



# Anchorage School District Style Guide

*A guide to communications style in the ASD*



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[www.asdk12.org/communications](http://www.asdk12.org/communications)*



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# Why have style?

*Style: A customary manner of presenting printed material, including usage, punctuation, spelling, typography and arrangement.*

## **The importance of consistency**

Parents learn early on that consistency is important. Kids have to know parents mean what they say, and that although there is room for negotiation, limits and boundaries are important. The same is true in the use of language. If people make up rules as they go along, their ability to communicate loses credibility.

Style guidelines are like road signs. Drivers understand the red hexagon says “STOP” before they actually read the word. The use of capital letters accentuates the command for them to put on the brakes.

Drivers also know that street signs provide clues for what lies ahead. Style helps people in a big, diverse group like the Anchorage School District navigate through the myriad messages of school newsletters, principal letters, administration memos and news releases by using our own set of “signs.”

Having the periods in the right place and quotation marks where they belong, capitalizing when appropriate, using abbreviations correctly and recording time, date and location in the same way makes documents easier for readers.

Style is not about censorship; far from it. It’s about making information more clear, giving some articulation to communication materials, and letting personal messages sing through without grammatical, typographical and other writing errors to break the rhythm.

Using the recommendations in this guide will allow parents, students, coworkers and administrators, the primary readers of ASD publications, to see that we respect what we do — that we have style.

# Purpose of the ASD Style Guide

This desktop reference is designed to increase the effectiveness of district communication through the consistent use of the ASD name and logos in all media. This reference pertains to all printed and written materials, including, but not limited to:

- Board memos
- Booklets
- Brochures
- Exhibits/displays
- Business cards
- Email messages
- Fliers
- Letterhead
- Media materials
- Newsletters
- Posters
- Presentations

These guidelines follow AP Style, which sometimes differs from English Style. AP Style was chosen primarily because it can most easily make the transition from the printed page to email newsletters to a Web page. AP Style is continually updated as language and usage evolve; this guide will be periodically updated to reflect these changes. The latest version of the guide will be posted to the Communications Web page at [www.asdk12.org/communications](http://www.asdk12.org/communications).

No doubt there will be situations for which clear-cut answers may not be found in this book. Please get in touch with staff in the Communications Department with questions concerning printed and written media guidelines.

# ASD's identity

An organization's brand is its identity. A brand is more than just a logo and a mission statement; it includes the organizational beliefs, practices and experiences that determine how that organization is perceived by the public.

## Destination 2020

Destination 2020 is the district's comprehensive, multi-year strategic plan to increase student achievement by the year 2020. The plan focuses on improving the performance of every child to ensure at least one year's academic growth each year.

**Goal 1:** 90 percent of students will be proficient in reading, writing and math.

**Goal 2:** 90 percent of students will graduate high school.

**Goal 3:** Every student will attend school at least 90 percent of the time.

**Goal 4:** 90 percent of parents will recommend their child's school to others.

**Goal 5:** 100 percent staff and students feel safe at school.

**Goal 6:** Operational efficiency.

## ASD's personality

The diversity of our staff and students brings flavor to our personality. We are nurturing, accountable and credible. We have a mission: *Educating all students for success in life.*

# Logo guidelines



**Anchorage School District**  
*Educating All Students for Success in Life*

The ASD logo is an important part of our brand. Wherever it is used, the perception is the district has sanctioned that document, article of clothing or vehicle. It's also a way of marking our documents as official, professional and accountable.

The ASD logo features an adult and child reading together with mountains as their backdrop and the North Star shining above. Below them are the words “Anchorage School District” and the tagline “Educating All Students for Success in Life.”

This logo should appear on any printed materials meant for external distribution, unless those materials are exclusive to a particular school. ASD employees can request a copy of the logo by emailing [news@asd12.org](mailto:news@asd12.org).

Please follow these guidelines for using the logo:

## Guideline

- The logo should not be smaller than .75 inches.
- The logo is printed in solid Pantone Reflex Blue or black only. Do not use any color other than blue or black. See inside back cover for more information on the ASD color palette.
- To avoid pixelation and blurriness, use the file format appropriate for your publication.
- Do not “stretch” the logo outside of its proper proportions. Hold down the SHIFT key while resizing to make sure the logo does not get too wide or narrow.
- Allow at least 1/6 of the length of the logo around the entire logo to set it apart from other information.

## Incorrect logo usage



**Anchorage School District**  
*Educating All Students for Success in Life*



**Anchorage School District**  
*Educating All Students for Success in Life*



**Anchorage School District**  
*Educating All Students for Success in Life*



**Anchorage School District**  
*Educating All Students for Success in Life*

# Official school names

## Use of ASD school names for external communication

Schools are identified by their official titles. Schools named after honorees, such as Bowman Elementary or Tyson Elementary, will be identified by the last name of the honoree.

**Exception:** Gladys Wood Elementary School is always referred to as “Gladys Wood.”

- A school is an inanimate object. When using a pronoun to refer to a school, use “it” or “its”: *Taku Elementary is holding its open house on Friday*, not “their” open house.

- Always use the complete name of the school for the first reference, and drop “elementary school,” or “high school,” thereafter.

- All official documents should include the full name of the school.

- When referring to plural schools, always lowercase “elementary schools.”

**Example:** *Sand Lake and Scenic Park elementary schools.*

- When referring to high schools, it is not necessary to use “Anchorage” in the title.

**Example:** *East High School not East Anchorage High School.*

For the purpose of distinguishing Service High and South High from each other when abbreviated, please use the following:

Service High School: **SHS**      South High School: **SAHS**

- “ABC” should be included in the titles of Birchwood ABC, Northern Lights ABC and Northwood ABC schools.

- AVAIL and SAVE are always capitalized and abbreviated in all uses. No periods are used.

- Creekside Park: Not “Creekside.”

- Denali Montessori School, not “Denali Elementary School.”

- Dimond High School was named after A.J. Dimond. It is spelled differently from the gemstone.

- Girdwood K-8 is the proper title, not Girdwood.

- Mountain View: Don’t use the Mt. abbreviation for this school.

- Polaris K-12 School is the proper title, not just “Polaris.”

- Steller: Not “Stellar.”

- Use “Charter” in the title of all charter schools.

**Example:** *Aquarian Charter School, Winterberry Charter School.*

- Wonder Park: Not “Wonderpark.”



## ASD facility names for use in external communications

**ASD Education Center:** please do not refer to it as the Boniface Education Center.

**ASD Transportation Center:** it's not the bus barn.

The official titles of ASD schools and programs are listed here:

21st Century Community Learning Centers	Eagle Academy Charter School	Nunaka Valley Elementary School
Abbott Loop Elementary School	Eagle River Elementary School	O'Malley Elementary School
Airport Heights Elementary School	Eagle River High School	Ocean View Elementary School
Alaska Native Cultural Charter School	East High School	Orion Elementary School
Alaska State School for the Deaf and Hard of Hearing	Fairview Elementary School	Polaris K-12 School
Alpenglow Elementary School	Family Partnership Charter School	Ptarmigan Elementary School
Aquarian Charter School	Fire Lake Elementary School	Rabbit Creek Elementary School
ASD iSchool	Frontier Charter School	Ravenwood Elementary School
Aurora Elementary School	Girdwood K-8 School	Rilke Schule German Charter School of Arts and Sciences
AVAIL	Gladys Wood Elementary School	Rogers Park Elementary School
Bartlett High School	Goldenview Middle School	Romig Middle School
Baxter Elementary School	Government Hill Elementary School	Russian Jack Elementary School
Bayshore Elementary School	Gruening Middle School	SAVE High School
Bear Valley Elementary School	Hanshaw Middle School	Sand Lake Elementary School
Begich Middle School	Highland Tech Charter School	Scenic Park Elementary School
Benson Secondary School/SEARCH	Homestead Elementary School	Service High School
Birchwood ABC Elementary School	Huffman Elementary School	South High School
Bowman Elementary School	Inlet View Elementary School	Spring Hill Elementary School
Campbell Elementary School	IT Data Center	Steller Secondary School
Central Middle School of Science	Kasuun Elementary School	Susitna Elementary School
Chester Valley Elementary School	Kincaid Elementary School	Taku Elementary School
Chinook Elementary School	King Career Center	Trailside Elementary School
Chugach Optional Elementary School	Klatt Elementary School	Tudor Elementary School
Chugiak Elementary School	Lake Hood Elementary School	Tyson Elementary School
Chugiak High School	Lake Otis Elementary School	Turnagain Elementary School
Clark Middle School	McLaughlin School	Ursa Major Elementary School
College Gate Elementary School	Mears Middle School	Ursa Minor Elementary School
Creekside Park Elementary School	Mirror Lake Middle School	Wendler Middle School
Crossroads School	Mt. Iliamna	West High School
Denali Montessori School	Mt. Spurr Elementary School	Whale Center
Dimond High School	Mountain View Elementary School	Williwaw Elementary School
	Muldoon Elementary School	Willow Crest Elementary School
	New Path High School	Winterberry Charter School
	North Star Elementary School	Wonder Park Elementary School
	Northern Lights ABC School	
	Northwood ABC Elementary School	

# Font and typography guidelines

Font choice is important. It can dramatically change the feel of your document and its perceived mood or importance. Please consider the following guidelines for typefaces and font styles:

- Two primary font families are suggested: Adobe Garamond (used in this stylebook) and Arial Narrow. If these fonts are not available, consider Times New Roman and Helvetica Narrow.

Adobe Garamond Regular

*Adobe Garamond Italic*

**Adobe Garamond Bold**

***Adobe Garamond Bold Italic***

Arial Narrow

*Arial Narrow Italic*

**Arial Narrow Bold**

***Arial Narrow Bold Italic***

Alternatives:

Times New Roman

*Times New Roman Italic*

**Times New Roman Bold**

***Times New Roman Bold Italic***

Helvetica Narrow

*Helvetica Narrow Oblique*

**Helvetica Bold Narrow**

***Helvetica Bold Narrow Oblique***

- Board memos exclusively use Book Antiqua font and justified margins. See the “School board memos” page for further guidelines.
- Consider using serif type for body copy. Serifs are the flags on the ends of letters like in **Adobe Garamond**. Sans-serif type like **Arial** is great for headlines, but is harder for most people to read. The Anchorage Daily News uses serif type for news stories and sans serif type for headlines.
- **WHEN PEOPLE WRITE IN ALL CAPS IT’S LIKE THEY ARE SCREAMING!** Use capital letters sparingly. On the Internet, some people get banned from comment forums or bulletin boards for using all caps.
- Use italics sparingly. Large blocks of italicized text are hard to read. Also, using italics is like whispering, like an aside to a friend. (*“Please continue reading the stylebook. I just wanted to say I already have plenty of style.”*)
- **TRY not to mix *typefaces* in the same DOCUMENT.** Using the same typeface gives uniformity to the document and readers can concentrate on the information given. Using **bold**, larger point sizes and *italics* can give emphasis to different elements of the document.
- Most people are used to reading 12-point sized type. Type that is smaller than 10 point or larger than **14 point** is hard to read.

If you would like to know more about fonts and typefaces, seek out these reference materials: “The Mac is not a Typewriter,” by Robin Williams or “Thinking with Type” by Ellen Lupton.

# Composition & layout guidelines

There's the banner, the photographs, the thank you letters, the news and other essentials that must go into a weekly or monthly document, like newsletters. How to put all the pieces together is not an exact science. Most word processing and publication applications have templates that many of you use now. But don't feel trapped by an application.

Consider the following when composing any document:

- **Headings** – Use downstyle headings, in which only the first letter of the first word is capitalized. Do not use title case for headings and subheads. Use punchy headlines and subheads to break up big blocks of copy.
- **When using columns** in a newsletter or a hand-out, use a horizontal headline that spans the columns below. A horizontal layout is easier to read than headlines smashed into a column.
- **Write at an appropriate reading level for your audience.** For maximum comprehension when writing for adults, write at a ninth-grade reading level. Microsoft Word has a tool for gauging your document's readability. In Word turn it on by choosing "Options" under the File menu; under the "Proofing" tab, check the box next to "Show readability statistics." Then when you use the "Spelling and Grammar" tool under the "Review" menu on your document it will provide you with a summary of statistics, including a reading grade level.

If your document's reading level is too high, try using shorter words, shorter sentences and shorter paragraphs.

- **White space** – Readers need a break and white space is like a breath for the eyes. Make sure there is a good border of white space around the copy, but not so big that the readers' eyes fall asleep.
- **Follow the Z** – When people look at a page, they almost always peruse it in a "Z" pattern, starting at the upper left, moving diagonally through the page, picking up bits of information along the way, and ending in the right bottom corner. Newspapers tease readers with inside stories at the very top of the page then draw the eye to the main copy with a prominent photograph and add a weather window or a box to direct them to other stories near the bottom. Try that technique on your next document and see how much better it looks.
- **A picture is worth a thousand words** – A good photo can tell a story all by itself. Use photos that reinforce the information provided. Try to avoid, when possible, "grip and grin" shots of people holding awards with captions of people's names. Action shots are much more interesting.

# Composition guidelines *continued*

- **Go easy on the clip art** – A well-chosen image can help reinforce your message, but remember to use clip art sparingly. Too many images can make your document look unprofessional. The same is true for using mismatched clipart. If the drawing style doesn't match, don't use it.
- **Don't use WordArt** – Microsoft Word and other word processing programs come with tools that can turn your heading into a 3-D, arcing rainbow of text. Don't do it. It looks very unprofessional.
- **Keep charts and graphs one-dimensional** – Three-dimensional graphs and charts might look cool, but they can visually skew the data, making the values look larger or smaller than they really are.

## **When to use a letter or memo**

When writing directly to parents, vendors and others in the community, prepare a letter on approved letterhead. When corresponding within the district, a memo format is appropriate.

### **Letterhead:**

- An approved online template is available on the District Connection, the district's intranet site. Go to the forms and publications library and search for "district letterhead."
- Customize the template by inserting the name, address and phone number of your school or department. Make sure the Anchorage School Board list on the bottom is current. School board elections generally occur in April, and board members are sworn in at a regular board meeting soon thereafter. New letterhead will be posted after swearing-in.
- Always download letterhead from the District Connection, rather than a version you may have saved to your computer, to ensure you are using the most recent copy.

### **Memos:**

Generic memo templates are available on the word processing software installed on employee desktop computers.

- The subject should be in bold-face type.
- Include the To, From, Subject and Date lines on the memo.
- The writer's initials should be in the chain of command and include the typist's initials in lower case (EG/ME/TW:jl).
- Attachments should be listed under the initials.
- Skip a line, and then list to those copied using "cc:."

# School board memos

## School board memos:

- Font should always be Book Antiqua (not Palatino or Palatino Linotype).
- Font size should always be 12 point.
- Starting in the fall of 2013, board memos will follow AP style guidelines. For example, the words district and board used to be capitalized in board memos and should now be lowercase, per AP style.
- The body of the memo should be written in bullets, not in narrative form.
- Page numbers are required after page one. Use the Insert–Page Number tool. Numbers should be centered and start after the first page.
- Page setup is 1 inch margins on the top and bottom and 1.25 inches on both sides.
- All attachments need a label. Use the View Header feature. If there is only one attachment, call it Attachment. If there is more than one attachment, use Attachment A, Attachment B, Attachment C, and so on.
- Attachment titles are justified to the right.
- Body of the memo is justified so all sides are even.
- The board's Core Value is listed in *italics*—note: Make sure you are using the current Core Values as identified in Destination 2020.
- Use tabs instead of spaces to align paragraphs, lists, numbers, etc.

## BoardDocs

- School board documents are now available to view and should be submitted through ASD's new online system, BoardDocs. BoardDocs can be found at [www.asdk12.org/school\\_board](http://www.asdk12.org/school_board).

# Email guidelines

District email is a tool to be used for business and school communication. It should not be used to promote political, religious or commercial activities. Any email from an ASD account is considered public record and can be requested by any person or organization. Employees should understand that any email related to district business – including on private email accounts – is available to anyone upon a public record request unless it contains information specifically made private by law. Think before you hit send!

Further guidance on appropriate use of email can be found in the Internet & Electronic Communication Guidelines.

## ***Do ...***

- consider using an email signature with appropriate contact information.
- use the BCC field when sending to large groups, especially when individuals outside of ASD are included. Note that a “reply all” to a list of BCC recipients will not go to the entire group.
- let recipients know when the BCC field has been used to reduce unnecessary forwarding.
- use public folders for notices about items for sale, want ads, retirements.
- keep your inbox clean by promptly deleting unneeded messages.
- use a descriptive subject line.
- maintain professionalism - proofread emails for accuracy and grammatical correctness. Use the spell-check feature to automatically check prior to sending a message.
- use the out-of-office tool to let people know when you are unavailable and who to contact for immediate help.

### **Sample email signature**

Jane Doe  
Administrative assistant  
Communications Department  
Anchorage School District  
907-742-4000  
doe\_jane@asdk12.org

## ***Don't ...***

- use stationary templates.
- overuse font types, colors or size.
- use clip art or photos unnecessarily, especially in a signature.
- write in all capital letters.
- send unnecessary attachments.
- pass along unsolicited email messages or chain emails.
- use your personal email account for district use.
- use your district account for personal use.

# Required elements in printed materials

**Printed materials such as brochures, fliers, guides, handbooks, newsletters and posters MUST contain the following required elements:**

- Correct spelling and grammar – do not rely solely on spell check.
- An approved version of the ASD logo.
- The ASD website address, [www.asdk12.org](http://www.asdk12.org).
- Name of the school or department responsible for the document.
- Contact information for the school or department creating the document.

## **Other elements to include:**

- The district's mission statement: Educating all students for success in life. This should be written in sentence case. The only place the mission statement should appear in title case is in the ASD logo.
- Mailing address
- Staff names
- Nondiscrimination clause.
  - Must be included in newsletter two times per year and on all printed booklets.

*In agreement with the Office of Civil Rights, this statement must be included in all ASD publications, including student handbooks, administrative manuals, parent documents and other District publications. 8/2005; 7/2009; 06/2010; Revised 8/2012, 8/2013*

### **ASD Statement of Nondiscrimination for Publications**

The board is committed to an environment of nondiscrimination on the basis of race, color, religion, sex, age, national origin, economic status, union affiliation, disability and other human differences. No person shall be excluded from participation in, or denied the benefits of, any academic or extracurricular program or educational opportunity or service offered by the district. The district will comply with the applicable statutes, regulations, and executive orders adopted by federal, state and municipal agencies. The district notes the concurrent applicability of the Individuals with Disabilities Act, Title II of the Americans with Disabilities Act and the relevant disability provisions of Alaska law. Inquiries or complaints may be addressed to the district's Equal Employment Opportunity Executive Director, who also serves as the Title IX and ADA/ADAAA Coordinator, ASD Education Center, 5530 E. Northern Lights Blvd, Anchorage, AK 99504-3135 (907) 742-4132, or to any of the following external agencies: Alaska State Commission for Human Rights, Anchorage Equal Rights Commission, Equal Employment Opportunity Commission, the Director of the Office for Civil Rights-U.S. Department of Education or Office of Civil Rights-U.S. Department of Health and Human Services.

# Slide show guidelines

PowerPoint presentations and other slide shows can engage audiences and illustrate complex issues. Using graphics and charts that are easy to read can enhance the information being presented.

## **Consider using the following guidelines when preparing a slide show:**

- Cover one topic per slide and use no more than six lines down and six words across for each slide. If you need to use more text, put it on a new slide.
- No paragraphs of text.
- Do not use blinking text. Keep animations to a minimum. Spinning or dissolving slides and flying text distract the audience and use valuable presentation time.
- On bulleted lists, omit the period and comma after each listed item. This is necessary to reduce clutter on the visual document.
- Spell check all slides.
- Consider making copies of the presentation for the audience, so they can read along and take notes.
- Arrive early and test the equipment. Know the name and phone number of the facility's technical contact before you arrive.
- Slides should be cues. Don't read the slide word for word, but elaborate on the information. People usually read faster than someone speaks, so the audience will always be ahead of the presenter.
- Above all, make sure the information provided is accurate. Presentations should be continually updated to maintain accuracy and resonate with the audience.



# Photography guidelines



ASD has the best photographic subjects in the world—our students—and they are featured prominently in our materials. With such wonderful subjects, it's hard to go wrong, but here are some guidelines for using photography in school documents and publications:

- **Look your subject in the eye**—Direct eye contact is engaging in a picture. Hold the camera at the subject's eye level. For children, that means stooping to their level.
- **Use a plain background**—It will show off your subject. When looking through the viewfinder, make sure no poles or plants are “growing” from the subject's head.
- **Use the flash outdoors**—Bright sun can create unattractive deep facial shadows. Eliminate the shadows by using the flash to lighten the face.
- **Move in close**—Fill the frame. If you're shooting a single subject, zoom in so that only their head and upper torso are in the shot. This may require you to turn the camera 90 degrees, to the “portrait” orientation. If your photo includes multiple subjects, concentrate on getting everyone's face, not full body, into the picture. Remember, artistic “white space” may make an interesting gallery photograph, but may not work well in a newsletter where the photo will be very small.
- **Move it from the middle**—Center stage may be great for actors, but the middle is not necessarily the best place for a photographic subject. Follow the rule of thirds: imagine a tic-tac-toe grid in the viewfinder, and place the important subject at one of the intersections of the lines.
- **Lock the focus**—First aim the camera so the subject is in the middle. Next, press the shutter button halfway down and continuing holding it down while repositioning the camera for the shot you want. Then take the picture.
- **Be a picture director**—Take control and say “action.” Don't be a passive picture-taker. Add props, change the venue—you control the visual interest.
- **Don't be afraid of photo editing programs**—Cropping can make a picture into a real winner by reducing headroom and clutter.

# Photography guidelines *continued*

- **Photo credits**—Where possible, identify people in photographs and provide a photo credit for the photographer. (See media release section for students.)
- **Take multiple pictures** to ensure you've gotten a good shot. Don't wait until you're back at your computer.
- **Keep your photos organized**—Consider a naming convention for your digital images and use categorized folders to organize your images.

ASD maintains a collection of photos for use in newsletters, fliers, presentations and other materials. Contact Publication Services for information on how to use ASD photos for a project.

## Student media release forms

### REMEMBER:

#### **Parent-signed Media Releases are *not* needed when:**

- Photographing or videotaping anonymous students engaged in normal classroom/school activities
- Photographing, videotaping or interviewing students at events that are open to the public, such as music, theater or athletic events
- Footage or image will be used exclusively by the district

#### **Parent-signed Media Releases are *always* needed when:**

- Students are interviewed or will be identified by name in a photograph or news article
- An individual student(s) is the focus of the story
- Photographing, videotaping or interviewing students who are in special education classes/services or certain specialized programs (drug/alcohol, detention/work detail, etc.)
- You feel the photograph, videotape or interview may be used in a negative way

Media Release forms can be downloaded from the Forms and Publications Library on the district website.

# Writing style & usage

## Abbreviations and acronyms

Abbreviations can be used after the first reference. For example, the *Anchorage School District* becomes *ASD* on second reference. Please note that, in general, no periods are used with abbreviations.

**College and professional degrees:** In general, spell out bachelor's, master's or doctorate when referring to someone possessing or earning such degrees. Offset abbreviations with commas when following a person's name, such as *Joe Jones, Ph.D.* Never use a courtesy title and degree designation in the same sentence like *Dr. Joe Jones, Ph.D.*

**Companies and corporations:** Always abbreviate company and corporation when it is part of the proper name: *Alyeska Pipeline Service Co., Arctic Slope Regional Corp.*

**Departments:** Do not abbreviate “*department*” in any usage. The “*of*” can be dropped, but capitalizations must be used when writing the full name: *Transportation Department* instead of *Department of Transportation*. *DOT* can be used on second reference. Department is lowercase when referring to a department as “the department,” whether specific or generic. *Employees in the district's Student Nutrition Department were recognized. Their commitment to the department resulted in numerous accolades.*

**e.g./i.e./etc.:** Avoid use of Latin phrases. The English expressions are clearer to all readers; e.g. stands for the Latin “*exempli gratia*,” meaning “for example;” i.e. is an abbreviation for the Latin phrase “*id est*,” meaning “that is.” Et cetera means “and others.”

**Inc.:** Do not use a comma and the abbreviation “inc.” when referring to a business. It's “Coca-Cola” not “Coca-Cola, Inc.”

**States, cities, countries:** Do not use the postal abbreviations for states. Spell them out. For most states and cities, the word “state” or “city” is written in lowercase: state of California, city of Largo. The State of Alaska AP style book dictates that the “S” is capitalized in State of Alaska.

**Unions:** Spell out on first reference and abbreviate on second reference: *Anchorage Education Association* becomes *AEA* on second reference.

**U.S./USA:** The U.S. can be abbreviated before the official name of a federal entity like the U.S. Coast Guard or U.S. Immigration Department. USA can be abbreviated without the periods.

# Writing style & usage *continued*

## Addresses

Use the abbreviations *Ave.*, *Blvd.*, and *St.* only with a numbered address such as *5530 E. Northern Lights Blvd.* Spell them out when used without the number, like “*the house is on Gambell Street.*”

All similar words for street locations like, *alley*, *place*, *drive*, *road*, *terrace* are spelled out. Only capitalize them when used with a house or building number. Always use numerals for street numbers such as *9 Benson Blvd.*

Spell out *First* through *Ninth* when used as street names; use ordinal numbers, with either the “*th*” or “*st*,” for *10th* or above, such as *7 Fifth Ave.* or *100 W. 36th St.*

Abbreviate the compass points to indicate the directional ends of a street, like *222 E. 42nd St.* Do not abbreviate if the number is not used, like “*the parade starts on East Fifth Avenue.*”

## Ages

Always use numerals. Ages expressed as adjectives before a noun or as substitutes for a noun should be hyphenated.

### Examples:

*A 5-year-old boy came to school. The boy is 5 years old.*

*The boy, 7, has a sister, 10. The woman, 26, has a daughter, 2 months old.*

## Bulleted and numbered lists

Capitalize the first word and use periods at the end of each list item if they are full sentences. Commas, semicolons or no punctuation may be used for items that are phrases or single word items. Use your best judgment based on the list; the important thing is to be consistent. For example, if one of the items is a sentence ending in a period then all of the items should follow the same format. When using semicolons or commas, an “and” should be used at the end of the second to last item and the last item should end with a period.

### Examples

*Topics include:*

- *Hands-on math games*
- *Online math games*
- *Vocabulary*
- *Addition and subtraction*

*The policy calls on schools to:*

- *make good use of time,*
- *foster respect for diversity, and*
- *focus on the district’s mission.*

## Capitalization

Avoid unnecessary capitalizations. Just because something is capitalized doesn't make it more important.

**Proper nouns:** Capitalize nouns that constitute the unique identification for a specific person, place or thing. Following are some examples:

**Examples:**

**Anchorage Assembly** – *assembly* on second reference; drop "Anchorage."

**Anchorage School Board** – *school board* on second reference; drop "Anchorage."

When referencing curricular areas, do not capitalize.

**Examples:** *math, science, family consumer science.*

When referencing specific courses, these would be considered proper nouns and would be capitalized.

**Examples:** *Algebra 1, Engineering, Concert Choir.*

## Common mistakes

**All right, alright:** All right is the correct usage.

**Complement, compliment:** Complement means to complete something or bring it to perfection *The new book complements the class.* Compliment means to praise something. *I want to compliment the author on a job well done.*

**Effect, affect:** In most cases, effect is a noun and affect is a verb. An effect is a result or consequence. *The damage caused a crackling effect to be heard through the speakers.* Affect means "to influence." *The sound system was affected by the rain.*

**Insure, ensure, assure:** Insure means "to limit financial liability." *He visited a local broker to insure his car.*

Ensure means "to make certain." *Student Nutrition employees wear gloves to ensure the food does not get contaminated.*

Assure means "to reduce or eliminate one's doubt or anxiety." Think "reassure." *The teacher assured the nervous mom that her kindergartner would be fine.*

**Its, it's:** Its is the possessive form of the word "it." *The pencil was unusable because its lead was broken.*

It's is the contraction of the words "it is." *It's always a pleasure to see you.*

# Writing style & usage *continued*

**Subject/clause agreement:** Make sure each student brings his or her homework, not “their” homework to class.

**Their, they’re, there:** Their is the possessive form of “they.” *They arrived at their school.*

They’re is the contraction of the words “they are.” *They’re arriving at school.*

There refers to a location. *The school is over there. They’re arriving at their school, which is located over there.*

**Very** is an overused adverb. Use it sparingly, or try to use a stronger, unmodified word. Instead of “the task was very easy,” say “*the task was simple or effortless.*”

**Which, that:** Contrary to popular belief, these words are not interchangeable. Each word can change the meaning of the sentence. “Which” is used to provide additional information about the item being discussed. *The lawn mower, which is red, is in the garage.* This means that there is only one lawn mower. It is red and it is located in the garage.

“That” is used to create a distinction between the item being discussed and other similar items. *The lawn mower that is red is in the garage.* This means that there is more than one lawn mower, but the one that is red is in the garage.

**Worse, worst:** Worse is used to make a comparison against a finite number of other items. Worst is the superlative. It means that nothing is less desirable. *A D is worse than a C. What is the worst grade you’ve ever received?*

**You’re, your:** Your is the possessive form of “you.” *This is your pencil.* You’re is the contraction of the words “you are.” *You’re welcome. You’re going to need your umbrella today.*

## Contractions

Contractions reflect informal speech and writing. Avoid excessive use of contractions. Those listed in the dictionary are acceptable.

**Possessive contractions:** Remember “its” is a possessive contraction and does not have an apostrophe, like the contraction “it’s” for “it is.” An “s” is required for plural words that don’t end in “s.”

**Examples:** *children’s hospital, people’s republic.*

To form the possessive of words ending in -s, simply add an apostrophe.

**Examples:** *dress’ hemline, the Joneses’ house*

## Dimensions/Measurements

Use numerals and spell out pounds, ounces, tons, inches, feet and yards. Hyphenate when dimensions are used as adjectives.

### **Examples:**

*He is 6 feet, 2 inches tall, dark and handsome.*

*The 6-foot man walked into the principal's office.*

*The basketball team signed a 7-footer.*

*The 9-by-12-foot bedroom is to the right.*

*The rug is 9 feet by 12 feet.*

*The tile is sold in 1-square-foot segments.*

*The baby weighed 9 pounds, 7 ounces.*

*She had a 9-pound, 7-ounce baby boy.*

## Directionals

Capitalize directionals like east and west only when part of a proper name.

### **Examples:**

*The east side of town.*

*East High School*

## Grade level

Hyphenate both noun forms and adjective forms. Spell out *first* through *ninth* and use numerals for *10th* and above.

### **Examples:**

*He was a first-grader this year.*

*She entered 10th grade last semester.*

*He enrolled for 12th grade this year.*

*He was a ninth-grader when he was in band.*

When providing information about multiple grades, the preferred usage is “grades” then the number range.

### **Examples:**

*Proficiency for students in grades 3–6 on state reading assessments will increase by 3 percent.*

*Students from grades 1–3 are planning to sing and dance at the concert tonight.*

Spell out preschool where possible. If you must abbreviate for space constraints, use pre-K.

## Internet addresses

When writing a Web address:

# Writing style & usage *continued*

- Do not include “http://.”
- Do not leave a space between the end of a Web address and the period.
- Do not underline the address unless it appears in an online document and is actually a link.

## **Wrong:**

*She directed her to <http://www.asdk12.org>.*

*She directed her to [www.asdk12.org](http://www.asdk12.org) .*

*She directed her to [www.asdk12.org](http://www.asdk12.org).*

**Right:** *She directed her to [www.asdk12.org](http://www.asdk12.org).*

If possible, write the entire address on a single line. If the address is very long or is being entered into a narrow column, break the address at a slash, dot, number sign, or other such symbol. Do not break at a period or a hyphen, as these may be confused for sentence punctuation.

## **Jargon use**

Avoid jargon whenever possible. Jargon in the district is special vocabulary or idioms unique to teachers or education professionals. If terms like *whole language* or *benchmark tests* must be used, please explain what the concept is whenever possible.

### **Examples:**

Instead of *meeting proficiency in standards-based curriculum*, use *the student is proficient for his grade level*.

Instead of *We undertook facilitation on the task of utilizing the text-based instructional tool*, say *We used the book*.

## **Numerals/numbers**

Numerals such as *1, 2, 10, 101*, and the corresponding words, *one, two, ten* and *one hundred one*, are called cardinal numbers.

The term ordinal number applies to *1st, 2nd, 10th, 101st, first, second, tenth, one hundred first*.

Always spell out numbers when they start a sentence, unless it is a calendar year.

### **Examples:**

**Wrong:** *993 people attended the meeting.*

**Right:** *Nine hundred ninety-three people attended.*

**Right:** *Last year, 993 people attended.*

**Right:** *1999 was an interesting year.*



Spell out the ordinal numbers *first* through *ninth* when they indicate sequence in time or location such as *first base*, *First Amendment*, *first in line*.

Use *1st*, *2nd*, *3rd* when the sequence has been assigned in forming names like the *7th Fleet*, *101st Brigade*.

Spell out whole numbers *one* through *nine*, and use numerals for *10* and above.

**Examples:**

*They had two sons and one daughter.*

*There were 10 members of the family present.*

Always use numerals when discussing percentages. Always spell out “percent:” *7 percent*, *10 percentage points*.

Always use numerals for money amounts: *5 cents*, *\$650,000* or *\$1 million*.

Use decimals for fractions: *.75* for *three-quarters*, or *1.5* for *one and one-half*.

## **Punctuation**

Incorrect punctuation can change the meaning of a sentence or can cause the reader to lose track of what is being said.

**Amperсандs:** Do not use “&” in the body of a document. Instead, spell out “and.”

**The “at” symbol:** Spell out “at.” Do not use “@,” except when writing an email address or Twitter user name.

**Apostrophe:** This piece of punctuation denotes possession. When used with singular or plural nouns not ending in “s,” the apostrophe is before an “s,” as in *the girl’s toys* or *women’s rights*.

For plural nouns ending in “s,” add only an apostrophe and no “s,” as in the *horses’ food* or *states’ rights*.

Use the apostrophe and an “s” when the word ends in a “z” or “x.” Examples would be *Marx’s comedies* or *Hertz’s policies*.

For possessive pronouns, no apostrophes are necessary: *mine*, *ours*, *your*, *yours*, *his*, *hers*, *its*, *theirs*, *whose*.

For joint possessives, use the apostrophe in the last word of ownership: *John and Jane’s apartment*.

Apostrophes are used in contractions like *it’s*, which means *it is*, or *there’s*, as in *there is*, or *who’s*, *who is*.

## Writing style & usage *continued*

In descriptive phrases, do not add an apostrophe to a word ending in “s” when it is used for description. For instance in the example below, “Cincinnati Reds” refers to the team and is being used to describe the position Joe Jones plays. “Cincinnati Reds” is not possessive in this sentence - it is a modifier describing which team Joe Jones represents.

**Examples:**

*Cincinnati Reds infielder Joe Jones was great.*

*The Teamsters representative requested more hours.*

Do not use an apostrophe to define the plural of numbers.

**Examples:**

*The 1920s were the heyday of the Charleston.*

*Disco was king in the 1980s.*

*She was in her mid-30s when she decided to become a teacher.*

**Colon:** The most frequent use of a colon is at the end of a sentence to introduce lists, tabulations and texts. Capitalize the first word after a colon only if it is a proper noun or the start of a complete sentence.

**Example:**

*He promised this: The company will hire more women.*

Use colons for designations of time as in 7:30 p.m. or “he ran the track in 1:31:7.”

Colons are also used for theological and legal citations as in *AS 45:23-25*, and for dialogue as in a theatrical play: *Joe Palooka: “Geez, let’s get a hot dog.”*

**Commas:** Commas are by far the most abused punctuation. They are primarily used to separate elements in a series.

Do not put a comma before the conjunction in a simple series like *red, white and blue*, or *Tom, Dick or Harry*.

An exception to that rule is if there are two conjunctions in the series; put the comma before the concluding conjunction: *She had hash browns, toast, and ham and eggs for breakfast.*

If the omission of the comma would create confusion, consider rewriting the sentence. Instead of: *While in California, he saw his parents, Oprah Winfrey and Arnold Schwarzenegger.* Try: *While in California, he saw Oprah Winfrey, Arnold Schwarzenegger and his parents.* This eliminates the appearance that Oprah and Arnold are his parents.

Use commas to separate a series of adjectives equal in rank. If the commas could be replaced by the word “and” without changing the meaning, the adjectives are equal: *a thoughtful, precise manner; a dark, dangerous street.*

With conjunctions, such as *and*, *but* or *for* that link two clauses that could be stand-alone sentences, use a comma before the conjunction: *She was glad she had looked, for the man was approaching.*

Do not use a comma when the subject of two clauses is the same: *We are visiting Seward and plan to see the SeaLife Center.*

**Dashes:** Do not use a hyphen in place of a dash. Instead, use an en-dash or an em-dash, as appropriate. In most circumstances, the em-dash is the proper choice.

An em-dash is the width of a capital letter “m.” It is used to interrupt thought in a sentence or to introduce a new clause. It’s similar to a colon, but more forceful and abrupt and can be used to replace parentheses.

*The majority of Anchorage households—as many as 87 percent—report having Internet access in their household.*

If you are unable to insert an em-dash, you may use a double-hyphen in its place. Many word processors will autocorrect a double-hyphen to an em-dash.

An en-dash is the width of a capital letter “n.” In lists or in informal uses, use an en-dash in place of the words “to” or “through.”

*Office hours are 8 a.m.–5 p.m.*  
*They are open Monday–Thursday.*

Do not use spaces before or after either of these dashes.

**Age:** Use commas for an individual’s age: *Joe Shmo, 43, was running for office.*

**Direct quotes:** Use a comma to introduce a complete one-sentence quotation as in *Mr. Smith said, “I spent a summer sailing the Prince William Sound.”* Use a comma before attribution as in *“The budget shortfall was larger than expected,” said Ms. Johnson.*

**Exclamation point:** In general, do not use exclamation points. They exaggerate declarative writing and dilute credibility. Few people believe “New! Improved!” and they tire the reader.

**Hyphenation:** In general, hyphenate two words when they are used as modifiers.

# Writing style & usage *continued*

## **Examples:**

*Charlie's problems were health related.*

*Health-related careers are a top choice among graduates.*

**Parentheses:** Parentheses are considered somewhat informal. Use them with discretion. If a sentence must include incidental material, consider using commas or dashes to set it off.

**Periods:** Use a single space between a period and the beginning of the next sentence. The double space was previously used because typewriters created monospaced text, making it difficult to distinguish between one sentence and the next. Computer-generated fonts have more natural letter and word spacing, eliminating the need for the extra space.

Use periods for a person's initials, like *John F. Kennedy* or *T.S. Eliot*.

Abbreviations using only the initials of a name do not require periods: *JFK, LBJ, FDR*.

Follow the common use of periods when using them after Web addresses. There is no need to leave a space between the end of the address and the period.

## **Example:**

*She directed her to [www.asdk12.org](http://www.asdk12.org).*

**Quotation marks:** Periods and commas always go inside quotation marks, which are used for direct quotations to surround the exact words of a speaker or writer. The dash, the semicolon, the question mark and the exclamation point also go inside quotation marks.

## **Example:**

*She said, "We should have more style," and she meant it.*

Quotation marks are not required in a Q&A format where the questions are printed and directly precede the answers.

**Semicolons:** Use the semicolon to indicate a greater separation of thought and information than a comma can convey, and less than what a period implies. Semicolons can be used to clarify a series, or link independent clauses.

Use semicolons to clarify a series when the individual segments contain more material than a simple list.

## **Example:**

*He leaves a son, John Smith of Chicago; two daughters, Jane Smith of Egegik; Mary Smith of Anchorage; and a sister, Martha Smith of Fairbanks.*

Use a semicolon to link clauses when a coordinating conjunction like “and” or “but” is not present. Typically, both clauses must be able to stand as complete sentences.

**Example:**

*The package was due last week; it arrived today.*

## Reporting of letter grades

For grades given for course work, always use capital letters *A*, *B*, *C*, *D*, *F*. Spell out modifiers and use hyphens such as *A-minus* and *B-plus*.

Use an apostrophe with plurals of grades and other single letters.

**Example:**

*He got three A's and two B's last semester.*

## Seasons

The names of seasons should remain lower case unless they are part of a title.

**Examples:**

*He took the SAT in spring 2010.*

*They both attended Spring Fling.*

## Time and dates

Always use numerals to denote time of day. Do not use “:00” for the top of the hour. An event starts at 7 p.m. or 9:30 a.m., for example. Always abbreviate a.m. and p.m. and use in the lower case with periods. Do not substitute a.m. or p.m. for the words morning or afternoon. Include a space between the number and the abbreviation. When reporting the time of an event, always put the start time first, the date second and location third.

**Examples:**

**Right:** *About 350 people are expected to attend the board meeting that begins at 6:30 p.m. on Monday, Dec. 11 in the boardroom.*

**Wrong:** *About 350 people will arrive Dec. 11 at 6:30 p.m. for the board meeting to discuss several issues in the board room.*

## Other guidelines:

- *A.D.* and *B.C.* are always abbreviated, used with periods and capitalized.
- Use *noon* for 12 p.m. and *midnight* for 12 a.m.
- Use an en-dash without spaces between numerals for range of time:  
*2–4 p.m.*

# Writing style & usage *continued*

- Avoid redundancies like *last Tuesday*, or *next Tuesday*. The past, present or future tense used for the verb should indicate which Tuesday is meant: *He said he finished the job Tuesday. She will return on Tuesday.*
- Documents such as letters or newsletters may not be read the day on which they are written. Only use *yesterday* or *tomorrow* if the date cannot be confused. If the date might be confused, use the day of the week, and if necessary, the date.
- Never use “*th*” or “*st*” with dates. The extra letters take up space and are not needed: *School starts Aug. 22.*
- Abbreviate *January, February, August, September, October, November* and *December* when used with the day.

## **Examples:**

*School policies will be enforced beginning in January 2014.*

*School policies are to be enacted on Jan. 21.*

## **Titles for people and compositions**

**Courtesy titles:** Courtesy titles such as Mr., Mrs. or Miss are not required in news articles. On first reference, state the person’s full name. On future references, use only the last name.

**Professional titles:** Titles should be capitalized only when used directly in front of the person’s name.

## **Examples:**

*Superintendent Harry Potter thanked the teachers for their efforts.*

*Social Studies Teacher Sonia Smith led a successful field trip to the museum.*

*Han Solo, assistant superintendent of Support Services, said the space cadets were fine.*

Abbreviate junior or senior after an individual’s name. No comma is necessary. *John F. Kennedy Jr. was the editor of “George.”*

Abbreviate the following titles when used before the name of a person: *Dr., Gov., Lt. Gov., Mr., Mrs., Rep., the Rev., Sen.*, and military titles: *Major Gen. John Anderson took command. Gov. Hammond said education was a top priority.*

**Compositions:** Apply the guidelines listed here to titles for books, movies, operas, plays, poems, songs, television productions, speeches, works of art and lectures:

- Capitalize the principal words, including prepositions and conjunctions of four or more letters.
- Capitalize an article—*a, the, an*—or words of fewer than four letters if it is the first or last word in a title.
- Many English courses teach the use of underlining to denote creative works. In modern usage, underlines appear to be Web links and interfere with readability. ASD employees can choose to use either quotation marks or italics, but be consistent.
- When using quotation marks, don't forget to put periods inside the quotation marks if used at the end of a sentence.
- Translate a foreign title into English unless the work is known to the American public by its foreign name, like "Les Misérables."

**Examples:**

"The Star Spangled Banner," "The Whale Fat Follies," "Desperate Housewives," "American Idol," "Romeo and Juliet," "Grapes of Wrath."

- **Exception:** The AP Stylebook uses one uniform way of denoting compositions—quotation marks which are used for all such works except for the Bible and books that are primarily reference materials like Encyclopedia Britannica or Webster's Dictionary.

**Student vs. child:** Be aware of the difference in usage between the words student and child. The district refers to children as students, but when referring to or communicating with parents, use the word child.

**Examples:**

*Through real business experiences, students learn employable skills to help them become college and career ready.*

*Conferences offer parents the opportunity to find out how their child is progressing in school.*

# Common words & acronyms

## Words and acronyms commonly used at ASD

When using acronyms, always spell out the first reference in the document and use the acronym thereafter.

**AAESP, AASSP:** Alaska Association of Elementary School Principals, Alaska Association of Secondary School Principals.

**AASA:** Alaska Association of School Administrators.

**ADA:** Americans with Disabilities Act.

**ADHD:** Attention Deficit/Hyperactivity Disorder.

**African American:** Do not hyphenate when used as a noun: “He is African American.” Hyphenate as a modifier: “African-American literature.” “Black” is also an acceptable term.

**AFS:** Anchorage Football Stadium.

**After-school:** Hyphenate for use as an adjective as in “*an after-school program*.”

**Alaska Native:** On second reference, can shorten to *Native*. Always capitalize.

**Alaskan:** Used to describe a person, not objects or places.

**Anchorage Assembly:** *assembly* on second reference; drop *Anchorage*.

**Anchorage School Board:** *board* on second reference; drop *Anchorage and school*.

**AP:** Advanced Placement or Assistant Principal.

**ASAA:** Alaska School Activities Association.

**ASD:** Anchorage School District; *not the ASD*.

**ASPI:** Alaska School Performance Index.

**Auditeria:** Not *cafetorium*; defined as a room used as an auditorium or cafeteria.

**AYP:** Adequate Yearly Progress.

**Boardroom:** One word, capitalize only at the beginning of a sentence.

**BPO:** Building plant operator.

**Buses:** Use one “s” like in *bused* and *busing*. *Bussing* means kissing.



**Bush:** Typically remote areas off the road system; can be used as a modifier or a noun. Always capitalize.

**CAD:** Computer aided drafting.

**Canceled:** One “I” is preferred use; not *cancelled*. Cancellation does have two I’s.

**CCSS:** Common Core State Standards.

**CIP:** Capital Improvement Plan.

**Certificated:** Category for employees whose job requires an Alaska Teaching Certificate. Do not use certified.

**Child:** Use this term when communicating with parents; don't use the word "student."

**Child care:** Two words.

**CIT:** Child in Transition. Do not use “Homeless” in program name.

**Classified:** Category of ASD employees whose job does not require an Alaska Teaching Certificate.

**Course work:** Two words.

**Database:** One word, no hyphen.

**Daylight-saving time:** Note the hyphen and singular of “saving.” Lowercase daylight-saving time in all uses. If linking the term with the name of a time zone, use only the word daylight: Eastern Daylight Time, Pacific Daylight Time.

**DECA:** Distributive Education Clubs of America.

**DEED:** Alaska Department of Education and Early Development.

**District:** Only capitalize in the proper name Anchorage School District. Otherwise, lower case.

**Districtwide:** One word, no hyphen. Ignore Microsoft Word.

**DOE:** U.S. Department of Education.

**DRA:** Developmental Reading Assessment.

**Dropout:** One word.

**Email:** One word, not hyphenated; lowercase except at beginning of a sentence.

# Common words & acronyms *continued*

**EEO:** Equal Employment Opportunity.

**EIP:** Education Improvement Plan.

**ELL:** English Language Learners.

**ESL:** English as a Second Language.

**ETS:** Educational Technology Services.

**Extracurricular:** One word, no hyphen.

**Fax:** One word, lowercase when not at the beginning of a sentence.

**Federal:** Lowercase unless at the beginning of a sentence.

**Flu-like:** Flu-like symptoms. Hyphenate.

**Free and reduced-price:** Lowercase, except when at the beginning of a sentence.

**FTE:** Full-time equivalent.

**Fundraiser; fundraising:** one word, no hyphen.

**GED:** General Educational Development. Always write as “GED certificate.”

**GPA:** Grade point average.

**Health care:** Two words, hyphenate if used as a modifier.

**Hispanic:** Always capitalize.

**Home-school:** Hyphenate.

**Homework:** One word.

**Honor student:** Lowercase, except when at the beginning of a sentence.

**HSGQE:** High School Graduation Qualifying Exam.

**IDEA:** Individuals with Disabilities Education Act.

**IEP:** Individualized Education Plan.

**In-service:** Hyphenate, lowercase—it’s an adjective, not a noun.

**Internet:** Always capitalize. The Internet encompasses many forms of electronic communication, including email, FTP, and the World Wide Web. It is not to be confused with Web. The Web and email are subsets of the Internet. Internet information is subject to copyright protection as well as libel guidelines.

**Kindergartner:** Not kindergartener.

**Legislature:** Capitalize when preceded by the name of the state or when referencing a specific state's legislature without the state name. Do not capitalize *legislative* or *legislator*.

**LEP:** Limited English Proficient.

**Lockdown:** One word.

**MECAC:** Multicultural Education Concerns Advisory Committee.

**Mount and mountain:** Mt. for Mount. Mtn. for mountain.

**Multicultural:** One word, no hyphen.

**Multimedia:** One word, no hyphen.

**Multipurpose room:** Two words, no hyphen; abbreviated as MPR.

**Nationwide:** One word, no hyphen.

**NCLB:** No Child Left Behind.

**Nondiscrimination:** one word.

**Nonprofit:** One word, no hyphen.

**Online:** One word, no hyphen.

**Percent:** One word, always spelled out. Only use % on charts and graphs. The number should also be stated as a numeral, not spelled out.

**Portable classroom:** Not *relocateable*; “portable” acceptable on second reference.

**Preschool:** One word, no hyphen. If you must abbreviate, use pre-K.

**PTA:** Parent Teacher Association.

**PTSO:** Parent Teacher Student Organization.

**RTI:** Response to Instruction.

**SBA:** Standards Based Assessment.

**School-year notations:** Use *2013-14* school year. Do not use 2013'-14, 2013-2014 or '13-'14.

**Schoolwide:** One word, no hyphen; ignore Microsoft Word.

**SEL:** Social and Emotional Learning.

# Common words & acronyms *continued*

**SGA:** Student Government Association.

**SME:** Subject matter expert.

**Special Education:** The *only* correct abbreviation is Special Ed., not SPED, or Sped.

**SRO:** School Resource Officer.

**Statewide:** One word, no hyphen.

**Stay-put:** Hyphenated.

**STEM:** Science, Technology, Engineering and Math.

**STEP:** Students, Educators and Parents Center, an ASD program.

**Student:** Use this term when writing for a broad audience. Use "child" when communicating with parents.

**Village:** A rural community off the road system that generally does not have a municipal form of government. Akiak, Egegik and Shageluk are villages; Bethel, Nome and Pelican are not. Not capitalized.

**Web:** Capitalize, short for World Wide Web.

**Webcast:** Lowercase.

**Webmaster:** One word, lowercase.

**Web page:** Two words, capitalize Web.

**Website:** One word; lower case.

**Work session:** Two words, no hyphen as a noun. Hyphenate when used as an adjective.

**Workday:** One word.

**Workforce:** One word.

**Workload:** One word.

**Workplace:** One word.

**Work site:** Two words.

**World languages:** Not *foreign* language, always use plural of *languages*; lowercase.

**Yup'ik:** Include the apostrophe.

# Printing & Publication Services

Print-ready copy jobs are completed by the copy center at the ASD Education Center. Large print jobs are completed at King Career Center.

Business cards can be ordered using the link found on the District Connection, [home.asdk12.org](http://home.asdk12.org). Once approval from the employee's supervisor is received, the request goes to the print shop. The cards will be delivered through interoffice mail.

***ASD cannot violate copyrights.*** If something on the document is copyrighted by another party, it cannot be reproduced without written permission from the copyright owner. If you have questions regarding copyright issues, contact ASD library services.

## How to make a request of Publication Services

- Fill out a Printing Request form available in the Forms and Publications Library. Search for “printing request” and click on the document.
- Attach a hard copy to the print-ready document, or send an electronic copy of it with your electronic print-ready document.
- Send the request to Publication Services at the King Career Center or the Communications Department at the ASD Education Center. If you are unsure as to where to email your electronic document(s), call 742-8923.

## A print-ready document is:

- At its final size with no staple or fold marks,
- Clean and smudge-free, and
- PDF is the preferred format for submission of electronic documents. It allows for cross-platform portability and will retain all of the fonts and graphics as originally set. Ask the school's technology coordinator for help creating PDFs, or contact Publication Services for questions about your files.

## Layout and graphics services

Publication Services offers graphic design and layout services for approved print projects. Call 742-8923 to arrange a consultation.

Currently there is no charge for printing services. To inform clients of possible charges in the future, a printing cost estimate may be enclosed with finished jobs. Department directors receive monthly reports on publications produced for their departments.

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# Color guidelines

The main color for ASD is Pantone Reflex Blue. ASD also has a secondary palette that includes bright and earthy colors that can be used to enrich our brand.

Remember, a little bit of color goes a long way and the use of color adds to the expense of any document.

Usually, adding one color will do the trick for a document. Never underestimate the power of black. Black has declarative power and is most familiar to readers.

Here is the ASD palette:



**Pantone Reflex Blue**

C100 M73 Y0 K2  
R 57 G71 B146



**Pantone 114**

C9 M16 Y79 K0  
R237 G204 B73



**Pantone 295**

C100 M67 Y0 K64  
R0 G30 B92



**Pantone 138**

C1 M53 Y100 K0  
R218 G139 B32



**Pantone 7706**

C93 M35 Y35 K10  
R69 G94 B116



**Pantone 723**

C30 M55 Y92 K9  
R173 G120 B54



**Pantone 7697**

C72 M30 Y33 K0  
R93 G126 B141



**Pantone Warm Gray 1**

C6 M7 Y14 K0  
R241 G233 B218



**Anchorage School District**

*Educating All Students for Success in Life*

