The School District of Clayton

Brand Standards & Style Guide

Version 6.0 | Updated 07.2025

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 Kelly Sollberger, EdD, 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 the School District of Clayton Administrative Office, #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.

<div align="center">

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

</div>

2.0 Table of Contents

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 2,400 students from pre-kindergarten through grade 12. Located in Clayton, Missouri, just west of the City of St. Louis, we serve a culturally diverse community that holds high expectations for our students, staff and schools.

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 work to create the best environment possible so students can grow and learn. Most people would say we offer a private school experience at a public school price.

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

Purpose Statement
A place for everyone...to grow as learners...in head and heart.

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   Purpose Statement

The School District of Clayton's purpose statement — "A place for everyone to grow as learners in head and heart" — is more than just a brand element.

It reflects each student's experience throughout their time in Clayton schools and represents a lasting promise to the entire community.

The District is focused on helping students build the knowledge, skills and confidence they need to succeed in life. By supporting both academic and personal growth, Clayton prepares students to become creative, thoughtful and independent leaders. It's a commitment that lays the groundwork for lifelong success and empowers students to make a meaningful impact on the world.

6.0   Our Brand Platform

**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

RIGOROUS
in all of our pursuits

INSIGHTFUL
and wisdom-seeking

We value high
QUALITY

We draw from a strong
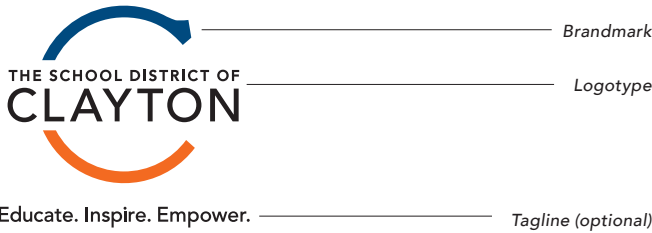**CULTURE**

We have great
DETERMINATION

We are deeply
PERSONAL

Always seeking and expecting
GREATNESS

CONTEMPORARY
rather than either modern or traditional

We have a proud - **TRADITION OF EXCELLENCE**

7.0   Brand Signatures

Brandmark

Logotype

Tagline (optional)

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.*

Brandmark

Logotype

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:

THE FAMILY CENTER

R.M. CAPTAIN ELEMENTARY SCHOOL

GLENRIDGE ELEMENTARY SCHOOL

MERAMEC ELEMENTARY SCHOOL

WYDOWN MIDDLE SCHOOL

CLAYTON HIGH SCHOOL

With tagline

Without tagline

Small Scale

Vertical

Horizontal

Two-color signature

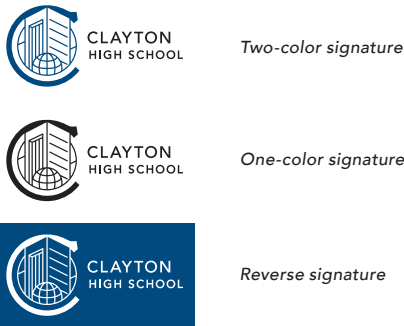*One-color signature*

Reverse signature

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.
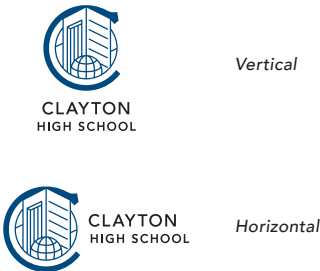
School Signature Options

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)

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)

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)

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_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 ② ③ ④ ⑤

CHS_Hor_2C_cmyk.eps =

① ORGANIZATION		② ORIENTATION		③ COLOR		④ COLOR PROFILE		⑤ FILE FORMAT	
SDC	School District of Clayton	**Ver**	Vertical orientation	**2C**	Two-color	**cmyk**	CMYK for process printing	**.eps**	High-quality vector file
CHS	Clayton High School	**Hor**	Horizontal orientation	**1C**	One-color	**rgb**	RGB for screen display	**.pdf**	High-quality image file
WMS	Wydown Middle School			**Rev**	Reverse	**pms**	Pantone Spot	**.jpeg**	Print and screen display
CPT	Captain Elementary School							**.png**	Screen display only
MER	Meramec Elementary School								
GLN	Glenridge Elementary School								
FC	The Family Center								

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.

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.

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).

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
THE SCHOOL DISTRICT OF CLAYTON	287	c100 m50 y20 k40	r0 g74 b128	004A80
	158	c0 m72 y100 k0	r243 g108 b33	F36C21
	Pantone Black C	c0 m0 y0 k100	r0 g0 b0	000000
THE FAMILY CENTER	312	c100 m0 y30 k0	r0 g171 b189	00ABBD
	Pantone Black C	c0 m0 y0 k100	r0 g0 b0	000000
GLENRIDGE ELEMENTARY SCHOOL	377	c57 m0 y100 k26	r93 g152 b51	5D9833
	Pantone Black C	c0 m0 y0 k100	r0 g0 b0	000000
MERAMEC ELEMENTARY SCHOOL	158	c0 m72 y100 k0	r243 g108 b33	F36C21
	Pantone Black C	c0 m0 y0 k100	r0 g0 b0	000000
R.M. CAPTAIN ELEMENTARY SCHOOL	201	c43 m100 y79 k0	r161 g44 b69	A12C45
	Pantone Black C	c0 m0 y0 k100	r0 g0 b0	000000
WYDOWN MIDDLE SCHOOL	287	c100 m50 y20 k40	r0 g74 b128	004A80
	Pantone Black C	c0 m0 y0 k100	r0 g0 b0	000000
CLAYTON HIGH SCHOOL	287	c100 m50 y20 k40	r0 g74 b128	004A80
	Pantone Black C	c0 m0 y0 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
	Pantone Black C	c0 m0 y0 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. Meramec may use tints of orange in their materials, but not tints of green or red. Schools can use the District's primary colors as complementary support when additional colors are needed alongside their primary palette).
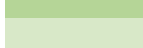
The Family Center	100% 75% 50% 25%	R.M. Captain Elementary School	100% 75% 50% 25%
Glenridge Elementary School	100% 75% 50% 25%	Wydown Middle School	100% 75% 50% 25%
Meramec Elementary School	100% 75% 50% 25%	Clayton High School	100% 75% 50% 25%
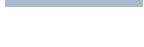
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To provide flexibility in District branding, the District has added secondary colors that may be used to complement the District's signature color palette. These colors are permitted only in official District communication materials—not in individual school communications.

	Pantone	CMYK	RGB	Hexadecimal
	5487 C	c37 m18 y0 k44	r89 g115 b141	59738D
	303 C	c100 m41 y0 k77	r0 g34 b58	00223A
	Snow White	c0 m2 y2 k2	r249 g245 b244	F9F5F4
	7545 C	c37 m10 y0 k61	r62 g88 b99	3E5863

12.0   Font Specifications

Avenir LT Std

35 Light	*35 Light Oblique*
45 Book	*45 Book Oblique*
55 Roman	*55 Oblique*
65 Medium	*65 Medium Oblique*
85 Heavy	***85 Heavy Oblique***
95 Black	***95 Black Oblique***

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	**Bold**
Book Italic	***Bold Italic***
Book	**Ultra Bold**
Normal Italic	***Ultra Bold Italic***
Normal	

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.

Verdana

Regular
Italic
Bold
Bold Italic

Secondary Font

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

Garamond

Regular
Italic
Bold
Bold Italic

Business Papers Font

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

*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

Standard Letterhead

Standard Letterhead with Sidebar

Memorandum Letterhead

Business Cards

#10 Envelope

Mailing Label

Stationery Templates

InDesign and Word files are available for all templates.

15.0 Digital Assets
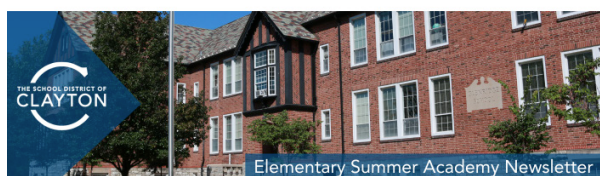
eNews Assets

Templates are available for electronic newsletters and letterheads. Conact the Communcations Office for more inormation

Option 1 - Extended

Gina Tarte
Chief Communications Officer
School District of Clayton
#2 Mark Twain Circle
Clayton, MO 63105
(314) 854-6015 Direct
ginatarte@claytonschools.net

Option 2 - Compact

Meredith Reese
Community Relations Specialist
Administrative Center
School District of Clayton
(314) 854-6038 Direct
meredithreese@claytonschools.net

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   Style Guide Key

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

Entry words, in alphabetical order, are in **bold**. They represent the accepted word forms unless otherwise indicated.

Food Most food names are lowercase: *apple, 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*.

Text explains usage.

Examples of correct and/or incorrect usage are *italicized*.

intramural

Some entries simply give the correct spelling, hyphenation and/or capitalization.

names of schools See **school**.

Related topics are in **bold**.

student body (n.), student-body (adj.) No hyphen unless used as an adjective.

Abbreviations used in this manual: (n.) noun; (v.) verb; (adj.) adjective.

18.0   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**.

UPDATED 2025

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 *BA, MA, LLD, EdD* and *PhD* only after a full name and set them off by commas: *Jerry Smith, PhD, 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, PhD*
   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., Blvd.* 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 *10th* and above: *7 20th St.* or *8 Ninth Street.*
>
> Abbreviate compass points used to indicate directional ends of a street: *23 N. 10th St.* Do not abbreviate if the number is omitted: *East 42nd 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 Annually on the first of April.

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)

UPDATED 2025 **bullets** Capitalize the first word of each item. Use a period at the end of each item.

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

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

C

canceled 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 John Smith*. 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.*

<table>
<tr><td>UPDATED 2025</td><td>

comma
Do not use a comma at the start of an indirect or partial quotation: *She said that the District "strives for academic excellence."*
</td></tr>
</table>

Do not use an Oxford comma.
        Wrong: *I enjoy reading, writing, and editing.*
        Right: *I enjoy reading, writing and editing.*

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.*

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**.

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 2026.*

Avoid using *st, nd, rd* or *th*.
Wrong: *The field trip is scheduled for November 2nd.*
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.

UPDATED 2025

doctorate Never *doctor's degree; always us* or *doctorate* or doctoral degree. 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.

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 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 2026*.

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: T*he U.S. Department of State, the Clayton Board of Aldermen*.

UPDATED 2025 **grade, grader** Never use "grader" - use *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 Annually on the second of February.

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, Juneteenth* 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**.

Juneteenth Annually on the nineteenth of June.

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

UPDATED 2025

kindergartener Kindergarten student is preferred.

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 The last Monday in May.

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?*

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 of 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.*

O

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.*

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.*

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 Annually on the fourteenth of February.

Veterans Day Annually on the eleventh of November.

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 preceeds 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*.

19.0 Clayton Abbreviations and Acronyms

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

20.0 Clayton People

UPDATED 2025

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

superintendent of schools

Superintendent Dr. Nisha Patel
Dr. Nisha Patel, superintendent of schools

assistant superintendent of teaching and learning

Assistant Superintendent of Teaching and Learning Dr. Milena Garganigo
Dr. Milena Garganigo, assistant superintendent of teaching and learning

assistant superintendent of human resources

Assistant Superintendent of Human Resources Dr. Kelly Sollberger
Dr. Kelly Sollberger, assistant superintendent of human resources

assistant superintendent of equity and student services

Assistant Superintendent of Equity and Student Services Dr. Cameron Poole
Dr. Cameron Poole, assistant superintendent of equity and student services

chief communications officer

Chief Communications Officer Gina Tarte
Gina Tarte chief communications officer

chief financial officer

Chief Financial Officer John Brazeal
John Brazeal chief financial officer

chief technology officer

Chief Technology Officer Luke Heitert
Luke Heitert, chief technology officer

director of The Family Center

Director of The Family Center Amy Perry
Amy Perry, director of the Family Center

Captain Elementary principal

Principal Dr. Erin Knight
Dr. Erin Knight, principal of Captain Elementary School

Glenridge Elementary principal

Principal Dr. Tarita Murdock
Dr. Tarita Murdock, principal of Glenridge Elementary School

Meramec Elementary principal

Principal Patrick Fisher
Patrick Fisher, principal of Meramec Elementary School

Wydown Middle School principal

Principal Dr. Jamie Jordan
Dr. Jamie Jordan, principal of Wydown Middle School

Clayton High School principal

Principal Dr. Dan Gutchewsky
Dr. Dan Gutchewsky, principal of Clayton High School

21.0 Webpage Tips and Guidelines

Communications will no longer host teacher sites once the District launches it's new website (fall 2025). As an option, teachers can create Google sites. Please confer with your building Ed Tech for assistance.

Recommended Elements 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 with the District and School branding.
- Remember that any newsletter or file that parents will view should be accessible to both Mac and PC users.

22.0 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 a 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.

23.0 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:

- **Gina Tarte, chief communications officer**
  Direct line: 314-854-6015

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.