



Organization Image, Reputation Management, and Crisis Communication Project

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July 1, 2020

Brief Description: New Horizons Regional Education Centers

New Horizons Regional Education Center (NHREC) is operated by the six Peninsula School Divisions to provide educational services that are most efficient to implement through a regional partnership. Those school divisions are Gloucester, Hampton, Newport News, Poquoson, Williamsburg/JCC, and York, VA. While the primary target audience for this report are the leaders of the organization it is necessary that I provide some historical information to put everything into perspective. The organization is governed by an appointed Board of Trustees with boards and councils that support various programs. Since the members of this bodies change often because many are volunteers or appointed by their companies it is necessary that I provide a comprehensive overview for all.

The school first opened in 1965 as the Virginia Peninsula Vocational Technical Education Center at the renovated Copeland Park Elementary School in Hampton, Virginia. The first high school faculty consisted of five teachers serving a student body of 85 students. The organization now serves over 1,500 public school students and another 1,200 adults per year. NHREC employees over 300 part-time and full-time staff. The annual operating budget exceeds \$20,000,000 annually.

As years have passed, the Center has continued to expand to meet an increasing school population, as well as increased industry demands. A third campus was built at Woodside Lane in 1978. This new facility located in Newport News was comprised of a single 78,000 square-foot CTE center specifically built to accommodate the latest in technical programs.

In 1985, Governor Robb and the General Assembly authorized \$2.5 million to construct the Butler Farm Road campus to consolidate the Copeland Park site and Buckroe Skill Center into one Hampton Campus. The new facility consisted of four buildings in a campus environment with a total of 104,000 square feet of instructional and laboratory space. At the time, the Board of Trustees changed the name from the Virginia Peninsula Vocational Technical Center to New Horizons

Technical Center, which was comprised of the Woodside Lane Campus (Newport News) and the Butler Farm Campus (Hampton).

Also in 1985, The Governor's School for Science and Technology was added to the Butler Farm Campus. This program was one of four schools in the state authorized by the Virginia Board of Education and offered college-level courses to the top science students of the Virginia Peninsula.

In 1993, the Superintendents and Board of Trustees further expanded the mission of New Horizons Technical Center by incorporating a highly successful regional special education program known as the Peninsula Area Cooperative Educational Services (PACES). The special education programs were moved to the Woodside Lane campus and the name of the organization was changed to New Horizons Regional Education Center in 1994 to reflect the enhanced scope of services. These new special education programs served youth between the ages of 4 and 21 years. The service areas were divided into Newport Academy for seriously emotionally disabled youth and the Center for Autism. The programs have grown today into premier regional day treatment programs. A third campus site (Kiln Creek Elementary) and a fourth campus site (York Middle School), along with the Woodside Lane facility, make up what is now the Center for Autism. The centers that fall under the NHREC umbrella are: Career and Technical Education Center, Governor's School for Science and Technology, Center for Autism, Newport Academy, Center for Apprenticeship and Adult Training, Youth Workforce Center, and Family Counseling Center. NHREC is the largest of the nine regional centers in the state of Virginia in both size and scope of service.

Currently, the centers operate on four campuses:

- Butler Farm Campus is a 115,000 sq. ft. bldg. on 30 acres
- The Woodside Lane Campus resides on 20 acres. The WL Career and Technical Education Center is a 75,000 sq. ft. bldg. and the WL Special Education Center is a 52,000 sq. ft. bldg.
- Kiln Creek is a 15,000 sq. ft. integrated wing at Kiln Creek Elementary School

- York Middle School is an 8,800 sq. ft. wing at York Middle School

Leadership Overview

NHREC is governed by a Board of Trustees that consist of 12 members (six voting members and six ex-officios). The voting members represent each of the six school divisions either as an employee or school board member. The six ex-officio members are the school superintendents in each school divisions. The NHREC organization is led by an Executive Director who reports to the Board. The Executive Director is responsible for the leadership of the organization and he supervise the directors and/or principals at the schools or centers. The Boards primary roles centers around voting on the budget, hiring the executive director when needed, weighing in on some contractual agreements and ruling on grievances. The building principals/directors oversee the school staff and serve on their Crisis Management Team. The leadership team members are:

Casey M. Roberts, Executive Director of New Horizons Regional Education Centers, the largest of the nine regional centers in the state of Virginia in both size and scope of service. Named to the position in June 2018, he is the fifth person to serve as the senior leader of the organization which was founded in 1965. He brings more than thirteen years of public education experience, eight of which were in increasing roles of leadership and administration at the high school, district, and regional levels. As the Executive Director, Roberts is responsible for the overall leadership, supervision and strategic development of seven regional programs of six participating school divisions (*Gloucester, Hampton, Newport News, Poquoson, Williamsburg-James City, and York*) to include; two Career and Technical Education Centers, the Governor's School for Science and Technology, Newport Academy, Center for Autism, Center for Apprenticeship & Adult Training, Youth Workforce Center and Family Counseling Center at the College of William and Mary. New Horizons serves approximately 1,500 public school students and another 1,200 adult learners annually. Prior to his current role, Roberts served as the Principal of Smithfield High School with Isle of Wight County

Schools and facilitated the brokering of a \$3 million donation from Smithfield Foods. The funds directly supported the creation of new facilities that would accommodate and promote the growth of innovative Career and Technical Education programming in welding, culinary arts, nursing, engineering & design, JROTC, and manufacturing. As a native of Hampton, Roberts earned his bachelor's degree in history with a minor in leadership studies from Virginia Tech and is a graduate of the Virginia Tech Corps of Cadets. He earned a master's degree in curriculum and instruction from Regent University and also holds an education specialist degree in educational leadership and administration from The George Washington University (GWU). He is currently completing his doctorate in educational administration and policy studies at GWU.

Kimberly D. Bracy, Executive Assistant/Clerk of the Board at New Horizons, is a native of Roanoke Rapids, NC. Bracy brings over 25 years of Public Relations experience to New Horizons. She previously served as a Senior Corporate Communications Manager at KapStone Paper and Packaging Corporation (formerly International Paper) for eleven years.

She has also worked as a Community Relations Manager for Halifax Regional Medical Center and a Public Relations Coordinator for GTE. She also volunteered as a Contributing Writer for The Daily Herald's Roanoke Valley Woman Magazine. She brings a wealth of event planning expertise for small meetings and audiences of over 5,000.

She received her Bachelor of Arts degree in Public Relations with a minor in English from North Carolina Agricultural and Technical State University (NCA&TSU). She has received specialized Media and Crisis Communications Training from Ketchum Public Relations in Atlanta, GA and The Ingram Group in Nashville, TN.

Mary Piatak, CPA, Director of Finance for New Horizons Regional Education Centers, and is responsible for all financial related activities of the Organization, including oversight of an operating budget in excess of \$20 million for the 2019-2020 school year. She has over 25 years' experience in

accounting, including 20 years in public accounting (four with Big Four accounting firm Ernst & Young), with a focus on audits of nonprofit organizations and financial institutions. Piatak holds a Bachelor of Science degree in Accounting from Clemson University and is licensed as a Certified Public Accountant in both Virginia and South Carolina. She is a member of the AICPA, the VSCPA, and the TCVSCPA.

Carol A. Porter, Senior Payroll/Benefits Specialist at New Horizons. Carol has held several positions at New Horizons; Teacher Assistant, Educational Secretary responsible for three campuses, and Human Resources Generalist before being promoted to her current position.

As the Sr. Payroll/Benefits Specialist, Carol is responsible for all aspects of Payroll that include maintaining payroll records to processing the monthly payroll. She is also responsible for the processing of Federal and State quarterly taxes, W2 and 1095-C processing and reporting, year-end processing, Virginia Retirement System reporting and updates. Carol coordinates employee benefits reviews and counsels employees on various retirement and benefit plans. In addition, she oversees the administration of COBRA and HIPAA compliance and provides proper notification to employees in accordance to federal regulations. Porter received an Associates of Arts degree in Business Administration from Saint Leo University.

Crystal Taylor, Systems Network Administrator of New Horizons Regional Education Centers since June, 2015; she previously held IT positions with Richmond transportation corporations and Pueblo School District 60 in Pueblo, Co. Taylor is an alumna of the University of Colorado and Colorado Technical University. Mrs. Taylor graduated with a bachelor's degree in Computer Information Systems with a focus on Network Administration and has held a Cisco Certified

Dewey W. Ray Jr., a native of Hampton, VA and a graduate of Hampton City Schools. He holds a Bachelor of Science in Biology from Christopher Newport University and a Master of Education from Old Dominion University, and an education specialist degree in educational leadership

and administration from The George Washington University. Mr. Ray joined the New Horizons Butler Farm Campus in October 2014, following 17 years of service within Newport News Public Schools. During his educational tenure, he has served as principal, science instructional supervisor, STEM magnet program administrator, teacher, and athletic coach.

His professional career outside of education includes working with two different Fortune 500 Companies. He worked over 10 years as an Analyst for Anheuser Busch InBev in the Quality Assurance Department. He also worked as a Senior Organizational Development Facilitator for Northrop Grumman and was responsible for process reengineering through leadership and lean events. Working in the consumer product and defense industries along w/ his educational leadership experience has helped shape his mission in career and technical education. His mission involves students learning and developing specific skills to become ready for adult life.

Dr. Melissa Bryant began her educational journey at Henrico High School as a Career and Technical Education teacher in 2007. In 2013 she joined the administrative team as the administrative intern and in 2015 Dr. Bryant became the Assistant Principal for Career and Technical Education at the Butler Farm campus of New Horizons. She holds a Bachelor's degree in Occupational and Technical Studies from Old Dominion University, a Master's degree in Curriculum and Instruction by way of University of Phoenix, and a doctorate in K- 12 Leadership from Regent University.

Nicole Stephens, Principal of the Woodside Lane Campus, began her career in education at Hampton High School in 2005. Ms. Stephens has served as an instructional leader in Newport News Public Schools, Isle of Wight County, St. Mary's County and Charles County both located in Maryland. She earned a Bachelor's of Science Degree in Biology with a minor in Chemistry from Old Dominion University. Ms. Stephens later attended Clemson University and Grand Canyon University where she earned her Masters of Education in Education Administration.

Chester Hall, Assistant Principal of New Horizons' Career and Technical Education Center at Woodside Lane was appointed to this position in August 2019 and brings with him 17 years of

Education experience, all but one by way of Accomack County Public Schools. In Accomack, he served as a 6th Grade Math and Science Teacher, a Marketing Teacher and DECA Advisor, the Prevention and Intervention Specialist, and most recently the Coordinator of Students Services and Human Resources. Hall is a 2001 graduate of Hampton University and 2012 graduate of Salisbury University, where he earned his M.Ed. in Educational Leadership. Chester is also a certified Academic Life Coach, and published author of two books.

Vikki L. Wismer, Governor's School has over twenty-five years of experience in the field of education with a diverse background in business. Ms. Wismer earned her M.S. in Elementary Education specializing in Montessori from Loyola College, B.A. in Public Affairs/Administrative of Justice from American University and Advance Professional Certificate in Administration / Supervision from Trinity College.

Angel Grant, Director of Special Education Services for the Center for Autism and Newport Academy, joined New Horizons Woodside Lane Campus in December 2011 as the Program Coordinator for both Center for Autism and Newport Academy EDID program. During her educational tenure, she has worked with children and adults with various disabilities. Additionally, she has held different leadership positions throughout her career. Prior to coming to New Horizons, Mrs. Grant worked with students with emotional disorders as a self-contained teacher for a regional program in Norfolk Public Schools, a case manager for children with various mental health disorders in a public and private residential treatment facilities, a self-contained and cross-categorical resource teacher for students with autism in a public school setting in Wake County Public Schools in North Carolina, and an adjunct professor at Old Dominion University.

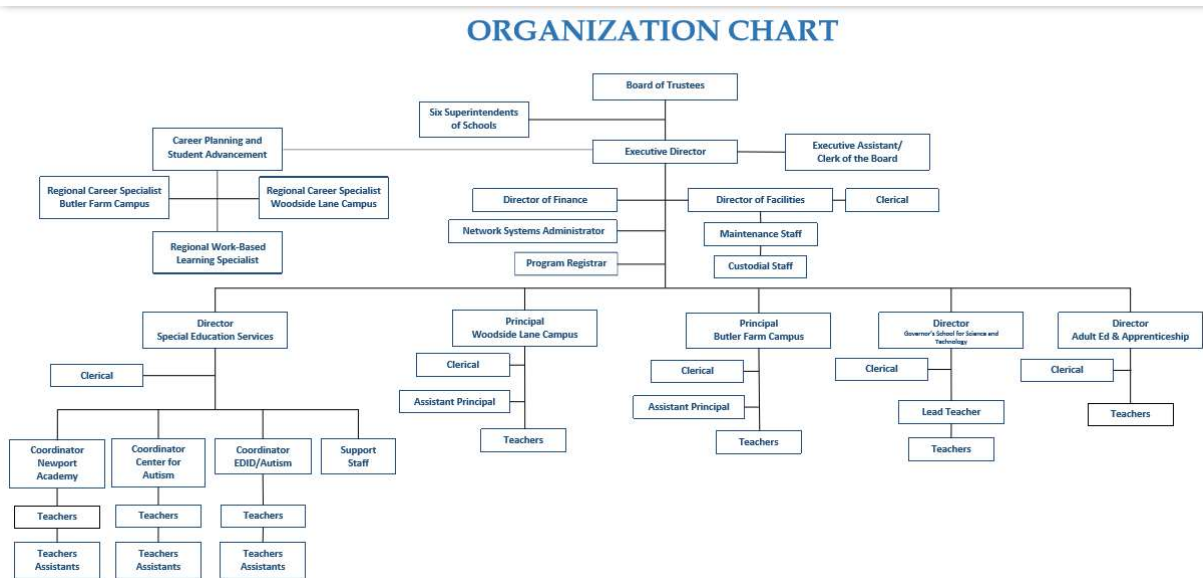
Shante' Harvey, Newport Academy Program Coordinator, since January 2013. Ms. Harvey joined the New Horizons team in 1998. Harvey earned her Bachelor's Degree in Psychology from North Carolina Agricultural and Technical State University (NC A&T SU). She earned her Masters of Education Degree from Old Dominion University and her Post Master's Certificate in Educational Leadership and Administration from The George Washington University.

Anthony Grimes, Program Coordinator for the Center for Autism, supervises the campus located at Woodside Lane. Mr. Grimes is a native New Yorker that has served over 25 years of experience working in various urban and rural school districts leading students and adults of diverse populations. In 2004, Grimes served as a Title One Coordinator for Newport News City Schools where he built a reputation for establishing mutually beneficial school/community partnerships. In 2007, he was hired as an Assistant Principal for Hampton City Schools and advanced to Principal of the Technology and Engineering and the Maritime Academies in 2017. Grimes earned his Bachelor's Degree in Vocational Education from State University of New York (SUNY) College at Oswego.

Leann Sorrell, Program Coordinator for the Center for Autism, supervises the campuses located at Kiln Creek Elementary and Yorktown Middle School. Sorrell served as a classroom teacher in Hampton City Schools for twelve years where she provided educational services to students with Autism and Intellectual Disabilities. In 2014, Mrs. Sorrell was hired as an Instructional Coach for Hampton City Schools where she worked with Special Education Teachers and inclusion teams, providing ongoing job embedded professional development. In 2017, Mrs. Sorrell joined York County Schools, as a Student Services Coordinator, where she provided support to division staff in the required policies, procedures and services for students with disabilities. She is a 2003 graduate Christopher Newport University where she earned her Bachelor of Arts and a 2016 graduate of Old Dominion University, where she earned her M.S. ED. in Educational Leadership with a concentration in Administration and Supervision.

Edward "Kip" Eure, Director for the Center for Apprenticeship & Adult Training at New Horizons Regional Education Center, joined this dynamic organization in July of 2018. Eure manages and directs a faculty and staff that support and drive multiple adult programs and apprentice related instructional courses which support the State of Virginia's Registered Apprenticeship cohort program sponsors.

Figure 1



A combination of evaluation methods were used to develop this report. Those methods include formative and process/implementation. The information obtained will be used to further develop and refine the organization's image and crisis communications planning. In May 2020, meetings were conducted with students and members of the Board of Trustees to gather information about the organization's image, reputation and crisis communications efforts. The introduction to these discussions began with asking the participants what they knew about NHREC before attending the school or joining the board and what would you change about the organization. The discussions then transitioned to the following questions:

1. Why did you choose New Horizons?
2. Does the staff address your learning needs and/or concerns?
3. What are some things you would change about your experience at New Horizons?
4. What advice would you give future students or board members?
5. Do you feel NHREC is prepared to handling crises impacting students and staff or other stakeholders?

A sampling of responses included:

Q1: (Students) The computer science courses. People think this is a vocational school but it is more than that. A group of friends attended NHREC and enjoyed it. I was thinking about not going to college so I decided to try to try this to see where it goes. Some NHREC representatives came to my school and I was impressed by the presentation. I chose the vet programs, I love animals.

(Board) I really didn't know a lot about NHREC. I filled the position because it was part of my job. I thought it was just a vocation program.

Q2: (Students) I don't like worksheets or lectures. Hands-on exp. Working with equipment. Less paper more equipment. Computer program-everything is online. He has a great course for us to follow. He says let's figure it out. We are allowed to do projects on the side. Sometimes independent work is good too. People coming into talk or when we go out into the industry. Every day I come here my skills get better. Culinary-we are doing the same thing as last year, this is my second year, I want to be more advanced. Electronics-does not learn as much using book. Learns hands-on, Plumbing student said the same.

(Board) The Executive Director is very responsive. They have a favorable reputation in the community. It is a good investment for our taxpayers' dollars.

Q3: (Students) Sometimes there are distractions in classroom, I have a hard time hearing things. Electronics-fast paced, content heavy. Time management, working together in groups. In high school, they say collaborative but it's just discussion but not real project work. It's not as intense at NH. Learning to work with not just people in class but in other classes in bldg. Need measuring skills, critical thinking to figure things out.

Q4: (Students) Learn as much as you can. Research that trade or field. Dedicate yourself to it. One student is in GLS. Sophomore year I didn't learn about NH. Maybe a little session. Need more info, Cut down on flyers. Get the counselors involved. Announcement of deadlines.

Increased campus tours. They prefer info through Social Media. Only one of them has our app downloaded right now.

(Board) Visit the schools on days other than for board meetings. Serve as a volunteer.

Understand your role as an ambassador.

Q5: (Students) I guess, we have a lot of drills. I hear a lot of about emergency preparedness at my home school.

(Board) We need to hear more about the crisis planning process. An update once a year would be helpful.

Assessment of the Organization Image and Reputation Management

NHREC presence on the Peninsula of Virginia dates back to the mid-sixties. Their model transitioned from being a vocational school to an organization that provided a myriad of services including continuing education, adult training, programs for special education students and the prestigious Governor's school. Additionally, while the organizations is funded by and services six school division NHREC is not a school division. It can be described as one large center with several smaller centers (programs) that are provided to the six school systems the serve. The adult programs are open to any program regardless of where they live. Many people refer to NHREC as a school division. That is a misconception. I met with Casey Roberts, Executive Director, to identify ways to refine the image and reputation of the organization. NHREC does not have a person who is solely responsible for communications or public relations. That role falls within the executive director's office. "The way organizations are structured and work organizationally dictates how communication can be deployed effectively" (Carroll, 2013, pg. 83).

Based on my experience, I believe that NHREC embodies each of the corporate reputations mentioned by Carroll (2013). There are always some distinct differences between what a company sees itself as and what images others may form. NHREC uses various methods to shape what its internal and external customers think of the company. Carroll shares, that one commonality of the different types of corporate reputations is they contain messages about the "who the organization is"

(pg. 4). The communicated reputation of the organization is that it provides one-stop training for students in the divisions served. However, the construed reputation of the management was that the community doesn't understand what the organization does. It is a constant role of the strategic plan and messaging to define to the community-at-large who NHREC was.

Carroll shared his observation that messages can be viewed as feedback or noise (pg. 8). NHREC typically views the messages about its reputation as feedback and in most cases made adjustments to better communicate its efforts.

NHREC realizes their challenge of people have a lack of knowledge of who they are. The Executive Director tries to be involved with trade organizations, maintain relationships with business leaders, and use speaking engagement as a means of defining New Horizons. The efforts fall short because he is limited as to what he can accomplish while tasked with his main responsibility of running the organization. After meeting with students, board members and the executive director I reviewed the five-year strategic plan. Upon review, there were several areas identified that align closely with the need to refine the image of the organization. Under the plan's five Strategic Priorities, the second priority is "Connect and empower through multiple venues and platforms to reach all stakeholders to share out story and opportunities." Phase 3 of the planning timeline called for stakeholder meetings. In the Career and Education Technical section of the report, Goal 2 is to communicate the CTE story of success. In the Governor's School section of the report, Goal 1 is stakeholders will have a better understanding of services and opportunities offered by New Horizons.

"Although school culture has received much attention in school marketing literature over the last two decades (e.g., Barth, 2006; Bush, 1995; Everard, Morris, & Wilson, 2004; Fallon, O'Keeffe, & Sugai, 2012; Gruenert, 2008), the concept of school image has received little research attention (e.g., Eger, Egerová, & Jakubíková, 2002; Wilkins & Huisman, 2013). This is the case with NHREC. There is no correlation between the marketing material and who NHREC is as an organization.

Image and Reputation Management Recommendations

Table 1

Recommendation	Rationale
Complete rebranding to include logo, tagline and the names of programs.	A complete redesign is hard but necessary for better alignment with company core value.
Redesign current website.	The current website is outdated. The information is buried under multiple links and not user-friendly. The new website will drive traffic and interest to the organization.
Involve leaders of the board in strategic planning process and students.	The current model is shaped by the leadership team more input is needed to make sure that you are addressing the needs of all stakeholders.
Stop using “cookie cutter” messaging	Tailor the messaging to the particular stakeholder. Using openness and integrity as a guide.
Create content to influence perception	Messaging should evoke emotion and inspire action.

Organization’s Crises, Crises Preparedness, and Response Assessment

NHREC is like any organization it can and will face a crisis at some time Crises potentially faced by the organization may include: 1) loss of funding 2) school shooting 3) death of an employee 4) allegations of sexual misconduct by student or staff member 5) dismissal of school leader

Subtypes of some of these crises that may occur as a result of the larger crises may include (Coombs, 2019):

Table 2

Crises	Subtypes
Loss of Funding	Elimination of programs, decrease in enrollment, layoffs
School shooting	Lawsuits, financial impact, loss of trust by stakeholders
Death of an Employee	Emotional impact of students and staff, disruption of operations
Sexual misconduct by staff or student	Lawsuits, subsequent investigations
Dismissal of school leader	Loss of support, low morale among staff and students.

Ratings based upon likelihood and impact for each crises are as follows:

Table 3

Crises	Likelihood	Impact	Vulnerability Score (Likelihood x Impact)
Loss of Funding	10	8	80
School Shooting	5	10	50
Employee Death	5	8	40
Sexual Misconduct	5	10	50
Dismissal of leader	5	8	40

Currently, NHREC does not have a Crisis Communication Plan (CCP). While there is a Crisis Management Handbook that identifies the Crisis Management Team, roles and provides various resources to address crises there no mention of communications. “Preparation is the best-known factor in crisis management because it includes the Crisis Communications Plan,” (Coombs, pg. 7).

Leadership is also a very important component in crisis management. Coombs shared that leadership can have a major effectiveness of the crisis management effort. NHREC does not have a CCP or the director is the only spokesperson. The director has not undergone media training. NHREC has done an exceptional job with the selection of the CMT members based on their knowledge bases (Coombs, pg. 63).

According to the organizations Crisis Management Handbook, the CMT includes the executive director and/or principal, other administrators, nurse, school psychologist, school security officer and one or more selected teachers. Additionally, the Police Department (school resource officer or precinct officer), Mental Health Services, and Fire Department should be asked to consult with the school team. A roster of team members and contact information will be maintained as part of the school’s CEMP. The CMT should meet on a regular basis and discuss not only the crisis management plan, but also any areas of concern in the school.

A CCP for NHREC will cover various methods to reach stakeholders, traditional and non-traditional. One area that will prove very beneficial to the organization in developing their CCP is there social media presence. “Having a social media manager on the crisis team helps to promote integration and avoid the problem of who controls social media during a crisis,” (Chand, 2013).

Currently the organizations communicates via their website, mobile app, social media, a digital flyer service called PeachJar, and news releases.

When considering a recent crises, there are a few that came to mind. In the last, year a student died as a result of gun violence. While he attended classes at NHREC, he was identified by his home school not as a NHREC student. In March, we had a student tell a few of his classmates that his mother was an ICU nurse and had contracted the coronavirus and had to be quarantined. This news began to spread throughout the school like wildfire. The principal immediately began investigating the matter, it was discovered the student was lying. The school did not have to initiate its CMT. A few years ago, a teacher and teacher assistant were arrested assaulting an autistic students. In the absence of a CCP, the school released the following statement to the media: “An official at the school says the two suspects are now on leave and that the center was cooperating with authorities.” In my opinion, had a strong CCP and CMT could have used social media to release a reassuring message from the director. The information released left more questions than answers.

Recommendation	Rationale
A NHREC Crisis Communications Plan should be developed.	Lack of a CCP puts the organization at risk for damage to its image and reputation. Additionally, it increases the risk for stakeholders.
Redesign current website.	The website needs to be user-friendly. The information needs to be easy to find. Additionally, the website needs to have the capability to transition to a dark site that can be used
Provide adequate training for media spokespersons	The director needs appropriate training to properly deliver messages. Additionally, other key staff need training.
Initiate social medial monitoring	Monitoring is necessary to identify brooding crisis but also to push information across platforms during crises.
Employ tactics to increase greater stakeholder engagement	An assessment needs to be done to determine which platforms or programs are utilized by stakeholders.
Ensure regular training and meetings for the CMT to include drills	Preparedness is one of the most important parts of a CCP.

Summary

NHREC is a phenomenal organization giving students an opportunity to earn skills and certifications that allow them to be workforce ready after high school. The organizations have many programs that allow students to earn a competitive income. The further development of the CMT and the initiation of a CMT will minimize some risks for the organization and also put them in a position to increase stakeholder trust and engagement. Additionally, these measures will help better craft the narrative around the services to the community.

Biblical Application Addendum

God is the ruler us all whether it is our business or personal lives. Our biblical principles help us to recognize what is prudent. According to Colossians 1:16-17 (ESV), “For by him all things were created, in heaven and earth, visible and invisible, whether thrones or dominions or rulers or authorities, all things were created through him and for him. And he is before all things

and in him all things hold together.” God has authority over us, this includes managing the reputation of NHREC, and the manner in which we approach managing crises. In 1 Corinthians 10:31, “So, whether we eat or drink, or whatever we do, do all to the glory of God.” In all things we must glorify him. This applies to our image as an individual or company, establishing our reputation, evolving and making adjustments as needed to better meet the needs of our stakeholders, and the manner in which we face challenging times. These are all defining moments and there is an answer in the word about each.

When developing a crisis management/communications plan and viewing it through the Christian/biblical point of view special consideration should be given to avoiding withholding information. This practice can cause damage to the organization they potentially can never be repaired. You should include the mission statement, why your organization exists. Additionally, when looking at stakeholders in a crisis don't underestimate the power of your members. By including them on key messaging they serve as great ambassadors. Christian churches and ministries may be more susceptible to withholding information because leaders want to protect the image or reputation of the church. Especially in situations involving leaders and violations of trust. The following scriptural references can be used to encourage communication of the truth and not withholding information:

“Therefore, having put away falsehood, let each one of you speak the truth with his neighbor, for we are members one of another.” (Ephesians 4:25, ESV)

“And you will know the truth, and the truth will set you free.” (John 8:32, ESV)

“For kings and all who are in high positions, that we may lead a peaceful and quiet life, godly and dignified in every way.” (1 Timothy 2:2, ESV)

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