



The School District of Clayton

# Brand Standards & Style Guide

Version 3.0 | Updated 08.01.18

It is the policy of the School District of Clayton not to discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs or employment practices as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and Title II of the Americans with Disabilities Act of 1990.

Behavior that is not unlawful or does not rise to the level of illegal discrimination or harassment might be unacceptable for the workplace or the educational environment. Demeaning or otherwise harmful actions are prohibited, particularly if directed at personal characteristics. Accordingly, the District prohibits discrimination or harassment on the basis of sexual orientation, perceived sexual orientation or gender identity.

Inquiries related to the District's employment practices should be directed to Dr. Tim Dilg, assistant superintendent of human resources, School District of Clayton, #2 Mark Twain Circle, Clayton, MO 63105 or by phone at 314-854-6032. Inquires related to the District's student programs should be directed to Dr. Kashina Bell, assistant superintendent of student services, School District of Clayton, #2 Mark Twain Circle, Clayton, MO, 63105 or by phone at 314-854-6023.

Inquiries or concerns regarding civil rights compliance by school districts should be directed to the local school district Title IX/non-discrimination coordinator. Inquires and complaints may also be directed to the Kansas City Office, Office for Civil Rights, US Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114; 816-268-0550; TDD 877-521-2172.

School District of Clayton  
#2 Mark Twain Circle  
Clayton, MO 63105  
314-854-6000

## Our Powerful Story

The School District of Clayton has deep and lasting connections within the Clayton community – an integral relationship that extends more than a century. Our heritage is one of lasting quality, strong performance and active partnership to help educate, inspire and empower our students.

So, whenever you're talking about the District's brand – be it an individual Clayton school, organization or the District as a whole – you have a powerful story to tell: that we are committed to inspiring each of our students to love learning and embrace challenge within a rich and rigorous academic culture. Our story also includes how we model and promote our core values: excellence, trust, inclusiveness, innovation and accountability.

Properly telling the School District of Clayton's story requires getting the details just right: every printed piece, every manner in which we display our logo, every interaction and every word we use – it all needs to be true to the District's brand. When these elements combine, they provide the sort of clarification that underscores what we and others know to be true about Clayton.

This document includes the basic visual building blocks for the School District of Clayton's brand. Consult it whenever you are developing new materials or working on existing ones. Everything we do, everything we produce and every interaction we have contributes to our unique District identity. By adhering to this set of common usage guidelines, we'll begin to align our communications and efforts more closely with each other, and more accurately with the District's brand. This sort of consistency and quality reflects on our values, our heritage and our community.

This Brand Standards & Style Guide document is available for you to access and download at: **claytonschools.net/styleguide**. The District's Communications Department can help you implement the elements of our brand for your specific application. If you have questions or needs beyond these guidelines, please get in touch with us at **communications@claytonschools.net** or by calling **314-854-6015**.

Thank you,



**Chris Tennill, APR**

Chief Communications Officer

## 2.0 Table of Contents

1.0	<b>Introduction</b>	10.0	<b>Signature Color Palette</b> Signature Color Specifications	18.0	<b>Style Guide Key</b> Explanation of Entries
2.0	<b>Table of Contents</b>	11.0	<b>Supporting Color Palette</b> Supporting Color Palette Specifications	19.0	<b>Style Guide A-Z</b>
3.0	<b>Our Brand</b> The District Brand	12.0	<b>Font Specifications</b> Primary Font Web Font Secondary Font Business Paper Font	20.0	<b>Clayton Abbreviations and Acronyms</b>
4.0	<b>Our District</b> Elevator Speech	13.0	<b>Alternate Signatures</b> Department or Organization Signatures Signature Clear Space Incorrect Usage	21.0	<b>Clayton People</b> District and Building Administrators
5.0	<b>Our Tagline</b>	14.0	<b>Print Assets</b> Business Papers	22.0	<b>Webpage Tips and Guidelines</b> Making the Most of Your Webpage
6.0	<b>Brand Attributes</b>	15.0	<b>Digital Assets</b> Newsletter Headers Email Signature	23.0	<b>Webpage Design Tips</b> Tips for Content, Text and Images
7.0	<b>Brand Signatures</b> District Signatures School Signatures District Signature Options School Signature Options Signature Color Options	16.0	<b>Photography</b> Photography Style	24.0	<b>Webpage Features</b> Explanation of Popular Page Types
8.0	<b>Signature Artwork Files</b> Two-Color Signature One-Color Signature Reverse Signature Filenaming System	17.0	<b>Clayton's Style Guide</b> Introduction	25.0	<b>Media Calls and Guidelines</b> Media Requests Media Visiting the District Emergencies
9.0	<b>Signature Usage</b> Signature Clear Space Minimum Size Incorrect Usage				

## 3.0 Our Brand



**The visual identity system of the School District of Clayton** was developed through several months of research, discussion and collaboration with staff, administrators and parents from the District and each of our schools about the distinctive qualities that comprise the District and its schools. Bringing together parents, teachers, staff and students from across the District helped us define and provide a way to cohesively share our story.

The visual language of the District brand is light, contemporary and active. It represents our personality, our beliefs and our practices, summed up in an engaging style that is instantly recognizable. Follow these guidelines closely when developing new materials - not just the rules and prescribed practices - but the spirit of the brand itself.

Using our newly clarified brand and the tools that support it, you are now able to share the District's story with internal and external audiences while preserving and reinforcing the authentic and impressive School District of Clayton Brand Experience – Six Schools, One District.

## 4.0 Our District

The School District of Clayton is a small, nationally recognized public school district located in St. Louis County. We are a district of six schools and serve approximately 2,600 students from pre-kindergarten through grade 12. Located in Clayton, Missouri, just west of the City of St. Louis, we serve a culturally welcoming and ethnically diverse community.

The District is deeply committed to providing a high quality, personal education for all of our students. We support excellence, quality and achievement within an inclusive and caring environment. Teachers and staff work closely with students, parents and the community as a whole to prepare, guide and nurture students as they grow into leaders who will shape the world through independence, creativity and critical thinking.

We are quality-focused and work to create the best environment possible in which students can grow and learn. Most people would say we are a private school experience with a public school price.

We are the School District of Clayton - an amazing place to live, learn and grow.

### **Mission Statement**

We inspire each student to love learning and embrace challenge within a rich and rigorous academic culture.

### **Vision Statement**

We develop leaders who shape the world through independence, creativity and critical thinking.

### **Core Values**

We model and promote

- **excellence** by challenging our students and ourselves to meet the highest expectations of our community.
- **trust** by building relationships based on integrity, mutual respect and open communication.
- **inclusiveness** by valuing individual differences and the contributions of a diverse student body and staff.
- **innovation** by encouraging ideas and practices that foster adaptability.
- **accountability** by aligning our actions and resources with our stated objectives and taking responsibility for the outcomes.

## 5.0 Our Tagline

# Educate. Inspire. Empower.

**The School District of Clayton's tagline is more than just a brand element.**

It describes a student's journey through Clayton's schools and is our absolute promise to the community we serve. At its core, the District provides students with the knowledge and skills they need to be successful in life. By inspiring students to become the leaders of tomorrow, the District is not only providing a strong foundation for its students' success, but it is also empowering them to shape the world through independence, creativity and critical thinking.

Our tagline should be included in **all** communications, public relations and marketing efforts. As a promise, it is memorable and appealing to our audiences, it separates us from other districts, it truthfully expresses our personality and it adds quality and understanding to our branding, marketing and communications campaigns.

## 6.0 Our Brand Platform

**Working through input sessions and brand exercises**, the Brand Clarification team identified Brand Attributes that form our Brand Platform. Use this collection of guidewords in conjunction with our mission, vision, core values and our tagline for guidance when developing communications materials.

**The School District  
of Clayton is:**

**UNIQUE**  
and highly distinctive

**AWARE**  
beyond our borders

We have high  
**EXPECTATIONS**

We create and value  
**OPPORTUNITY**

**LIGHT**  
open and approachable

**UNITED**  
as a community

**RESILIENT**  
flexible and strong-minded

**INCLUSIVE**  
welcoming and inviting

**CARING**  
as individuals and community

**LEGACY**  
and history of involvement

**INTELLIGENT**  
and articulate

We are a deeply involved  
**COMMUNITY**

**ANTICIPATORY**  
and expectant

**RIGOROUS**  
in all of our pursuits

**INSIGHTFUL**  
and wisdom-seeking

We value high  
**QUALITY**

We draw from a strong  
**CULTURE**

We have great  
**DETERMINATION**

We are deeply  
**PERSONAL**

Always seeking and expecting  
**GREATNESS**

**CONTEMPORARY**  
rather than either modern or traditional



## 7.0 Brand Signatures



### District Signatures

The School District of Clayton's signature consists of a brandmark, logotype and an optional tagline.

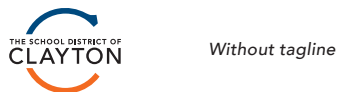
**Educate. Inspire. Empower.** *The tagline may be used as a separate graphic element in a school's signature color on material relating to that specific school.*



### School Signatures

Each school's signature consists of an individual brandmark and its logotype.

When used together, order (left to right) should be as follows:



### District Signature Options

The District signature is available with and without the tagline attached. A small scale signature is also approved for use if necessary.

### School Signature Options

Each school signature is available in a vertical and horizontal orientation.

### Signature Color Options

Each signature is available in a two-color, one-color or reverse option.

## 8.0 Signature Artwork Files

### Two-Color Signature

School Color (brandmark) and Black (logotype)



CLAYTON  
HIGH SCHOOL

Available Files:

CHS\_Ver\_2C\_pms.eps

(for printing w/Pantone inks)

CHS\_Ver\_2C\_cmyk.eps/pdf/jpeg

(for process printing)

CHS\_Ver\_2C\_rgb.eps/jpeg/png

(for screen display)



CLAYTON  
HIGH SCHOOL

Available Files:

CHS\_Hor\_2C\_pms.eps

(for printing w/Pantone inks)

CHS\_Hor\_2C\_cmyk.eps/pdf/jpeg

(for process printing)

CHS\_Hor\_2C\_rgb.eps/jpeg/png

(for screen display)

### One-Color Signature

Black (brandmark and logotype)



CLAYTON  
HIGH SCHOOL

Available Files:

CHS\_Ver\_1C\_cmyk.eps/pdf/jpeg

(for process printing)

CHS\_Ver\_1C\_rgb.eps/jpeg/png

(for screen display)



CLAYTON  
HIGH SCHOOL

Available Files:

CHS\_Hor\_1C\_cmyk.eps/pdf/jpeg

(for process printing)

CHS\_Hor\_1C\_rgb.eps/jpeg/png

(for screen display)

### Reverse Signature

White (brandmark and logotype)



Available Files:

CHS\_Ver\_1C\_cmyk.eps/pdf/jpeg

(for process printing)

CHS\_Ver\_1C\_rgb.eps/jpeg/png

(for screen display)



Available Files:

CHS\_Hor\_Rev\_cmyk.eps

(for process printing)

CHS\_Hor\_Rev\_rgb.eps/png

(for screen display)

### Filenaming System

Use the filenaming system below to help determine the correct logo for your method of reproduction.



#### 1 ORGANIZATION

**SDC** School District of Clayton  
**CHS** Clayton High School  
**WMS** Wydown Middle School  
**CPT** Captain Elementary School  
**MER** Meramec Elementary School  
**GLN** Glenridge Elementary School  
**FC** The Family Center

#### 2 ORIENTATION

**Ver** Vertical orientation  
**Hor** Horizontal orientation

#### 3 COLOR

**2C** Two-color  
**1C** One-color  
**Rev** Reverse

#### 4 COLOR PROFILE

**cmyk** CMYK for process printing  
**rgb** RGB for screen display  
**pms** Pantone Spot

#### 5 FILE FORMAT

**.eps** High-quality vector file  
**.pdf** High-quality image file  
**.jpeg** Print and screen display  
**.png** Screen display only

## 9.0 Signature Usage



**District Signatures:**  
Use the cap-height of "Clayton"  
(illustrated by X) around all sides.



**School Signatures:**  
Use the cap-height of the first line of  
the school's name (illustrated by X)  
around all sides.

### Minimum Required Signature Clear Space

The brand requires a significant amount of clear space around the identifiers. To avoid visual competition with the signature, all graphic elements absolutely must remain outside the area outlined above. This is the absolute minimum to adhere to; more space is strongly recommended and preferred.



### Minimum Size

To avoid legibility problems, the height of the brandmark should remain above .375" (or 86 pixels on digital displays at a resolution of 72 pixels-per-inch).



*Never scale a signature disproportionately.*

*Never alter the size of the relationship between the brandmark and the logotype.*

*Never alter the colors of the signature.*

*The signature should never appear slanted.*

*Never use the brandmark without the logotype.*























### Incorrect Usage

In order to preserve the integrity of the brand identity, do not alter the District or school signatures in any fashion. Some common errors are demonstrated above.

## 10.0 Signature Color Palette

### Signature Color Specifications





It is important that the colors used in each signature are always reproduced accurately and consistently. Please use the following color formulas as a guide to achieve consistent color across all communications.

		Pantone	CMYK	RGB	Hexadecimal
		287	c100 m50 y20 k40	r0 g74 b128	004A80
		158	c0 m72 y100 k0	r243 g108 b33	F36C21
		k100	k100	r0 g0 b0	000000
		312	c100 m0 y30 k0	r0 g171 b189	00ABB0
		k100	k100	r0 g0 b0	000000
		377	c57 m0 y100 k26	r93 g152 b51	5D9833
		k100	k100	r0 g0 b0	000000
		158	c0 m72 y100 k0	r243 g108 b33	F36C21
		k100	k100	r0 g0 b0	000000
		201	c43 m100 y79 k0	r161 g44 b69	A12C45
		k100	k100	r0 g0 b0	000000
		261	c45 m100 y0 k54	r87 g0 b79	57004F
		k100	k100	r0 g0 b0	000000
		287	c100 m50 y20 k40	r0 g74 b128	004A80
		k100	k100	r0 g0 b0	000000

## 11.0 Supporting Color Palette

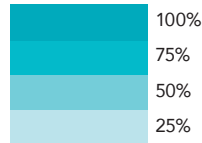
### Supporting Color Palette Specifications

The colors below may be used in conjunction with any signature in a supporting fashion only.

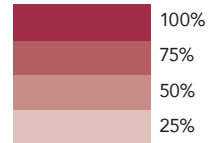
	Pantone	CMYK	RGB	Hexadecimal
	287	c100 m50 y20 k40	r0 g74 b128	004A80
	158	c0 m72 y100 k0	r243 g108 b33	F36C21
	Warm Gray 1	c0 m0 y4 k8	r236 g235 b227	ECEBE3
	k100	k100	r0 g0 b0	000000

If an expanded supporting color palette is needed, tints (25%, 50% and 75%) of a school's individual signature color may also be used on material relating to that specific school (e.g. Glenridge can use the District colors, its signature green AND tints of its signature green, but Meramec cannot).

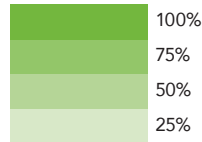
The Family Center



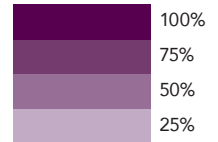
R.M. Captain Elementary School



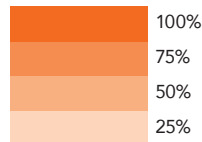
Glenridge Elementary School



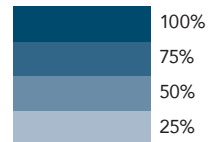
Wydown Middle School



Meramec Elementary School



Clayton High School



## 12.0 Font Specifications

# Avenir LT Std

35 Light	<i>35 Light Oblique</i>
45 Book	<i>45 Book Oblique</i>
55 Roman	<i>55 Oblique</i>
65 Medium	<i>65 Medium Oblique</i>
85 Heavy	<i>85 Heavy Oblique</i>
95 Black	<i>95 Black Oblique</i>

---

### Primary Font

Avenir LT Std has been selected as the School District of Clayton’s primary font. To help reinforce the integrity of the brand, Avenir should be used whenever possible.

# Lato

Ultra Light	<b>Bold</b>
<i>Ultra Light Italic</i>	<b><i>Bold Italic</i></b>
Book	<b>Ultra Bold</b>
<i>Book Italic</i>	<b><i>Ultra Bold Italic</i></b>
Normal	
<i>Normal Italic</i>	

---

### Web Font

Lato has been selected as the District’s web font. Lato can only be used on web-based material (e.g. website or blog). It can be downloaded at [google.com/fonts](https://www.google.com/fonts).

# Verdana

Regular
<i>Italic</i>
<b>Bold</b>
<b><i>Bold Italic</i></b>

---

### Secondary Font

When Avenir and Lato are unavailable, the secondary font approved for use is Verdana.

# Garamond

Regular
<i>Italic</i>
<b>Bold</b>
<b><i>Bold Italic</i></b>

---

### Business Papers Font

Garamond is approved for use as body text in business papers.

## 13.0 Alternate Signatures

*The department or organization name should be typeset in Avenir LT Std - 65 Medium.*

*Adjust kerning between letters to avoid large gaps.*

Clayton High School PTO

*Formal names (e.g. School names) should be set in a title case format and set to a tracking of -20.*

*Acronyms should be set in an all caps format and set to a tracking of -15.*

---

### Department or Organization Signatures

Alternate signatures may be created for departments or organizations using the guidelines above. All alternate signatures must be created using the Avenir LT Std font.

Clayton High School PTO

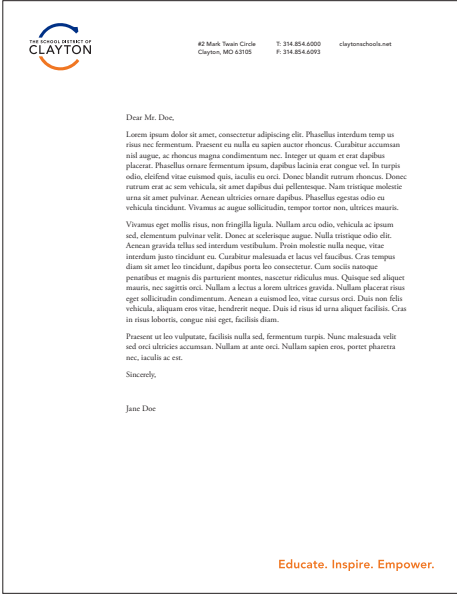
*Use the cap x-height (illustrated by X) around all sides.*

---

### Department and Organization Signature Clear Space

Graphic elements should remain outside the area outlined above.

# 14.0 Print Assets



**THE SCHOOL DISTRICT OF CLAYTON**

#2 Mark Twain Circle  
Clayton, MO 63105

T: 314.854.6000  
F: 314.854.6000  
claytonschools.net

Dear Mr. Doe,

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Praesent interdum temp us risu nec fermentum. Praesent eu nulla eu sapite auctor rhoncus. Carabitar accumsan nisl augue, ac rhoncus magna condimentum nec. Integer ut quam et erat dapibus placerat. Praesulis ornare fermentum ipsum, dapibus lacinia erat congue vel. In turpis odio, eleifend vitae euismod quis, iaculis eu orci. Donec blandit rutrum rhoncus. Donec rutrum erat ac sem vehicula, sit amet dapibus dai pellentesque. Nam tristique molestie urus sit amet pulvinar. Aenean ultricies ornare dapibus. Praesulis egesta odio eu vehicula tincidunt. Vivamus ac augue sollicitudin, tempore tortor non, ultrices mauris.

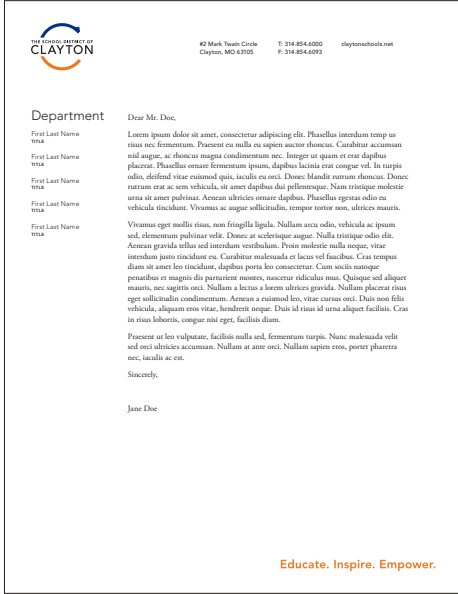
Vivamus eget mollis risus, non fringilla ligula. Nullam arcu odio, vehicula ac ipsum sed, elementum pulvinar velit. Donec at scelerisque augue. Nulla tristique odio elit. Aenean gravida effusa sed interdum vestibulum. Proin molestie nulla neque, vitae interdum justo tincidunt eu. Carabitar malesuada et lacus vel faucibus. Cras tempus diam sit amet leo tincidunt, dapibus porta leo consectetur. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Quisque sed aliquet mauris, nec sagittis orci. Nullam a lectus a lorem ultrices gravida. Nullam placerat risus eget sollicitudin condimentum. Aenean a euismod leo, vitae cursus orci. Duis non felis vehicula, aliquam eros vitae, hendrerit neque. Duis id risu id urna aliquet facilisis. Cras in risu lobortis, congue nisi eget, facilisis diam.

Praesent ut leo vulputate, facilisis nulla sed, fermentum turpis. Nunc malesuada velit sed orci ultricies accumsan. Nullam at ante orci. Nullam sapien eros, portet pharetra nec, iaculis ac est.

Sincerely,

Jane Doe

Educate. Inspire. Empower.



**THE SCHOOL DISTRICT OF CLAYTON**

#2 Mark Twain Circle  
Clayton, MO 63105

T: 314.854.6000  
F: 314.854.6000  
claytonschools.net

Department

Dear Mr. Doe,

First Last Name  
Title

First Last Name  
Title

First Last Name  
Title

First Last Name  
Title

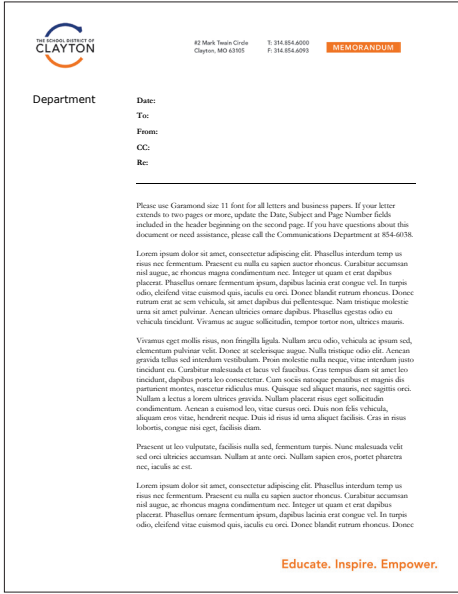
Vivamus eget mollis risus, non fringilla ligula. Nullam arcu odio, vehicula ac ipsum sed, elementum pulvinar velit. Donec at scelerisque augue. Nulla tristique odio elit. Aenean gravida effusa sed interdum vestibulum. Proin molestie nulla neque, vitae interdum justo tincidunt eu. Carabitar malesuada et lacus vel faucibus. Cras tempus diam sit amet leo tincidunt, dapibus porta leo consectetur. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Quisque sed aliquet mauris, nec sagittis orci. Nullam a lectus a lorem ultrices gravida. Nullam placerat risus eget sollicitudin condimentum. Aenean a euismod leo, vitae cursus orci. Duis non felis vehicula, aliquam eros vitae, hendrerit neque. Duis id risu id urna aliquet facilisis. Cras in risu lobortis, congue nisi eget, facilisis diam.

Praesent ut leo vulputate, facilisis nulla sed, fermentum turpis. Nunc malesuada velit sed orci ultricies accumsan. Nullam at ante orci. Nullam sapien eros, portet pharetra nec, iaculis ac est.

Sincerely,

Jane Doe

Educate. Inspire. Empower.



**THE SCHOOL DISTRICT OF CLAYTON**

#2 Mark Twain Circle  
Clayton, MO 63105

T: 314.854.6000  
F: 314.854.6000

MEMORANDUM

Department

To:

From:

CC:

Re:

Please use Garamond size 11 font for all letters and business papers. If your letter extends to two pages or more, update the Date, Subject and Page Number fields included in the header beginning on the second page. If you have questions about this document or need assistance, please call the Communications Department at 854-6038.

Dear Mr. Doe,

First Last Name  
Title

First Last Name  
Title

First Last Name  
Title

First Last Name  
Title

Vivamus eget mollis risus, non fringilla ligula. Nullam arcu odio, vehicula ac ipsum sed, elementum pulvinar velit. Donec at scelerisque augue. Nulla tristique odio elit. Aenean gravida effusa sed interdum vestibulum. Proin molestie nulla neque, vitae interdum justo tincidunt eu. Carabitar malesuada et lacus vel faucibus. Cras tempus diam sit amet leo tincidunt, dapibus porta leo consectetur. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Quisque sed aliquet mauris, nec sagittis orci. Nullam a lectus a lorem ultrices gravida. Nullam placerat risus eget sollicitudin condimentum. Aenean a euismod leo, vitae cursus orci. Duis non felis vehicula, aliquam eros vitae, hendrerit neque. Duis id risu id urna aliquet facilisis. Cras in risu lobortis, congue nisi eget, facilisis diam.

Praesent ut leo vulputate, facilisis nulla sed, fermentum turpis. Nunc malesuada velit sed orci ultricies accumsan. Nullam at ante orci. Nullam sapien eros, portet pharetra nec, iaculis ac est.

Sincerely,

Jane Doe

Educate. Inspire. Empower.

Standard Letterhead

Standard Letterhead with Sidebar

Memorandum Letterhead



**THE SCHOOL DISTRICT OF CLAYTON**

#2 Mark Twain Circle  
Clayton, MO 63105

Dr. First & Last Name, ABC

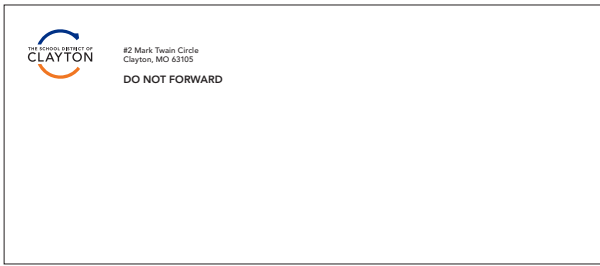
PRIMARY TITLE  
OPTIONAL SECOND TITLE

firstlastname@claytonschools.net

claytonschools.net

MAIN: 314.000.0000  
DIRECT: 314.000.0000  
MOBILE: 314.000.0000  
FAX: 314.000.0000

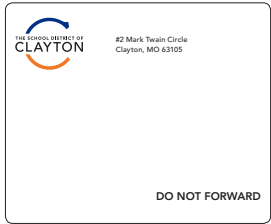
Educate. Inspire. Empower.



**THE SCHOOL DISTRICT OF CLAYTON**

#2 Mark Twain Circle  
Clayton, MO 63105

DO NOT FORWARD



**THE SCHOOL DISTRICT OF CLAYTON**

#2 Mark Twain Circle  
Clayton, MO 63105

DO NOT FORWARD

Business Cards

#10 Envelope

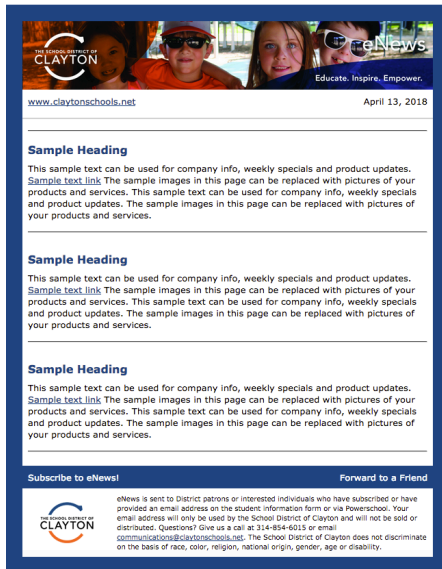
Mailing Label

## Stationery Templates

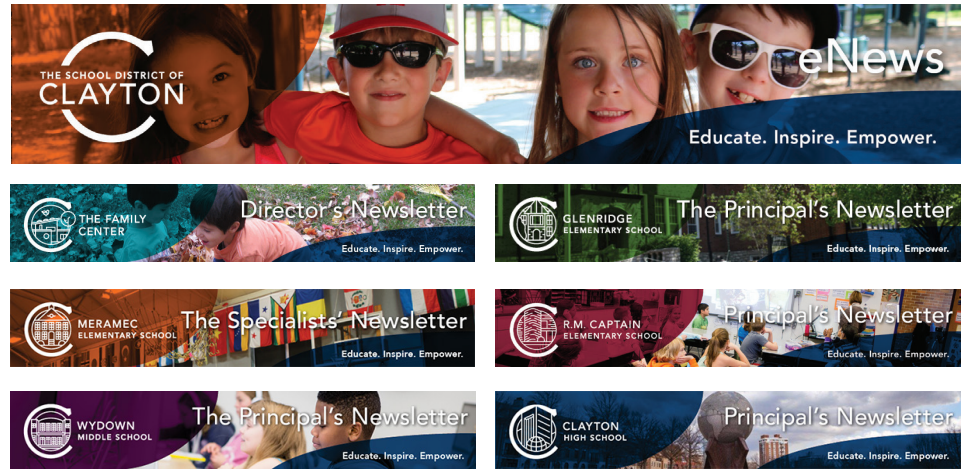
InDesign and Word files are available for all templates.



## 15.0 Digital Assets



District e-newsletter template



E-newsletter header templates

### eNews Assets

Templates are available for electronic newsletters and letterheads.

#### Option 1 - Extended

Chris Tennill, APR  
 Chief Communications Officer  
 School District of Clayton  
 #2 Mark Twain Circle  
 Clayton, MO 63105  
 (314) 854-6015 Direct  
 (314) 803-8268 Cell  
 (314) 854-6093 Fax  
 christennill@claytonschools.net

#### Option 2 - Compact

Robyn Polizzi  
 First-Grade Teacher  
 Glenridge Elementary School  
 School District of Clayton  
 (314) 854-6237

### Email Signatures

Following consistent guidelines for email signatures lends credibility to the District as a unified organization, rather than as qualified individuals. Signatures should include your preferred name (and any relevant credentials), your official title (and secondary title, as appropriate), the full and proper name of your school and/or organization, the full and proper name of the District, and any relevant contact information - all as shown in the format and order above. Fonts should be sans serif and limited as given by the brand standards (see 11.0 Font Specifications)

## 16.0 Photography



### Photography Style

When choosing photography for a project, it's important that the images align with the District's brand essence and reflect its vision or goals. Listed below are some attributes that images should display:

- Unique
- Light / Airy
- Clear
- Colorful
- Creative
- Diverse
- Candid / Intimate
- Active
- Engaging
- Caring
- Intelligent
- Contemporary
- Determined
- Insightful
- Rigorous

## 17.0 Clayton's Style Guide

The written word is very powerful. Our written communications convey not only the message we write, but also suggest an image of the School District of Clayton in general. Therefore, it is very important to provide readers with consistent, clear communications. The District can successfully convey the image of a united and cohesive organization by improving continuity in our use of punctuation and grammar, letterheads and the formatting of publications and websites.

This Style Guide has been prepared for you to use when creating any publication or written communication for an internal or external audience. Examples of such written communications include letters to parents, internal memos and school newsletters. Please use this guide as a reference tool for capitalization, spelling, punctuation and formatting.

The references in Clayton's Style Guide are primarily based on the *Associated Press Stylebook and Briefing on Media Law* and the *Webster's New World Dictionary*. These reference works are considered to be standard guides for most forms of mass communication and other written communications. However, some academic disciplines have preferred styles such as MLA or APA. In these cases, please continue to follow the appropriate style for your academic discipline. Consistency is key, regardless of the specific style you use. Even if you use another style, though, this guide will still be useful because it contains several District-specific items.

This Style Guide is not intended to direct the literary composition or expressions of your writings, such as manner or tone. We hope the Style Guide will enable you to maintain individuality within your written communications while keeping within a guideline that creates a consistent appearance for the District.

The Style Guide contains webpage tips and suggestions on Pages 39 through 41. This section includes important information for your webpage including guidelines, ways to get more out of your page, content tips, etc.

We hope this Style Guide will be a valuable resource for you. If you have any questions, please contact the Office of Communications at 314-854-6038.

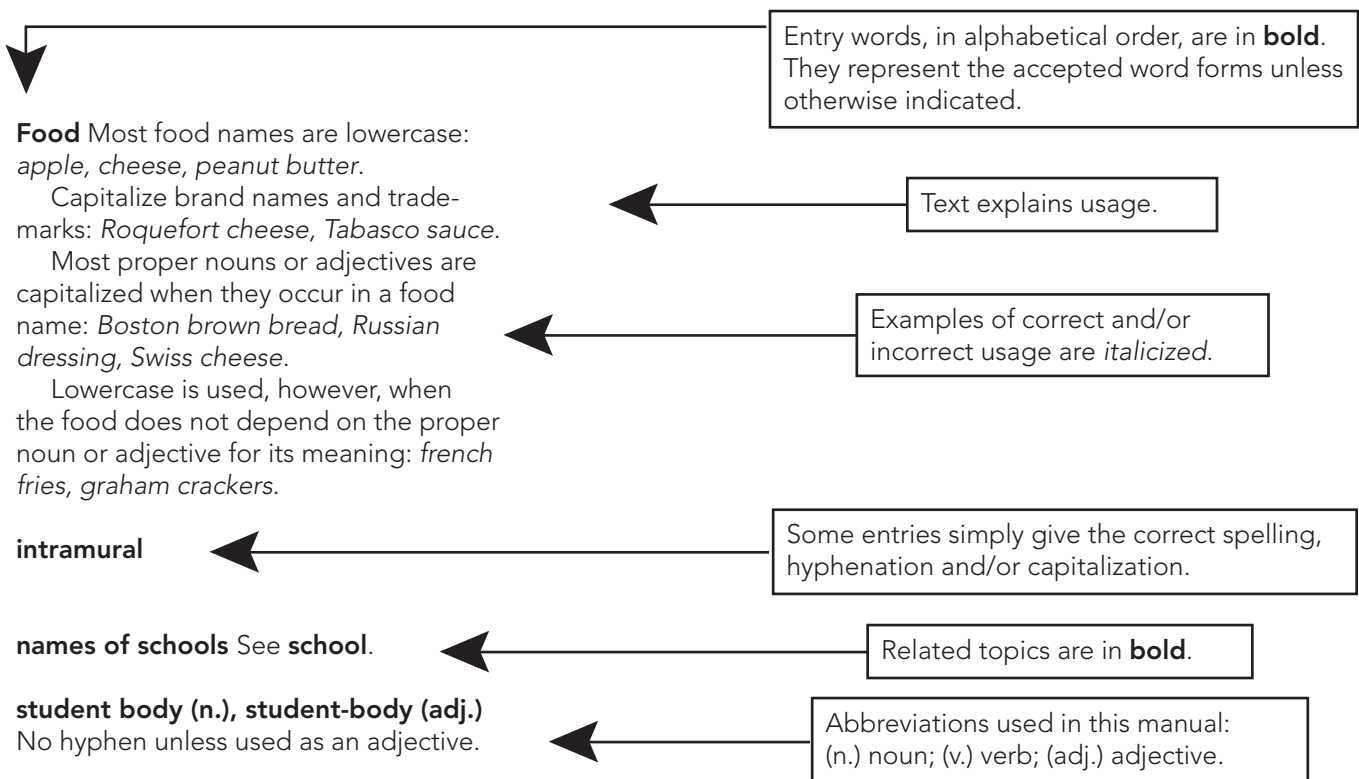
Sincerely,



Chris Tennill, APR  
Chief Communications Officer

## 18.0 Style Guide Key

This guide is organized like a dictionary. Below is a key to the entries:



## 19.0 Style Guide A-Z

# A

**abbreviations and acronyms** Avoid abbreviations the reader would not quickly recognize. 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: *the Board of Education (BOE)*. An acronym can then be used in all subsequent references. See **Clayton Abbreviations and Acronyms**, Page 37.

**BEFORE A NAME:** Abbreviate the following when used before a full name outside direct quotations: *Dr., Gov., Mr., Mrs.* Spell out all titles except *Dr., Mr., Mrs. and Ms.* when used before a name in direct quotations.

**AFTER A NAME:** Abbreviate *junior* or *senior* after an individual's full name and do not precede with a comma: *Martin Luther King Jr.* Abbreviate *Company: Co., Corporation: Corp., Incorporated: Inc. and Limited: Ltd.* when used after the name of a corporate entity unless the full word is part of an official name. In some cases, an academic degree may be abbreviated after a person's name. See **academic degrees**.

**WITH DATES OR NUMERALS:** Use the abbreviations *A.D., B.C., a.m., p.m.* and *No.* Abbreviate certain months when used with the day of the month. Abbreviations are correct only with figures. See **dates**.

Wrong: *Early this a.m. he asked for the No. of your room.*

Right: *At 9:30 a.m.; in room No. 6; on Nov. 13.*

**IN NUMBERED ADDRESSES:** Abbreviate *avenue, boulevard* and *street* in numbered addresses:  
Right: *He lives on Pennsylvania Avenue. He lives at 1600 Pennsylvania Ave.* See **addresses**.

**academic degrees** The preferred form is to avoid an abbreviation and instead use a phrase such as: *John Jones, who has a doctorate in psychology.*

Use an apostrophe in *bachelor's degree, a master's*, etc. There is no apostrophe in *associate degree*.

Capitalize if full academic name is used: *Doctor of Education*.

Use such abbreviations as *B.A., M.A., LL.D., Ed.D.* and *Ph.D.* only after a full name and set them off by commas: *Jerry Smith, Ph.D., requested a meeting.*

Do not precede a name with a courtesy title for an academic degree and follow it with the abbreviation for the degree in the same reference:

Wrong: *Dr. Ellen John, Ph.D.*

Right: *Dr. Ellen John, a chemist.*

**academic departments** Use lowercase except for words that are proper nouns or adjectives: *the department of history, the science department, the department of English, the English department*, or when *department* is part of the official and formal name: *Department of Elementary and Secondary Education*.

**academic titles** See **academic degrees**.

**accept, except** *Accept* means to receive. *Except* means to exclude.

**ACT** Acceptable on first reference for *American College Test*.

**acting** Always lowercase, but capitalize any formal title that may follow before a name: *acting Principal Eric Martin*. See **titles**.

**addresses** Use abbreviations *Ave.*, *Bld.* and *St.* only with a numbered address. Spell them out and capitalize when part of a formal street name without a number: *Pennsylvania Avenue*. Lowercase and spell out when used alone or with more than one street name: *Maryland and Pennsylvania avenues*.

All similar words (*alley*, *drive*, *road*, etc.) are always spelled out.

Always use figures for an address number: *2 Mark Twain Circle*.

Spell out and capitalize *First* through *Ninth*; use figures with two letters for *10<sup>th</sup>* and above: *7 20<sup>th</sup> St.* or *8 Ninth Street*.

Abbreviate compass points used to indicate directional ends of a street: *23 N. 10<sup>th</sup> St.* Do not abbreviate if the number is omitted: *East 42<sup>nd</sup> Street*.

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: *Clayton, Mo.* See **states**.

**Adequate Yearly Progress** *AYP* is acceptable on second reference.

**adopt, approve, enact, pass** Amendments, ordinances, resolutions and rules are *adopted* and *approved*. Bills are *passed*. Laws are *enacted*.

**Advanced Placement** *AP* is acceptable on second reference.

**adviser** Not *advisor*.

### **affect, effect**

*Affect*, as a verb, means to influence: *The game will affect the standings.*

*Affect*, as a noun, is best avoided.

*Effect*, as a verb, means to cause: *He will effect many changes in the country.*

*Effect*, as a noun, means result: *The effect of the program was overwhelming.*

**African American** The District's preferred usage (an exception to the *Associated Press Stylebook*).

**afterward** Not *afterwards*.

**ages** Always use figures: *The boy is 5 years old. The woman is in her 30s* (no apostrophe). Ages expressed as adjectives before a noun or as substitutes for a noun need hyphens: *A 5-year-old boy; The race is for 10-year-olds.*

**aid (v.), aide (n.)** *Aid* is assistance. An *aide* is a person who serves as an assistant.

**all right (adv.)** Never *alright*. Hyphenate only if used colloquially as a compound modifier: *She is an all-right actress.*

**alumnus, alumni, alumna, alumnae** Use *alumnus* (*alumni* is the plural) when referring to a man who has attended a school. Use *alumna* (*alumnae* is the plural) for reference to a woman. Use *alumni* when referring to a group of men and women.

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

**ampersand (&)** The *ampersand* should not be used in the place of *and*. Use only as part of an organization's formal name: *Procter & Gamble Co.*

**annual** An event cannot be considered *annual* until it has been held at least two successive years. Do not use the term *first annual*. Instead, use the term *inaugural* or note that sponsors plan to hold the event annually.

## April Fools' Day

**assistant** Do not abbreviate. Capitalize only when used in a formal title before a name: *Assistant Superintendent of Teaching and Learning Dr. Milena Garganigo*. See **titles**.

**associate degree** Not associate's degree. See **academic degrees**.

**association** Do not abbreviate. Capitalize as part of a proper name.

# B

## baccalaureate

**bachelor's degree** Not baccalaureate or bachelor degree. See **academic degrees**.

**biannual, biennial** *Biannual* means twice a year and is a synonym for the word *semiannual*. See **semiannual**. *Biennial* means every two years.

**bimonthly** Means every other month. *Semimonthly* means twice a month.

**board** Only capitalize when integral part of a proper name: *Clayton Board of Education*.

**Board of Education** *BOE* and *the Board* are acceptable on second reference.

**book titles** See **titles**.

**Boy Scouts** The full name of the national organization is *Boy Scouts of America*.  
*Cub scouting* is for boys ages 8 through 10. Members are *Cub Scouts* or *Cubs*.  
*Boy scouting* is for boys ages 11 through 17. Members are *Boy Scouts* or *Scouts*.

**browser** Software that enables computer users to navigate the World Wide Web and to perform various operations once they are on a site.

**building** Never abbreviate. Capitalize the proper names of buildings, including the word *building* if it is an integral part of the proper name. Abbreviations are acceptable for District school buildings on second reference:  
*Administrative Center (AC), The Family Center (FC), Clayton High School (CHS), Wydown Middle School (WMS), Ralph M. Captain Elementary School (CPT), Glenridge Elementary School (GLN), Meramec Elementary School (MER)*

**bullets** The general rule on bullets is to not capitalize the first word or use a period. However, exceptions to the rule exist. If the bullet is a complete sentence by itself, the first word may be capitalized along with proper punctuation. If the bullets complete a sentence, use proper punctuation but do not capitalize the first word.

**bus, buses** The verb forms: *bus, bused, busing*.

**Buzz Book** Capitalize when referring to the school publication: *Captain Elementary's Buzz Book*

# C

**anceled** Not *cancelled*.

## **capital, capitol**

*Capital* refers to the city where a seat of government is located, or describes money, equipment or property used in a business by a person or corporation.

*Capitol* refers to a building. Capitalize in reference to a specific capitol building: *The meeting was held in the Missouri State Capitol Building.*

**capitalization** In general, avoid unnecessary capitals.

PROPER NOUNS: Capitalize nouns that constitute the unique identification for a specific person, place or thing: *John, Mary, America, Clayton, General Electric.*

PROPER NAMES: Capitalize common nouns such as *party, river, street* and *west* when they are an integral part of the full name of a person, place or thing: *Mississippi River, Democratic Party, West Virginia, Hanley Road.*

COMMON NOUNS: Lowercase common nouns when they stand alone in a subsequent reference: *the party, the street.* *District* is an exception to this rule. See **District**.

Lowercase the common noun elements of names in all plural uses: *the Democratic and Republican parties, Main and State streets, the school.*

COMPOSITIONS: See **titles**.

TITLES: See **titles**.

**capitol** See **capital, capitol**.

**chairman, chairwoman** Capitalize as a formal title before a name: *Board Chairman Henry Ford*. Do not capitalize as a casual, temporary position: *meeting chairman Robert Jones*.

**chapters** Capitalize *chapter* when used with numeral reference to a section of a book or legal code: *Chapter 3*. Lowercase when standing alone.

**check-in (n. and adj.), check in (v.)** *Check-in time is 9 a.m. Please check in at 9 a.m.*

**cities** When naming cities within the District boundaries in publications being sent within Missouri, it is not necessary to follow the city name with Missouri: *The students completed service projects in Clayton.*

**city** Capitalize *city* as part of a proper name: *New York City, Kansas City, City of Clayton*. Lowercase elsewhere: *a Missouri city, the city government*. Capitalize when part of a formal title before a name: *City Manager Craig Owens*. Lowercase when not part of the formal title: *The city hired Health Inspector George Smith*.

**class** Capitalize only when referring to a specific graduating class: *Class of 1975 reunion, the graduating class*.

**classwork, course work**

**Clayton Logo** See **Brand Signatures**, Page 9.

**co-author, co-authored** Use hyphen for nouns, adjectives and verbs: *The teachers co-authored the article.*



**coed, coeducation** No hyphen.

**college, university** Capitalize when part of a proper name: *Dartmouth College, Saint Louis University*. Spell out on first reference. Acronym is acceptable on second reference: *SLU*.

### comma

Do not use a comma at the start of an indirect or partial quotation: *She said that the District “strives for academic excellence.”*

Use a comma to complete a quotation: *“The District strives for academic excellence,” she said.*

Use a comma to introduce a complete one-sentence quote: *She said, “The District strives for academic excellence.”*

Use commas to separate elements in a series, but do not put a comma before the conjunction in a simple series: *The flag is red, white and blue.*

Do not use a comma to separate clauses when the subject is the same in both clauses: *We are visiting Washington and plan to see the White House.*

**compact disc** *CD* is acceptable in all references. See **CD-ROM**.

### complement, compliment

*Complement* is a noun and a verb denoting completeness or the process of supplementing something: *The ship has a complement of 200 sailors. The tie complements his suit.*

*Compliment* is a noun or verb that denotes praise: *The captain complimented the sailors. She received many compliments on her hair.*

**composition titles** See **titles**.

**Cooperating School Districts** *Cooperating School Districts* is now *EducationPlus*. *EdPlus* is acceptable on second reference.

**courtesy titles** See **titles**.

## D

**data** A plural noun; it normally takes plural verbs and pronouns. The singular form is *datum*.

**database** One word.

**dates** Capitalize the names of months in all uses.

When a month is used in a specific date, abbreviate the following months: *Jan., Feb., Aug., Sept., Oct., Nov. and Dec.:* *Dec. 2.*

Spell out the month when used alone or with just a year: *January 2006.*

Avoid using *st, nd, rd* or *th*.

Wrong: *The field trip is scheduled for November 2<sup>nd</sup>.*

Right: *The field trip is scheduled for Nov. 2.*

**days of the week** Capitalize: *The meeting is on Friday*. Do not abbreviate, except when needed in a tabular format: *Sun, Mon, Tue* (three letters, without periods, to facilitate tabular composition). See **dates**.

**degrees** See **academic degrees**.

**Department of Elementary and Secondary Education** *DESE* is acceptable on second reference.

## departments

Capitalize *department* when it precedes the proper name element: *Department of Teaching and Learning*. Lowercase when it stands alone.

Lowercase *department* in plural uses, but capitalize the proper name element: *the history and English departments*. See **academic departments**.

**disabled, handicapped, impaired** In general do not describe an individual as disabled or handicapped unless it is clearly pertinent to the story.

*Disabled* is a general term used for a physical or cognitive condition that substantially limits one or more of the major daily life activities.

*Blind* describes a complete loss of sight. *Visually impaired* describes a partial loss of sight.

*Deaf* describes a person with total hearing loss. *Partially deaf* describes a partial loss of hearing.

*Mute* is someone who physically cannot speak. *Speech impaired* is having difficulty with speech.

*Wheelchair-user* for people who use wheelchairs for independent mobility.

Avoid *handicap, handicapped, deaf-mute, wheelchair-bound*.

## District

Always capitalize in reference to the *School District of Clayton*. *District* is acceptable on second reference. Never use *Clayton School District*.

Use the lowercase *district* when referring to other school districts, unless part of a title. Also, lowercase *school district*, even when referring to Clayton.

**Districtwide** One word.

**doctorate** Either *doctor's degree* or *doctorate* are acceptable references. See **academic degrees**.

**dollar** Always lowercase. Use figures and the \$ sign in all except casual reference or amount without a figure: *The lunch cost \$5. Please bring a dollar for the trip.*

**domain name** The address or URL of a particular website; also listed at the right of the @ sign in an email address. It includes a suffix defining the type of entity, such as *.com* for commerce, *.edu* for education, *.gov* for government, *.org* for organization and *.net* for network.

**drop-off** Always hyphenate.

**drugs** Because the word *drugs* has come to be used as a synonym for narcotics in recent years, *medicine* is the better word to specify that an individual is taking medication.

**DVD** Use in all references.

# E

**earth** Generally lowercase; capitalize when used as the proper name for the planet: *She is down to earth. How does the pattern apply to Mars, Jupiter, Earth, the sun and the moon?*

**EducationPlus** Formerly *Cooperating School Districts*. *EdPlus* is acceptable on second reference.

**effect** See **affect, effect**.

**either** Use it to mean one or the other, not both.  
Wrong: *There were lions on either side of the door.*  
Right: *She said to use either door.*

**email** Acceptable in all references for *electronic mail*. Use lowercase for an email address: *bobjones@claytonschools.net*. Use a hyphen with other e-terms: *e-book, e-business, e-commerce*.

**English Language** *EL* is acceptable on second reference. The District no longer uses *ELL* to describe this program or students.

**ensure, insure** Use *ensure* to mean guarantee: *Steps were taken to ensure accuracy*. Use *insure* for references to insurance: *The policy insures his life*.

**entitled** Use it to mean a right to do or have something. Do not use it to mean titled.  
Wrong: *The book was entitled "Gone With the Wind."*  
Right: *She was entitled to the promotion.*

**equator** Always lowercase.

**ethnic groups** *African American, Asian, Caucasian, Hispanic, Native American*. See **African American**.

**exclamation point (!)** Avoid overuse.

**ext.** Abbreviation for *telephone extension*. Do not capitalize. Use a comma between the number and the extension: *854-6000, ext. 5555*.

**extracurricular** No hyphen.

# F

**farther, further** *Farther* refers to physical distance: *He walked farther into the woods*. *Further* refers to an extension of time or degree and to additional information: *She will further her education*.

**fax (n.) (v.)** Acceptable as short version of *facsimile* or the action of sending a *facsimile*.

**Family Educational Rights and Privacy Act** *FERPA* is acceptable on second reference.

**field trip** Two words.

**first quarter** Hyphenate when used as a compound modifier: *He scored in the first quarter. The team took the lead on his first-quarter goal.*

**fiscal year** The 12-month period that an organization or governmental body uses for bookkeeping purposes. The District's *fiscal year* runs from July 1 through June 30.

**flesh, flush** To *flesh* out an idea is to give it substance, as a sculptor adds clay flesh to a skeletal armature. To *flush* out a criminal is to drive him or her out into the open. The latter term is derived from bird-hunting, in which one *flushes* out a covey of quail. If you are trying to develop something further, use *flesh*; but if you are trying to reveal something hitherto concealed, use *flush*.

**flier, flyer** *Flier* is the preferred term for an aviator or a handout: *The flier was distributed to the elementary students.* *Flyer* is the proper name of some trains and buses: *The Western Flyer.*

**follow-up, follow up** Hyphenate when using as a noun or adjective. No hyphen when using as a verb.

Right: *The teacher gave a follow-up assignment to make sure the students understood the concept.*

Right: *The teacher followed up with students to make sure they understood the concept.*

**food** Most food names are lowercase: *apples, cheese, peanut butter.*

Capitalize brand names and trademarks: *Roquefort cheese, Tabasco sauce.*

Most proper nouns or adjectives are capitalized when they occur in a food name: *Boston brown bread, Russian dressing, Swiss cheese.*

Lowercase is used, however, when the food does not depend on the proper noun or adjective for its meaning: *french fries, graham crackers.*

**formal titles** See **titles**.

**freshman, freshmen** *Freshman* is the singular noun: *Andrea is a freshman.* *Freshmen* is the plural noun: *John and Paul are freshmen.* The adjective is always singular: *The freshman class will graduate in 2019.*

**full time, full-time** Hyphenate when used as an adjective: *full-time student; He works full time.*

**fundraising, fundraiser** One word in all cases.

## G

**Girl Scouts** The full name of the national organization is *Girl Scouts of the United States of America.*

*Dasies* or *Daisy Girl Scouts* are girls ages 5 through 6.

*Brownies* or *Brownie Girl Scouts* are girls ages 6 through 8.

*Juniors* or *Junior Girl Scouts* are girls ages 9 through 11.

*Cadettes* or *Cadette Girl Scouts* are girls ages 12 through 14.

*Seniors* or *Senior Girl Scouts* are girls ages 15 through 17.

**governmental bodies** Capitalize the full proper names of governmental agencies, departments and offices: *The U.S. Department of State, the Clayton Board of Aldermen.*

**grade, grader** Hyphenate the noun forms and the adjective forms: *first-grader, 10<sup>th</sup>-grader, a fourth-grade student.*

**grade levels** Lowercase grade levels in most cases including when used alone or after a name.

**grade point average** GPA is acceptable in all references: *Students' GPAs should never be published without their written permission.*

**graduate (v.)** *Graduate* is correctly used in the active voice: *She graduated from Clayton High School.*

Do not drop "from":

Wrong: *He graduated Harvard.*

Right: *He graduated from Harvard.*

## Groundhog Day

# H

**halftime** One word.

**handicapped** See **disabled, handicapped, impaired.**

**his, her** Do not assume maleness in constructing a sentence, but use the pronoun *his* when indefinite antecedent may be male or female: *A reporter attempts to protect his sources;* not *his or her sources.* The best choice is a slight revision of the sentence: *Reporters attempt to protect their sources.*

**holidays** Capitalize holidays. Official District holidays include *Labor Day, Thanksgiving and the Friday after Thanksgiving, Christmas Eve, Christmas Day, New Year's Eve, New Year's Day, Martin Luther King Jr. Day, Presidents Day, Memorial Day and Independence Day.*

**home page** Two words.

**homeroom (adj.) (n.)** One word.

**human resources department** Not personnel department. *HR Department* is acceptable on second reference.

**HTML, HTTP** Acceptable on first reference for hyper text mark-up language and hyper text transfer protocol. Uppercase in text, lowercase in web addresses.

**hyphens** Hyphens are used to join words to create compound modifiers (*little-known author*) and for large numbers when spelled out (*twenty-five*). See **numerals.**

# I

**incorporated** Abbreviate and capitalize as Inc. when used as part of a corporate name. Do not set off with commas: *J.C. Penney Company, Inc.* unless the comma is part of the official name.

**Independence Day** *Fourth of July* and *July Fourth* also are acceptable.

**initials** Use periods and omit spaces between initials: *H.L. Mencken.*

**internet** Lowercase in all references.

## inter, intra

*Inter* is a prefix meaning between or among. *Interoffice mail* refers to distribution between offices in one organization.

*Intra* is a prefix meaning on the inside, within. *Intramural sports* are athletic competitions between groups of a single school.

**into, in to** *Into* is a function word to indicate entry, introduction, insertion, superposition or inclusion: *She came into the room. Please put the bowl into the sink. They were heading into town. He jumped into the pool. She was just staring into space. In to* is usually used to mean “in order to.” *He turned his paper in to the teacher. The administrators wouldn’t give in to the demands of the protesters. My boss sat in to audit the meeting.*

## **intramural**

**intranet** The private computer network within an organization. Lowercase. *Sign in to Schoolwires to view items on Clayton’s intranet.*

**irregardless** A double negative. *Regardless* is correct.

**italic, italicize** A slanted typeface. Not *italics*.

**it’s, its** *It’s* is a contraction for “it is” or “it has”: *It’s up to you. Its*, without the apostrophe is the possessive form of it: *The company lost its assets.*

## **J**

**jargon** The special vocabulary and idioms of a particular class or occupational group. In general, avoid jargon. When it is appropriate in a special context, include an explanation of any words likely to be unfamiliar to most readers, such as parents or community members.

**junior** Abbreviate as *Jr.* only with full names of persons or animals. Do not proceed with a comma: *John F. Kennedy Jr.* Lowercase when referring to grade level: *Mark Smith will be a junior.* See **abbreviations**.

## **K**

**kids** *Student* is preferred in most cases. Parents have *children*. Schools have *students*. Always use *children* or *students* unless the use of *kids* as an informal synonym for children is appropriate in the context: *Clayton Community Alliance for Healthy Kids*

## **kindergarten, K-12**

**kindergartener** Not *kindergartner*.

## **L**

**Labor Day** The first Monday in September.

**languages** Capitalize the proper names of languages and dialects: *Cajun, English, Spanish, French.*

## **lay, lie**

The action word is *lay*. It takes a direct object. *Laid* is the form for its past tense and past participle. Its present participle is *laying*. *I will lay the book on the table. He laid the book on the table. She is laying the book on the table.*

*Lie* indicates a state of horizontal reclining. It does not take a direct object. Its past tense is *lay*. Its past participle is *lain*. Its present participle is *lying*. *He lies on the beach in the sun. I lay down on the towel. He has lain on the sand. I am lying on the beach.*

**led, lead** *Led* is to bring to some conclusion or condition: *I was led to believe otherwise.* *Lead* is to show the way to others, usually by going ahead of them: *The guide leads them down the path.* *Lead* is also the front position, first place or principal role: *She got the lead in the play.*

**let's, lets** Let's is a contraction of "let us": *Let's go to lunch.* Lets without the apostrophe is a form of the verb let, meaning to allow or give permission. *The teacher lets the students go to recess.*

**likable** Not *likeable*.

**login, logon, logoff (n.)** But use as two words in verb form: *I log in to my computer.*

**logo** Written school correspondence sent to the public should contain the District's logo. See **Brand Signatures**, Page 9.

**lose (v.), loose (adj.)** *Be careful not to lose this notebook. The pages in this notebook are loose.*

## M

**magazine names** Capitalize and italicize, but do not place in quotes. Lowercase magazine unless it is part of the publication's formal title: *Newsweek magazine, Harper's Magazine.*

**make up (v.), make-up (adj.)** *He is going to make up the assignment. The teacher gave the students a make-up quiz.*

**Martin Luther King Jr. Day** The third Monday in January.

**master's degree** A *master's degree* or *master's* is acceptable in any reference: *She earned a Master of Education.* See **academic degrees**.

**memo, memos** Interoffice memorandum(s). See **Print Assets**, Page 16, for style guidelines for a memo.

**Memorial Day**

**Missouri Assessment Program** *MAP* is acceptable on second reference.

**Missouri School Improvement Process** *MSIP* is acceptable on second reference.

**month** Capitalize the names of months in all uses. When a month is used in a specific date, abbreviate the following months: *Jan., Feb., Aug., Sept., Oct., Nov.* and *Dec.* See **dates**.  
Right: *Dec. 2.*

**more than** Preferred instead of over when estimating numbers: *more than 50 students.*

## N

**names**

FIRST REFERENCE: Preferred use is first and last name, followed by title or position. Use of middle initials is encouraged in formal context. See **titles** and **Clayton People**, Page 38.

SECOND REFERENCE: In general, the last name may be used for the second reference. Typically avoid 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.

Use of names is context specific. In a newsletter, use the last name on second reference. In a letter to parents or students or a memo to staff, the use of first names is usually more appropriate.

**names of buildings** See **building**.

**names of schools** See **school**.

**names of students** A student's first name only is acceptable on second reference.

**national anthem** Lowercase. Capitalize the song name: *The Star-Spangled Banner*.

**newspaper names** Capitalize a newspaper's name if that is the way the publication prefers to be known. Italicize the name, but do not place in quotes: *The Washington Post*, *the St. Louis Post-Dispatch*.

**New Year's, New Year's Day, New Year's Eve** Only lowercase when not referring to the holiday.  
Right: *What will the new year bring?*

**No Child Left Behind** *NCLB* is acceptable on second reference.

**noon** Do not put *12* in front of *noon*.  
Wrong: *We're meeting at 12 noon.*  
Right: *We will have lunch at noon.*

**nonprofit** One word.

**numerals** Spell out numbers nine and below; use figures for 10 and above except with ages. See **ages**. Spell out *first* through *ninth* when indicating a sequence. Spell out the number if it begins a sentence. It is preferable to reword a sentence when possible to avoid spelling out large numbers.  
Wrong: *900 people attended the play.*  
Right: *Nine hundred people attended the play.*  
Right: *Nearly 900 people attended the play.*



**Off campus, on campus (n.), off-campus, on-campus (adj.)** Hyphenate only the adjective form: *The recruiter conducted on-campus interviews. The interview was conducted off campus.*

**OK, OK'd, OK'ing, OKs** Do not use *okay*.

**online** One word.

**organizations** Capitalize the full name of organizations: *Parent-Teacher Organization*.

SUBSIDIARIES: Capitalize the names of major subdivisions: *the Pontiac Motor Division of General Motors*.

INTERNAL ELEMENTS: Use lowercase for internal elements of an organization when they have names that are widely used generic terms: *the history department of Clayton High School*.

**over** Refers to spatial relationships: *The plane flew over the school. More than* is the preferred use with numbers.  
Wrong: *The District has over 50 employees.*  
Right: *The District has more than 50 employees.*



# P

**Parents of African American Students** PAAS+ is acceptable on second reference.

**page** Always use figures. Capitalize when spelling out.  
Right: *Page 3, p. 3.*

**parent-teacher conferences** Hyphenate.

**Parent-Teacher Organization** PTO is acceptable on all references.

**part time, part-time** Hyphenate only when used as a compound modifier: *She works part time. She has a part-time job.*

**peak, peek, pique** *Peak* is a summit: *A line of rocky peaks.* *Peek* is to take a brief look: *The girl peeked around the corner.* *Pique* is a French word meaning “prick,” in the sense of “stimulate”: *My curiosity was piqued.*

**percent** One word. Spell out unless used in a table or a financial publication. Numbers should be used when expressing a percent: *The School District of Clayton’s dropout rate is less than 1 percent.*

**NEW ENTRY  
2018**

**perspective, prospective** *Perspective* is a particular attitude toward something - a point of view. *Prospective* refers to something that is likely to be: *The prospective family requested a tour of the school.*

**pickup (n. and adj.), pick up (v.)** *The afterschool pickup location is in front of the building. Pick up your child in front of the building after school.*

**PK** Use instead of PreK to refer to students in pre-kindergarten: *Friday is the last day of school for all PK-12 students.*

**play titles** See **titles**.

**p.m., a.m.** Lowercase, with periods. Avoid redundant forms, such as *10 p.m. tonight.*

**president** Capitalize only as a formal title before one or more names: *President Lincoln, Presidents Clinton and Bush.* Lowercase all other uses.

**Presidents Day** The third Monday in February.

**principal** Not *principle*. Capitalize only when used as a formal title before a name: *Principal Dan Gutchewsky.* See **titles**.

**Professional Learning Communities** PLC is acceptable on second reference. Do not use apostrophe if plural: *PLCs will be held on Wednesday.*

**professor** Never abbreviate. Uppercase before a name.

**punctuation** Think of it as a necessity for your readers, designed to help them understand a message. See **comma**, **hyphens** and **quotations**.

# Q

**quarter** *fall quarter, spring quarter*

**quotations** Open-quote marks and closed-quote marks are used to surround the exact words of a quote:

Right: *She ensured her new employers that she will “work hard for them.”*

Right: *“I’m proud to be a student at Wydown Middle School,” he said. “Wydown is a top-ranked school.”*

Periods and commas are placed within the quotation marks.

Question marks, colons and exclamation points are placed within the quotation marks when they directly apply to the quoted matter, but outside when applicable to the whole sentence. The question mark supersedes the comma that normally is used when supplying attribution for a quotation.

Right: *The student asked, “What chapters will be covered on the test?”*

Right: *Did the teacher say, “The test will be held on Monday”?*

Right: *“Who is there?” he said.*

# R

**ranges** Use the unit of measurement after each number: *\$12 million to \$14 million*. Not: *\$12 to \$14 million*. Also: *A pay increase of 12-15 percent*. Or: *A pay increase of between 12 and 15 percent*.

**résumé** Accents optional.

**room numbers** Use figures and capitalize room when used with a figure: *Room 2*.

# S

**SAT** Acceptable on first reference to the *Scholastic Aptitude Test*.

**school** Capitalize only when part of a proper name: *Glenridge Elementary School*. The word *school* can be dropped on the second reference: *Glenridge Elementary*. See **building**.

**school years** See **fiscal year** and **years**.

**seasons** Lowercase *spring, summer, fall, winter* and derivations such as *springtime* unless part of a formal name: *Summer Olympics*.

**secretary** Capitalize before a name only if it is an official corporate or organizational title. Do not abbreviate.

**semiannual** Twice a year, a synonym for *biannual*. Do not confuse with *biennial*, which means every two years.

**set up (v.), setup (n. and adj.)** *He is going to set up for the meeting. The classroom setup is detailed on the seating chart.*

**sign-up, sign up** Hyphenate when using as a noun or adjective. No hyphen when using as a verb.

Right: *The sign-up sheet is posted on the door.*

Right: *Parents sign up for a time slot for parent-teacher conferences.*

**Special School District** *SSD* is acceptable on second reference.

**sport scores** Game scores should be written in numerals, even if fewer than 10: *The final score was 5-20.*

**state** Capitalize *state* when referring to an action or document developed by a department or governing entity in the state of Missouri: *The calendar complies with the State's requirements for student attendance.*

**states** The names of the 50 U.S. states should be spelled out when used in the body of a story, whether standing alone or in conjunction with a city, town, village or military base. *She previously taught in Memphis, Tennessee.* Use the following state abbreviations in parentheses when writing a full address:

Alabama (AL)	Hawaii (HI)	Massachusetts (MA)	New Mexico (NM)	South Dakota (SD)
Alaska (AK)	Idaho (ID)	Michigan (MI)	New York (NY)	Tennessee (TN)
Arizona (AZ)	Illinois (IL)	Minnesota (MN)	North Carolina (NC)	Texas (TX)
Arkansas (AR)	Indiana (IN)	Mississippi (MS)	North Dakota (ND)	Utah (UT)
California (CA)	Iowa (IA)	Missouri (MO)	Ohio (OH)	Vermont (VT)
Colorado (CO)	Kansas (KS)	Montana (MT)	Oklahoma (OK)	Virginia (VA)
Connecticut (CT)	Kentucky (KY)	Nebraska (NE)	Oregon (OR)	Washington (WA)
Delaware (DE)	Louisiana (LA)	Nevada (NV)	Pennsylvania (PA)	West Virginia (WV)
Florida (FL)	Maine (ME)	New Hampshire (NH)	Rhode Island (RI)	Wisconsin (WI)
Georgia (GA)	Maryland (MD)	New Jersey (NJ)	South Carolina (SC)	Wyoming (WY)

**statewide** One word.

**street names** See addresses.

**student body (n.), student-body (adj.)** Hyphenate when used as an adjective: *Student-body elections will be held on Monday.*

**substitute teacher** Avoid using *substitute* as a noun. Never abbreviate as *subs*.

**superintendent** Do not abbreviate. Capitalize when used as a formal title. See **titles** and **Clayton People**, p. 38.

**syllabus, syllabuses**

## T

**teen, teenager (n.), teenage (adj.)** Do not use *teen-aged*.

**Thanksgiving, Thanksgiving Day** The fourth Thursday in November.

**that, which, who, whom**

that, which

Use when referring to inanimate objects and to animals without a name.

who, whom

Use when referring to people and to animals with a name.

Who is the pronoun used for references to human beings and to animals with a name. It is grammatically the subject (never the object) of a sentence, clause or phrase.

Right: *The student who checked out the book left his library card on the counter.*

Right: *Who is there?*

Whom is used when someone is the object of a verb or preposition.

Right: *The student to whom the book was checked out left his library card on the counter.*

Right: *Whom do you wish to see?*

**theater** Use this spelling unless the proper name includes *Theatre*.

**times** Use figures except for *noon* and *midnight*. Time listings with *a.m.* or *p.m.* are preferred: 8 *a.m.*, 2 *p.m.*, 8-11 *a.m.*, 8 *a.m.* to 3:30 *p.m.*

## titles

**COMPOSITION TITLES:** Capitalize the principal words. Italicize or put quotation marks around names of all works such as books, movies, musical works, plays, poems, songs, television programs, titles of lectures, speeches and works of art.

**COURTESY TITLES:** In general, avoid the use of courtesy titles: *Mr.*, *Mrs.*, *Ms.* and *Miss* 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.

**FORMAL TITLES:** In general, capitalize only formal titles when used directly before an individual's name: *Superintendent Dr. Sharmon Wilkinson*. See **Clayton People**, Page 38.

**toward** Not towards.

## U

**United States** Spell out when used as a noun. Use U.S. (no space) only as an adjective.

## V

**Valentine's Day**

**Veterans Day**

**Voluntary Interdistrict Choice Corporation** The organization in charge of the voluntary student transfer program. *VICC* is acceptable on second reference.

**vice principal** The correct title is *assistant principal*. Capitalize when it directly precedes the name of an individual.

**Voluntary Student Transfer Program** St. Louis' city-to-county school desegregation program. *VST* is acceptable on second reference. When referring to a student in the program: *voluntary transfer student*.

## W

**web** Lowercase in all references.

**webpage** One word.

**website** One word. *The District's website is claytonschools.net.*

**weeklong** One word as an adjective; an exception to Webster's.

**which** See **that, which, who, whom**.

**who, whom** See **that, which, who, whom**.

# XYZ

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

**yearlong, yearslong** One word as an adjective. *OASIS tutoring is a yearlong program. The OASIS tutors visit the building all year long.*

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

**years** Use an apostrophe when omitting the first two numbers of the year: '11. School years should be written as 2011-2012. Use an "s" without an apostrophe to indicate spans of decades or centuries: *the 1990s, the 1900s*. See **fiscal year**.

**ZIP code** Use all caps for *ZIP*, but always lowercase *code*.

## 20.0 Clayton Abbreviations and Acronyms

UPDATED  
2018

AC	Administrative Center	MSTA	Missouri State Teachers Association
ACT	American College Test	NBC	National Board Certification
AIS	Alternative Instructional Support	NBPTS	National Board for Professional Teaching Standards
AP	Advanced Placement		
BD	Behavioral Disorder	NEA	National Education Association
BOE	Board of Education	NTI	New Teacher Induction
C-Club	Clayton Athletic Boosters	Oasis	Intergenerational tutoring program
CCSS	Common Core State Standards	OSS	Out-of-School Suspension
CHS	Clayton High School	PAAS+	Parents of African American Students
CPC	Continuing Professional Certificate	PAC.ED	Parent Advisory Council of Children with Education Diversity
CPT	Captain Elementary School		
CSIP	Comprehensive School Improvement Plan	PDC	Professional Development Committee
		PGL	Parents of Gifted Learners
CWC	Class Within a Class	PLC	Professional Learning Communities
DECA	Distributive Education Clubs of America	PLG	Professional Learning Grant
		PPRA	Protection of Pupil Rights Amendment
DESE	Department of Elementary and Secondary Education	PRC	Professional Relations Council
DLC	District Leadership Council	PTO	Parent-Teacher Organization
ECE	Early Childhood Education	PTTE	Part-Time Temporary Employment
EL	English Language	SAT	Scholastic Aptitude Test
ESSA	Every Student Succeeds Act	SMART	Specific Measurable Attainable
FC	Family Center	Goals	Realistic Timely Goals
FERPA	Family Educational Rights and Privacy Act	SPED	Special Education
		SRO	School Resource Officer
GLN	Glenridge Elementary School	SSD	Special School District
HR	Human Resources	STARR	Select Teachers as Regional Resources
IDEA/504	Individuals with Disabilities Education Act/504	TAOD	Tobacco, Alcohol and Other Drugs
		T & L	Teaching and Learning
IEP	Individualized Education Plan	VICC	Voluntary Interdistrict Choice Corporation
ISS	In-School Suspension		
ISTE	International Society for Technology Standards	VST	Voluntary Student Transfer Program
		VTS	Voluntary Transfer Student
MAP	Missouri Assessment Program	WMS	Wydown Middle School
MER	Meramec Elementary School		
MSIP	Missouri School Improvement Process		

## 21.0 Clayton People

UPDATED  
2018

Capitalize the title when used as a formal title before a name:

<b>superintendent of schools</b>	<i>Superintendent Dr. Sean Doherty Dr. Sean Doherty, superintendent of schools</i>
<b>assistant superintendent of teaching and learning</b>	<i>Assistant Superintendent of Teaching and Learning Dr. Milena Garganigo Dr. Milena Garganigo, assistant superintendent of teaching and learning</i>
<b>assistant superintendent of student services</b>	<i>Assistant Superintendent of Student Services Dr. Kashina Bell Dr. Kashina Bell, assistant superintendent of student services</i>
<b>assistant superintendent of human resources</b>	<i>Assistant Superintendent of Human Resources Dr. Tim Dilg Dr. Tim Dilg, assistant superintendent of human resources</i>
<b>chief communications officer</b>	<i>Chief Communications Officer Chris Tennill Chris Tennill, chief communications officer</i>
<b>chief financial officer</b>	<i>Chief Financial Officer Mary Jo Gruber Mary Jo Gruber, chief financial officer</i>
<b>chief technology officer</b>	<i>Chief Technology Officer Jeff Puls Jeff Puls, chief technology officer</i>
<b>director of facility services</b>	<i>Director of Facility Services Tim Wonish Tim Wonish, director of facility services</i>
<b>director of the Family Center</b>	<i>Director of the Family Center Debbie Reilly Debbie Reilly, director of the Family Center</i>
<b>Captain Elementary principal</b>	<i>Principal Dr. Jennifer Martin Dr. Jennifer Martin, principal of Captain Elementary</i>
<b>Glenridge Elementary principal</b>	<i>Principal Beth Scott Beth Scott, principal of Glenridge Elementary</i>
<b>Meramec Elementary principal</b>	<i>Principal Patrick Fisher Patrick Fisher, principal of Meramec Elementary</i>
<b>Wydown Middle School principal</b>	<i>Principal Dr. Jamie Jordan Dr. Jamie Jordan, principal of Wydown Middle School</i>
<b>Clayton High School principal</b>	<i>Principal Dr. Dan Gutchewsky Dr. Dan Gutchewsky, principal of Clayton High School</i>

## 22.0 Webpage Tips and Guidelines

### What to Include on Your Webpage

- Teacher's name
- Contact information (email address, school phone number and extension)
- Syllabus, learning objectives or other applicable classroom information
- Calendar of important dates

### General Guidelines

- Review and update information regularly.
- Do not duplicate information from another website. Link to the official webpage of the responsible office, program or department.
- Do not use School District of Clayton websites to solicit monetary support.
- Permission is needed to use another organization's logo.
- **Do not use copyrighted material.**
- Limit color variety and keep color scheme consistent.
- Remember that any newsletter or file that parents will view should be in PDF format to ensure that both Mac and PC users can view it correctly.

### Getting the Most Out of Your Webpage

General Information	Provide class rules, expectations and policies.
Newsletter	If you already do weekly or monthly newsletters, consider putting a PDF of it on your website, too. If you do not have a newsletter, but would like to do one, write and update a newsletter that tells your students and their parents about the materials covered in class and what they can do outside of class to enhance their learning experience.
Links Library	Link sites that might be helpful or interesting for the students (remember to check and make sure all the links work and do not go to unfinished pages).
Homework	<ul style="list-style-type: none"><li>• Update homework regularly.</li><li>• Control how long the homework is available by setting end display dates.</li><li>• All files should be in PDF format.</li><li>• Outline units studied during the course and provide a short description and dates.</li><li>• Post study guides or practice tests to help your students study after ensuring the documents are not copyrighted.</li><li>• If appropriate, provide samples for projects to demonstrate expected content.</li></ul>



## 23.0 Webpage Design Tips

### Content

- Keep information concise and clear – limit the need to scroll down.
- Titles of webpages should make sense and directly connect with the content of the page.
- Do careful proofreading to eliminate typos and awkward grammar.
- Chunk information together for easy reading.
- Keep content up-to-date by setting start and end dates for your documents.

### Text

- Only underline linked text.
- Avoid using all CAPS.
- Do not have more than a few words italicized or in bold. Use only for emphasis.
- Be conscious of text color.
- The worst color scheme is red on green and blue on yellow.
- Avoid using white text as it is hard to print.
- Lato is the default font on Clayton's site. Verdana is the secondary font to be used on the website. Use only these fonts on the website.

### Images

- Graphics and photos are meant to enhance the page. Use them judiciously.
- Be aware of file size. Keep file sizes small for quicker downloads.
- Pay attention to the actual image size. Don't overpower the page with one image, but make sure the image is not so small that the reader cannot decipher it.
- Use the photo gallery/album feature to store larger quantities of pictures.
- A resolution higher than 96 d.p.i. (dots per inch) is wasted on the web, and usually images can be 'optimized' (that is, their file size reduced) without affecting their appearance much when viewed by a normal Web browser.

**For more information or to request training,  
contact your building's educational technologist.**

## 24.0 Webpage Features

<b>About the Teacher</b>	This type of page provides teachers with a space for sharing their contact information, degree and certification, photo and message to students and parents in a standardized format.
<b>Article Library</b>	This page type is useful for sports highlights, newsletters and meeting minutes. This type of page is great for posting timely messages because you can set an end display date eliminating the need to go back and take the message off your webpage.
<b>Assignments</b>	This page type is useful for adding and displaying homework assignments because it also allows you to set an end display date, eliminating the need to go back and take the assignment off your webpage.
<b>Blog</b>	This page type is useful for such things as facilitating cooperative learning experiences and promoting communication with parents. Teachers who choose to utilize this feature will need to approve comments before they are posted online.
<b>Calendar</b>	Take advantage of the calendar feature to help parents and students keep track of class activities, assignment due dates and other important dates. Tech-savvy users can also use the export feature to upload your calendar to their Google calendar, Outlook calendar, iCal, iOS devices (iPhone, iPad) or Android devices.
<b>Document Viewer</b>	This app allows you to display a document on your webpage without requiring a visitor to click on a link to download your file.
<b>File Library</b>	This page type is useful for policies, forms, software updates and art projects. This type of page also allows you to set a beginning and end display date.
<b>Flex Page</b>	This page type is useful for all types of content. It is a clean slate to add any text, links and/or images to a page.
<b>Link Library</b>	This page type offers a convenient way to organize website links for a subject, class or unit of study.
<b>Maps &amp; Directions</b>	This page type is useful for athletic events, field trips and other occasions when you want to give detailed driving directions.
<b>Photo Gallery</b>	This option can be added to your existing pages to showcase class pictures. Allow parents to view pictures from class projects, field trips and parties. To add a photo gallery to your page, go to "Tools" in the top section. The pictures must be in either a jpeg or gif file.
<b>Podcast</b>	This page type is useful for such things as showcasing school concerts and sharing foreign language assignments. This page isn't where you create the podcast but is where you can host it.

## 25.0 Media Calls and Guidelines

The School District of Clayton recognizes the important role the media plays in reporting news and information about its educational programs, services, students and employees. The District's Communications Department assists the media by providing information about the School District of Clayton.

### Media Requests

All requests from the media to interview, film or photograph District employees, students or Board members should be forwarded to:

- **Chris Tennill, chief communications officer**  
Direct line: 314-854-6015; Cell phone: 314-803-8268 or
- **Robin Fultz, communications coordinator**  
Direct line: 314-854-6038; Cell phone: 618-920-6233

The Communications Department will provide a representative who can best address the topic of the interview. Media interviews or photographs with students require parental consent. When requests for student interviews are granted, the interview is conducted at a District-designated site to minimize the loss of instructional time and disruption to the learning environment.

### Media Visiting the District

When filming (live or taped), taking a still photograph or conducting interviews while in the school district, a representative from the Communications Department will accompany media at all times to minimize disruption at the school and to assist with any additional requests. As a safety and security measure, the media, like all visitors to Clayton's buildings, are asked to sign in and obtain a visitor's pass.

### Emergencies

During an emergency, all media calls should be referred to the Communications Department. The District will work as quickly as possible to provide accurate information to the media through a spokesperson, written releases or news briefings.

It is the District's practice to work as cooperatively as possible to supply timely information to the media on the emergency and its impact on students, teachers or staff members, provided the release of information does not jeopardize the emergency response activities, or conflict with federal privacy laws, the well-being of our students or employees, or the concerns of their families. During an emergency, media will not be allowed inside affected school building(s). Media will be assigned to a designated external area at the site of the emergency to allow full access to the site by emergency response teams.