## Communication Protocol Manual

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Weather Procedure

School Closing Procedures
With the winter season quickly approaching, Dayton Public Schools wants to inform staff, students, and parents about our school closing procedures. The decision to close school because of inclement weather is a difficult and serious undertaking. When deciding whether to close schools, we take the following factors into consideration:

- Amount and type of precipitation;
- Weather forecasts (start and stop times);
- Ability to clear parking lots and sidewalks around schools;
- Street (highway, thoroughfare and residential), and bus stop conditions;
- Wind and wind chill, and;
- Temperature.

Members of the DPS weather team closely monitor local forecasts at first announcement of a storm front. At all times, the safety of students and staff is the basis for determining the cancellation of school.

In most situations, the decision to close schools will be made by 4:30 a.m. When schools are closed for the day, all extracurricular activities, interscholastic athletics, practices, and field trips are cancelled. Notification of school closings because of inclement weather will be communicated to the following:

Radio Stations**

AM Radio
- WHIO – 1290

FM Radio
- WDPS – 89.3, WGTZ 92.9, WHKO 99.1, WDHT 102.9, WXEG 103.9, WTUE 104.7, WMMX – 107.7, WMUB – 88.5

**Radio stations will typically refer listeners to their websites for school closings and delays and will not announce school closings over the air.

Television Stations

- WBDT/WB Channel 13 (Time Warner), WDTN – Channel 2, WHIO – Channel 7, WDPS – Channel 21/99.7 (Time Warner Cable subscribers), WKEF – Channel 22, FOX TV – Channel 45

Dayton Public Schools Website

- www.dps.k12.oh.us
- Facebook.com/daytonpublicschools

We ask that you do not call your school or the media concerning cancellations. Please listen to the above stations or check our website for information about school closings. If you have any questions or concerns regarding these procedures, please contact the Office of Safety and Security, 542-7000.

We appreciate your cooperation and understanding when school cancellations occur.
Weather Incident Management System (WIMS)

Weather Team Procedures

- Prior to 10 p.m. the night before forecasted inclement weather (snow/ice/heat/wind/rain), operational team members (Pierson and Wallace) will obtain weather data from the National Weather Service and meteorologists. The patrol team (Transportation and Operations) will investigate street conditions and communicate their findings to the operational team.

- Operational team members will confer with Jo Wilson and John Carr.

- At 10 p.m., a teleconference, including the following, will be convened to discuss available information and make a recommendation to the Superintendent:
  - Superintendent
  - Operations
  - Public Information Officer
  - Executive Director of Facilities and Operations
  - Director of Transportation
  - Operations Manager
  - Director of Safety and Security

- After a decision is made, calls will be made to other staff members based upon the contact tree.

Communication Flow During the Decision Making Process

[Diagram showing the flow of communication between different roles and departments involved in the decision-making process.]
Weather Procedure (continued)

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Function</th>
<th>Mode</th>
<th>Backup</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lori L. Ward</td>
<td>Superintendent</td>
<td>Final Decision Maker</td>
<td>Communicates with the Board and Direct Reports including PIO</td>
<td>John Carr</td>
</tr>
<tr>
<td>Operations</td>
<td>Operations</td>
<td>Recommends Course of Action to Superintendent</td>
<td>Communicates to Superintendent and Direct Reports</td>
<td>Jo Wilson</td>
</tr>
<tr>
<td>Jill Moberley</td>
<td>Public Information</td>
<td>Communicates to Media, DPS Staff, and Direct Reports</td>
<td>Media Advisory Website Social Media</td>
<td>Comm. Specialist</td>
</tr>
<tr>
<td>Jo Wilson</td>
<td>Facilities &amp; Operations</td>
<td>Facilities, Site, and Equipment Oversight</td>
<td>Communicates to Operations and Direct Reports</td>
<td>Rick Rayford</td>
</tr>
<tr>
<td>Mark Pierson</td>
<td>Operations</td>
<td>Assess Site Conditions and Forecasted Conditions; Coordinate Grounds and Custodial Efforts</td>
<td>Monitors Current and Forecasted Conditions; Communicates to Executive Director of Facilities &amp; Operations, and Direct Reports</td>
<td>Kirk Vencill</td>
</tr>
<tr>
<td>Rick Rayford</td>
<td>Maintenance</td>
<td>Assess Facilities and Equipment Conditions; Coordinate Maintenance Efforts</td>
<td>Contacts Utilities and Support Agencies; Validates Facility Conditions</td>
<td>Mike Helpling</td>
</tr>
<tr>
<td>Jamie Bullens</td>
<td>Safety &amp; Security</td>
<td>Assess Road Conditions and Building Security; Coordinates Security Efforts</td>
<td>Monitors Current Weather and Building Security; Communicates to Executive Director of Facilities &amp; Operations, and Direct Reports</td>
<td>Richard Wright</td>
</tr>
<tr>
<td>James Wallace</td>
<td>Transportation</td>
<td>Assess Road Conditions, and Bus Availability; Coordinate Transportation Efforts</td>
<td>Monitors Current Weather, and Bus Status; Communicates to Executive Director of Facilities &amp; Operations and Direct Reports</td>
<td>Tim Stafford</td>
</tr>
<tr>
<td>Jameka Bennett, Mychelle Brown, Erica Dowell-Evans, Richard Knight, Jr.</td>
<td>Transportation</td>
<td>Assess Road Conditions and Bus Availability</td>
<td>Drives Assigned Area/Locations; Communicates to Transportation Team Leader</td>
<td>Jameka Bennett, Mychelle Brown, Erica Dowell-Evans, Richard Knight, Jr.</td>
</tr>
</tbody>
</table>
Weather Procedure (continued)

**Contact Tree:**

<table>
<thead>
<tr>
<th>Jo Wilson</th>
<th>Lori Ward</th>
<th>Jill Moberley</th>
<th>Jo Wilson</th>
<th>Jamie Bullens</th>
<th>James Wallace</th>
<th>Mark Pierson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lori Ward</strong></td>
<td>Jill Moberley</td>
<td>Media</td>
<td>Rick Rayford</td>
<td>Richard Wright</td>
<td>RTA Dispatch</td>
<td>Kirk Vencill</td>
</tr>
<tr>
<td><strong>Chief of Schools</strong></td>
<td>Dr. Walker</td>
<td>Ken Kreitzer</td>
<td>Ed McCullough</td>
<td>Tracy Hines</td>
<td>Jameka Bennett</td>
<td>City of Dayton Street Maintenance Jim Brinegar</td>
</tr>
<tr>
<td><strong>David Lawrence</strong></td>
<td></td>
<td>Comm. Specialist</td>
<td></td>
<td></td>
<td></td>
<td>Public Works Fred Stovall Cheryl Johnson</td>
</tr>
<tr>
<td><strong>CoSs notify Principals</strong></td>
<td>Cathie DeFehr</td>
<td>Colleen Wells</td>
<td>Mary Raines</td>
<td>Carolyn Humble</td>
<td>John Wortham</td>
<td>Mychelle Brown</td>
</tr>
<tr>
<td><strong>Mark Black</strong></td>
<td></td>
<td></td>
<td>Marco Chambers</td>
<td></td>
<td>Erica Dowell-Evans</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dayton Police Department</td>
<td>Richard Knight, Jr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mont. County Sheriff's Office</td>
<td>Tim Stafford</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DPS Media Policy

Public Information Program
The public information program of Dayton Public Schools will be coordinate in nature. Specifically, the Public Information Office retains responsibility for and direct authority over the public information program of the entire district as authorized and instructed by the superintendent of schools. However, recognizing the complexities involved in disseminating information in a system of Dayton's size, specific responsibilities will be assigned, as the need arises, to those units best equipped to handle them.

Procedures
The principal or his/her designee is the media contact for the individual school. All media inquiries to the Public Information Office pertaining to a specific school will be coordinated through the appropriate principal. Conversely, the principal is expected to coordinate requests for media coverage through the Public Information Office.

Principals should be adequately prepared to discuss their schools' policies and programs when called upon to do so. Principals are not, however, expected to address matters pertaining to board or central administration policies or procedures. If such inquiries are made during an interview, a principal should not hesitate to send the reporter back to the Public Information Office for further referral. The guidelines below apply also to department and program heads.

Requests from the Building Level
When a publicity request is made from the building level to the Public Information Office as a result of a school achievement or event, the Public Information Office will issue the proper notification to the appropriate news media. This is done with the understanding that the school initiating the request is prepared to receive news media in the building and give them the information and access to cover the story.

Requests from Reporters
When a request is initiated by a media representative to enter the school as a result of an independent school-related story on which the reporter is working, the Public Information Office will notify the principal. The media must supply the following information:

- the date and general time of day a reporter wants to come into the school
- to whom the reporter wants to talk
- for what reason

The Public Information Office, working with the media representative and the principal, will attempt to work out a schedule agreeable to all concerned for a school visit and interview.

If a principal has not received prior notification from the Public Information Office that a reporter will be contacting the building, the principal must refer the inquiry back to the Public Information Office immediately. The Public Information Office will ALWAYS give prior notice, including when and for what purpose, a reporter is planning to visit a school.

This second type of inquiry can often be the most difficult to set up for two reasons: (1) the nature of the reporter's story might concern an aspect of school the principal may not want to discuss, and (2) the Public Information Office is often asked to help a reporter meet a deadline that conflicts with the school schedule.

When these types of inquiries are made, it is well to remember that the school system is a public institution and it is inherent in the responsibilities of school administrators to cooperate with those who want to know what is going on in the schools. A school representative's reaction to a reporter is as important to the outcome of the story as is the material gathered for the published or broadcast item.
It is also important to remember that, if we invite the media to come into the schools when we want them there, it is our responsibility to cooperate with them when they want to be there. In setting up inquiries of this kind, however, four guidelines will be followed:

1. Classes should not be interrupted for general interview purposes unless the principal or a teacher feels the interview would promote the classroom discussion.

2. Media representatives may sit in on or video record in classrooms only if it is agreeable to the building principal and the teacher(s) involved.

3. Media representatives may have access to students and teachers for interview purposes during lunch periods and after school hours on school property with permission from the building principal.

4. Media representatives should be expected to observe all the rules and regulations set up for public visitors.

**Media Access to a School Building During or After a Crisis**

In a crisis or emergency situation, it is imperative to disseminate accurate, objective information. All such information should come directly from the principal to ensure that false rumors do not get started. The principal's responsibilities are threefold:

1. Contact Safety and Security when the crisis occurs so the rumor control and/or emergency dispatch process can begin.

2. Instruct staff to refer crisis-related telephone calls to Safety and Security. Media inquiries must be referred to the Public Information Office. Safety and Security will contact the Public Information Office. If time permits, after calling Safety and Security, call the Public Information Office. If media representatives arrive at the school without prior notification from the Public Information Office, the principal may give them the facts, and then notify the Public Information Office immediately. Note the reporter's name and the medium so the Public Information Office will follow-up if necessary.

3. Be prepared with the facts so you can answer questions on the scene:
   
   WHO (no names please . . . "student," "teacher," etc.)
   WHAT (a brief description of what happened)
   WHEN
   WHERE
   WHY
   HOW (what caused the disruption/situation, if you know) Don’t speculate.
   WHAT IS BEING DONE (explain what steps have been taken to alleviate the situation)

**Follow-up**

If you believe you have been misquoted or misrepresented following contact with a member of the media, call the Public Information Office immediately.
Emergency Procedures

Accident/Incident at School

Whether an accident/incident is unintentional and results in minor injury or is the result of aggressive behavior, it is important to complete a written report. Accident Report and Behavioral Incident Report forms are available online. Accident Forms are also available through your school nurse.

Principal/Administrator
- Consult with school nurse regarding injury.
- Contact parent/guardians as appropriate for follow-up services, if needed.

Staff
- Assess the situation.
- Depending on the severity, provide immediate first aid.
- Report accident to principal and office.
- If injury is severe, contact school nurse.
- If injury is life threatening, call 911.
- Keep person comfortable until trained EMS arrives.
- Complete the online incident/accident report.
Emergency Procedures (cont.)

Biological Agent Release

This incident involves the discharge of a biological substance in a solid, liquid, or gaseous state; and it may be radioactive. The introduction of a biological agent can happen through the following means:

- Postal mail, via a contaminated letter or package.
- A building’s ventilation system.
- A small explosive device to help it become airborne.
- A contaminated item, such as a backpack, book bag, or other parcel left unattended.
- The food supply
- Aerosol release (for example, with crop duster or spray equipment).

Principal/Administrator

If the biological release is outside the building, initiate SHELTER-IN-PLACE:

- Shut off HVAC, move to a safe area, and seal doors and windows with duct tape.
- Call 911, share nature of problem and the actions taken. Contact Safety and Security at 542-3070.
- Turn on battery-powered radio and listen for instructions. Remain inside the building until Fire Department determines it is safe to leave.
- Contact Public Health - Dayton & Montgomery County.

If the biological release is inside the building, initiate EVACUATION or OFF-SITE EVACUATION, as appropriate:

- Move up-wind from the potential danger.
- Call 911; provide exact location and nature of emergency
- Isolate and restrict access to contaminated areas. Wait for instructions from emergency responders. Contact Safety and Security at 542-3070.
- Return to the building when declared safe by Hazmat and/or Fire Department.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT

- Keep safe, but in separate area, isolated from those unaffected, until help arrives.

Staff

- Notify principal.
- Move students away from immediate area of danger.
- If the biological release is outside, EVACUATE and move students inside immediately. Segregate topically contaminated students from unaffected individuals.
- Take attendance; report missing students to principal or designee.
- Provide first aid as necessary
Emergency Procedures (cont.)

Bomb Threat

Principal/Administrator

- Call 911.
- Contact Safety and Security (542-3070), who will notify the superintendent.
- Determine validity of the threat.
- Determine whether to evacuate the building.
- Use intercom or PA to evacuate; caution students and staff to not pick up or touch any strange packages or objects.
- Use the building intercom to instruct everyone to turn off their portable radios. Radio frequencies may trigger explosives.
- Modify evacuation routes based on the location of the device.
- Contact the Public Information Office to coordinate media requests for information.
- Work with the Public Information Office to prepare written notification of the incident to parents.
- Return to the school building when the “All Clear” is given by proper authorities.
- Send an all-call to parents after the “All Clear” is given by proper authorities

Staff

- EVACUATE students as quickly as possible.
- Use primary alternative routes.
- Evacuate immediate area(s) of suspected/reported device first.
- Once you arrive at designated safe site, take attendance.
- Notify the principal of any missing students.
- Notify Safety and Security (542-3070) of any possible information provided by students.
- Maintain sign-out sheets of students.
- Return to school when the “All Clear” is given by Safety and Security.

Safety and Security

- Director or designee will assume role of Incident Commander upon arrival.
- Safety and Security personnel will assure the building is clear of all students and staff.
- Work as the DPS liaison with law enforcement, EMS and fire personnel.
- Work as liaison to DPS stakeholders/partners (i.e. Operations, Transportation, Central Operations, and Administration).
- Once the “All Clear” is given by Safety and Security, internal investigation begins.
- Prepare summary communication to the superintendent.
- After Action Report is prepared and presented to the superintendent.

If device is located/detonated

- DPS stakeholders/partners (i.e. Operations, Transportation, Central Operations, and Administration) are notified and placed on stand-by.
Emergency Procedures (cont.)

Bomb Threat (continued)

Bomb Threat Scenarios

Threat received by telephone
- Remain calm.
- Listen, don't interrupt.
- Keep the caller talking; pretend hearing difficulty.
- Notice the details; background noises, voice description.
- Don't touch any suspicious objects.
- Notify the principal/designee.
- Develop a written statement.
- Notify parents with all-call.

Threat received by email/social media
- Public Information Office or school administrator notifies Safety and Security (542-3070), who will notify the superintendent and other school officials.
- Determine validity of the threat.
- Develop a written statement.
- Notify parents with all-call.

Threat received by message found in the building
- Secure the area where the message was located.
- Photograph the message
- Notify principal/designee
- Develop a written statement
- Notify parents with all-call.

Threat received by mail
- Document the way the threat was delivered, where found, and who found it.
- Limit touching or handling the item.
- Place in an envelope so fingerprints may be detected; turn over to law enforcement.
- Caution students not to pick up or touch any strange package or object.
- Notify principal/designee.
- Develop a written statement.
- Notify parents with all-call.
Emergency Procedures (cont.)

Bus Accident

Driver
- Turn off power, ignition, and headlights. Use safety lights, as appropriate.
- Contact Transportation.
- Dispatch to notify of the accident via radio, providing the following:
  - Location
  - What school
  - Degree of accident
  - Status (loaded or unloaded)
  - Injuries, if known and begin basic first aid
- Driver should secure the scene with flares and triangles (State Law).
- If scene is unsafe, remove all students to a safe distance from the accident.
- Complete Vehicle Loss Report.
- Complete Student Accident List.
- Complete OH-1 Accident report.
- Driver information exchange

Safety and Security
- Backup to Transportation supervisor
- Notification of Public Information Office and superintendent

Transportation Dispatch
- Notify 911 or local law enforcement of injury status or property damage.
- Notify Transportation supervisor.
- Notify Safety and Security (542-3070).
- Notify school building principal/administrator via email.
- Notify the superintendent and other DPS staff via Nixle.
- Provide courtesy call to the parent(s) of the students who:
  - were involved in the minor accident.
  - were involved in major accident, and were removed via medic unit due to injuries.
- Inform parent(s) which hospital the student was removed to.
- Scan the Student Accident List to the principal, administrator, and building nurses.
- Forward a copy of all reports to Tom Ryan (insurance company).

(continues next page)
Emergency Procedures (cont.)

Bus Accident (continued)

Transportation Supervisor
- Respond to the accident location.
- Evaluate the situation.
- Take charge – Document/triage until police/EMS arrive on scene.
- Verbal triage of all students.
- Provide list of students and passengers on bus at time of accident to the principal and nurse

Unoccupied Bus
- Provide driver with Vehicle Loss Report.
- Determine if a tow is needed.
- If needed, escort the driver to Concentra Medical for post-accident drug test.

Occupied Bus
- Provide driver with Vehicle Loss Report.
- Provide driver with Student Accident List.
- Provide list of students and passengers on bus at time of accident and the location of the accident to the DPS Call Center.
- If needed, escort the driver to Concentra Medical for post-accident drug test.
- Determine if tow is needed.
Emergency Procedures (cont.)

Chemical Accident

Person discovering the spill
- Alert others in the immediate area to leave the area.
- Close all doors and restrict access to affected area.
- Notify principal or building administrator.
- Send all-call or letter to parents

Safety and Security
- Notify superintendent of evacuation site.

Principal/Administrator
- Notify the Fire Department and Public Health. Provide the following information:
  - School name and address, including nearest cross street(s)
  - Location of the spill and/or material released; name of substance, if known
  - Injuries, if any
  - Your name and telephone number
- Notify the custodian to shut off mechanical ventilating systems.
- If necessary, initiate EVACUATION using primary or alternate routes, avoid chemical fumes.
- Post a notice on the school door indicating the location of the evacuation site.
- Contact Safety and Security (542-3070).
- Send a note home with students for their parents/guardians describing the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Staff
- If EVACUATED, direct students to nearest designated building or assembly area.
- Take class roster and Go Kit; make sure all students have left the building.
- Do not leave students unattended at any time during evacuation process.
- Keep students calm and quiet during evacuation.
- At evacuation site, take attendance, notify principal/administrator of any missing students.
- Return to the building when emergency response personnel determine it is safe.
Emergency Procedures (cont.)

Criminal Act

Principal/Administrator
- Notify police (911) and Safely and Security (542-3070).
- Identify all parties involved (if possible); identify witnesses, if any.
- Preserve crime scene.
- Except for rescue personnel, deny access to the immediate area until police arrive.
- If an individual is armed with a weapon, USE EXTREME CAUTION.
- Do not attempt to remove the weapon from his/her possession; allow police to do so.
- If the incident involves a student, notify the parents or guardians.
- Question the victim in the presence of another staff member.
- Let police obtain specific details about the crime, following student interview protocols.

Staff
- Care for the victim; provide any medical attention needed.
- Preserve the crime scene.
- Except for rescue personnel, deny access to the immediate area until police arrive.
Emergency Procedures (cont.)

Death of an Employee/Student (onsite)

Principal/Administrator
- Notify school nurse.
- Call 911
- Call Safety and Security (542-3070).
- Contact building SRO, if one is assigned.
- Communicate via cell phones, not DPS radios.
- Safety and Security will notify superintendent.
- Verify death.
- Make appropriate notifications of DPS administrators.
- Contact Public Information Office (542-3052).
- Meet with staff/crisis team as soon as possible.
- Determine whether additional resources are needed and make requests.
- Meet with all staff as soon as possible to share the known facts.
- Notify students of availability of counseling services.
- With assistance of Public Information Office, prepare an informational letter to parents and distribute it to students at the end of the day.
- Arrange with family to remove the employee's/student's personal belongings from the school or work location.
- Meet with staff/crisis team to evaluate the response.

Safety Resource Officer (SRO)
- Meet the first responders to direct them to the room or location of the victim.
- Maintain the scene until released by the first responders
- Complete Security Incident Report

Public Information Officer
- Coordinate media requests for information.
- Work with the principal/administrator to draft a letter to family/parents.

Health Services
- Upon notification of death, the director will determine how much support will be needed at the school/work location.

(continues next page)
Emergency Procedures (cont.)

Death of an Employee/Student (onsite) (continued)

**Safety and Security**
- Respond to the school or location and assume role as incident commander.
- Collect as much information as possible and give to superintendent.
- Contact the Public Information Office (542-3052).
- Support and assist the first responders.
- Maintain the security of the scene.
- Complete After Action Report.
Emergency Procedures (cont.)

Earthquake

Principal/Administrator

During School Hours

• Direct inspection and assessment of school buildings.
• Report building damage and suspected breaks in utility lines or pipes to fire department.
• Post guards a safe distance away from building entrances to assure no one re-enters.
• Notify Safety and Security (542-3070) of school and personnel status.
• Do NOT re-enter building until it is determined to be safe by appropriate facilities inspectors.

During Non-School Hours

• Inspect building with Operations to assess damage.
• City inspectors and district operations will assess the structural integrity of the building.
• Notify the fire department and utility company of any suspected breaks in utility lines or pipes.
• If school must be closed, notify staff members, students and parents.
• Arrange for alternative learning strategies if closing is for an extended duration.
• Notify the Public Information Office (542-3052) to coordinate media releases.

Staff

• Give DROP, COVER and HOLD ON command.
• Instruct students to move away from windows, bookshelves and suspended light fixtures.
• Get under table or other study furniture, with back to windows.
• After shaking stops, check for injuries, and render first aid.
• After shaking stops, EVACUATE building and take Go Kit.
• Avoid evacuation routes with heavy architectural ornaments over the entrances.
• Check attendance at the assembly area.
• Report any missing students to the principal/administrator.
• Warn students to keep a safe distance from any downed electrical wires.
• Do not return to the building until “All Clear” is given.
• Stay alert for aftershocks.
Emergency Procedures (cont.)

Elevator Incident

If persons are trapped in the elevator:
- Immediately contact Dayton Fire at 911 or 333-3473.
- Then contact Facilities Management (542-3799).
- If unable to reach someone at above number, contact Safety and Security (542-3070).

If persons are trapped between two floors:
- Contact Fire Dispatch and Facilities Management immediately at the above numbers.
- If additional assistance is needed, contact the appropriate elevator company.
- DO NOT attempt open elevator doors.
- Instruct persons to remain calm; advise them help is on the way.
- DO NOT attempt to remove someone trapped in an elevator.
- Continue to talk to the person to help them remain calm.
- Unless directed by the on-site crisis supervisor or emergency staff, any individuals trapped in an elevator will be assisted in their removal only by contract elevator company personnel.
Emergency Procedures (cont.)

Explosion

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.), and proximity to the school. Keep all students away from the explosion and under supervision.

Principal/Administrator

- Determine the location of the explosion.
- If explosion occurred outside in surrounding area, initiate LOCKDOWN.
- If inside, determine if site evacuation is warranted.
- Implement EVACUATION, use PA system or bullhorn.
- Dial 911, provide school name, exact location and phone number.
- Secure area to prevent unauthorized access until Fire Department arrives.
- Contact Safety and Security (542-3070), advise superintendent of school status.
- Notify emergency response personnel of any missing students.
  - Provide school name, address, location within building and surrounding areas
  - Direct a systematic, rapid search of the building and surrounding areas
- If parent/child reunification process is implemented, notify staff, students and parents.
- Contact Public Information Office (542-3052) to coordinate media requests for information.
- Return to school building once inspected and determined safe by proper authorities.

Staff

- If explosion occurred inside the school building, EVACUATE to outdoor assembly area.
- Take class roster and Go Kit, make sure all students have left the building.
- Keep students and staff at a safe distance from the building(s).
- Remain with students throughout the evacuation process.
- Upon arrival at assembly area, take attendance, report missing students to principal.
- Provide first aid as necessary.
- Return to the building when the emergency response personnel determine it is safe.
- Keep students at a safe distance from the site of the explosion.
Emergency Procedures (cont.)

Fire at School Building During School Hours

Principal/Administrator

- Evacuate the entire building to the designated location.
- Call 911 (Fire) and Safety and Security (542-3070).
- Conduct attendance of all students and building personnel.

Safety Resource Officer (SRO)

- Assist with the evacuation of the building to ensure that the building is completely evacuated.
- Switch radio to Security “A” channel.
- Meet the Fire Department upon arrival on-scene and direct them toward the fire.
- Complete the Security Incident Report, detailing thoroughly.

Safety and Security

- If no SRO is assigned to the building, the Safety and Security liaison first on scene is to assist with the building evacuation, to ensure complete evacuation.
- The liaison will switch radio to Security “A” channel.
- Meet the Fire Department upon arrival on-scene and direct them toward the fire.
- If no SRO, complete the Security Incident Report, detailing thoroughly.
- Notify all DPS stakeholders (including cabinet members and Public Information Office) of the situation via text message and/or phone.
- Contact Operations, Maintenance, Grounds, Transportation, Logistics, Food Services and the district switchboard, depending on the severity.
- Notify parents.
- Submit After Action Report after conferring with Operations and the DFD.

DFD/Chief of Operations/Designee

- Damage assessment

Minimal damage and area contained

- Students and staff will be permitted back into the building for the remainder of the day.
- After Action Report submitted by Safety and Security after conferring with Operations and DFD.

Heavy damage and loss

- Transportation arrangements through DPS, RTA and parents coordinated with principal and the Public Information Office.
- Damage assessed, mitigation and action plan determined and implemented through Operations.
- Work and restoration completed and building released.
- After Action Report submitted by Safety and Security after conferring with Operations and DFD.
Emergency Procedures (cont.)

Fire Onsite

It is important to act quickly and decisively to prevent injuries and contain the spread of the fire.

Principal/Administrator

- Sound the fire alarm to implement EVACUATION of the building.
- Immediately EVACUATE the school using the primary or alternate fire routes.
- Notify the Fire Department (call 911).
- Check to ensure all students and personnel have left the building.
- Notify the Safety and Security (542-3070) of situation.
- If needed, notify Transportation dispatch for OFF-SITE EVACUATION by bus
- Contact Public Information Office (542-3052) to coordinate media requests for information.
- Return to the building when the Fire Department declares it is safe.

Staff

- EVACUATE students from the building using primary or alternate fire routes.
- Close all doors leading to fire, DO NOT re-enter the area for any belongings.
- If the area is full of smoke, instruct students and staff to crawl on the floor, close to walls, it will make breathing easier and provide better direction.
- Before opening any door, place a hand an inch from the door to see if it is hot.
- Take Go Kits.
- Maintain control of the students a safe distance from the fire.
- Take attendance, report missing students to the principal/administrator.
- Provide first aid as necessary.
- Supervise students and return to school when the Fire Department determines it is safe.
Emergency Procedures (cont.)

Fire Offsite

A fire in an adjoining area, such as a neighborhood building, can threaten school, student and staff safety. The size and location of the fire will determine your response actions.

Principal/Administrator
- Determine if EVACUATION of school site is necessary.
- Call 911, fire department and Safety and Security (542-3070); determine the building action.
- If necessary, begin EVACUATION of school to safe site.
- In the event of evacuation, check to ensure all students and staff have left the building.
- Monitor radio for information.
- Return to the building when inspected and determined safe by proper authorities.

Staff
- If evacuation is necessary, take attendance before leaving the building.
- Stay calm.
- Maintain control of the students a safe distance from the fire.
- Take attendance at the assembly area.
- Report any missing students to the principal/administrator.
- Remain with students until inspection has determined it is safe to return.

Safety and Security
- Contact Transportation for OFFSITE EVACUATION.
Emergency Procedures (cont.)

Flood

Principal/Administrator
- Determine if evacuation is required.
- Call 911 and Safety and Security (542-3070) of intent to EVACUATE.
- Provide location of and route to evacuation site.
- EVACUATE; ensure all students have been evacuated.
- Contact Public Information Office (542-3052) to coordinate media requests for information.
- If offsite EVACUATION is needed, contact Transportation dispatcher for bus transportation.
- Notify superintendent of school status and action taken.
- Return to the building when authorities have determined it is safe.

Staff
- If warranted, EVACUATE students using evacuation plan.
- Take the classroom Go Kit; take attendance before leaving campus.
- Remain with students throughout the evacuation process.
- Take attendance upon arrival at the safe site, report any missing students to principal.
- Return to building when inspected and determined safe by proper authorities.
Emergency Procedures (cont.)

Gas Odor/Leak

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the principal. If an odor is detected outside the building, it may not be necessary to evacuate.

Principal/Administrator

- If gas leak is internal, evacuate the building immediately.
- Call 911 and Safety and Security (542-3070).
- Determine whether to EVACUATE and move to alternate location.
- If off-site EVACUATION is needed, contact Transportation to provide transport for students.
- Return to the building once inspected and determined safe.

Staff

- Notify the principal, move students from immediate vicinity of danger.
- Do not turn on any electrical devices such as lights, computers, fans, etc.
- If EVACUATED, take student attendance and report missing students to principal.

Safety and Security

Notify utility company of gas odor/leak.
Hostage Situations may unfold rapidly in a variety of ways. Specific actions by school staff will be limited pending arrival of law enforcement officers.

**Principal/Administrator**
Call 911; provide all known essential details of the situation:

- Number of hostage takers and description.
- Type of weapon(s) being used, number and names of hostage(s), if known.
- Any demands or instructions the hostage taker has given.
- Description of the area.
- Protect building occupants before help arrives by initiating a LOCKDOWN.
- Contact Safety and Security (542-3070).

**Staff**
- Protect students by implementing a LOCKDOWN.
- If possible, assist in evacuating students to a safe area away from the danger.
- Alert the principal/administrator and account for all students.
Emergency Procedures (cont.)

Intruder

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and staff, and use cameras to monitor entryways.

Principal/Administrator

- Initiate LOCK DOWN, request intruder to leave campus.
- Remain calm; be courteous and confident
- Keep safe distance from intruder.
- Speak in soft, non-threatening manner.
- Avoid hostile actions, except in cases when necessary to safeguard person or property.
- Listen to intruder; give him or her opportunity to vent; attempt to be helpful
- When talking to intruder, use phrases such as;
  "What can we do to make this better?"
  "I understand the problem, I am concerned."
  "We need to work together on this problem."
- When the conversation or actions of person become threatening or violent, call 911.
- Contact Safety and Security (542-3070).
- Keep subject in view until police or law enforcement arrives.

Staff

- Notify the principal/administrator.
- Provide description and location of intruder.
- Visually inspect the intruder for indications of a weapon.
- Follow Emergency Notification: LOCKDOWN
- Remain inside rooms until the “All Clear” instruction is announced.

Safety and Security

- Contact Public Information Office (542-3052).
Irrational Behavior

A risk to the life and safety of students and staff may exist if there is a serious display of disordered thought or behavior. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

Principal/Administrator
- Keep the individual under continuous adult supervision.
- If the individual actively displays dangerous behavior, call agencies to coordinate emergency mental health services (e.g., mental health, juvenile court, law enforcement).
- Contact Safety and Security (542-3070).
- Allow school psychologist, counselor or nurse to recommend next steps.
- Provide parent/guardian with phone numbers for mental health support services.
- Recommend parents make immediate contact with a therapist.
- Develop a safety plan prior to the student's return to school.
- Document actions taken on behalf of the student (referrals, phone contacts, etc.).

Staff
- Take immediate action to isolate the individual and protect the student body.
- Do not leave the irrational individual alone.
- Notify principal/administrator.
- Notify nurse, psychologist, or counselor.
- Protect individual from injury.

Safety and Security
- Notify Public Information Office (542-3052) and Superintendent's Office of incident.
Emergency Procedures (cont.)

Kidnapping/Abduction

Principal/Administrator
- Contact law enforcement (call 911) for assistance.
- Contact Safety and Security (542-3070).
- Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information, if known.
- Provide suspect information to the police, if known.
- Contact the parent/guardian of the student involved.
- Conduct a thorough search of the school/campus/bus.
- Relay current information to police, parents and essential school staff.
- When the child is found, contact all appropriate parties as soon as possible.

Staff
- Notify principal, providing essential details:
  - Name and description of the student
  - Description of the suspect
  - Vehicle information
- Move students away from the area of abduction.

Safety and Security
- Notify Public Information Office (542-3052) and Superintendent’s Office.
Emergency Procedures (cont.)

Missing Student

If a student is missing, a search of the school should be initiated immediately. If at any point the child is found, inform everyone notified of the incident that the student is no longer missing.

Principal/Administrator

- Call 911 and explain situation.
- Contact Safety and Security (542-3070).
- Appoint staff to surveillance points; ask staff to note license numbers and unusual activity.
- Conduct an immediate search of the school campus/bus, as appropriate.
- Gather information about student to provide to law enforcement authorities:
  - Photo, home address
  - Parent contact numbers
  - Class schedule, special activities
  - Bus route/walking information
- Notify parents/guardians if the student is not found promptly.
- If case involves abduction, begin gathering witness information for the police.
- Interview friends, last person to see student, double-check circumstances:
  - Did someone pick up the student?
  - Could the student have walked home?
  - Is he or she at a medical appointment or another activity?
- Assist police with investigation; if missing from bus, provide all bus stop locations.
- Ensure that all parties who know the student speak to police when they arrive.
- Arrange for counseling of students, as needed.

Staff

- Confirm the student attended school that day; notify principal.
- Provide student description: height, weight, clothing worn, where last seen and when.
- Take attendance in the classroom and report any other missing students to the office.
- Keep students in secure areas until notified to resume regular school activities.

Safety and Security

- Notify Public Information Office (542-3052) and Superintendent’s Office.
Emergency Procedures (cont.)

Sexual Assault

Sexual assault is any type of activity a person does not agree to, including:
- Inappropriate touching
- Rape
- Vaginal, anal, or oral penetration
- Attempted rape
- Sexual intercourse that is not wanted
- Child molestation

Sexual assault is verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. It can occur by a stranger in an isolated place, on a date, or in the home by someone who is a friend or acquaintance.

Principal/Administrator
- Call 911 if the assault is physical.
- Close off the area to everyone.
- Contact Safety and Security (542-3070).
- Assign a counselor/staff member to remain with the victim.
- Consider need for a LOCKDOWN until circumstances of the incident are known.
- Notify victim's family.
- If child abuse is suspected, notify law enforcement and Child Services.
- Notify nurse and counselor, as appropriate.
- The police will coordinate evidence collection, and victim and suspect questioning.
- Cooperate with any law enforcement agency conducting investigations.
- Discuss how to manage emotional effects on staff and students with counselors.
- Plan appropriate school events for next day.
- Be aware, rumors may start from this type of incident; address them immediately with facts.

Safety and Security
- Notify Public Information Office (542-3052) and Superintendent's Office.
Emergency Procedures \textit{(cont.)}

**Shooting**

Immediate response to a rapidly changing incident is critical. Initiate LOCKDOWN.

**Principal/Administrator**

- Remain calm; do not confront the shooter(s).
- Assess the situation
  - Is the shooter in the school?
  - Has the shooter been identified?
  - Has the weapon been found and/or secured?
- Initiate LOCKDOWN
- Call 911; provide essential details, i.e. suspect, location, weapons, number of persons involved, motive, injuries/casualties, actions taken by school (e.g. LOCKDOWN)
- Contact Safety and Security (542-3070).
- Provide first aid if possible
- If the shooter has left, secure all exterior doors to prevent re-entry.
- If a firearm is known to exist, do not touch it.
- Keep crime scene secure.
- With assistance of Public Information Office, prepare letter for students to take home to their families.
- Arrange for immediate crisis counseling for students and staff.
- Provide liaison for family members of injured students and staff members.
- Debrief staff and school security personnel.
- Provide updates to staff, students and their families during the following few days.

**Staff**

- Remain calm.
- Alert the principal/administrator.
- Take immediate action to prevent casualties; isolate the suspect and/or area.
- Move others to a safe area to protect them from danger.
- Institute LOCKDOWN, as appropriate.
- Provide first aid for victims, if needed.
- Account for students and maintain order in assembly area and wait for police to arrive.
- Assist police officers; provide identity, location and description of person and weapons.

**Safety and Security**

- Notify Public Information Office (542-3052) and Superintendent’s Office.
Suicide Attempt

Suicide, attempted suicide and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living, and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student whose health, life or safety may be endangered.

Principal/Administrator

- Call ambulance in event of overdose or injury requiring any medical attention.
- Call 911 if immediate threat exists to the safety of the student or others.
- Contact Safety and Security (542-3070) and Crisis Care.
- Calm student by talking and reassuring until first responders arrive.
- Try to have student relinquish devices for, and means of, harming self.
- If individual is armed with any type of weapon, USE EXTREME CAUTION.
- Contact parents/guardians and inform them of actions taken.
- Arrange for medical or counseling resources that may provide assistance.
- Refer media inquiries to Public Information Office (542-3052).

Staff

- Inform the principal of what was written, drawn, spoken and/or threatened.
- Move students away from the immediate area.
- Remain with troubled student until assistance arrives.
- Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.); if possible, calmly remove devices from the student and the immediate environment; do NOT struggle if you meet resistance.
- Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.
Emergency Procedures (cont.)

Suspicious Package

Do not touch or pick up package.

Principal/Administrator

- Call 911.
- Contact Safety and Security (542-3070).
- Make a list of all persons who were exposed to the package.
- Prevent others from entering the area.
- Ask everyone who came in contact with the package to remain until released by emergency responders.
- If powder spills out, shut down all HVAC systems.
- First responders will determine the need for decontamination.
- Advise staff when the emergency is over.
- Go home, take a shower and wash clothes.
- Do not use bleach on skin.

Staff

If package is unopened and not leaking:

- DO NOT TOUCH package.
- Move students/staff a safe distance from the occupied areas.
- Leave the room promptly and prevent anyone from entering.
- Notify principal/administrator.

If package is leaking:

- DO NOT TOUCH OR PICK UP.
- Leave the room promptly and prevent anyone from entering.
- Wash hands thoroughly with soap and water.
- Do not use bleach on skin.
- Notify principal/administrator.

Safety and Security

- Notify Public Information Office (542-3052) and Superintendent’s Office.
Emergency Procedures (cont.)

Terrorist Attack/War

A terrorist attack may result in the following:

- Damage beyond school boundaries
- Victims who are contaminated or seriously injured
- Widespread fear or panic
- A crime scene to protect

Principal/Administrator

Warning of possible enemy attack:

- Move students to closest suitable shelter.
- If the above is not advisable, remain in school building as place of shelter.
- Follow instructions of local authorities having jurisdiction.

Staff

Warning of possible enemy attack:

- Keep students calm.
- Close all curtains and blinds.

Enemy attack without warning

- Keep students calm.
- Close all curtains and blinds.
- Instruct students to DUCK AND COVER
Utility Failure

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such as loss of service will be short of duration and require no special action other than notifying staff of the temporary interruption of service.

Principal/Administrator

- Notify utility company and Facilities Management; provide the following information:
  - Affected areas of the school site
  - Type of problem or outage
  - Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service
- If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- Use messengers with oral or written word as an alternate means of faculty notification.
- Notify Safety and Security (542-3070) of loss of service.
- Implement plan to provide services without utilities or with alternate utilities.

Plan for Loss of Water

- Toilets:
- Drinking water:
- Food service:
- Fire Suppression:
- Other:

Plan for Loss of Electricity

- Ventilation:
- Emergency Generator:
- Emergency Light:
- Computers:
- Other:

Plan for Loss of Natural Gas

- Heat:
- Food Service:
- Other:
Emergency Procedures (cont.)

Weapon

Any weapon poses an immediate threat to students and staff. Response is the same whether the weapon is used, seen or suspected but not in use.

Principal/Administration
- Remain calm, initiate LOCKDOWN.
- Do not confront the suspect.
- Call 911, provide essential details of the situation, i.e. suspect, location, weapons, number of persons involved, motive, actions taken by the school (e.g. LOCKDOWN).
- Contact Safety and Security (542-3070).
- Gather information about the incident for the police:
  - Name of the student with weapon
  - Location of witnesses when weapon was seen
- What did the student do with the weapon after it was displayed?
- What is the current location of the student with the weapon?
- Police officer should take possessions of and secure any weapon located.
- Search all student's belongings not limited to backpack, purse, locker and vehicle.
- Notify parents/guardians.
- Follow procedures for student disciplinary actions; take photo of weapon to be included in the expulsion proceedings.
- Secure a detailed written statement from witnesses including staff.
- Provide post-event trauma counseling for students and staff, as needed.
- Provide updates to staff, students and families the next few days to quell rumors.

Staff
- Make no effort to intervene.
- Remain calm; take immediate action to prevent casualties.
- Move others to a safe area to protect them from danger.
- Alert the principal/administrator.
- Allow a law enforcement officer to take possession of the weapon.
- Provide first aid for victims, if needed.
- Account for all students.
- Assist police officers; provide identity, location and description of individual and weapons.

Safety and Security
- Notify Public Information Office (542-3052) and Superintendent's Office.
Email Protocol

Emails are forever. That is precisely why observing the best practices of email etiquette from the outset is so important. You can avoid a lot of regret by remembering a simple truth.

12 Email Etiquette Tips for the Workplace

1. **Be concise.** Longer messages are difficult to read, and most people will not read them carefully . . . so be sure to bold or underline important action items.

2. **Avoid sarcasm.** It can come across as rude or abrupt because the recipient can’t gauge your body language.

3. **Include a descriptive, concise subject line.** Many people are inundated with emails, so give them a clue as to your content so that they can prioritize.

4. **Don’t send an email when emotional or angry.** Sit on it for 24 hours. Email is forever, and you cannot take it back once it is sent.

5. **Use emoticons sparsely.** Sometimes it helps communicate the tone of your message when you add an emoticon. However, only do so as necessary for it can end up being annoying to readers if you have too many.

6. **Think twice before hitting “reply all.”** Ask yourself, "Do all these other people really need to hear my reply?" If not, reply only to the original writer.

7. **Remember, email is not private.** Don't put anything in email that you wouldn't want the whole world to know about.

8. **Proofread, proofread, proofread.** Check for spelling, typos and word usage.

9. **Respond within 24 hours.** If you require more time, let the sender know you’re reviewing the email and when you’ll get back to that person.

10. **NEVER USE ALL CAPS or all lowercase.**

11. **Start with a greeting (hi, hello, good morning, etc.) and end with a closing (Thanks; I appreciate your time; until then; best wishes, etc.)**

12. **Never try to resolve a conflict via email.** Back and forth emailing is almost guaranteed to make the situation worse. Pick up the phone, walk down the hall, or set up a time to talk.

*Sources: Huffington Post, University of Missouri and Paula Goebel, founder of Goebel Communications Group*
Sample Letters to Parents

Sample letters provided in this guide can be adapted to multiple situations. Principals or their designees should work with the Public Information Office to prepare written messages for parents in the aftermath of a school emergency. Principals should weigh the benefits of sending letters home with students versus reaching parents with all-call messages through the district’s SchoolMessenger system.
Sample Letter - Abduction attempt

(DATE)

Dear (SCHOOL NAME) Families,

Because your child’s safety and well-being are our highest priority, I am writing this letter to inform you about a recent event that requires your attention.

This afternoon, while on the playground, several (SCHOOL NAME) students were approached by a ___________________ who __________________________. The students immediately ran to report the incident to a staff member.

Both incidents are under investigation by the Dayton Police Department. We can assure you that Dayton Public Schools is taking the matter very seriously, and is working closely with the police department. Afternoon patrols of the (SCHOOL NAME) area by the Dayton Police Department have been requested. In addition, since learning of the incident, I will speak with students about the importance of reviewing safety procedures.

Please help us by reminding your child to:

- Never talk to strangers
- Always walk or play in groups with other students or adults
- Never get in a car with someone they don’t know
- Trust their instincts – if something or someone doesn’t seem “right,” run away

If your child encounters a suspicious situation, please notify the police – and the school – immediately so we have a record of the occurrence and can proceed accordingly.

Sincerely,

________________________
Principal
(SCHOOL NAME)
(DATE)

To the Families of [SCHOOL NAME] Students,

This letter is to inform you that at approximately ______ today, the district received an anonymous call stating there was a bomb in ____________________. DPS Safety and Security, along with the [Montgomery County Sheriff’s/Dayton Police] Department, were immediate notified; staff and students evacuated the building as directed.

Officials with the [Montgomery County Sheriff’s/Dayton Police] Department and Dayton Public Schools Safety and Security Department examined the building thoroughly and determined there was no bomb. Our staff and students exited the building in an orderly manner and waited until notified at [TIME] that it was safe to return.

We would like to emphasize again that at no time were students in any danger.

While we handle all threats such as these in a serious manner, we also are diligent about pursuing those who make false claims. Dayton Public Schools and local law enforcement officials will investigate and prosecute to the fullest those responsible for doing so.

News of a bomb threat can be alarming, and I wanted to make certain that you had the facts. Your child’s safety and well-being are our utmost priority, and I will keep you updated about this and any other issue that concerns our [SCHOOL NAME] family.

Sincerely,

____________________
Principal
[SCHOOL NAME]
Sample Letter - Bomb threat - no evacuation

(DATE)

To the Parents of [SCHOOL NAME]

This letter is to inform you that at _________, Dayton Public Schools received an anonymous bomb threat targeting [SCHOOL NAME].

Officials with the Dayton Public Schools Safety and Security Department, school teachers and custodians examined classrooms and hallways thoroughly and determined there was no bomb. The [Montgomery County Sheriff’s Office/Dayton Police Department] then declared the building was safe.

News of a bomb threat can be alarming, and I wanted to make certain that you had the facts. Your child’s safety and well-being are our utmost priority. I will keep you updated about this and any other issue that concerns our [SCHOOL NAME] family.

Sincerely,

Principal
[ SchooL NAME]
Sample Letter - Chemical spill

(DATE)

Dear Parent or Guardian:

Yesterday at [SCHOOL NAME], while moving some items from a storage cabinet in a science classroom, a barometer was broken, resulting in a small mercury spill. Although there is no imminent risk to the students, the school is taking a proactive approach by contracting with a professional company to clean the classroom. This action is being taken to ensure that there is no residue left from the mercury, which may produce vapors.

The Ohio Environmental Protection Agency and Poison Control are directing the school in the appropriate safety guidelines.

There is no danger to your son or daughter, should they have had contact with the mercury. Only exposure to mercury vapors over a long period of time may cause adverse health effects.

Should you have questions, please contact ____________ at the Ohio Environmental Protection Agency at 285-6357 or the Central Ohio Poison Center at 1-800-222-1222.

Sincerely,

Principal
[SCHOOL NAME]
(DATE)

Dear [SCHOOL NAME] Parents,

I wanted to make you aware of an incident that occurred at our school today. A preschool student brought a box of what was thought to be candy to class. The student’s teacher, upon examining the box’s contents, discovered it instead contained a small amount of marijuana. The teacher immediately alerted school officials, and we contacted the [Dayton Police Department/Montgomery County Sheriff’s Office], which is now in possession of the box and its contents.

Our staff acted promptly and according to district policy in immediately turning over the box and its contents. At no time were students in any danger.

News such as this can be upsetting, particularly if heard from third-party sources, which is why I wanted to provide you with the facts. If you have any questions, please contact me at the school.

Sincerely,

Principal

[SCHOOL NAME]
Sample Letter - Gas leak

(DATE)

Dear Parent or Guardian:

Around __________ today, an odor was detected in and around [SCHOOL NAME], raising suspicions of a gas leak. Taking every precaution for the safety of our students and staff, we evacuated the building to ________________________________. The children spent the morning safely under the supervision of their classroom teachers, while Vectren officials inspected the building.

Soon after their arrival, Vectren announced that our school was clear and safe for the return of our students. Our children returned in an orderly fashion to their school. Lunch was served and classes resumed. The students behaved in an exemplary fashion, and I am proud of the manner in which they represented our school and our district.

The leak was the result of an accident in the vicinity of ________________. A check between Dayton Public Schools maintenance personnel and Vectren took place to further ensure the safety of students and staff.

News of gas main damage can be alarming, and I wanted you to have the facts. Your child’s safety and well-being are our utmost priority at [SCHOOL NAME]. I will keep you updated about this and any other issue that concerns our [SCHOOL NAME] family.

Sincerely,

Principal

[SCHOOL NAME]
Sample Letter - Gun in school (hoax)

(DATE)

To the Families of [SCHOOL NAME] Students,

This letter is to inform you that at approximately _____ today, the Dayton Police Department received an anonymous call stating that there was a gun in the [SCHOOL NAME] building. The police department at once contacted my office and we notified our DPS Safety and Security Department.

Officials with the Dayton Police Department and Dayton Public Schools Safety and Security Department examined the building and determined there was no gun; the call had been a false alarm. We wish to emphasize that at no time were students in any danger.

While we handle all calls such as these in a serious manner, we also are diligent about pursuing those who make false claims. Dayton Public Schools and local law enforcement officials will investigate this matter. False reports to law officials are a serious offense and will be dealt with accordingly, should the caller be identified.

News or rumors of a gun at school can be alarming, and I wanted to make certain that you had the facts. Your child’s safety and well-being are our utmost priority, and I will keep you updated about this and any other issue that concerns our [SCHOOL NAME].

Sincerely,

Principal
[SCHOOL NAME]
Sample Letter - Power outage

(DATE)

Dear __________________:

Around _____________ today, [SCHOOL NAME] experienced a loss of power as the result of _________________. Students remained in the school and were moved to the sunny side of the building for their comfort. Power was restored to the school at [TIME].

DPS staff members provided a mid-morning breakfast of cereal for our students and served hot lunches at _____, with assistance from _________________.

[SCHOOL NAME] has a plan in place to move students to a second location in the event that the building needs to be evacuated. The return of power to the building, however, made this unnecessary.

Your child’s safety and well-being are our utmost priority at [SCHOOL NAME]. We appreciate the manner in which our teachers and staff continued their school day, and we thank those who assisted the school working to ensure our students’ comfort.

Sincerely,

Principal
[SCHOOL NAME]
(DATE)

Dear [SCHOOL NAME] Family,

It is with sadness that I inform you of the death earlier this week of [STUDENT NAME], a _____-grade student at [SCHOOL NAME]. [STUDENT NAME] [add a line about the student’s personal traits—something for which others would remember him/her]. At this time, we do not have any funeral arrangements to share.

Students will have varied reactions to the death of a peer. Any reaction is normal in the grief process and can range from withdrawal, to crying and anger. I encourage you to openly discuss with your child his or her reactions and feelings regarding this death.

Grief counselors have been made available to students today and will continue to be available throughout the week and longer, if needed.

If you think your child needs additional counseling support, please do not hesitate to contact the school, your child’s physician or other health professional.

Sincerely,

____________________________________
Principal
[SCHOOL NAME]
(DATE)

Dear [SCHOOL NAME] Parents and Staff,

It is with deep sadness that I inform you of the passing of __________, a _______ teacher here at ________________.

__________ was a __-year Dayton Public Schools employee, and part of our [SCHOOL NAME] family for the last ____ years. ____ also taught at ________________________________ among other positions, during [HIS/HER] career with the district. Funeral arrangements are ________________________.

We understand how difficult it may be to discuss issues of death and grief with your child, particularly when it involves a well-loved teacher and staff member. Your child may have questions, or wish to express sadness, anger or shock at the loss of a teacher. According to age and level of understanding, answer your child’s questions honestly. Try to be sensitive to their desire to communicate, while listening to and accepting their feelings.

Dayton Public Schools crisis counselors are on call to speak with staff and students. If you have any questions, you may contact me at [SCHOOL NAME] [542-XXXX].

Sincerely,

Principal
[SCHOOL NAME]
Logo Style and Usage

Logo

A logo is a graphical element, symbol or icon that, together with its logotype (a uniquely set and arranged typeface), form a trademark or commercial brand. Typically, a logo's design is for immediate recognition, inspiring trust, admiration and loyalty. The logo is one aspect of an organization’s brand.

Brand

Our brand is a collection of images and ideas representing our organization; more specifically, it refers to the concrete symbols such as a name, logo, slogan, and design scheme. Most important, brand recognition and other reactions are created by the accumulation of experiences that our parents, students and community members have when dealing directly or indirectly with Dayton Public Schools. This guide will address our graphic brand (logo).

OUR DPS LOGO

Proper and consistent use of our logo is vital to the image of Dayton Public Schools and requires district-wide commitment. This guide is your resource and was developed to help you understand and accurately communicate our visual identity.

The elements of our visual identity include the following:

- Logo
- Color and color reproduction
- Fonts
- Use in print and digital collateral
The logo should appear in gold and blue when in color. The PMS colors and CMYK numbers are provided below.

**Blue** - PMS 2935 (100 C, 47 M, 0 Y, 0 K)
**Gold** - PMS 1235 (3 C, 31 M, 100 Y, 0 K)

**Fonts**
“Dayton” - Elliots Hand (modified)
“Public Schools” - Nimbus Sans Novus T Heavy

Should a two-color run not be practical the logo may be printed in a single color, either PMS blue, black or greyscale.

The Public Information Office can provide an electronic version of the logo in the format you require.
Correct usage of district logo

[Dayton Public Schools logo]

Logo is proportionately scaled.

Incorrect usage of district logo

[Incorrect logos with red crosses]

DO NOT stretch logo.  DO NOT squeeze logo.

You can reduce or enlarge the image by holding down the ‘shift’ key while moving the bottom corner of the image to scale it proportionately. But the best way to ensure your logo meets specifications and professionally represents our district is to check with the Public Information Office. We can supply a logo in a format your vendor requires for print, video or other formats.

Retired graphics

[Retired logos with red crosses]

The four icons and tag line “A New Day Is Dawning” has been retired. Please do not use these elements.
January 4, 20xx

Ms. Judy S. Jones
1876 Cleveland Avenue
Columbus, OH 43211

Dear Ms. Jones:

SUBJECT: BLOCK LETTER STYLE

This letter is set up in the block style. When using the block style, every line begins at the
left margin. This letter style is easy to type since it requires no tabular stops.

This letter also illustrates the arrangement of the subject or reference line. The subject or
reference line is placed two lines below the salutation. The subject or reference line may
be typed in all capital letters or in capitals and lower case letters; it may or may not be
underlined.

Sincerely

K. Michael Smith
Reference Department Supervisor
DAYTON PUBLIC SCHOOLS

KMS/jm
To:        Lori L. Ward  
      Superintendent of Schools

From:     R.T. Mitchell

Subject:  Sample Block Style Memo Format

Date:     January 1, 20XX

Memos are essentially letters that stay within an organization; the principles of good letter writing apply equally to memos. Open memos with an informative and interpretive subject line. Include your main point(s) in the first lines of your text. Design and organize your memos so key points are immediately visible. Make your memos personal and convincing. Choose a direct and simple closing.

A standard Dayton Public Schools memorandum or memo has these components: heading, body, signature line (initials behind typed name in the FROM field), reference initials, attachment notation, and courtesy copy notation.

RTN:lah

Attachment (1)

C: Virginia Noe, Director of Health Services

Mission

To equip our students to achieve success in a global society by implementing an effective and rigorous curriculum with fidelity.
Grammar/terminology

**A**

**abbreviation** Do not use abbreviations of acronyms the reader would not quickly recognize. Always spell out official names and titles on first reference.

**acronym** Avoid using an acronym on first reference, unless its meaning is readily recognized. Preferred form is to write a name in full on first reference, directly followed by the acronym in parentheses. An acronym then can be used in subsequent references. Dayton Public Schools (DPS), American College Test (ACT), etc. Use periods in two-letter abbreviations, but generally, omit them in longer abbreviations and acronyms.

**academic degrees** Academic degrees include Ph.D., Ed.D., etc. For public educators, use degrees following their names rather than using Dr. (John Smith, Ed.D.; not Dr. John Smith). Use an apostrophe in bachelor’s degree and master’s degree, but not in associate or doctorate degrees.

**addresses** Follow the guidelines established by the U.S. Postal Service for mailing addresses. When listing an address in a publication, use the state abbreviations in this guide with the city names. See states. Use abbreviations Ave., Blvd. and St. only with a numbered address. Spell out and capitalize First through Ninth when used as street names; use figures with two letters for 10th and above. Abbreviate compass points with a single capital letter to indicate directional ends of a street in a numbered address, but spell out directions in a street name (95 E. Beetdigger Blvd., 9361 S. 300 East). Do not use state or zip code on informational fliers, use city only if event is outside of Dayton.

**Advanced Placement** AP (no periods) is acceptable on second reference.

**advisor** Not advisor.

**ages** Always use numerals (The 68-year-old teacher has taught for seven years; Tom Smith, 8, was named Student of the Month).

**aid, aide** Aid is help. An aide is a person who serves as an assistant.

**alma mater**

**alumnus, alumni, alumna, alumnae** Use alumnus when referring to a man who has attended a school. Use alumna for similar references to a woman. Use alumni when referring to a group of men and women.

**a.m., p.m.** Lowercase with periods.

**American College Test** ACT is acceptable on second reference.

**ampersand (&)** Use as part of an organization’s formal name (Proctor & Gamble Co.). The ampersand should not be used in place of and.

**annual** A first-time event cannot be the first annual.

**area code** Always use with telephone numbers. Use the form (937) 542-3000 with the area code in parenthesis

**assistant** Do not abbreviate. Capitalize only when used in a formal title before a name. See titles.

**athletic department** Not athletics department.

**associate degree** Not associate’s degree.

**association** Do not abbreviate. Capitalize as part of a proper name.
Grammar/terminology (continued)

**B**

**bachelor’s degree** Not baccalaureate or bachelor degree. Capitalize Bachelor of Arts or Bachelor

**board of education** Capitalize only when part of a proper name. *Dayton Board of Education.*

**buildings** Capitalize official building names (*Administration Building, Service Building, Transportation Center, etc.*)

**busing buses** Not busses.

**C**

**capital, capitol** *Capital* describes money, equipment or property used in a business, or the city where a seat of government is located. *Capitol* refers to a building and is capitalized in reference to a specific capitol building.

**capitalization** In general, avoids unnecessary capital letters. See *departments* and *titles*.

**cell phone** Two words.

**child care** Two words.

**Class of (year)** Capitalize when referring to a specific graduating class (Class of 1970 reunion).

**classwork, course work**

**co-author** (*n.*) or **co-authored** (*v.*) Hyphenate.

**coed, coeducation** No hyphen.

**colleges/universities** Spell out on first reference and use acronym on second reference.

**commas** Do not use a comma at the start of an indirect or partial quotation (*She said “the school strives for academic excellence.”.*). Use a comma to complete a quotation (“The schools strives for academic excellence,” *she said.*). Also use a comma to introduce a complete one-sentence quote (*She said, “The school strives for academic excellence.”*) See *punctuation*.

**council, counsel** *Council* refers to a deliberative body and those who are members of it. To *counsel* is to advise. A counselor is one who advises.

**course numbers** Use figures and capitalize the subject when used with a numeral (History 3).

**courtesy titles** See *titles*.

**D**

**database** One word.

**data** A plural noun. Singular is *datum*.

**dates** Capitalize the names of months in all uses. When a month is used with a specific date, abbreviate only *Jan., Feb., Aug., Sept., Oct., Nov.* and *Dec.* (*Dec. 18, Oct. 2*) Spell out when using a month alone or with a year. Do not separate the month and the year with a comma (*January 2003*). When a date refers to a month, day and year, separate with a comma (*Jan. 1, 2003*). Capitalize and spell out days of the week.

**daylight-saving time** Not savings. Note the hyphen.

**days of the week** Capitalize. Do not abbreviate except in a tabular format. See *dates*.

**Dayton Board of Education** Spell out on first reference. On second reference, refer to it simply as the board in lower case. Always use formal names for board members. When listing members of the board, the proper order is president, vice
Grammar/terminology (continued)

president, and then remaining members in alphabetical order.

degrees See academic degrees.

departments Capitalize district departments with their formal names (Office of Human Resources, Office of Exceptional Children, etc.)

districtwide One word.

doctorate Doctorate degree, not doctor's degree.

email Always use lower case and do not hyphenate. When listing an email address, use all lowercase letters and do not use quotation marks (john.jones@dps.k12.oh.us).

Ed.D. See academic degrees.

English as a Second Language ESL is acceptable on second reference.

entitled Books and other works are titled, not entitled. Entitled means a right to do or have something.

exclamation point (!) Avoid overuse.

executive director Capitalize only as a formal title before a name (Dayton Public Schools Executive Director Jane Doe; or John Smith, executive director of …). See titles.

extracurricular No hyphen.

farther, further Farther refers to physical distance; further refers to an extension of time of degree.

fewer than Preferred instead of less than when estimating numbers (fewer than 100 students; not less than 100 students). (Use less than when referring to volume: less than a gallon)

formal titles See titles.

full-time Hyphenate when used as an adjective (full-time student).

fundraiser (n.) Event or person. No hyphen.

fundraising (adj.) One word in all cases.

General Educational Development diploma GED is acceptable on all references.

governor Capitalize and abbreviate as Gov. when used as a formal title before a name.

grade-point average GPA is acceptable in all references. Students’ GPAs should never be published without their written permission, even if the student has a 4.0 GPA.

half-mast, half-staff Flags not on shops are flown at half-staff. District and school flags are only flown at half-staff when directed by the governor.

halftime one word.

health care Two words.

home page Two words.

homeroom (adj, n) One word.

home schooling, home-schooled, home-schooler
Grammar/terminology (continued)

**honors program** Not honours programme.

**i.e.** Abbreviation for the Latin *id est* or *that is* and is always followed by a comma.

**incorporated** Abbreviate and capitalize as Inc. when used as part of a corporate name. Do not set off with commas.

**initials** Use periods and omit spaces between initials (E.B. White, not E. B. White).

**in-service** Hyphenate. Should be used only as an adjective (in-service training, in-service credit) and not as a stand-alone noun.

**Intelligence quotient** IQ is acceptable in all references.

**interoffice** No hyphen. Refers to distribution within a single office or location.

**intradistrict** No hyphen. Refers to multiple locations within the district.

**International Baccalaureate** IB is acceptable on second reference. IB is an exception to the abbreviation rule. See abbreviation.

**Internet** Always capitalize.

**intramural** No hyphen.

**italic; italicize** Not italics.

**junior** Abbreviate as Jr. only with full names of persons and do not precede with a comma (John F. Kennedy Jr.).

**K**

**kindergarten** Not capitalized.

**kids** Avoid in formal contexts. Use children or students.

**L**

**listserv** One word.

**login, logon, logoff** All one word in noun form; use as two words in verb form (Please log in to your computer.)

**logo** Also called logotype, a graphic representation or symbol of a company name, trademark, abbreviation, etc., often uniquely designed for ready recognition.

**District logo** An approved Dayton Public Schools logo must be included on formal print and digital communications sent to the public. For logo guidelines, see Logo Usage page 49.

**M**

**make up** (*v.*), **makeup** (*n. adj.*) No hyphen in the noun or adjective form (The teacher scheduled a makeup exam; The couple decided to make up.)

**master’s degree** Master’s degree in education, not master’s degree of education. Capitalize when referring to a specific degree (Master of Arts).

**me, myself and I** Too often, people use *I* when they should use *me*, because *I* sounds more proper. But it’s not. The easy way to get this one right is to simply remove the other person from the sentence and then do what sounds correct. You would never say, “Give *I* a call,” so you wouldn’t say, “Give Chris and *I* a call.” Don’t be afraid of *me*.
memos Interoffice and intradistrict memos sent from the district should follow the style outlined in DPS Memo Use.

months See dates.

more than Preferred instead of over when estimating numbers (more than 100 students).

names (first reference) Preferred use is first and last name, followed by title or position. See titles. Use of middle initials is encouraged in formal context. Board and cabinet members’ names should appear in formal form.

noon Not 12 p.m. or 12 noon.

nontraditional No hyphen.

numbers Spell out numbers below 10, use figures for 10 and above. Spell out first through ninth when indicating a sequence. If you must begin a sentence with a number or year, spell it out (Twelve students received state recognition).

noon Not 12 p.m. or 12 noon.

PDF Acceptable on all references to the Adobe Acrobat ® portable document format.

percent Spell out unless used in a table or a financial publication.

Ph.D. See academic degrees.

physical education P.E. is acceptable in all references.

p.m., a.m. Lowercase with periods.

Presidents Day No apostrophe

Q

quarter fall quarter, winter quarter, etc.

quotations Open-quote marks and close-quote marks are used to surround the exact words of a quote (“I will not stay,” he replied; “I do not object,” he said, “to the tenor of the report.”). Place quotation marks outside periods and commas.

Q

resumè Accent optional.

RSVP Do not use periods.

S

school logos See logos.

school years See years.

social media Online tools that people use to connect with each other (Facebook, Twitter, Instagram, etc.)

sports scores Game scores should be written in numerals, even if fewer than 10 (The final score was 33-6).

schoolwide One word.

seasons Lowercase fall, spring, summer and winter unless part of a proper name.

secretary Capitalize only when part of an official corporate title. See titles.
street names  See addresses.

statewide  One word.

student body  (n.) student-body  (adj.)
No hyphen unless used as an adjective (The student body elected a new president; Student-body elections determined the new president).

superintendent  Do not abbreviate. The formal position title is superintendent of schools. Capitalize only when used as a formal title before a name (Superintendent Jane Jones, Ed.D.). Always use the superintendent’s full name in print. See titles.

T

teen, teen-ager  (n.), teen-age  (adj.)
Do not use teen-aged.

telephone numbers  Use the form (801) 567-8100, with area code in parenthesis.

theater  Not theatre, unless part of a proper name.

there, their, they’re  There indicates direction; their is possessive; they’re is a contraction for “they are.”

times  Use figures except for noon and midnight. Use a colon to separate hours from minutes, but avoid “:oo” to represent the top of the hour (10:45 a.m., 4 p.m.). Avoid such redundancies as 7 a.m. this morning, 7 p.m. tonight or 12 noon. See noon, a.m., p.m. Never use o’clock or figures with noon or midnight (not 12 noon).

titles  COMPOSITION TITLES: Capitalize the principal words. Italicize or put quotation marks around the names of all works. These rules apply to book titles, movie titles, musical works, play titles, poem titles, titles of lectures and speeches, and works of art. COURTESY TITLES: In general, avoid the use of courtesy titles (Mr., Mrs., Miss, Ms.) in written correspondence. However, since these titles are commonly used in schools, exceptions may be made for publications specifically directed to parents and/or students. JOB TITLES: Only capitalize formal titles when they precede an individual’s name. If the title falls after the name, then it’s lowercase. (Superintendent John Smith; Chris Johnson, school secretary). Also, lowercase titles when not used with an individual’s name (The superintendent issued a statement; the board president approved the measure).

toward  In American English, toward should not end in an s; same goes for forward, backward, upward, downward, etc.

U

United States  The abbreviation U.S. is acceptable in all uses.

URL  Acceptable in all references to Uniform Resource Locator. Also known as web address.

V

Valentine’s Day  Use an apostrophe.

Veterans Day  No apostrophe.

W

web addresses  The official district web address is www.dps.k12.oh.us

web browser  Software for viewing and interacting with websites (i.e., Chrome, Firefox, Safari, etc.)

webcast, webcam, webmaster  All are one word, lowercase.

website  One word.
Grammar/terminology (continued)

**World Wide Web** Preferred use is the Internet. The Web is acceptable on all reference.

**Xerox** A trademark, never a verb. Use a generic term, such as photocopy.

**year-round** Hyphenate when used as an adjective.

**years** Use an s without an apostrophe to indicate spans of decades or centuries (the 1980s, the 1800s). Use an apostrophe when omitting the first two numbers of the year (’02). School years should be written as 2002-03, omitting the century in the second year.

**ZIP code** Use all caps for ZIP but lowercase code.
115 South Ludlow Street
Dayton, Ohio 45401
(937) 542-3000