DEVELOPING A CRISIS MANAGEMENT PLAN

A crisis management plan is a carefully developed set of protocols designed to help individuals deal effectively with real and perceived emergency situations when they arise. A real emergency is one that poses an immediate danger, while a perceived emergency is a potentially risky situation that may develop into a dangerous situation. It is essential that districts are prepared to respond to both real and perceived emergencies, as either can turn into a crisis situation, posing serious risks to student and volunteer health, safety and security – as well as the district's reputation.

Learn more about how to get started, consider best practices, and review sample forms.

Getting Started

Best Practices

Sample District Crisis Management Plan

Appendix A – Sample District Contact List and Crisis Notification Protocols

Appendix B – Sample Debriefing Questionnaire

GETTING STARTED

WHY DEVELOP A CRISIS MANAGEMENT PLAN?

All activities, especially those that involve youth program participants, inherently involve risks. It is essential that districts have plans in place to deal with crises, especially because youth may be especially vulnerable in crisis situations.

The best time to develop a plan is before a crisis happens. A crisis can occur when you least expect and events may unfold rapidly, making an already stressful situation difficult to respond to quickly or with good judgement. Some crises may be preventable, while others are unavoidable, so having a plan with a set of procedures in the event something does (or could potentially) occur – especially when youth are involved – is the best way to help your district minimize the impact a crisis may have on health, safety and security, as well as to mitigate reputational risk to your district.

HOW DO WE BEGIN DEVELOPING A CRISIS MANAGEMENT PLAN?

Careful planning is critical to crisis management. This entails forming a committed team, carefully assessing potential risks that exist locally, educating volunteers and young people about the risks and their roles/responsibilities, practicing protocols regularly, and coordinating with experts to regularly evaluate and update the plan as circumstances change. If you're new to developing a crisis management plan, here are some general considerations to get started:

1. *Designate a crisis management team (CMT)*. This should be a small group (5-6 individuals) composed of district leaders, club representatives, and local experts who will take the lead in developing a framework to protect against threats and the impact of a crisis. Each member of this team should have specific roles and responsibilities to carry out a response to an emergency (or this team should appoint a group of individuals that are specifically tasked with doing so in response to a given crisis). Keeping the CMT small is important to make meeting, communicating, and coordinating action easy and efficient.

2. *Determine the risks that exist*. Different regions of the world are susceptible to different

types of risks, including natural disasters, crime, government instability, etc. The crisis management team should work together to consider the location of the program, as well as its youth, volunteers, and partner districts abroad to determine what risks may exist and how they may impact the program and its activity.

3. *Consult with local experts.* While the crisis management team should remain relatively small, it is important to identify and consult with external experts (law enforcement, local government officials, emergency medical personnel, local health authorities, etc.) when developing protocols for the risks you've identified. They may not only have experience developing these types of protocols, but they may also play an active role in your response, so having a good relationship with community experts is important.

4. *Develop a plan and protocols that address each type of crisis at varying levels of severity*. In addition to developing protocols specific to the types of crises for which you are planning, it is also important to keep in mind any given situation may have varying levels of severity. It may be helpful to have different plans in place that guide your response based on the level of risk a given crisis is posing (or may pose) to individuals' health, safety, and security.

5. *Develop a communications plan*. Communication is key, so it is essential that your district develop communication protocols to respond to various types of crises. Read more about developing a communications plan in the Best Practices section.

6. *Ensure everyone is informed, prepared and trained on an ongoing basis*. To mitigate risks to your program, prevention is key. Districts should ensure that all volunteers and participants are trained on how to keep themselves safe, as well as aware and clearly informed of the procedures outlined in the crisis management plan before program activity takes place. In addition to regular training, consider implementing scheduled and unscheduled simulations to test student's and volunteer's preparedness and to help you find where there may be vulnerabilities or opportunities for improvement.

⚠️ *Consult with a local university or youth-serving organization – especially if they participate in study abroad programs, camps, travel, or other high-risk activities – to ask for help in identifying potential risks. They may even be willing to share a copy of their plan with you, act as a consultant or advisor to your crisis management team, or provide suggestions that could assist you in developing your district's plan.*

BEST PRACTICES

WHAT TYPES OF EMERGENCIES SHOULD WE PLAN FOR?

When developing a crisis management plan, you should first conduct a risk assessment to identify the primary known risks to health, safety and security by category, according to your district's unique circumstances (location, programs, participants, resources, etc.).

Though it is certainly impossible to plan for all contingencies in a given situation, having a well-developed plan can help you ensure you have the proper tools in place to react quickly and responsibly to the unexpected. Generally, a district's crisis management plan should include (but is not limited to) procedures that will address the following types of emergencies:

Accidents. Vehicular crashes, poisoning, house fires, falls, sports injuries, etc. that may require serious medical attention.

⚠️ *Before planning activities for a group or individual, determine whether they are covered under your district's liability insurance and/or whether students' travel insurance policies cover participation, such as transporting young people in private vehicles.*

Physical health emergencies. Various types of physical health emergencies can arise that may not be accident-related, such as the serious outbreak of a contractible disease, hospitalization for an ongoing medical condition, drug or alcohol overdose, etc.

Mental health emergencies. Mental health emergencies may include (but are not limited to) disruptive or psychotic behavior, severe depression or withdrawal, drug or alcohol abuse, suicidal or homicidal ideation, threats, or attempts, and self-harm.

⚠️ *Volunteers should never intervene in medical or mental health situations unless they are trained to do so, and should instead utilize the expertise of local resources and professionals.*

Natural disasters. Different regions of the world are susceptible to various natural hazards, including wildfires, tsunamis, and earthquakes.

Political or civil instability. Ongoing government instability, a sudden rebellion or revolution, or violent demonstrations, can post immediate or long-term health and safety risks.

Crime or violence. Incidents such as assault, robbery, shoplifting, or rioting can occur anywhere, and may be either committed against or by program participants.

Terrorist threat or attack. An act or threat of terrorism is the deliberate use of (or threat to use) violence against civilians.

Missing person/Death. Young people may be perceived as "missing" due to miscommunications about activities or plans. Although rare, abduction, kidnapping, hostage-taking (including ransoms), or homicide can still occur even under the safest of conditions. In rare but extreme circumstances a young person may die as a result of any crisis situations or from natural causes. It is important to be prepared even in these unlikely events.

⚠️ *Rotary International has a zero-tolerance policy against abuse and harassment, and there are specific policies and guidelines that all districts must follow to prevent and respond to these types of incidents and allegations. Furthermore, all districts certified to participate in Rotary Youth Exchange are required to adhere to and incorporate reporting guidelines for allegations involving sexual abuse or harassment into their district youth protection policy. For more information and feedback about how districts are to respond to these situations, see the Youth Protection and Rotary Youth Exchange sections of the Rotary Code of Policies or consult Rotary's Youth Protection Guide.*

COMMUNICATION CONSIDERATIONS

Ensuring communication protocols are clearly incorporated into a district's crisis management plan is directly related to the overall success of a district's response to a crisis. Having a solid communications plan in place will help ensure that information is relayed to participants, their families, and volunteers in a consistent, accurate, and timely manner – minimizing the risk of misinformation or confusion, and instilling confidence that the situation is being handled effectively. Consider also appointing a dedicated group whose sole responsibility is to manage and implement the communications plan in coordination with the CMT during a crisis. While developing your communications plan, you should consider the following:

Outline key responsibilities. Determine who will be responsible for deciding when communication is necessary and to whom, who will develop the messaging, and who will communicate this information to all necessary parties.

⚠️ *Communication with young people and their families should be prompt, transparent, factual, and compassionate – as well as free from personal opinion or subjectivity.*

Maintain a secure record of updated contact information and communication protocols. Ensure that all contact information – especially for young people and volunteers – is maintained and readily available so that in the event of an emergency all parties can be reached. Create a chart to determine the flow of communication, and consider developing a backup communications plan or even meeting points in the event telephone or cell service is unavailable, there is loss of power, or someone cannot be located.

Specify communications protocols depending on the type and level of emergency. Different emergencies may warrant different types of communication. For example, a potential natural disaster may require a warning communication first to inform individuals that there is a possible threat to safety. On the other hand, an unexpected event (such as a terrorist attack) may require a more detailed level of communication that includes specific actions that must be taken to ensure safety and security. Keep in mind an individual's right to privacy depending on the type of emergency.

Media communication. If the district feels it should alert the media (or the general public) about a crisis, or if it has been asked to respond to media inquiries, see Rotary's Media Crisis Guidelines for guidance. Be sure to incorporate these steps into your district-specific communications plan so that everyone understands how to best address these situations.

Language barriers. Working across countries, cultures, and languages is one of the most enriching experiences for volunteers and young people in Rotary, but can present real challenges during a crisis. Consider how you will communicate in the event of an emergency when you may not share a common language or where language proficiency may hinder clear and quick communication. Appoint additional members to your crisis management team that can act quickly to facilitate communication and understanding between languages.

WHAT SHOULD OUR DISTRICT CRISIS MANAGEMENT PLAN LOOK LIKE?

A crisis management plan should be clearly written, easy to understand, and flexible in order to allow for changes as local conditions or circumstances change. Review the sample crisis management plan and appendices for guidance on developing your own plan that is unique and customized to your local circumstances. These samples are general and in no way intended to serve as a full plan or complete template, but rather a starting place developed with risk management experts to help guide your district in the development of your own plan. While there may be common elements in every district's crisis management plan, it is crucial that each district's plan is developed by local leaders to address its own specific local conditions and

risks. Adapt the sections, protocols, and appendices to meet your needs.

⚠️ *Many industries utilize checklists when planning for and responding to specific crises. Not only do checklists provide a step-by-step approach to confirming tasks are completed in response to a crisis, but they also help ensure a consistent, systematic, and informed decision-making in the midst of a stressful situation. Additionally, they are typically easy to follow, which is helpful for those who may be less familiar with your district's protocols (e.g. students).*

SAMPLE DISTRICT CRISIS MANAGEMENT PLAN

⚠️ *This document provides a basic framework but must be customized to fit your local and legal circumstances. Text in gray are guide notes and should be removed from the final plan.*

DISTRICT *{INSERT DISTRICT NUMBER}* **CRISIS MANAGEMENT PLAN**

<u>**TABLE OF CONTENTS**</u>

I. **PURPOSE**

The health, safety and security of our volunteers and program participants is our highest priority. As such, this document has been developed to serve as an important procedural resource to assist District _____ (herby referred to as **the district)** volunteers and participants respond effectively when a crisis occurs in order to minimize risk and help ensure the safety of all, to the greatest extent possible.

Note: Explain the purpose of your plan and the goals you aim to achieve through its development and/or implementation.

II. **PREPARATION AND CRISIS PREVENTION**

a. Development:
The district's crisis management plan includes a comprehensive assessment of the local risks, in collaboration with the following external agencies:

_____

_____

_____

_____

Note: List any consultants, including law enforcement agencies, local or national health agencies, mental health professionals, etc. that may have contributed to your plan.

b. Training Schedule:
The district will implement the following training schedule for all individuals involved in the program:

Example: Students shall receive in-person training at inbound orientation once per year.

_____

_____

_____

_____

Outline your district training schedule, frequency, and method for your Crisis Management Team (CMT), students, volunteers, etc.

c. Planned and Unplanned Simulations

For the purpose of testing for readiness in the event of a crisis, the District Governor may initiate a planned or unplanned simulation of a crisis. The following guidelines will be followed during both a planned and unplanned simulation:

- It will be clearly identified that the crisis is a simulation and there is no immediate risk to young people or volunteers.
- A crisis simulation shall not be conducted during an active crisis or immediately following a resolved crisis.
- A crisis simulation shall not be conducted during a scheduled conference, training event, planned group travel, or other event so as to avoid confusion.
- The district governor will confirm when the crisis simulation has ended.
- The Crisis Management Team will immediately conduct a debriefing session as outlined in Chapter VI.

Note: A plan is only as good your ability to enact it successfully, therefore it is encouraged that the district governor or the Core CMT do at least one simulation per year, either planned or unplanned. Include other considerations for conducting simulations according to your local circumstances.

III. **CRISIS MANAGEMENT TEAM**

The district's Crisis Management Team (**CMT**) will constitute the following members and include the outlined responsibilities. In the event of a vacancy, temporary leave of absence, or incapacitation of any member of the Core or Additional CMT, the district governor shall designate a trained replacement.

Core Crisis Management Team:

District Governor: Responsible for overseeing all aspects of crisis response, convenes meetings, and delegates tasks as necessary. Represents the district and serves as the appointed spokesperson when answering media inquiries. Has ultimate decision-making authority when determining the level of a crisis (upon consultation with the CMT) and actions to take in response to a crisis according to the response protocols. A trained alternate should also be available in case the governor is impacted by the crisis or otherwise unable to perform their crisis management duties.

District Youth Protection Officer: Assists with overseeing crisis response and serves as a consultant (when appropriate) or consults with local experts for guidance when necessary, monitors developments of the situation, and coordinates communication within the district and its clubs and with Rotary International. This person does not need to be an active member of a club to serve in this role.

District Youth Exchange Chair: Serves as the main point-of-contact for students and families involved in Rotary Youth Exchange, coordinating communication with them. Responsible for ensuring all students are safe and accounted for in the event of a crisis. Responsible for reporting updates to all members of the CMT.

District Interact Chair: Serves as the point-of-contact for youth and families involved in Interact, coordinating communication with them. Responsible for ensuring all students are safe and accounted for in the event of a crisis. Responsible for reporting updates to all members of the CMT.

District RYLA Chair: Serves as the point-of-contact for youth and families involved in Rotary Youth Leadership Awards, coordinating communication with them. Responsible for ensuring all students are safe and accounted for in the event of a crisis. Responsible for reporting updates to all members of the CMT.

Additional Crisis Management Team:

Example: Jane Doe, member of the Rotary Club of XX, member of the district Youth Exchange committee: responsible for ensuring all CMT members, parents, and families are subscribed to automated alerts from their respective government agencies, health agencies, or emergency notification systems. Regularly monitors any emergency notifications and reports potential or actual emergencies to the Core CMT.

_____

_____

_____

_____

Note: In order to ensure effective coordination, it is essential that those managing and following this plan understand their roles and responsibilities in carrying out a response. In this section, list everyone on this team, their role, and a description of their responsibilities.

IV. CRISIS SITUATIONS & RESPONSE PROTOCOLS

Each section below outlines crisis situations by type and the appropriate protocols to be followed depending on the Level. The Core CMT and ultimately the district governor decides the level of a crisis and when to escalate or deescalate a crisis.

Note: Below are two examples of a response protocol based on three crisis levels. Develop a set of response protocols based on each type of crisis as noted in the table of contents or include additional types according to your local circumstances. Because each type of crisis requires a different response, it is important to have clearly defined

definitions for each level and the response protocols for each. Also consider developing checklists for each type of crisis as noted in the best practices section.

a. <u>Accidents</u>

Level I – Minor Injury/Accident: The emergency (or perceived emergency) does not currently present a significant health or safety risk and does not appear to require medical intervention and involves only one or two people. If more than two people are affected by a minor injury/accident, follow the response protocol for Level II

1. Immediately alert the on-site or responsible health, safety, or medical personnel to assess the injury/accident
2. Have a qualified/trained volunteer administer first aid to the injured person(s) and safely transport them to the designated area of refuge if needed
3. Continue to monitor the affected person(s) and contact emergency medical assistance if necessary (escalate to Level II)
4. Contact the parent/guardian within 24 hours of the injury/accident
5. Report the injury/accident to the District Youth Protection Officer and Rotary International within 72 hours of the injury/accident
6. _____

Level II – Serious Injury/Accident: The emergency (or perceived emergency) may present a significant health or safety risk and requires medical intervention for one or more person or more than two people are affected by a minor injury/accident

1. Immediately alert the on-site or responsible health, safety, or medical personnel to assess the injury/accident
2. Immediately contact emergency medical services
3. Have a qualified/trained volunteer administer first aid to the injured person(s) and safely transport them to the designated area of refuge if needed
4. Ensure that other youth program participants are being supervised while attending to the needs of the injured person(s)
5. As soon as emergency medical services arrive, contact the parent/guardian and District Youth Protection Officer
6. If the person(s) are required to be transported to a hospital or emergency medical facility, designate an adult volunteer to accompany them and other adult volunteers to supervise remaining youth program participants
7. Contact the designated person responsible for insurance-related questions or claims to determine what steps may be required to report to insurance provider(s)
8. Determine if there will or may be any media coverage and activate your media crisis response protocols
9. Report the injury/accident to the District Youth Protection Officer and Rotary International within 72 hours of the injury/accident
10. _____

Level III – Critical Injury/Accident: The emergency (or perceived emergency) presents a significant or critical health or safety risk and requires immediate medical intervention or life-saving procedure

1. Immediately alert the on-site or responsible health, safety, or medical personnel to assess the injury/accident
2. Immediately contact emergency medical services
3. Have a qualified/trained volunteer administer first aid to the injured person(s) and safely transport them to the designated area of refuge if needed
4. Ensure that other youth program participants are being supervised while attending to the needs of the injured person(s)
5. As soon emergency medical services arrive, contact the parent/guardian and District Youth Protection Officer
6. Designate an adult volunteer to accompany the person(s) to a hospital or emergency medical facility and designate other adult volunteers to supervise remaining youth program participants
7. Contact the designated person responsible for insurance-related questions or claims to determine what steps may be required to report to insurance provider(s)
8. Determine if there will or may be any media coverage and activate your media crisis response protocols
9. Report the injury/accident to the District Youth Protection Officer and Rotary International within 72 hours of the injury/accident
10. _____

Note: Create additional levels or protocols depending on your local circumstances.

b. <u>Physical Health Emergencies</u>

Level I – Monitor: The emergency (or perceived emergency) does not currently directly impact students or volunteers, and is perceived to be a contained/isolated situation

1. Distribute or communicate information to volunteers, students and their parents, and RI related to how the emergency is impacting/has impacted nearby cities, countries, etc., to create awareness and educate stakeholders on how to protect themselves, and to assure them that the situation is being monitored by your crisis management team.
2. Continue to monitor developments, including any alerts and updates issued by federal, state and local government agencies for further guidance.
3. _____

Level II – Plan: The situation does not yet directly impact students or volunteers but has developed or progressed/spread to other areas and is no longer isolated or contained

1. Activate crisis team to monitor developments, prepare for and plan for next level of severity
2. Prepare formal communication to individuals who express concerns about the developments, as well as a proactive, informational communication to all stakeholders (volunteers, students and parents)

3. Identify the criteria that would require activities, such as in-person gatherings or travel to be postponed or cancelled
4. Identify the criteria that would require program participants to self-isolate, quarantine, seek medical treatment, or be repatriated
5. Develop a specific plan based on the criteria identified should the emergency spread to or directly impact your region, including students and volunteers, and communicate this plan to all. The plan should include specific dates that actions will be taken if the situation does not improve or worsens
6. Contact the designated person responsible for insurance-related questions or claims to determine what steps may be required to report to insurance provider(s) and to access any resources the carrier may have available
7. _____

Level III – Act: The emergency directly affects your district/region, students and volunteers

1. Implement actions steps identify in Level II to prevent risk to students or volunteers (e.g. cancelling activities, events, or travel)
2. Communicate emergency and contingency procedures to students, volunteers and parents
3. Communicate emergency and contingency procedures to all relevant local, national, or international government or health agencies as necessary to coordinate repatriation or safe travel
4. Contact the designated person responsible for insurance-related questions or claims to determine what steps may be required to report to insurance provider(s) and to access any resources the carrier may have available
5. Issue refunds or notice of cancellation for all pre-paid or registered events, trips, or other program-related costs
6. Notify RI within 72 hours of any emergency medical treatment, hospitalization, or repatriation of program participants related to a heal emergency
7. Continue to monitor and adapt procedures as situation develops
8. _____

Note: Create additional levels or response protocols according to your local circumstances. For example, "Level III – Act" may include specific action steps per program, such as what to do in the event of quarantine measures or travel restrictions related to an infectious disease outbreak and what factors would require a decision to cancel in-person events like RYLAs or require all currently hosted Rotary Youth Exchange students to return to their home country if safe and possible to do so. Include all the action steps required in order to safely and effectively implement those actions steps.

V. CRISIS RESOLUTION

a. Deescalating a Crisis and Declaring a Crisis Resolved:
The District Governor shall be responsible for deescalating a crisis (moving a crisis from a higher level to a lower level) and declaring a crisis resolved according to the following:

Deescalating a crisis: a crisis level will be moved from a higher level to a lower level, when appropriate, when the all steps in the response protocols have been followed, but there is still a need to maintain a level of crisis awareness or response, and that response is more appropriate to the protocols described by a lower level. The District Governor will communicate with the Core CMT in the event of a deescalation of a crisis and activate the notification protocols as necessary.

Declaring a crisis resolved: a crisis will be deemed resolved when the all steps in the response protocols have been followed, there is no immediate risk to young people and volunteers, and there is no need to maintain a level of crisis awareness or response. The District Governor will communicate with the Core CMT in the event of a resolution of a crisis and activate the notification protocols as necessary.

Note: Outline additional criteria for deescalating or resolving a crisis and response protocols for each as according to your local circumstances.

b. Debriefing:
Immediately following a resolved crisis, a crisis simulation, or a narrowly avoided crisis, the Core CMT shall conduct a debriefing. Members of the Additional CMT may also be included, as necessary. The purpose of the debriefing is to ensure the response protocols were followed, if there are any action steps needed as a result of a crisis resolution, including, but not limited to, making updates to the crisis management plan and conducting emergency trainings.

A copy of the debriefing questionnaire (Appendix B) shall be included with any formal records and the district governor shall be responsible for ensuring that any actions recommended as a result of the debriefing are implemented.

Note: Debriefings can be formal or informal, but should always include a thorough and honest assessment of the crisis response so that improvements can be made.

c. Updating the Crisis Management Plan and Emergency Training:
It is important to review the crisis management plan regularly. The plan shall be updated as follows:
- Annually prior to the start of the new Rotary year by *{insert date}*.
- Following any changes to leadership or other youth protection policies.
- As a result of recommendations from a debriefing following a resolved crisis, a crisis simulation, or a narrowly avoided crisis.

Emergency (unscheduled) trainings shall be conducted as follows:
- Immediately following a resolved crisis when the results of a debriefing reveal a need to do so.

- If a crisis or emergency that involves young people is narrowly avoided, especially when the results of a debriefing reveal that youth protection policies or response protocols were not followed.

Note: These may not be the only circumstances that warrant an update to your crisis management plan or that may require additional training. Outline additional requirements according to your local circumstances.

VI. OTHER IMPORANT CONSIDERATIONS

a. Supporting Young People During a Crisis

Young people may require additional support, mental health counseling, or medical attention during or immediately following a crisis. It is important to check-in with young people who have experienced a crisis themselves as well as others who may have been present during an in-person emergency or who may also be indirectly impacted (friends, family, or others close to someone who experienced a crisis).

The following procedures should be followed during a crisis and immediately following a crisis:
- Assess the physical, mental, and emotional state of young people directly or indirectly impacted by a crisis
- Be supportive but also respect the young person's right to privacy or confidentiality if there is no reporting requirement
- Schedule a follow-up with anyone directly or indirectly impacted by a crisis with an appropriate person (Club counselor, district Youth Protection officer, etc.)
- Offer additional support services as follows. Notify _____ when additional support services are required

Service type	Provider	Telephone	Email
Ex. Mental Health	*ABC Counseling*	*+1-123-555-5555*	*ABC@email.com*

Note: Outline additional types of support that your district can offer according to your local circumstances or what types of professional services your district has contracted or has access to as part of your youth protection policies.

b. Administrative Protocols
Reporting: All required reporting (district-level, local, state/provincial, national, international, and RI) shall be completed within the designated required timeframe.

Record-keeping: An official record of a crisis response, including the corresponding completed debriefing questionnaire, along with any other relevant materials (press/media releases, media coverage, insurance claim application forms, official letters, email correspondence, police reports, etc.) shall be filed along with other private and confidential reports, accessible to only those with a need to review the record.

Note: Outline the specific required reporting timeframes either in this section or reference where they might be noted in your district youth protection policies. Outline additional record-keeping requirements according to your local circumstances.

c. Insurance and Expenses

Insurance: The district maintains liability insurance which can include coverage for bodily injury and/or property damage incurred in an emergency/crisis. Review the policy coverage/limits for additional information and policy reporting guidelines. All insurance-related questions or requests to submit a claim must be referred to *{insert insurance provider/broker name}*.

Note: A student's travel insurance should provide medical, repatriation, and evacuation coverages. Know the policy requirements, and the process for activating coverage, reporting a loss, and submitting a claim

Expenses: The district maintains an emergency crisis management fund in the event that there are expenses incurred that require immediate payment to provide for the safety and well-being of youth and volunteers, including expenses that may be later reimbursed by a liability insurance provider and those that may not be reimbursed. To the extent possible, all expenses must be approved in advance by *{insert responsible person}* and all receipts must be submitted for reimbursement and record-keeping.

Note: Reference the name and contact information for your insurance provider or note where to find coverage and policy information, and designate a main point of contact for insurance-related questions or claims. Crises can be expensive, especially when there may be costs not covered by insurance. Consult with your district finance committee and insurance provider to determine how much you should budget for an emergency crisis management fund and how those funds will be kept, audited, and managed. Outline any additional procedural considerations according to your local circumstances.

d. Media Crisis Guidelines

In the event of a media inquiry, request for comment, interview, or other details related to a crisis, the designated media spokesperson shall be the district governor, unless otherwise noted. All volunteers should be instructed as part of their crisis training to not respond to or otherwise comment on a crisis situation and rather refer all inquiries to the designated spokesperson. All volunteers should refrain from commenting on or otherwise sharing published content involving a crisis and refer the content to the designated spokesperson.

Note: Outline additional guidance, procedural considerations, and responsible people according to your local circumstances. Refer to [Rotary's Media Crisis Guidelines](#) for additional guidance when developing your district media crisis guidelines.

Rotary
Insert your district logo here.
Use Rotary's Brand Center to create one.

APPENDIX A - SAMPLE DISTRICT CONTACT LIST AND CRISIS NOTIFICATION PROTOCOLS

⚠️ This contact list should be updated annually or anytime a change is made in district leadership. This list should be distributed to everyone listed below and anyone who may need to contact those on this list in the event of an emergency (students, parents, host families, on-site medical personnel, etc.)

Name	Role	Email address	Telephone	Notifies
Ex. John Smith	*DG, Core CMT*	*John.Smith@email.com*	*+1-123-555-5555*	*All Core CMT*
Ex. Jane Doe	*District RYLA Chair, Additional CMT*	*Jane.Doe@email.com*	*+1-123-555-6666*	*District Youth Protection Officer*

APPENDIX B - SAMPLE DEBRIEFING QUESTIONNAIRE

⚠️ This questionnaire should be customized according to your local circumstances and include clear instructions, designate a responsible person, and indicate a realistic timeline for follow-up

Section 1 – Crisis Overview

Crisis Type:

_____

Crisis Level:

_____

Brief description:

_____

_____

Date(s) occurred:

_____

Section 2 – Crisis Response Check-list

☐ *Yes* ☐ *No*   1. Were the crisis type and level appropriately identified?

☐ *Yes* ☐ *No*   2. Was the crisis level appropriately escalated/deescalated?

☐ *Yes* ☐ *No*   3. Were the response protocols followed according to the crisis type/level?

☐ *Yes* ☐ *No*   4. Were the notification protocols followed appropriately?

☐ *Yes* ☐ *No*   5. Were the reporting requirements followed appropriately?

☐ *Yes* ☐ *No*   6. *If reporting required:* Was a report submitted to RI within 72 hours?

☐ *Yes* ☐ *No*   7. Was an insurance carrier notified?

☐ *Yes* ☐ *No*   8. Was the crisis resolved appropriately?

If any answer is marked "No" describe below for all instances:

Example: 1. At first we thought the crisis was only a Level 1, but after reviewing it again we determined it was actually a Level 2.

_____

_____

_____

_____

_____

_____

_____

_____

Section 3 – Crisis Management Plan Updates and Emergency Training

☐ *Yes* ☐ *No*   1. Does the Crisis Management Plan need to be updated?

If yes, describe what updates are required and include details in Section 3:

Example: The crisis definitions for each type of crisis will be updated with more detail to make it easier to identify the type and level of each crisis.

_____

_____

_____

_____

_____

☐ *Yes* ☐ *No*   2. Is an emergency training required?

If yes, describe what updates are required and include details in Section 3:

Example: The Core CMT will conduct a 30-minute virtual meeting with entire Crisis Response Team after the crisis definitions and levels are updated to make sure everyone is updated.

_____

_____

_____

Section 4 – Crisis Resolution Follow-up

Outline all follow-up steps required, the responsible person for each, and a timeline to complete the action steps:

Follow-up	Responsible person	Timeline
Ex. Update the Crisis Management Plan	*DG, Core CMT*	*4 weeks or by (insert date)*
Ex. Conduct online Zoom training to share the updated Crisis Management Plan	*District Youth Protection Officer, Core CMT*	*6 weeks or by (insert date)*

Section 5 – Acknowledgments

The underwritten acknowledge that they have participated in the crisis debriefing and agree to any follow-up actions described in Section 4.

_____

Print name   *Date*

_____

Print name   *Date*

_____

Print name   *Date*

_____

Print name   *Date*

_____

Print name   *Date*

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Print name   *Date*

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