SAUK RAPIDS-RICE
PUBLIC SCHOOLS

STORM

BRAND STANDARDS & STYLE GUIDE

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ABOUT THIS GUIDE

This guide was developed to equip you with the tools that you may need to communicate effectively within the Sauk Rapids-Rice Public Schools brand. This guide will help all district content contributors remain consistent in writing and visual style, upholding district brand integrity and, at the same time, allowing for flexibility to reflect particular program and school characteristics.

What is a brand and why is branding important?

Simply put, a school brand is how we, Sauk Rapids-Rice Public Schools, present ourselves to students, families, staff and the community, and how these groups perceive us. A brand reflects the district's standards of excellence and professionalism with every interaction—from initial contact with a new family, with staff development or student activities, through messages, news sharing, digital interactions and more.

Ideally, students, families, staff and community perceptions align with our highest district aspirations. Our mission and core purpose states that Sauk Rapids-Rice Public Schools strives to "provide a world-class education in a collaborative environment that inspires every learner to think, achieve and care." When all who are associated with our school district share in this mission and core purpose, branding efforts are successful. Reaching this goal requires intentional focus and consistent brand management.

The purpose of this guide is to give staff a framework that addresses the editorial questions that commonly surface during content creation. Sauk Rapids-Rice Public Schools have established these guidelines so that we may communicate consistently and clearly to our wide range of audiences. Guidelines are based upon key *Associated Press Stylebook* (AP) conventions and widely-accepted public education writing standards.

If you have questions regarding the information in this style guide, please contact the Sauk Rapids-Rice Public Schools communications by calling 320-258-1835 or emailing jennifer.morrissette.hesse@isd47.org.

KEY MESSAGES

Sauk Rapids-Rice Public Schools are known for …

- **Relationships and community support**
  Our caring community and competent staff surround students with support

- **Personalized learning**
  Relevant and engaged learning for all students

- **Preparing a path of success for all students**
  Providing opportunities for success in academics, the arts and activities

- **Outstanding reputation**
  Students, staff and the district are recognized for excellence locally, statewide and nationally through various awards

COMMON TAGLINES & HASHTAGS/PHRASES

A path for every student. (Official tagline for use with logo mark.)
#StormStrong
#PVProud (Pleasantview Elementary)
#RiceRocks (Rice Elementary)
#TheStormStartsHere (ECFE)
"Enter to Learn, Depart to Serve" (Sauk Rapids-Rice High School)
#OneStormOneFamily (Activities)
Storm Nation
Go Storm!

SCHOOL & DISTRICT REFERENCES

Sauk Rapids-Rice Public Schools will be referred to in the following way:

- Sauk Rapids-Rice Public Schools
- Sauk Rapids-Rice Public Schools, Independent School District 47
- ISD 47

Within the title text, Sauk Rapids-Rice is always hyphenated and both the towns of Sauk Rapids and Rice are included.

SCHOOL, SITE REFERENCES & ABBREVIATIONS

When referring to a school or site within the district, use the proper name or abbreviation listed below.

Mississippi Heights Elementary School .... MHES
Pleasantview Elementary School .... PVES
Rice Elementary School .... RES

Secondary Schools:
Sauk Rapids-Rice High School .... SRRHS
Sauk Rapids-Rice Middle School .... SRRMS

Site Names:
Sauk Rapids-Rice Early Childhood Family Education
Sauk Rapids ECFE
SRR Storm Stadium (referring to football and track stadium)
Osauka Fields (refers to practice and competition fields at the high school)

Mark —

Overline —

Signature —

Tagline —

SAUK RAPIDS-RICE
PUBLIC SCHOOLS

A path for every student.

Underline —

FOOTBALL

Logo Mark

The Sauk Rapids-Rice school district has adopted one logo mark that will be used consistently for all aspects of our school. This mark should not be edited or changed in any way. Please send this visual style guide along with the logo itself when sharing with outside vendors.

Use for business purposes, presentations, and in communications materials.

Your signature combines your overline, your logo mark, and your tagline. This can be used in various places, including business and general use.

Use for athletics and activities.

The logo mark with the underline (without the tagline, and with or without the overline), can be used for athletics and activities, where the underline is edited accordingly. It should be centered based on the white "STORM" letters.

Clear Space/Minimum Size

The logo should always have a minimum clearance space around it as noted by the "X," which is the HEIGHT of the upper part of the "R" (noted by the pink box). This prevents the logo from becoming lost or too crowded.

Official Typography

Avenir is the approved typeface to be used for the overlines and underlines that make up our signature. A program or activity should appear in Avenir Bold Uppercase. The tagline should be set in Avenir oblique upper and lower case. Use the guide below when typesetting underlines. Electronic files with the tagline and SRR overline are available.

FOOTBALL*M*

Avenir Light
Avenir Light Oblique

Avenir Book
Avenir Book Oblique

Avenir Roman
Avenir Oblique

Avenir *Medium*
Avenir Medium Oblique

Avenir Black
Avenir Black Oblique

Avenir Heavy
Avenir Heavy Oblique

Serpentine Light
Serpentine *Light Oblique*

Serpentine Medium
Serpentine Medium Oblique

Serpentine Bold
Serpentine Bold Oblique

Helvetica Extra Black Condensed

The fonts listed are for both PRINT and WEB use and should be used throughout all brand collateral.

Alternative Typography

Helvetica may be used as an alternative typeface.

Color Palette

Please use the color combinations below to match approved colors exactly. Any deviations from these official colors must be approved by the Sauk Rapids-Rice District Office.

1 COLOR BLACK
1. GRAY 1— 40% BLACK
2. BLACK—100%
3. GRAY 2—20%
4. GRAY 3—45%

RGB
1. GREEN—24, 87, 52
2. YELLOW 1—255, 242, 0
3. YELLOW 2—255, 204, 50
4. YELLOW 3—248, 158, 81
5. GRAY—167, 169, 172

HEX
1. GREEN—185734
2. YELLOW 1—FFF200
3. YELLOW 2—FFCC32
4. YELLOW 3—F89E51
5. GRAY—A7A9AC

CMYK
1. GREEN ——71% Cyan,10% Magenta, 76% Yellow, 61% Black
2. YELLOW 1—100% Yellow
3. YELLOW 2—20% Magenta, 90% Yellow
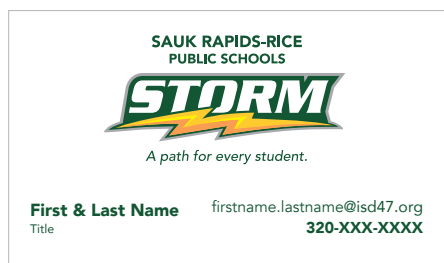4. YELLOW 3—45% Magenta, 76% Yellow
5. GRAY———— 40% Black

SPOT COLORS
1. GREEN— Pantone 357
2. YELLOW 1— Pantone Process Yellow
3. YELLOW 2— Pantone 123
4. YELLOW 3— Pantone 157
5. GRAY— Pantone Cool Gray Number 8

Application and Color Palette Examples

Alternative one and two color logos for embrodery and screen printing

Electronic files are available for these logos that are in black and white as well as two spot colors. These can be used when the four color process is cost prohibitive.

SAUK RAPIDS-RICE
PUBLIC SCHOOLS

A path for every student.

First & Last Name   firstname.lastname@isd47.org
Title   **320-XXX-XXXX**

Business Card

Alternative Graphic elements

Electronic files are available for these elements that can be used as alternative visual aids in materials, clothing and signage.

FILE TYPES & LOCATION

[Link to logo and brand files on Staff Access.](#)

- **Vector:** Vector files (.eps) are commonly used for printing at a commercial or apparel printer. The color model for these files is Cyan Yellow Magenta and Black (CYMK).

- **PNG:** These files are for internal printing and may be used in Microsoft Office and Google Docs. They have transparent backgrounds (without a white box). The color model for these files is Red Green Blue (RGB) or Hex (web), and they are made for screens.

- **JPG:** These files are used for digital files of all kinds. These may be used for internal printing, but they do not have a transparent background so should only be used on documents with a white background. Use the color model RGB or Hex for these files.

VECTOR VS. RASTER FILES

Vector web use source files
for logos, charts, icons or any hard-edged graphics

Vector print use source files
To be sent to the printer

Raster output files
for most web graphics displayed on the screen

Raster HI-RES files
may be printed at 300 dpi

VECTOR   RASTER

.ai	.jpg
.eps	.gif
.pdf	.png
.svg	.tif

USING OFFICIAL FONTS

Avenir is the official district typeface for *external* communication and should be used with the logo and graphics (see page 8). **Helvetica** may be used with copy in Microsoft Word, PowerPoint presentataions or when Avenir is not available. The open source **Google Font Nunito** may also be used in various forms within the font family (Light, Bold, Black, etc.) in graphic applications when Avenir is not available and in web-based applications. Avoid the use of Times New Roman and other non-official typefaces in work that publicly represents the district. Use the **Sans Serif** font for email signatures.

PRIMARY

Avenir Light
Avenir Light Oblique
Avenir Book
Avenir Book Oblique
Avenir Roman
Avenir Oblique
Avenir Medium
Avenir Medium Oblique
Avenir Black
Avenir Black Oblique
Avenir Heavy
Avenir Heavy Oblique

WEB

Nunito Extra Light
Nunito Extra Light Italic
Nunito Light
Nunito Light Italic
Nunito Regular
Nunito Regular Italic
Nunito Semi-Bold
Nunito Semi-Bold Italic
Nunito Bold
Nunito Bold Italic
Nunito Extra Bold
Nunito Extra Bold Italic
Nunito Black
Nunito Black Italic

WHEN AVENIR IS NOT AVAILABLE (MICROSOFT APPLICATIONS)

Helvetica Light
Helvetica Light Oblique
Helvetica Regular
Helvetica Oblique
Helvetica Bold
Helvetica Bold Oblique

AP STYLEBOOK TIPS

When creating public-facing communication, school marketing materials and content (website, social media, emails, written documents, etc.) Sauk Rapids-Rice Public Schools follow the *Associated Press Stylebook* (AP) style conventions. Here are a few common guidelines based on those writing style parameters. **(www.apstyle.com)**

TITLES
Capitalize a title when preceding a name or when replacing a name:
- P*rincipal Smith spoke at the opening ceremonies ...*
- *Superintendent Jones applauded the team's efforts ...*

Titles should remain lower case when used generally without reference to a specific individual or following a person's name
- *The superintendent's role is to ...*
- *The director of human resources is responsible for ...*
- *John Doe, director of human resources, led conversations about ...*

CAPITALIZATION
Capitalize Sauk Rapids-Rice School Board, Sauk Rapids-Rice Public Schools and Sauk Rapids-Rice School District when referring to them as proper nouns. The Sauk Rapids-Rice School Board is used for first references. After that, use the common noun.

AP STYLE TIPS

When referring to these entities as proper nouns, capitalize the Sauk Rapids-Rice School Board and the Sauk Rapids-Rice School District. Otherwise these references are lowercase (the district, the board, the administration, etc. are common nouns.)

Capitalize the proper names of schools, departments, divisions and offices, unless referring to the high school or elementary school in general. These references remain lower case:

- *At Mountain Heights Elementary School we have a lot of school spirit. (proper name)*
- *Our elementary school is a place of pride and accomplishment. (common noun)*
- *Transportation is responsible for the new phone app. (common noun)*
- *Our district makes sure the transportation needs of students are addressed. (common noun)*

Capitalize official course titles but not general subjects:

- *AP US History* (title)
- *Students really enjoy learning about the presidents in history class.* (general subject)

Only capitalize public schools and school district when preceded by city name (i.e., Sauk Rapids-Rice Public Schools, Sartell Public Schools, St. Cloud School District).

AP STYLE TIPS

Internet, Intranet, World Wide Web and WiFi should always be capitalized because they are proper nouns.

Do not capitalize website, webmaster, webpage, email, etc.

Capitalize the first word after a colon.

> • *She promised the students this: To listen to their feedback.*

Never capitalize:

- • **Titles if used in a general sense** without reference to a specific individual: *The role of a superintendent is to …* or *The schools will have recess this year.*

- • **Curriculum areas,** except when a language or other proper noun is referenced: math, science, history, physical education versus Spanish, English, etc.

- • **Grade levels:** kindergarten, third grade, third graders, etc.

- • **Seasons:** spring, summer, fall, winter

Do not capitalize only to lend importance to certain words.

ITALICS, BOLD, UNDERLINING

Italicize titles and subtitles of books, pamphlets, brochures, periodicals, newspapers, collections of poems, plays, essays, short stories, plays, movies, operas, CDs and works of art.

The Sauk Rapids Herald
Chronicles of Narnia
Harry Potter and the Goblet of Fire

AP STYLE TIPS

Bold headers, titles or subheads in a newsletter, memo or other communication. Bold adds emphasis.

In digital communication, do not use **underlining** except where a hyperlink is present and created automatically. Underlining for common words should be avoided as many associate underlined words with hyperlinks to websites.

APOSTROPHES   Use apostrophes to indicate that a noun is possessive.
Add apostrophe s to singular nouns and only add an apostrophe to plural nouns ending in s.

- *The boy's backpack was quite full.*
- *The boys' backpacks were scattered around the classroom.*

If the noun is singular but ends in s, add an apostrophe and an s. If the noun is plural and does not end in s, add an apostrophe and an s.

- *Lois's book*
- *Children's books*

Do not use an apostrophe for sports teams. The team consists of a group of girls or boys. The group is referenced and the individuals do not make up the team.

The boys basketball team went to state.
The girls soccer team won the championship.

Do not use an apostrophe and an s to show a possessive when using possessive pronouns like its, ours, theirs, his or hers

AP STYLE TIPS

- For plural pronouns ending in s, add an apostrophe after the s: *the girls' coats, states' rights*

- For singular common nouns ending in s, add an apostrophe after the s: *Descartes' theories, Kansas' school*s

- For singular proper names ending in s sounds, such as x, ce and z, add an apostrophe s: *Mark's theories, the prince's life*

- In contractions or to show the omission of letters and numbers: *'tis the season*

- **Do not use an apostrophe s** for plurals of numbers or multiple letter combinations: *The late 1980s, RBIs, MCAs, IEPs*

- For plurals of a single letter, do not add an apostrophe s: *Mind your Ps and Qs, the Red Sox defeated the Oakland As.*

- Use reversed apostrophe marks before years: *'96* or *the '20s* (Insert > Advanced Symbol in Microsoft Word brings up the symbol palette and the reversed apostrophe is featured.)

DATES, MONTHS, NUMBERS & DAYS OF THE WEEK

- When writing a date, never use st, nd, rd or th. (1st, 2nd, 3rd or 4th.)
- Capitalize the name of the month in all uses.
- When a month is used with a specific date, abbreviate only Jan., Feb., Aug., Sept., Oct., Nov. and Dec. Spell out March, April, May, June and July.
- Spell out the name of the month when using it alone or with a year alone.

Examples:
Sept. 22 *(correct);* July 1, 2020 *(correct)*
January *(correct)*
August 22nd, 2020 *(incorrect)*; August, 2020 *(incorrect)*

AP STYLE TIPS

Spell out the days of the week and do not abbreviate.

Spell out all numbers below 10 and use figures for 10 and above.
One student in line; 11 students in line

Some exceptions:
Act 1, Scene 2, a 5-year-old girl, a 2:1 ratio,
a 4-3 score

Use figures when referring to the age:
a 5-year-old boy
the boy is 5 years old
the law is 8 years old
the race is for 3-year-olds
the woman is in her 30s (no apostrophe)

Use figures when using a percent and spell out the word
"percent" unless you are using it in scientific context or labeling
a graph.

99 percent of families responded to the survey.

- Spell out a number at the beginning of a sentence. The only exception is if it is for a calendar year.
- Page numbers should be included on any document that exceeds two pages.
- Hyphenate numbers when referring to grade levels.

first-grade reading list

seventh-grade band uniforms

AP STYLE TIPS

COMMAS

• Use a comma to separate items in a list.

In AP style, omit the comma before the last item in a simple series: *Joe, John and Steve.* If the series includes internal commas that necessitate semicolons or uses a conjunction such as *and*, include the comma.

> • *Bring your books, pens and pencils to class.*

Use commas to set off parenthetical information.

> • *Mr. Walker, the teacher, was present.*

Use commas after the year when it follows month and day.

> • *On June 28, 2004, I went on vacation.*

Use a comma in most numbers or figures greater than 999, except when referencing street addresses, broadcast frequencies, serial numbers, telephone numbers or years.

> • *He owed the school district $1,000.*

HYPHENS & DASHES

Hyphens (-) are used to form a single idea from two or more words. Use a hyphen for a compound modifier, when two or more words modify a noun or verb (except with the word "very or "ly" adverbs). Note that there is no space before or after a hyphen.

We implemented the back-to-school protocols.
She was a well-known teacher.

AP STYLE TIPS

An em dash (—) is used to denote an abrupt change in thought within a sentence or an emphatic pause. Note that there is no space before or after a dash.

This was the only book—in the entire media center—that the student found helpful for this kind of research.

To create an em-dash: Hold down option+Shift+hyphen key on Mac; alt+ctrl+minus key on PC.

An en dash (–) simply means "through." **Hyphens should not be used in place of en-dashes.** The en-dash is a bit longer than the hyphen; its length is equal to the width of the letter n, hence the name. En-dashes are used for any kind of range:

October–December, 2012

Monday–Friday

1993–1999

8:00 a.m.–11:00 p.m.

pages 130–232

To create an en-dash: Hold down option+hyphen key on Mac; ctrl+minus key on PC.

AP STYLE TIPS

ELLIPSIS
The ellipsis (…) is not three periods in a row, but a symbol. It is used to indicate deletion of one or more words.

On a Mac press option+the colon key to insert an ellipsis.

A space should be placed before and after the ellipsis symbol: *I no longer have the strength … .*

EXCLAMATION POINTS
Exclamation points should be used to express a high degree of emotion or surprise but should be used sparingly. Do not use more than one exclamation point.

PERIODS
Periods should not be used in acronyms or abbreviations, except for in a.m. or p.m.
IB Diploma NOT *I.B. Diploma*
IEP meeting NOT *I.E.P. meeting*

QUOTATION MARKS
When using quotation marks, the punctuation mark always goes inside the quotation marks: "*The teacher said that I should stop running in the halls.*"

Quotations Marks Versus Italics
Use quotation marks around articles in periodicals and newspapers, parts and chapters of books, short stories and essays included in books, short poems, radio and television programs, songs and official titles of art exhibits.
*I was listening to "*Hungry Like the Wolf*" on the radio today.*

AP STYLE TIPS

SPACES AFTER PUNCTUATION MARKS

Use only one space between sentences. In digital communication, two spaces after punctuation is not necessary and is considered **a typographical error.**

TIME

- Use figures, except for noon and midnight.
- Separate a.m. and p.m. with periods.
- When writing time, include the minutes if at the top of the hour and use a colon to separate hours from minutes.
- Avoid redundancies like 10:00 a.m. this morning, 10:00 p.m. Monday night; instead, say 10:00 a.m. today or 10 p.m. on Monday.

  The concert starts at 7:00 p.m.
  The lecture will begin promptly at 8:00 a.m.

STATES

Use AP Style abbreviations for states instead of US Postal Service abbreviations. *Minn. (AP Style: correct); MN (USPS: incorrect)*
It is always correct to spell out the names of states.

TONE OF VOICE

Keep your audience in mind when writing messages for newsletters, fliers, presentations and emails.

- Ensure messages are clear and concise. Use short words, sentences and paragraphs whenever possible.

- Avoid jargon and acronyms whenever possible. **When you do use them, spell out the entire title and put the acronym in parentheses in the first usage**. You may use the acronym thereafter.

  The performance will be held in the Sauk Rapids-Rice High School Performing Arts Center (PAC). We expect the PAC will be at full capacity.

AP STYLE TIPS

• Use an active voice when writing. This style is more engaging and clearer to the reader.

Passive: *There was a graduation celebration for the kindergartners.*

Active (better): *Kindergarten students celebrated graduation.*

COMMONLY CONFUSED
WORDS

affect, effect
These words have slightly different pronunciations and quite different meanings. **Affect** means to influence, to cause, a response; it is always used as a verb.

This music will affect my mood.

Affect can also mean to assume, to be given to or to pretend:

She affected a cheerful manner of presentation.

Affect as a noun has to do with emotion and empathy.

Effect is a noun and means result, accomplishment.

What was the effect of this assessment?

As a verb, effect means to cause or to bring about:

The new principal will effect great changes in our school.

In plural form, effects can mean goods or property.

His effects were left in his locker.

alot, a lot, allot
• Alot is not a word.
• A lot means "a large number."
• Allot means "to parcel out."

assure, ensure, insure
Assure means to convince or guarantee and refers to people.

The principal assures us that the students will be safe.

COMMONLY CONFUSED WORDS

Ensure means to make certain.

Our schools ensure that buses arrive on time.

Insure means to guard against loss.

The district will insure the new piece of custodial equipment.

biannual, biennial
Biannual means "occurring twice a year," but the word often gets confused with **biennial,** which means "occurring every two years." For this reason, use the word **semiannual** when describing something that occurs twice a year.

can, may, might

• **Can** suggests mental or physical ability: *Jack can cook very well.*

• **May** implies permission or sanction: *Beth may see the results.*

  The distinction between can and may is illustrated thus: *Bob can join soccer, however his busy schedule indicates he may not.*

  May also expresses possibility and wish or desire: *It may snow in late fall.*

  May the graduates realize their dreams.

• **Might** is used after a governing verb in the past tense; may is used after such a verb in the present tense: *She says that we may go. He said that we might go.*

different from, different than
Different is used to draw distinction. If a noun follows different use the word from instead.
Facebook is different from Twitter.
The classroom experience is different than how I thought it would be.

COMMONLY CONFUSED WORDS

e.g., i.e.
e.g., literally, "for example." A comma should follow. This abbreviation is not interchangeable with i.e.

i.e., literally, "that is." A comma should follow. This abbreviation is not interchangeable with e.g.

further, farther
Further is used to indicate figurative distance.
Farther is used to indicate physical distance.

The students will work further on that project.

The buses needed to travel farther than they usually do because of the impassable roads.

I, me
I is a subjective pronoun used when the pronoun is the subject of a verb.

Ms. Smith and I are going to the conference.

Me is an objective pronoun used when the pronoun of the object is a verb.

Can you attend the conference with Ms. Smith and me?

less, fewer
Less is used to indicate uncountable amounts and volumes.

Fewer is used to indicate countable, individual things.
We need to spend less on car repairs and make fewer trips to the auto mechanic each year.

COMMONLY CONFUSED WORDS

there, their, they're
There is an adverb meaning place and is an introductory subject.
Example: There are many people who work in our office but who weren't there today.
Their is a possessive pronoun.
Example: Their Instagram has a million likes.
They're is a contraction of "they are."
Example: They're going to the big event this weekend.

who, that
Who modifies *people*. That modifies *things*.
We recognize the students who gave of themselves in service to others. (Correct)

We recognize the football team that gave time in service to others. (Incorrect)

who, whom
Who refers to the subject of a clause.
Whom refers to the object of a clause.

Who has the more challenging math class—Ms. Potts or Mr. Jung? They both use good material, but whom do students prefer?

your, you're
Your is the second person possessive adjective used to describe something belonging to you.
You're means "you are."

You're (incorrect) teaching has improved with the changes in your (correct) plan.

WORD CHOICE

student, child, kids or teen

This guideline refers to proper context. Teachers have students; families or guardians have children, kids or teens who are students. Refer to learners in a school setting or classroom as students.

When referring to families or guardians about their children, you may refer to them as child(ren), son(s), daughter(s) or teen(s) or "your student."

LETTERHEAD

Contact the district office to obtain a template of Sauk Rapids-Rice Public School's letterhead for digital use. When your office needs to order more printed letterhead, please contact the Business Services Office by calling 320-258-1803 (kindly order when supply is low but not entirely depleted). There are letterhead template versions for the following:

- District Office
- Board of Education
- Business Office
- Human Resources
- Health Services
- Community Education
- Adult Education
- Early Childhood & Family Education
- Sauk Rapids-Rice High School
- Sauk Rapids-Rice High School Activities
- Technology
- Sauk Rapids-Rice Middle School
- Sauk Rapids-Rice Middle School Activities
- Pleasantview Elementary
- Rice Elementary

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