Dallas ISD Brand and Style Guide

Communication Services

For the staff of the
DALLAS INDEPENDENT SCHOOL DISTRICT

Introduction 3

Branding Guidelines

District Logo 4
- Correct Use 5
- Incorrect Use .....

DALLAS

Don't:

Change the logo colors

Change the logo proportions

Add drop shadows

Outline the logo

Rotate the logo

Place the logo on a busy background

Crop the logo

Iconography

Icons convey specific ideas or concepts in a

Simple single-color icons should be used v
See page 8 for initiative identifier guidance

For all other presentations and graphics, (
etc.) a simple, linear,
single-color icon should be used. Icons m
Refer to page 11 for the district color pale

DALLAS

Color Palette

Our new color palette is simple yet dynamic. It helps to convey Dallas ISD's organization brand and creates a consistent brand image. The color palette featured below differs from the color palette designated for the district's logo. This palette should only be used in graphic design of publications and presentations. The graphic design color palette is separated into primary and secondary colors.

The primary colors are to be used as the prominent colors in all visual products.
When applied correctly and consistently, these colors will drive brand recognition.

The secondary colors have been selected to accent the primary colors and should be used sparingly.

When using multiple colors in collateral products (publications, websites, etc.), the following rules should apply:

- Where possible, use Primary Blue as the preferred first choice.
- Use only one secondary color.
- Never use more than four colors: three primary colors + one secondary color

Primary

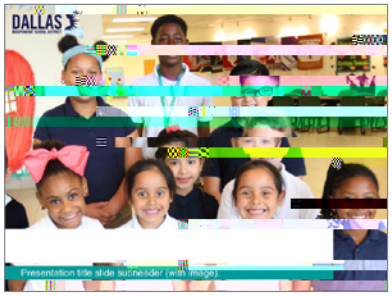
	P 274 P B		
	100 100 34 36	33 33 81	211650
	P 7716 P		
	87 20 48 2	0 148 144	00948F
	Pantone 7622 P R		
	CMYK		

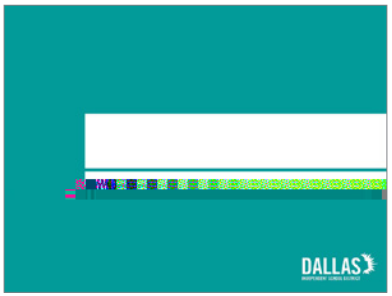
Secondary

	P 653		
	87 64 18 3	52 96 148	346094
	P 367		
	40 0 81 0	164 213 93	A3D55D
	P 185		
	0 99 98 0	237 31 36	ED1E23
	P 1235		
	0 31 98 0	253 183 26	Hexadecimal FCB61A

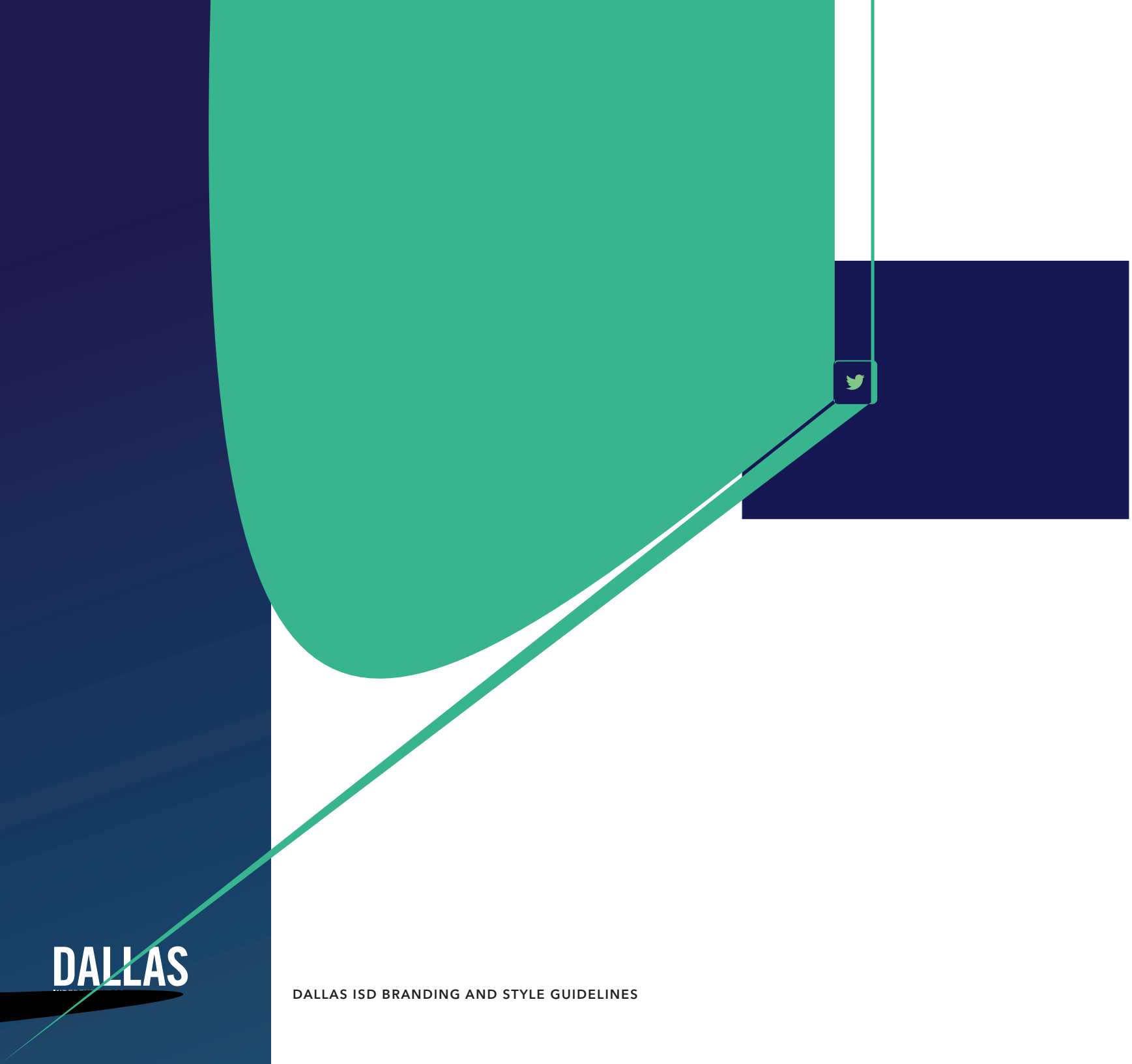
PowerPoint Template

The district's official PowerPoint template is available for download from www.dallasisd.org/brandingandstyle.





DALLAS



Official Style Guide References

The primary source of the rules in the Dallas ISD Style Guide is the latest edition of the Associated Press Stylebook. Generally considered a guide to news writing, the AP Stylebook provides guidance on a variety of writing questions. Its major focus is providing writing guidance for representatives of the news media, however it is an ideal companion for any writer who seeks to create copy that can be clearly understood by the average reader.

The AP Stylebook may not agree with the Dallas ISD Style Guide in every instance. In these cases, writers should look to the district style guide as their primary reference.

Editorial Guidelines

Examples:

(1) The district's address is 9400 N. Central Expressway
(2) The William H. Cotton Service Center is located on Lamar Street.
(3) You can send the package to 12532 Nuestra Drive.
(4) The building is on the corner of Smith and Davis roads.
(5) 1201 E. Eighth St.

Addressing Students' Parents/Guardians

To be respectful of the many and varied family structures of students who attend the Dallas ISD, all letters, forms, and requests for personal information or signatures from students' parents or guardians must be addressed as follows:

- Mother/Guardian
- Father/Guardian
- Parent/Guardian
- All Dallas ISD Parents/Guardians

Board of Trustees

References to the Dallas Independent School District Board of Trustees or the Board of Trustees as an entity are capitalized. When referring to to the board without using its full, official name, board is not capitalized. Members of the Dallas Independent School District Board of Trustees should be referred to as "trustees."

Examples:

(1) The Board of Trustees voted to approve the budget.
(2) In Texas, school boards are responsible for policy.
(3) Trustee Jane Doe will speak to students on Monday.
(4) John Smith, the trustee for District 8, will address parents.

Career Pathways and Programs of Study

The terms career pathways and programs of study as well as the names of specific career pathways and programs of study are not capitalized.

Example:

Education, business and communications, and engineering and technology are the career pathways offered at David W. Carter High School.

Clubs and Organizations

Do not capitalize the names of student clubs and organizations unless the name is unique to that particular club or an official name.

Example:

Students may participate in chess club, photography club, student council and Future Teachers of America.

Comma in a Series

Include a comma before the last item in a series: A, B, and C, not A, B and C. See the section on Puncuation for more information on the proper use of commas and other punctuation.

Contractions

Avoid using contractions in communications with parents and community and most text formats as they reflect informal speech and writing. Exceptions include the word as part of a direct quotation.

Correct:	*Incorrect:*
are not	aren't
cannot	can't

Remember, "it's" (with an apostrophe) means it is and "its" (without the apostrophe is the possessive form of the word it.

Courtesy Titles
Except when used in addressing a letter, a salutation, or a direct quotation, courtesy titles–Dr., Mr., Mrs., Ms.–are not used in a first or subsequent references.

Examples:
(1) The district has appointed John Smith as the district's

Producing Documents in Languages Other than English

The Translation Services Department within the Dallas ISD Communications Department provides language support to schools and parents to assist in communicating academic information and promoting participation in school-related activities.

Dozens of languages are spoken in Dallas ISD, with English, Spanish, and Vietnamese being the three most widely used. In order to keep Dallas' Spanish and Vietnamese speaking communities well informed about the district's programs and policies, the staff of Translation Services translates key district and school-based documents and communications into Spanish and Vietnamese for public distribution in print and on the Internet. Documents include letters to parents from schools and departments and documents that have districtwide importance such as the Student Code of Conduct, Student Handbook, and student evaluations and assessments.

To ensure that communications in languages other than English are consistent and of high quality, schools and departments are encouraged to use the services provided by Translation Services. The department can also provide assistance in locating translation support for languages other than Spanish and Vietnamese. Be sure to allow time for translations when planning your communications.

Documents submitted for translation are processed in the order received. Document translation is available in English, Spanish, and Vietnamese. For this service, download and complete the

Superintendent's Stationery

Letters from the superintendent should be printed on the superintendent's stationery, which includes a color logo. Letters prepared for the superintendent's signature should be formatted as detailed

External Correspondence

Letterhead for external correspondence can be ordered from the Graphics Department.

Electronic templates also are available for download from the district's Intranet site, http://inet.dallasisd.org/handbooksguidelines/logos.htm. and and are printed in black and white. Use the formatting listed below to prepare external correspondence.

- Whenever possible, limit external correspondence to one page.
- If a second page is needed, use plain paper and include the name of the addressee on the first line, the page number on the second line, and the date on the third line. Skip two lines and continue with the letter.
- Letters should be prepared in block style with all elements flush left, using singDC 4lea (1.0) spacing.
- Paragraphs should be justified, with double spacing between them.
- The left margin should be 1.25 inches.
- The right margin should be 1 inch.
- The type font should be Arial 10-point.
- The flush right logo is used and is always right justified.
- The date should be two to six lines below the logo, depending on the length of the letter.
- The inside address should be four to six lines below the date.
- The salutation should be two lines below the inside address, followed by a colon.
- The last paragraph should include a contact name and phoea number.
- The closure should be two lines below the last sentence.
- Four lines should be allowed for the signature.
- The signature should include the sender's first name last name. Their title/department should be listed on the following line.
- The writer's and typist's initials should be placed two lines below the sender's name.
- List enclosures two lines below name, if applicable.
- If copying others, skip two lines and type "cc:" and list, by reporting order with the highest ranking supervisor listed first, their names and titles.
- Schools may change the address block on the letterhead template to use their individual address, keeping it in the same format.
- Central departments, however, must not change the address block. If the department is not located at the 9400 N. Central Expressway address, they should use a standard closing similar to the following: I may be reached at (972) 925-0000. My mailing address is _____, Dallas, TX 752XX.
- Central departments should not include taglines or icons on the correspondence.

External Correspondence (cont.)

Correspondence to Government Officials
The following are guidelines for addressing correspondence to local, state and federal government officials.

Addressing Members of the U.S. Government

(a) The Honorable John Cornyn
United States Senate

Senator Cornyn:

(b) The Honorable Eddie Bernice Johnson
U.S. House of Representatives

Representative Johnson:

Addressing Members of Texas Government

(a) The Honorable Greg Abbott
Governor of Texas

Governor Abbott:

(b) The Honorable Royce West
The Senate of Texas

Senator West:

(c) The Honorable Morgan Meyer
Texas House of Representatives

Representative Meyer:

Addressing Members of the State Board of Education
The Honorable Geraldine Miller
State Board of Education

Ms. Miller:

Addressing Members of Local Government
The Honorable Mike Rawlings
City of Dallas

Mayor Rawlings:

Internal Correspondence

Memos are used for internal written correspondence among schools and departments. Before writing a memo, consider whether the memo requires action or is for information only. Electronic templates of Action Memos and Information Memos are available online and are printed in black and white. Templates may be downloaded at www.dallasisd.org/brandingandstyle. Memos should be concise and easy to read. Use simple, direct sentences in the active voice.
Use the formatting listed below.

- Whenever possible, limit memo correspondence to one page.
- If a second page is needed, use plain paper and include the name of the addressee on the

Board Agenda Items

The Dallas ISD Board of Trustees establishes the policies by which schools operate. In carrying out the task of setting policy, the board identifies needs and establishes priorities for the school system, allocates financial and human resources among the priority areas, and evaluates school performance.

The nine trustees, elected from separate districts, serve staggered three-year terms. Board briefings are held the second Thursday of each month at 11:30 a.m., and regularly scheduled board meetings are held at 6 p.m. on the fourth Thursday of each month. The official agenda for each meeting is available online at www.boarddocs.com/tx/disd/Board.nsf/vpublic?open. To view an agenda, click the Meetings tab and then click the meeting date.

Information about the process and deadlines to create agenda items to be considered in Dallas ISD Board of Trustee meetings is provided in BE (LOCAL) available at http://pol.tasb.org/Home/Index/361 and by clicking the Library tab at www.boarddocs.com/tx/disd/Board.nsf/vpublic?open.

Publications

The Dallas Independent School District creates a number of publications each year. From newsletters to brochures and posters to manuals and reports, Dallas ISD works to effectively share the district's story with internal and external audiences.

To ensure brand integrity throughout the district, it is important that all publications reflect consistency in format and design. Therefore, all publications created for widespread external distribution must be forwarded to the Communications Department for review. Following are basic guidelines for producing district publications.

Brochures, Flyers, Newsletters, and Posters
All district brochures, flyers, newsletters, and posters should include the district's logo. Refer to the Dallas ISD logo guidelines on page four.

Manuals and Reports
All manuals and reports should include the following content and design elements.

- Covers
- Table of contents, if the documents includes several sections
- Pagination, if the document is more than two pages
- Executive summary, if the document contains several sections or heavily relies on charts and tables
- Dallas ISD's equal opportunity statement

Covers should include:

- The document title
- The district logo
- The date the publication was created

The inside cover and/or the adjoining page should include:

- The names of the Dallas ISD Board of Trustee members, including officer positions
- The name of the superintendent of schools
- The name of the chief whose department generated the document
- The name of the principal who generated the report, if applicable
- Indication of advanced degrees of those listed
- The department's or school's physical address and web address
- The district's web address
- The district's equal opportunity statement

Publications (cont.)

Include an executive summary if the document is comprised of several charts and tables. The executive summary should be a succinctly outlined brief that shares the document's purpose, findings, and conclusions.

Graphs, tables, and photography should complement the

Publications (cont.)

Citing Bills

Once a bill is enacted, the citation should refer to the actual regulation, law, or state rule. However, the citation may include reference to a particular publication in which the regulation, law, or state rule also appears. Page numbers should appear with the publication reference only.

Examples:

(1) … does not meet state requirements specified in the Texas Education Code (TEC), Section 21.046, which states

(2) … elements are outlined in Title 19, Texas Administrative Code (TAC), Section 75.141 (d) and (e). See State Board of Education Rules for Curriculum, page 229.

Citing Publications

Publications should be fully identified, and their actual names must be italicized.

Examples:

(1) … plan placed in the personnel file as explained in Texas Education Agency Bulletin 691203, Guidelines for School Personnel: Certification, Allocations, and Records (formerly Bulletin 753), pages 161–163.

(2) Please share the enclosed copy of *An Introductory Overview of Theatre Arts* in the Elementary School with the principals.

On-Screen Use

Publications (cont.)

Copyright Infringement

Text, photos, and original graphics in other publicatons, on Internet sites, and included in or attached to email messages are copyrighted and cannot be lifted for use in another publication or on another site unless specifically stated. Likewise, elements of district publications; the website; and department, program, and school pages cannot be used – even by other staff – without authorization. Such permission can be granted only in writing by the department head or school principal and Communication Services administrators.

Printing

All publications should be sent to the district's Graphics Department for printing. Request an estimate by emailing the items description, specifications, and quantity to Jalaine Frazier at jafrazier@dallasisd.org. Once your receive the estimate, enter a requisition through the Graphics Online Store on iProcurement. For more information, visit the Graphics Department website at www.dallasisd.org/Page/6975.

Publication Approvals

Acronyms

Many district communications, including reports, publications and websites, include acronyms. The following pages contain a list of common acronyms used by the district and the terms from which they're derived.

Please note that ACT and SAT are no longer acronyms. The official names of these college assessment tests are ACT and SAT.

Acronym	Use	Acronym	Use	Acronym	Use
ACE	Accelerating Campus Excellence				

Acronyms (cont.)

Acronym	Use	Acronym	Use	Acronym	Use
ISS	In-School Suspension	PAC	PAC		

Capitalization

Ethnic Groups

- American Indian
- African American
- Asian American
- Hispanic
- Native American
- Anglo or white

Official Bodies

Capitalize Dallas Independent School District. When using only the word district, do not capitalize district except in legal documents. Use “the” when referring to the Dallas Independent School District or the Dallas ISD.

When referring to the State Board of Education or a school district’s board of trustees, write the full name and capitalize it. “Board” is used in second reference for State Board of Education only. For local school boards, use “board” on second reference.

Examples:

(1) The Dallas Independent School District serves more than 158,000 students.
(2) The district is divided into feeder patterns.
(3) **First Reference:** State Board of Education
Second Reference: the Board
(4) **First Reference:** Dallas Independent School District Board of Trustees
Second Reference: the board

Other

Lowercase “federal,” “national,” and “state” except when the word forms part of a proper name, or in special circumstances.

Examples:

(1) the federal government
(2) the United States Government
(3) the state of Texas

Capitalize titles of specific courses but not general areas of study.

Examples:

(1) Life Science
(2) Homemaking I
(3) Texas History
(4) science
(5) homemaking
(6) social studies

Capitalize a noun preceding a number, except for the first letter of line, page, paragraph, verse, and grade.

Examples:

(1) Appendix I
(2) grade 3
(3) page 16
(4) Article VI
(5) line 7
(6) paragraph 8
(7) Chapter 5
(8) No. 2
(9) Part IV
(10) Room 319
(11) Table 4
(12) verse 23
(13) Section III
(14) Title I, Title VI-A
(15) Volume I

Numbers

Situation	Rule	Example
Numbers below 10	Spell out.	We have nine copies.
Numbers 10 and above	Use Arabic numerals.	We have 10 copies.
Mixed groups of numbers in the same sentence or paragraph	Express alike (all Arabic numerals or all words).	We have 29 chairs, 9 books and 149 students.
Numbers with millions or billions	Use Arabic numerals.	1 million; $10 million; 23.5 billion
Lists of numbers	Use Arabic numerals.	9; 23; 178; 1,240
Numbers that begin a sentence	Spell out.	Fifteen books are left.
Two numbers forming one item	Spell out the one that makes a shorter word; use Arabic numerals for the other.	Two 8-inch boards; 500 four-page brochures
Ages, in years only	Use Arabic numerals.	She was 9 years old. He was 10.
Ages, in years, months and days	Use Arabic numerals.	He was 39 years 11 months and 29 days old.
Numbers followed by percent in narrative	Use Arabic numerals, except at first of sentence. Always spell out percent.	He had 6 percent of the total. Six percent of the total remained.
Grades in school (cardinal numbers)	Spell out one through nine.	students in grades one and two; students in grades 11 and 12
Grades in school (ordinal numbers)	Spell out first through ninth.	First grade; first-grade student; 10th grade; 10th-grade classroom
Item number; column number; form number; table number	Use Arabic numerals.	Item 5; Column 5; Form 32864; Table 6
Even amounts of dollars in a sentence	Omit decimals and zeros.	Enclosed are checks for $165, $40, and $65.
Presence of any uneven dollar amount in a sentence	Add decimals and numbers for the odd cents.	Enclosed are checks for $165.50, $93.27, and $40.92.
Amounts less than one dollar in a sentence	Use previous rules for numbers above and below 10; spell out cents after the number.	The stamps will cost 42 cents. All he had left was eight cents.
Dates	Always use numbers without st, nd, rd, or th.	Her birthday is Aug. 3.

Numbers (cont.)

Situation	Rule	Example
Time	Express hours and minutes as Arabic numerals followed by a.m. and p.m. Note: If the time is on the hour, no colon and no zeros are needed. Follow sequence of time, day of week, and month and date. Use noon and midnight instead of 12 p.m. and 12 a.m.	The monitoring team will convene at 7:30 p.m. The monitoring team will conclude at 10 p.m. The monitoring team will convene at 11 a.m., Monday, Sept. 11.
		T(en-US)/T-CID 2109utmm1C ( )Tj -0.0DC Tc7 0 Td [(Expr)1on aur
		T(en-US)/T-CID 2109utmm14 19.6 13.3334The monitost10(nt-m willD 2r4re)]Tion Chapterhe rncectJ Es4(time,)aabookCC /Span <</Lang (en-US)/MCID 2103 >>B3

Punctuation

Ampersand

Do not use an ampersand (&) in place of the word “and”

Punctuation (cont.)

Use a comma to separate two independent sentences or separate main clauses joined by conjunctions such as and, but, or, nor, or for.

Examples:

(1) The school was open on Monday, but many of the students were ill.
(2) The coach was glad he looked, for the player was approaching the goal line.

Use commas to set off a word or phrase that interrupts the main structure of the sentence.

Example:

The Board of Trustees, after the open meeting, met in closed session to discuss the hiring of a new superintendent.

Use commas to separate words, phrases, or clauses in a series. District style uses a comma before the last item in the series.

Examples:

The program should include the speaker's name, title, and school address.

Do not use commas to separate elements of a series when any element of the series contains internal commas or is also a series. Use semicolons to separate these items.

Examples:

(1) The officers are John Doe, president; Jane Smith, vice president; and Bill Jones, secretary.
(2) After leaving for the day, the teacher went to the gym, to the library; and to the store to buy pencils, pens, and paper for the classroom.

Use a comma to set off a nonessential (nonrestrictive) phrase or clause. A nonessential clause does not limit or define; it merely adds information. As a rule, "which" introduces a nonessential clause and is preceded by a comma.

Example:

The portables, which were purchased last year, are already overcrowded.

Do not use a comma to set off an essential (restrictive) phrase or clause. An essential clause provides information necessary to the meaning of the sentence. As a rule, "that" introduces an essential clause and is not preceded by a comma.

Example:

Campuses that have developed comprehensive plans are usually more successful in accomplishing their educational goals.

Use commas to set off the year if a date refers to the month, day, and year. When just the month and year are given, the comma between the month and year is omitted. When using

Punctuation (cont.)

Do not use a comma when using Roman numerals, Jr., or Sr. after a name.

Examples:
(1) Roland Best III
(2) Roland Best Jr.

Use a comma after digits indicating thousands except when referring to years and page numbers.

Examples:
(1) $5,000
(2) 5,000 students
(3) the year 2008
(4) page 5000

Do not use a comma between the components of dimensions, weights, and measures.

Examples:
(1) 3 feet 6 inches
(2) 4 pounds 2 ounces

Ellipses
An ellipsis–three periods, each preceded and followed by a space–indicates the omission of one or more words within a quotation.

Example:
"Four score and seven years ago our fathers brought forth … a new nation … dedicated to the proposition that all men are created equal."

When the omitted portion comes at the beginning of the sentence, the ellipsis is not necessary. The fact that the first letter of the quoted material is not capitalized indicates that the quotation begins in midsentence.

Example:
He goes on to conclude that "coordination may lessen competition within the region."

When the omission follows the end of a sentence and you continue the quotation after the omission, retain the punctuation at the end of the sentence and add the ellipsis.

Example:
"What can we do now to raise the standards at the local level? . . . These are the challenges we face."

When the last words in a quoted sentence are omitted, use the ellipsis followed by the necessary punctuation.

Examples:
(1) "What can we do now to raise the standards … ?"
(2) "I often wonder what he meant … .

Em Dash
Use the em dash sparingly as it creates a sudden break in thought or an abrupt change in sentence structure. When possible, the dash should be typed at the end of one line rather than at the beginning of the next line.

Example:
Once the diver hit the water, he thought only of the sunken treasure – until he saw the shark.

Punctuation (cont.)

Do not substitute two hyphens for an em dash. In Microsoft Word, em dashes can be found at Insert > Symbol > More Symbols > Special Characters or by using the keyboard shortcut, [Ctrl]+[-].

Example:
Once the diver hit the water, he thought only of the sunken treasure -- until he saw the shark. (Incorrect)

Em dashes set off sentence elements designed to emphasize, explain, or define.

Examples:
(1) Memoirs are most important as sources of history – the history of events and ideas.
(2) Four key inventions – gunpowder, telescope, compass, and printing press – were developments that made the old scientist tremble.

Hyphen
Do not hyphenate "decision making" when used with "site-based."

Examples:
(1) site-based decision making
(2) site-based decision making committee

Do hyphenate "decision-making" when used as an adjective and "site-based" does not accompany the phrase:

Example:
(1) decision-making authority
(2) decision-making committee

Do not hyphenate ethnic groups, except when used as an adjective.

Examples:
(1) She was the first African American to serve in the Senate
(2) The African-American event celebrates Kwanza.

Hyphenate "low performing" only when used as an adjective immediately before a noun

Examples:
(1) low-performing campus
(2) the schools are low performing

Use the hyphen with compound modifiers that express a single thought when they precede a noun.

Examples:
(1) full-time teachers
(2) up-to-date report
(3) one-year program
(4) well-intended gesture

Do not use a hyphen with compound modifiers that are used after the noun.

Examples:
(1) The report is up to date.
(2) The gesture was well intended.

Do not use a hyphen if each of the words could modify the noun without the other modifying word or words.

Example:
a new personal computer

Punctuation (cont.)

Do not use a hyphen if the first word of the modifier is an adverb ending in “ly.”

Example:
The monitoring team’s report indicated that the school’s computer room had a hardly used printer.

Use the hyphen and a space to give a suspension effect in a spread-out modifier.

Example:
(1) the long- and short-range goals
(2)

Punctuation (cont.)

Quotation Marks

The period and the comma go inside the quotation marks. The semicolon and colon go outside the quotation marks. The question mark goes inside the quotation marks when it refers to the quoted matter only; it falls outside when it refers to the whole sentence.

Examples:

(1) He asked, “Will you go with me?”
(2) Did you hear Sue say “I am ill”?

The length of quoted material usually determines its format. Quotations of four lines or less may be incorporated into the text and enclosed in quotation marks. Material five lines or longer is usually set off from the body of the text by being indented from the left and right margins and double-spaced above and below the quotation. The quoted passage is single-spaced and not enclosed in quotation marks.

Use quotation marks or italics to set off works of literature, music, art, etc. Use quotation marks around titles that represent only a part of a complete published work. Use italics for titles of complete works published as separate items. A simple rule of thumb: Quote titles of short works, and italicize titles of long works.

Examples:

(a) articles (in newspapers, magazines, etc.)
(b) chapters of books
(c) complete but unpublished works (manuscripts, theses, reports, etc.)
(d) essays
(e) filmstrips
(f) lectures and speeches
(g) radio and television episodes
(h) short works (poems, stories, musical works, etc.)

Italics:

(a) brochures, pamphlets, and bulletins
(b) films, movies, and plays
(c) long works (poems, books, novels, musical works, etc.)
(d) magazines, newspapers, and periodicals
(e) paintings and other art works
(f) radio and television series or programs (specials, documentaries, etc.)
(g) student and teacher handbooks

Semicolon

Use the semicolon to link independent clauses whose relatedness you want to emphasize. These clauses should balance or contrast with each other. The semicolon indicates a greater pause between clauses than a comma would, but not so great a pause as a period would.

Examples:

(1) No one applied for the position; the job was too difficult.
(2) Some people have the ability to draw well; others do not.

A while / Awhile
As a noun phrase after a preposition such as after, for, in, or within, use two words, a while, which means "a short or moderate time."

Example:
He will be out for a while.

As an adverb, it is spelled as one word, awhile, which means "for a short time."

Example:
He will be out awhile

Between / Among
"Between" (preposition) is used to relate two items or persons.

Example:
The committee chairperson divided responsibilities for the hospitality program between the treasurer and the newest member of the committee.

"Among" (preposition) is used to relate more than two items or persons.

Example:
The superintendent divided the assignments in the new building among the principal, the chairperson for reading, and the librarian.

Can / May
"Can" (verb) refers to capability.
Examples:
(1) I can have the monitoring report finished by the end of the week.
(2) I can be in Houston on Thursday.

"May" (verb) refers to possibility or permission.

Examples:
(1) I may be at the outlet mall next weekend. (possibility)
(2) May I have the monitoring report by the end of the week? (permission)

Capital / Capitol
"Capital" (noun) refers to capital city, capital letter, capital gain.

Examples:
(1) The capital of Texas is Austin.
(2) Use a capital letter when you write about Austin.
(3) If you write well and publish your work, you may realize capital gain.

"Capitol" (noun) refers to a building.

Example:
We are going to the capitol for lunch.

Cite / Site
"Cite" (verb) means to acknowledge or to quote an authority.

Example:
In writing my report, I cited state laws and federal regulations.

"Site" (noun) refers to a place or setting of an event.

Example:
The site for the senior prom is the Hilton Hotel.

College ready
The term is not hyphenated.

Fewer / Less
"Fewer" (adjective) refers to individual items or persons.

Example:
The art teacher had fewer than 12 paint brushes when the year began.

"Less" (adjective) refers to bulk or quantity.

Examples:
(1) The teacher had less than $20 to spend on classroom materials.
(2) All teachers hoped for less classroom disruption.

Field house
Two words in all uses.

First come, first served
The phrase is often but wrongly stated as "first come, first serve." The phrase abbreviates the sentence "the first to come is the first to be served."

Foreword / Forward
"Foreword" (noun) is a section in a book or publication.

Example:
The author began his book with a tantalizing foreword.

"Forward" (verb or adverb) means to help onward; toward what is ahead.

Example:
I will forward your mail to Alaska, and I look forward to seeing you soon.

Groundbreaking
Groundbreaking (noun) the act or ceremony of breaking ground for a new construction.

Example:
The groundbreaking for Larry G. Smith Elementary School is Sept. 22.

Internet / Intranet
Always capitalize Internet, but lowercase intranet.

Kickoff / Kick off / Kick-off
"Kickoff" (noun) is a commencement event.

Example:

That / Which
"That" introduces an essential (restrictive) clause or phrase. An essential clause or phrase provides information that is necessary to the meaning of the sentence. Do not use a comma to set off an essential (restrictive) clause or phrase.

Example:
Campuses that have developed comprehensive plans are usually more successful in accomplishing their educational goals.

"Which" introduces a nonessential (nonrestrictive) clause or phrase. A nonessential clause or phrase does not limit or define; it merely adds some information. Use the comma to set off a nonessential (nonrestrictive) clause or phrase.

Example:
The new portable classrooms, which were purchased last year, already are overcrowded.

Underway
One word in almost all uses.

Workday / Workweek
One word in all uses

Workforce
One word in all uses

Workforce ready
The term is not hyphenated

World Wide Web
Always capitalize. Web is acceptable. Lowercase "web" in one-word terms: website, webcam, webcast, webmaster; but capitalize in terms with separate words: Web page, Web browser, Web server, and Web surfer.

Offcial School Names

The following are the official, board-approved names of the district's schools. In the first reference in written text, the official name should be used in its entirety. In subsequent references, the name may be shortened.Please be aware that many of the district's schools may have rooms, sections, auditoriums, cafeterias, etc., that have board-approved names that should be used in the first reference of written text.

Example:
Learning Alternative Center for Empowering Youth is located at Alternative Placement Center at Village Fair. LACEY is a program for middle-school students.

High Schools

Bryan Adams High School
W.H. Adamson High School
David W. Carter High School
CityLab High School
Emmett J. Conrad High School
Trinidad "Trini" Garza Early College High School at Mountain View College
Kathlyn Joy Gilliam Collegiate Academy
Hillcrest High School
Innovation, Design, Entrepreneurship Academy at James W. Fannin
Thomas Jefferson High School
Justin F. Kimball High School
Dr. Wright L. Lassiter Jr. Early College High School at El Centro College
Lincoln Humanities/Communications Magnet High School
James Madison High School
Moisés E. Molina High School
New Tech High School at B.F. Darrell
North Dallas High School
Franklin D. Roosevelt High School
W.W. Samuell High School
Judge Barefoot Sanders Law Magnet at Yvonne A. Ewell Townview Center
School for the Talented and Gifted at Yvonne A. Ewell Townview Center
School of Business and Management at Yvonne A. Ewell Townview Center
School of Health Professions at Yvonne A. Ewell Townview Center
School of Science and Engineering at Yvonne A. Ewell Townview Center
Seagoville High School
Skyline High School
Rosie M. Collins Sorrells School of Education and Social Services at Yvonne A. Ewell Townview Center
South Oak Cliff High School
H. Grady Spruce High School
Sunset High School
Booker T. Washington High School for the Performing and Visual Arts
W.T. White High School
Wilmer-Hutchins High School
Woodrow Wilson High School

Multi-Level Schools

George B. Dealey Montessori Academy
Barack Obama Male Leadership Academy at A. Maceo Smith
L.G. Pinkston High School
Irma Lerma Rangel Young Women's Leadership School
Rosemont Preparatory School
Harry Stone Montessori Academy
William B. Travis Academy/Vanguard for the Academically Talented and Gifted

Middle Schools

William Hawley Atwell Law Academy
T.W. Browne Middle School
Edward H. Cary Middle School
E.B. Comstock Middle School
Billy Earl Dade Middle School
Dallas Environmental Science Academy
Benjamin Franklin International Exploratory Academy
Hector P. Garcia Middle School
W.H. Gaston Middle School
W.E. Greiner Exploratory Arts Academy
Robert T. Hill Middle School
Oliver Wendell Holmes Humanities/ Communications Academy
Zan Wesley Holmes Jr. Middle School
D.A. Hulcy STEAM Middle School
IGNITE Middle School
Kennedy-Curry Middle School
Harold Wendell Lang Sr. Middle School
J.L. Long Middle School
Henry W. Longfellow Career Exploration Academy
Thomas C. Marsh Preparatory Academy
Francisco F. "Pancho" Medrano Middle School
Piedmont Global Academy
Raúl Quintanilla Sr. Middle School
Ann Richards STEAM Academy
Thomas J. Rusk Middle School
Seagoville Middle School
Alex W. Spence Talented/Gifted Academy
L.V. Stockard Middle School
Boude Storey Middle School
Sam Tasby Middle School
E.D. Walker Middle School
Young Men's Leadership Academy at Fred F. Florence

DALLAS

Elementary Schools

John Quincy Adams Elementary School
Nathan Adams Elementary School
Birdie Alexander Elementary School
Gabe P. Allen Charter School
William M. Anderson Elementary School
Arcadia Park Elementary School
Arlington Park Early Childhood Center
Bayles Elementary School
Mary McLeod Bethune Elementary School
W.A. Blair Elementary School
Annie Webb Blanton Elementary School
Felix G. Botello Elementary School
James Bowie Elementary School
Jimmie Tyler Brashear Elementary School
John Neely Bryan Elementary School
Harrell Budd Elementary School
Rufus C. Burleson Elementary School
David G. Burnet Elementary School
George Herbert Walker Bush Elementary School
W.W. Bushman Elementary School
F.P. Caillet Elementary School
Adelfa Botello Callejo Elementary School
John W. Carpenter Elementary School
C.F. Carr Elementary School
Casa View Elementary School
Cedar Crest Elementary School
Central Elementary School
Chapel Hill Preparatory School
César Chávez Learning Center

DALLAS

Louise Wolff Kahn Elementary School
Edwin J. Kiest Elementary School
Martin Luther King Jr. Learning Center
Kleberg Elementary School
Obadiah Knight Elementary School
Arthur Kramer Elementary School
Richard Lagow Elementary School
Lakewood Elementary School
Sidney Lanier Exploratory Arts Vanguard
Umphrey Lee Elementary School
William Lipscomb Elementary School
Jack Lowe Sr. Elementary School
B.H. Macon Elementary School
Maple Lawn Elementary School
Herbert Marcus Elementary School
Thomas L. Marsalis Elementary School
Eladio R. Martinez Learning Center
Eduardo Mata Elementary School – A Montessori Campus
José “Joe” May Elementary School
Ronald E. McNair Elementary School
Lee A. McShan Jr. Elementary School
Esperanza “Hope” Medrano Elementary School
Ben Milam Elementary School
William B. Miller Elementary School
Roger Q. Mills Elementary School
Mockingbird Elementary School
Montessori Academy at Onesimo Hernandez Elementary
Maria Moreno Elementary School
Nancy Moseley Elementary School
Mount Auburn STEAM Academy
Clara Oliver Elementary School
George Peabody Elementary School
Elisha M. Pease Elementary School
John F. Peeler Elementary School
John J. Pershing Elementary School
Personalized Learning Preparatory at Sam Houston Elementary
Pleasant Grove Elementary School
K.B. Polk Center for Academically Talented and Gifted
Preston Hollow Elementary School
John H. Reagan Elementary School
Martha Turner Reilly Elementary School
Reinhardt Elementary School
Joseph J. Rhoads Learning Center
Charles Rice Learning Center
Thelma Elizabeth Page Richardson Elementary School
Oran M. Roberts Elementary School
Dan D. Rogers Elementary School
Edna Rowe Elementary School
John W. Runyon Elementary School
Clinton P. Russell Elementary School
Arturo Salazar Elementary School
Julian T. Saldivar Elementary School
San Jacinto Elementary School
Alex Sanger Preparatory
School for the Talented and Gifted in Pleasant Grove
Seagoville Elementary School
Seagoville North Elementary School
Ascher Silberstein Elementary School
Larry G. Smith Elementary School
Solar Preparatory School for Boys at John F. Kennedy Learning Center
Solar Preparatory School for Girls at James B. Bonham
Celestino Mauricio Soto Jr. Elementary School
J.P. Starks Math, Science, and Technology Vanguard
Leslie A. Stemmons Elementary School

DALLAS

Stevens Park Elementary School
Jill Stone Elementary School at Vickery Meadow
C.A. Tatum Jr. Elementary School
T.G. Terry Elementary School
Robert L. Thornton Elementary School
Edward Titche Elementary School
Thomas Tolbert Elementary School
George W. Truett Elementary School
Adelle Turner Elementary School
Mark Twain Leadership Vanguard
Urban Park Elementary School
Walnut Hill Elementary School
Daniel Webster Elementary School
Martin Weiss Elementary School
Sudie L. Williams Talented and Gifted Academy
Wilmer Early Childhood Center
Wilmer-Hutchins Elementary School
Winnetka Elementary School
Harry C. Withers Elementary School
Whitney M. Young Jr. Elementary School
Ignacio Zaragoza Elementary School

Alternative School Programs
Maya Angelou High School
Elementary Disciplinary Alternative Education Program
Barbara Manns Middle/High School for the Disciplinary Alternative Education Program
Multiple Careers Magnet Center
John Leslie Patton Jr. Academic Center

Collegiate Academy Names
Bryan Adams P-TECH Collegiate Academy
W.H. Adamson P-TECH Collegiate Academy
David W. Carter P-TECH Collegiate Academy
Emmett J. Conrad Global Studies H-TECH Collegiate Academies
Trinidad “Trini” Garza Early College High School
Kathlyn Joy Gilliam Collegiate Academy
Hillcrest E-TECH Collegiate Academy
Thomas Jefferson P-TECH Collegiate Academies
Justin F. Kimball E-TECH Collegiate Academy
Dr. Wright L. Lassiter Jr. Early College High School
Lincoln B-TECH Collegiate Academy
James Madison P-TECH Collegiate Academy
Moisés Molina B-TECH Collegiate Academy
North Dallas P-TECH Collegiate Academy
North Lake Collegiate Academy
L.G. Pinkston H-TECH Collegiate Academy
Franklin D. Roosevelt H-TECH Collegiate Academy
W.W. Samuell Early College High School
Seagoville P-TECH Collegiate Academy
Skyline Collegiate Academy
South Oak Cliff P-TECH Collegiate Academy
Sunset P-TECH Collegiate Academy
H. Grady Spruce CTE Early College High School
Wilmer-Hutchins E-TECH Collegiate Academy
Wilmer-Hutchins Fine Arts Collegiate Academy
W.T. White B-TECH Collegiate Academy
W.T. White Fine Arts Collegiate Academy