any designee should speak to reporters only about topics about which they are familiar and understand. When reporters' questions go beyond required expertise, never speculate and refer them to the appropriate source or the PIO.

District Public Information Policy

PUBLIC INFORMATION 9.20

Because the schools belong to the people who created them by consent and who support them by taxation, it is the declared intent of the School Board: (1) To keep the citizens adequately informed through appropriate channels of communication on policies, programs, problems, needs, and the planning of the school system and to carry out this policy through its own efforts and the Office of the Superintendent. (2) To seek advice and opinion of the people of the School District. (3) To require each school and the District staff members to cooperate in keeping the public informed of all newsworthy events which would be of interest or concern to the citizens of the District and which would promote the welfare of the school system, provided that any news release by a particular school be approved by the principal and that any release relating to the District as a whole shall be approved by the Superintendent.

G: Interviews with the Media

During the interview, the spokesperson should:

- **Make certain not to over-reassure.** The objective is not to placate but to elicit accurate, calm concern.
- **Acknowledge uncertainty.** Offer only what you know. Show your distress and acknowledge your audience's distress. "It must be awful to hear that we can't answer that question right now..."
- **Emphasize that a process is in place to learn more**. Describe that process in simple terms.
- **Give anticipatory guidance.** If you are aware of future negative outcomes, let people know what to expect (e.g., side effects of antibiotics).
- **Be empathetic, not defensive.** Say, "We are sorry ..." or "We feel terrible that ..." when acknowledging misdeeds or failures from the organization. Don't use "regret," which sounds like you're preparing for a lawsuit.
- **Acknowledge people's fears.** Don't tell people they shouldn't be afraid. They *are* afraid and they have a right to their fears. Don't disparage fear; acknowledge that it's normal and human to be frightened.
- **Acknowledge the shared misery.** Some people will be less frightened than they are miserable, hopeless and feeling defeated. Acknowledge the misery of a catastrophic event, then help move people toward the future through positive actions.
- **Express wishes.** Say, "I wish we knew more," or "I wish our answers were more definitive."
- **Be willing to address the "what if" questions.** These are the questions that everyone is thinking about and they want expert answers. Although it's often impractical to speculate when the crisis is contained and not likely to affect large numbers of people, it is reasonable to do so if people need to be emotionally prepared.
- **Ask more of people.** Perhaps the most important role of the spokesperson is to ask people to bear the risk and work toward solutions with you. People can tolerate considerable risk, especially voluntary risk. If you acknowledge the risk's severity and complexity, and recognize people's fears, you can then ask the best of them.
- **Be calm and relaxed.**
- **Be truthful and stick to your expertise.** Never use the phrase "no comment." If an answer is unknown, say, "I don't have that information in front of me. May I research it and get back to you?"
- **Be genuinely concerned about the situation.** Personalize your answers and express sympathy, if appropriate.
- **Provide a solution.** State exactly what will be done to correct the problem in accordance to the statement and/or media messages prepared by the crisis team.
- **Remain gracious.** If several reporters are requesting interviews, you may have to repeat yourself several times. Do not appear irritated.
- **Avoid confrontation and do not be argumentative.**
  Stay on message. Stay within the parameters of the approved media statement and media messages.
- **Keep it simple.** Make statements simple and direct; remember a reporter will likely pull one or two sound bites and not use every answer in its entirety.

- **Avoid jargon.** When speaking with reporters or the lay public, avoid the use of jargon and acronyms. Your mission is to convey information in a clear, concise way. If your listeners have to decipher industry-speak, you'll momentarily lose their attention and they may miss a key message.
- **Use bridges to take control of the interview.** If a reporter asks you a potentially sticky question, answer it, but bridge it to a message you want to convey. "Yes, but have you considered …" or "No, but we've solved that problem through …" Other suggested bridges include:
    − "What I think you are really asking is … "
    − "The overall issue is … "
    − "What's important to remember is … "
    − "It's our policy not to discuss (x), but what I can say is … "

- **Watch casual remarks.** Nothing is off the record even if you tell a reporter or group of reporters that it is. You should never say anything you wouldn't want quoted because those are usually just the juicy tidbits that will end up in print or on air.

Other helpful hints when interviewing with specific news mediums:

Television Interviews
- Determine the format. Is the show going to be taped and edited, or live?
- Remember, every blink, "uh," and twitch is magnified on camera.
- If it is a one-on-one interview, look at the reporter or the camera operator. Don't look into the camera.
- Keep your answers brief and stick to your key points. The more tape they have, the less control you have over what gets on the air.
- In taped interviews try to remember to incorporate the question into your answer as a complete sentence.
- If you make a mistake, don't be afraid to ask to stop and start over (unless it's live).

Radio Interviews
- Determine the format. A live interview is very different from a taped interview.
- Watch out for verbal pauses – "Uh," "Um," and "You know."
- Radio will not be as in-depth as print, so plan on providing brief, to the point, responses.
- Be careful not to repeat the negatives in a reporter's question.

Telephone Interviews
- Know who is on the other end of the line.
- Ask whether you are being recorded.
- Ask when and where the information will be used.
- Spell out difficult names and technical terms and phrases.
- Limit the time available for the interview.
- Be certain to ask for feedback from reporters to ensure that they have understood your points

Dealing with a hostile interview

- If you are interrupted, be polite, but assertive. Bridge to your point in the next questions.
- Don't let them misquote or put words in your mouth… restate your answer or message and correct the mistakes.
- If they shoot rapid fire questions… pick the low hanging fruit and avoid the rest.
- If they demand an answer you don't have stick to your response.
- Stay on your message. Restate any question that could throw you off message. Say something to the effect of I believe what you are asking is: and then fill in your own version of the question.
- Identify 3-5 points you want to make (your talking points) and get those points across.
- Use easily graspable facts and figures.
- Never say no comment.
- Tell it first. (meaning we need to tell our story before someone else makes it up)

H: Joint Information Center (JIC)

Background
A JIC is a temporary organization established to pool crisis communication among emergency responders. In a crisis, rapid communication with the media and with the general public becomes a top priority, and the JIC will be a source of information on the crisis. In addition, running communication through a JIC ensures that available information is released as quickly as possible, with consistent and accurate messages that take into account the often disparate viewpoints of each of the response organizations.

JIC Leadership
JICs are common among government agencies, especially within the law enforcement, military, and emergency response communities. Identify who in your county normally takes the lead in forming the JIC. In the event of a health emergency, health departments may assume a leading role in the creation and management of a JIC. In a crisis where law enforcement or fire departments have a lead role, the health department may have more limited responsibility, focusing on media interest as it pertains to the health and well-being of the surrounding areas.

JIC Formation
JICs are formed on a deliberate basis; however, either by protocol or by custom, there might be one individual or office that will most likely call for the formation of a JIC. This might be the County Administrative Officer, the Coordinator of the Office of Emergency Services, fire or law enforcement authorities or someone in a similar position.

JIC Membership
The actual makeup of the JIC will be dependent on the nature of the crisis. As part of your crisis communication plan, you should take steps in advance to pre-negotiate agreements with potential JIC partners and JIC leaders. It is also a good idea to have all JIC partners participate in a training session to solidify the communication plan. The following are potential partners in your JIC:

BOCC PIO team
SO PIO team
DOH PIO team

I: Example messages

These are NOT comprehensive but are short and to the point, adequate for many forms of modern communication. There are both internal and external message examples below, and more will be developed so the District has a bank of them to use when needed.

SEVERE WEATHER SCENARIOS
Severe Weather - General
Communication to Campus
Step 1: ALERT: Severe weather is in the area. Stay indoors.
❏ Intercom
❏ Radios
❏ Notification App

Step 2: Severe weather has expired. Resume normal activities.
❏ Intercom
❏ Radios
❏ Notification App

TORNADO SCENARIOS
Tornado Watch
Communication to Campus
Step 1: ALERT: Tornado watch in effect. Stay indoors.
❏ Intercom
❏ Radios
❏ Notification App

Step 2: Tornado watch expired. Resume normal activities.
❏ Intercom
❏ Radios
❏ Notification App

Tornado Warning SHELTER IN PLACE
Communication to Campus
Step 1: ATTENTION! ATTENTION! A tornado warning is in effect. Go to designated shelter area until further notice.
❏ Intercom
❏ Radios
❏ Notification App

Step 2: ALERT: Tornado warning in effect. Go to designated shelter area.
❏ Intercom
❏ Radios
❏ Notification App

Step 3: Tornado warning expired.
❏ Intercom
❏ Radios
❏ Notification App

Step 4: Tornado warning expired. Report staff/student accountability. Resume normal activities.
❏ Intercom
❏ Radios
❏ Notification App

SHELTER IN PLACE SCENARIOS (HAZARDOUS MATERIALS)
Communication to Campus
Step 1: SAFETY ALERT: SCHOOL NAME: Shelter in place due to [NAME] incident.
❏ Intercom
❏ Radios
❏ Notification App

Step 2: Shelter in place expired. Report staff/student accountability. Resume normal activities.
❏ Intercom
❏ Radios
❏ Notification App

LOCKDOWN/SECURE FACILITY SCENARIOS
Lockdown or Secure Facility - DRILL
Communication to Campus
Step 1: ATTENTION! A lockdown/secure facility drill is in progress. Lockdown!
❏ Intercom
❏ Radios
❏ Notification App

Step 2: Lockdown/ secure facility expired. Report staff/student accountability.
❏ Intercom
❏ Radios
❏ Notification App

Step 3: Student and staff accountability is complete. Resume normal operations.
❏ Intercom
❏ Radios
❏ Notification App

Communication to Parents (PIO) – (if warning is given)
Step 1a: SCHOOL NAME will conduct a drill to practice lockdown/secure facility procedures at 8:30 am, Tuesday August 20, in line with Florida Safe Schools preparedness requirements.
❏ Call out
❏ Facebook
❏ email

Lockdown or Secure Facility NON-DRILL
Communication to Campus
Step 1: ATTENTION! ATTENTION! A lockdown/secure facility is in progress. Law enforcement have been notified. Lockdown!!
❏ Notification App
❏ Intercom
❏ Radio
❏ ITV

Step 2: Lockdown/Secure Facility remains in effect. Law enforcement are investigating the [THREAT]. [Wording to be customized based on threat and time elapsed]
❏ Notification App
❏ Intercom
❏ Radio
❏ ITV

Step 3 (Non-credible threat): Lockdown/Secure Facility expired. Law enforcement have determined there is no
threat. Report staff/student accountability. [In an actual threat event, police will end the incident through clearance of each room]
❏ Notification App
❏ Intercom
❏ Radio
❏ ITV

Step 4: Student and staff accountability is complete. Resume normal operations.
❏ Notification App
❏ Intercom
❏ Radio
❏ ITV

Communication to Parents (PIO)
Step 1: SCHOOL NAME is in lockdown/secure facility, law enforcement notified. Please do not come to the campus.

Alternative email:
This call is to inform you of a situation this morning at (NAME of) School. Our campus was instructed to enact a Secure Facility, NOT a Lockdown, as a precautionary measure for an incident occurring in the local Navarre community. At no time were the students, faculty and staff in any danger. Once cleared by the Santa Rosa County Sheriff's Department, (NAME of) School resumed all normal school day activities.
Please know that the safety and security of our students and staff is our highest priority.
❑ Website
❑ Social Media
❑ Call out

Step 2: SCHOOL NAME l lockdown/secure facility still in progress. Law enforcement are investigating the [THREAT]. Please do not come to the campus. We will continue to keep you informed.
❑ Website
❑ Social Media
❑ Call out

Step 3 (Non-credible threat): lockdown/secure facility expired. Law enforcement have determined there is no threat. The campus is now back to normal operations.
❑ Website
❑ Social Media

EVACUATION SCENARIOS – FULL (fire or some other reason)
Communication to Campus
Step 1: SCHOOL NAME is under full evacuation - for [fire, chemicals, assailant, etc…]
❑ Intercom
❑ Radios

Communication to Parents
Step 1: Due to [NAME], evacuation of SCHOOL NAME students/staff is underway. Check web/social media for updates.
❑ Call out
❑ Website
❑ Social Media

Step 2: Due to [CAUSE], SCHOOL NAME evacuation is in progress. Students and staff members are safe. Please wait until the evacuation process is complete. We will provide location specifics and reunification instructions shortly. Check web/social media for updates.
❑ Call out
❑ Website
❑ Social Media

Step 3: Due to SCHOOL NAME evacuation is now complete. Reunification instructions are being provided…...Check web/social media for updates.

❏ Call out
❏ Website
❏ Social Media

J: Media Contacts

First name	Last name	Email address
Jamarlo	Phillips	jqphillips@sbgtv.com
		jjjbean@aol.com
		andrew@newsradio1620.com
		assignmentdesk@wkrg.com
		caleavenworth@weartv.com
		cbsinformationradioam790@gmail.com
		fox10desk@fox10tv.com
		joe@wuwf.org
		joelsampson@iheartmedia.com
		john@wuwf.org
		jwayne@newsradio1620.com
		lhussey@weartv.com
		ml-wear-producers@sbgtv.com
		news@wftv.com
		pat@wuwf.org
		pensacoladigest@gmail.com
		production@1330weby.com
Sue	Straughn	sstraughn@weartv.com
		studio@sunny1057.com
		sunny105@gulftel.com
		tanner@ballingerpublishing.com
		vernon@wrne980.com
Mike	O'Connor	mike@ballingerpublishing.com
Janet	Thomas	janet.thomas.ctr@navy.mil
Jennie	McKeon	jennie@wuwf.org
Cory		wzep.cory@gmail.com
Anne	Delaney	adelaney@pensacol.gannett.com
AL	Tuggle	al.tuggle@fox10tv.com
Clarien	Reese- PNJ	reeseclairen@aol.com
EscaRosa	Press Publisher	fatima@escarosapress.com
News	Radio 1620	news@newsradio1620.com
Jim	Sanborn	jim.sanborn@cumulus.com
WTGF	Graves/WTGF	johng724@me.com
Michael	Jernigan	michael.jernigan@fox10tv.com
Mike	Bates	mikebates@1330weby.com
Navarre	Beach Today.com	beachdogs@gmail.com

Navarre	Press	navarrepress@gmail.com
Northsantarosa.com		news@northsantarosa.com
Tom	McLaughlin	tmclaughlin@nwfdailynews.com
Tracey	Terry	exec@navarrechamber.com
Hal.	Com	hal.scheurich@fox10tv.com
		lisa@gulfbreezenews.com
		news@latinomediainc.com
News@Northescambia.	Com	news@northescambia.com
		snickinson@studeri.org
Sandi	Kemp	skemp@navarrepress.com
Bob	Solarski	bsolarski@sbgnet.com
Dave	Dunwoody- WUWF	dave@wuwf.org
Dave	Hoxeng	dhoxeng@catcountry987.com
Debbie	Williams	dwilliams@wkrg.com
Gulf	Breeze News	news@gulfbreezenews.com
Independent	News	info@inweekly.net
Jared	Willets	jwillets@sbgnet.com
Joe	Thomas- Tri City Ledger	jthomas@tricityledger.com
John	Teelin	jteelin@yahoo.com
Kip	Raley	kraley@fox10tv.com
Linda	Jones	ljones@fox10tv.com
Markus	Morris	mmorris@sbgnet.com
Mike	Mashburn	mikemashburn@1330weby.com
Kelly	Oden	kelly@ballingerpublishing.com
Navarre	News - Pam Brannon	beacheditor325@aol.com
Navarre	Press	news@navarrepress.com
PNJ-	Life Section	life@pnj.com
Randy	Merrow	rmerrow@fox10tv.com
Renee	Bookout	crhnm@bellsouth.net
Sandra	Averhart	sandra@wuwf.org
Santa	Rosa Magazine	sreditor@bellsouth.net
Santa	Rosa News - Deborah L. Nelson	h06190@bellsouth.net
Showcase	NWFDN	showcase@nwfdailynews.com
Sue	Straughn	sstraughn@sbgnet.com
Gretchen	McPherson	newsroom@tricityledger.com
WBQP	TV 12	wbqp@wbqp.com
WEAR		news@weartv.com
WEBY	1330	yourturn@1330weby.com
WKRG	TV 5	tv5@wkrg.com

WRNE	980 AM	hill@wrne980.com
WSBZ	Seabreeze Radio	office@wsbz.com
WUWF		news@wuwf.org
WXBM	Midnight Guy	sndjentinc@aol.com
WXBM	Stewart	rstewart78@aol.com
A	Dogg	producer@1330weby.com
Fishnchips38@Gmail.	Com	fishnchips38@gmail.com
Brent	Lane	brent@catcountry987.com
Cat	Country	studio@catcountry987.com
Editor		editor@navarrepress.com
Eric	Dupre	edupre@sbgnet.com
John	Graves- WTGF 90.5	wtgf@bellsouth.net
Northwest	Florida Daily News	news@nwfdailynews.com
Randy	Wood	rwood@sbgnet.com
Santa	Rosa Press Gazette	news@srpressgazette.com
WJSB	Whittiker	newsroom@thegoodcountry.com
WKRG	TV 5	producers@wkrg.com
WZNS	Z 96	hayden@z96.com
Kathryn	Daniel	kdaniel@sbgnet.com
Emma	Kennedy	ekennedy@pensacol.gannett.com
Hudson	Miller	fhmiller@sbgtv.com
Hayley	Minogue	hminogue@wkrg.com
Linda	Kleindienst	lkleindienst@rowlandpublishing.com
		danmason@iheartmedia.com
		marybooth@iheartmedia.com
		danbrennan@iheartmedia.com
		johnnafarmer@iheartmedia.com
		mattlogan@iheartmedia.com
		shelbymitchell@iheartmedia.com
		chipnelson@iheartmedia.com
		ryan.andrew@cumulus.com
Jennie	McKeon	jmckeon@nwfdailynews.com
		news@pulsegulfcoast.com
		dkettinger@wkrg.com
JC	Wilson	jwilson@newsradio1620.com
		mrowan@wsre.org
		producers@newsradio1620.com
		studio@newsradio1620.com
		smartmed@bellsouth.net

		mglin@aol.com	
		linda.moorer@cumulus.com	
		bill-mobileblack@iheartmedia.com	
		alicia@defuniakherald.com	
		linh.ha@fox10tv.com	
		cvctv@cox.net	
		news5@wkrg.com	
		jtaloney@wkrg.com	
		wmbbnews@wmbb.com	
		info@wowradio.org	
		news@wzep1460.com	
Heather	Osbourne		hosbourne@nwfdailynews.com
Dusty-	NWFL Daily News	dricketts@nwfdailynews.com	
Sharon	Dooley	sklscoops@cox.net	
Andrew	McKay	amckay@newsradio1620.com	
Don	Parker	don.parker@cumulus.com	
		mnelsongab@pensacol.gannett.com	
		kwyatt@sbgtv.com	
		lha@fox10tv.com	
		lnelless@pnj.com	
		rob@navarrepress.com	
		alittle@srpressgazette.com	
		davedaughtry@gmail.com	
David	Gonzalez	dfgonzalez@weartv.com	
		jessie.l.coleman@gmail.com	
		jmckeon@nwfdailynews.com	
		louiscoopermail@gmail.com	
		mat@gulfbreezenews.com	
		navarrenews@icloud.com	
		ninestinethomas@gmail.com	
		radioman1027@yahoo.com	
		randy@navarrenewspaper.com	
		ryanwxbm@gmail.com	
		southerndrawldoll@gmail.com	
Wendy	Victora	wvictora@nwfdailynews.com	
Mary	Hoxeng	mhoxeng@catcountry987.com	
Candy		candy@catcountry987.com	
		events@catcountry987.com	
Leslie	Guyer	lguyer@gulfbreezefl.gov	

		gulfcoastevents@cumulus.com
		reportit@fox10tv.com
Kellie	Jones	kellie.jones@fox10tv.com
Dan	Hershberger	gulfcoastparent@cox.net
Rick	Outzen	rick@inweekly.net
Shelley	Johnson	shelley@myislandtimes.com
		publisher@nwfnaturally.com
Sandi	Kemp	sandi@navarrepress.com
		info@navarrepress.com
Weekender Editor		weekender@pnj.com
Kevin	Robinson	krobinson4@pnj.com
Troy	Moon	tmoon@pnj.com
Tony	Giberson	tgiberson@pnj.com
Lani	Suchcicki	lani@pnj.com
Marwan	Granville	mgranville@punchtvnetwork.com
Jim	Fletcher	jfletcher@srpressgazette.com
		cbarnes@srpressgazette.com
Karen	Harrell	publisher@snowbirdsgulfcoast.com
Vernon	Watson	vwatson@wbqp.com
Jared	Willets	jwillets@weartv.com
Randy	Wood	rwood@sbgtv.com
Sue	Straughn	sstraughn@wear.sbgnet.com
Kathy	Dunagan	kdunagan@weartv.com
Kathryn	Daniel	kdaniel@weartv.com
David	Mayo	dmayo@whbr.org
WPMI	NBC 15	local15@local15tv.com
Eric	Fundin	efundin@wsre.org
Bob	Barrett	bob@wuwf.org
Jack	Urbani	jackftl@gmail.com
Morgan	Lewis	morganlewist@gmail.com
Jamie	Gentry	jamie@navarrepress.com
		alnorton@sbgtv.com
		janderson@sbgtv.com
		lhussey@sbgtv.com
		kdaniel@sbgtv.com
		info@gulfcoastvoice.com
		publicsafety@nwfdailynews.com
		online@pnj.com
		santarosapelican@pnj.com

		stevepowers@iheartmedia.com
		radio@tk101.com
		composing@tricityledger.com
		amaultman@sbgtv.com
		dfgonzalez@sbgtv.com
		rdogan@studeri.com
		cthornton@pnj.com
		info@wsre.org
		dcfarris@fox10tv.com
		vhollingsworth@pnj.com
		jcooper@tricityledger.com
		joe@gulfbreezenews.com
		lnelless@gannett.com
		news@ssrnews.com
		lori@northsantarosa.com
		marieb@gosouthern.com
		editor@ssrnews.com
		splashnwf@yahoo.com
		krobinson@pnj.com
		news@southsantarosanews.com
		lydia.grimes@brewtonstandard.com
Greg	Penglis	greg@1330weby.com
Malcolm	Ballinger	malcolm@ballingerpublishing.com
		jbaltzelle@ap.org
PNJ	News Desk	news@pnj.com
Hannah	Mackenzie	hrmackenzie@sbgtv.com
		bchase@blabtv.com
		justin.schuver@atmoreadvance.com