DALLAS
INDEPENDENT SCHOOL DISTRICT

Dallas ISD Branding and Style Guidelines

Communication Services

For the staff of the
DALLAS INDEPENDENT SCHOOL DISTRICT

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Introduction

The Dallas Independent School District's Branding and Style Guide is designed to assist writers and designers who create letters, newsletters, reports, presentations and publications. It contains information and examples to help writers and creators of printed and electronic collateral (letters, reports, publications, PowerPoint presentations, websites, etc.) maintain the integrity of the district's brand.

An organization's brand represents the relationship between the organization and its stakeholder audience, the community and staff. A brand is represented by elements such as an organization's logo, its color palette, the design of its publications, and the words and messages featured in its various communications. The Dallas ISD brand represents our district's fundamental values and personality, which is why building and sustaining a strong brand is critical to our image and the public's perception of our organization.

The goal of a style guide is to help writers craft and format copy that readers can easily understand. Style guidelines ensure that written documents are uniform across the organization. To assist writers, the Dallas ISD Style Guide provides basic rules of grammar and punctuation, word usage, definitions of commonly used acronyms, copyright rules, etc.

The guide will be most useful to writers who consult it regularly. Consider keeping it at hand both in print and digital format alongside other essential writing tools such as a dictionary and thesaurus. Questions about this guide may be directed to the Dallas ISD Communication Services Department at (972) 925-3900. An electronic copy of the guide, official logos and letterhead are available for download at www.dallasisd.org/brandingandstyle.

District Logo

Our logo is a representation of our promise to our stakeholders, the community and our staff. The new Dallas ISD master brand logo honors the legacy of the previous logo by including the profile and sunburst as the visual anchors. Instead of the profile and sunburst being set within the "D," the letter is now free standing and to the right of the wordmark "Dallas Independent School District."

The new design shifts the focus from the letter "D" to the word Dallas, which represents the city of Dallas and distinguishes Dallas ISD from other school districts that use the "DISD" acronym. Retaining the sunburst and the profile of a child point to our organization mission.

The master brand logo always appears in the same form, with the profile and sunburst to the right and the wordmark to the left. The wordmark appears in all caps and is stacked vertically. The approved colors for the Dallas ISD logo are Primary Blue and white per the examples below. The color palette for publications appears on page eight of this guide.

To maintain brand integrity, no alterations should be made to the logo or wordmark. The full color Primary Blue logo is our preferred version and should be used across all communication vehicles, where possible. The second color option is white. Both versions are available for download from the Intranet at inet.dallasisd.org. When documents are printed in black and white, the logo will appear black.

The district logo lends credibility to our brand. When used in tandem with another organization's logo, the master Dallas ISD logo must always be present and appear as the dominant logo.

Correct Use

Logo clear space and size

The minimum amount of clear space around the district logo is the height of the "D" in "Dallas" all around.

The logo should never appear smaller than 1.25" wide.

Where the logo is used on specialty items that require a smaller logo size – such as pens, notebooks and other promotional items, always ensure adequate legibility.

Logo Color

The logo must be presented in Pantone 274 or white.

Pantone 274

CMYK	**RGB**	**Hexadecimal**
100 100 34 36	33 33 81	211650

Backgrounds

Logos may be placed on a background that provides good contrast, legibility and visibility.

White logo on Primary Blue

Color logo on background image

Incorrect Use

The district's master logo cannot be changed in any way, embedded into text or sentences or used over patterns. This applies to all logos and not just the Dallas ISD master brand logo.

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

Rearrange the elements of the logo

Department Identifiers

To standardize and maintain the integrity of the Dallas ISD brand, new identity standards have been established for all central staff departments. In lieu of individual logos, departments will now identify themselves by linking their brand identity to the district's logo.

Two approved formats are available for use as department identifiers:

DALLAS INDEPENDENT SCHOOL DISTRICT | Communication Services

Horizontal format in Primary Blue

DALLAS INDEPENDENT SCHOOL DISTRICT | Communication Services

Horizontal format in white

DALLAS INDEPENDENT SCHOOL DISTRICT
Communication Services

Stacked format in Primary Blue

DALLAS INDEPENDENT SCHOOL DISTRICT
Communication Services

Stacked format in white

Program Identifiers

A program is generally a short-term plan designed to achieve a specific result. It is often a temporary endeavor with a definite beginning and end. It does not necessarily have a time limit and can be recurring in nature e.g., seasonal, yearly.

Program identifiers will be text treatments with no profile, sunburst or icons of any kind. The program name appears in title case using Roboto Slab Regular font. "DALLAS ISD" will appear below the program name in all caps stacked vertically using Trade Gothic Condensed No. 189 font.

The program identifier should always be one color: Primary Blue (Pantone 274) or white.

New Teacher Academy
DALLAS ISD

New Teacher Academy
DALLAS ISD

New Teacher Academy
DALLAS ISD

Initiative Identifiers

An initiative is generally a new, innovative approach to dealing with an issue. It solves a challenge or problem and is normally a short-term endeavor; however, it can last as long as required, to achieve the desired result.

Initiatives identifiers have a simplified illustrative style and are matched with consistent typography and colors to align with the district brand. The initiative name is located on the first line next to a district approved icon. The icon will appear as a single color in Primary Blue (Pantone 274). "DALLAS ISD" will appear as a second line in all caps. If the initiative name is an acronym and needs to be spelled out, text spelling out the acronym may be inserted between the first and second line.

The initiative identifier should always be two colors. The initiative name will be in Primary turquoise (Pantone 7716) and the remaining lines will be in Primary Blue (Pantone 274).

The program identifier should always be one color: Primary Blue (Pantone 274) or white.

ALAANA
AFRICAN | LATINX | ASIAN | ARAB | NATIVE AMERICAN
DALLAS ISD MULTICULTURAL READING INITIATIVE

ALAANA
AFRICAN | LATINX | ASIAN | ARAB | NATIVE AMERICAN
DALLAS ISD MULTICULTURAL READING INITIATIVE

ALAANA
AFRICAN | LATINX | ASIAN | ARAB | NATIVE AMERICAN
DALLAS ISD MULTICULTURAL READING INITIATIVE

Iconography

Icons convey specific ideas or concepts in an abbreviated, visual way.

Simple single-color icons should be used with initiative identifiers in Primary Blue (Pantone 274). See page 8 for initiative identifier guidance.

For all other presentations and graphics, (PowerPoint presentations, infographics, flyers, posters, etc.) a simple, linear,
single-color icon should be used. Icons may be any single color from the Dallas ISD color palette. Refer to page 11 for the district color palette.
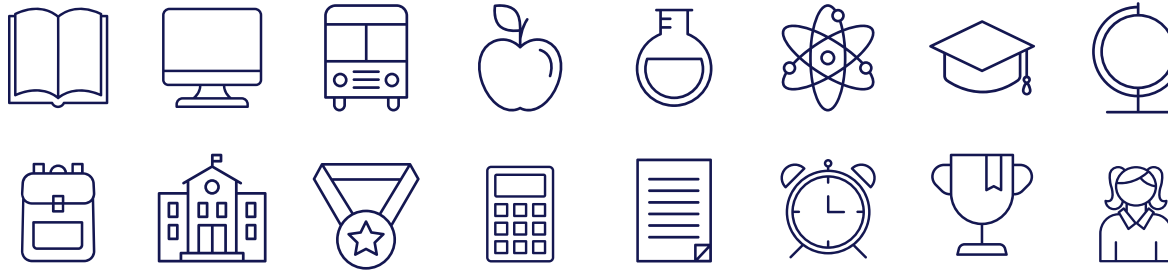
District Typography

Consistent typography is fundamental in creating a distinctive Dallas ISD brand identity. A powerful brand signifier, typography reaffirms a brand.

Our organization's typeface for correspondence, reports, etc. is Arial Regular. In correspondence, Arial 10 should be used for body type.

Arial Regular

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

1234567890

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

Pantone 274 – Primary Blue
CMYK	RGB	Hexadecimal
100 100 34 36	33 33 81	211650

Pantone 7716 – Primary Turquoise
CMYK	RGB	Hexadecimal
87 20 48 2	0 148 144	00948F

Pantone 7622 – Primary Red
CMYK	RGB	Hexadecimal
26 96 86 24	152 37 43	97252B

Secondary

Pantone 653
CMYK	RGB	Hexadecimal
87 64 18 3	52 96 148	346094

Pantone 367
CMYK	RGB	Hexadecimal
40 0 81 0	164 213 93	A3D55D

Pantone 346
CMYK	RGB	Hexadecimal
56 0 54 0	110 203 152	6ECA97

Pantone 185
CMYK	RGB	Hexadecimal
0 99 98 0	237 31 36	ED1E23

Pantone 1235
CMYK	RGB	Hexadecimal
0 31 98 0	253 183 26	FCB61A

PowerPoint Template

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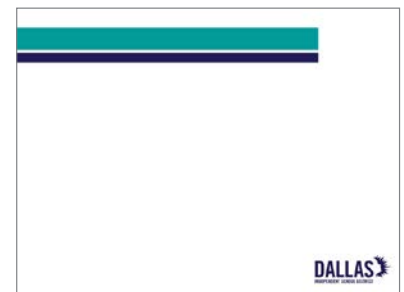
Letterhead and Memo

Letterhead and memo templates are available for download from www.dallasisd.org/brandingandstyle. They are also available for purchase from the Graphics Department by calling 972.925.3178.

Envelope

Envelopes are available for purchase from the district's Graphics Department by calling (972) 925-3178.

DALLAS
INDEPENDENT SCHOOL DISTRICT

9400 N. CENTRAL EXPRESSWAY
DALLAS, TEXAS 75231
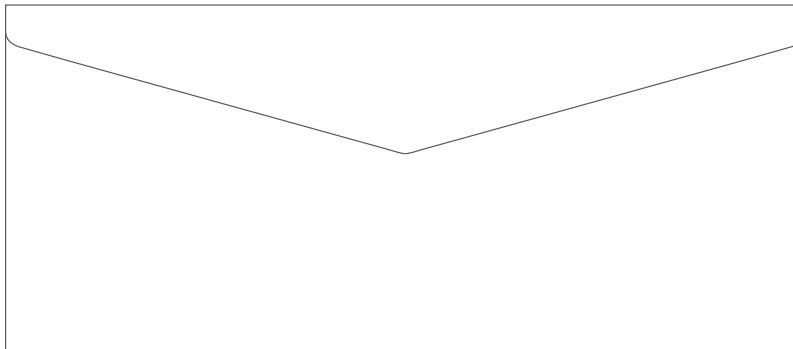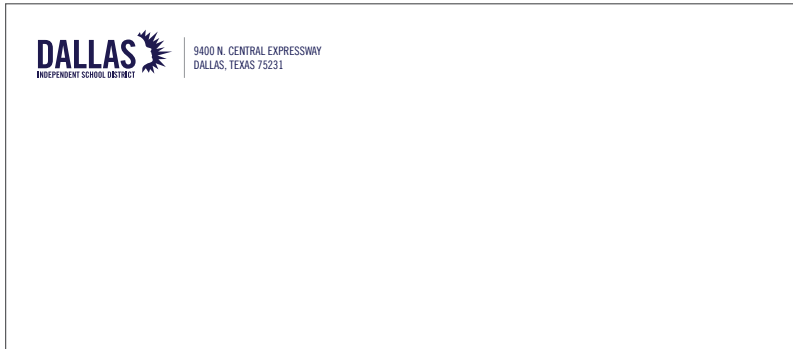
Business Cards

Business cards are available for purchase from the district's Graphics Department by calling (972) 925-3178.

DALLAS
INDEPENDENT SCHOOL DISTRICT

JANE SMITH
INSTRUCTIONAL SUPPORT SPECIALIST
Personalized Professional Learning & Development

(972) 555-5555 | JANESMITH@DALLASISD.ORG
9400 N. CENTRAL EXPRESSWAY | DALLAS, TEXAS 75231

WWW.DALLASISD.ORG
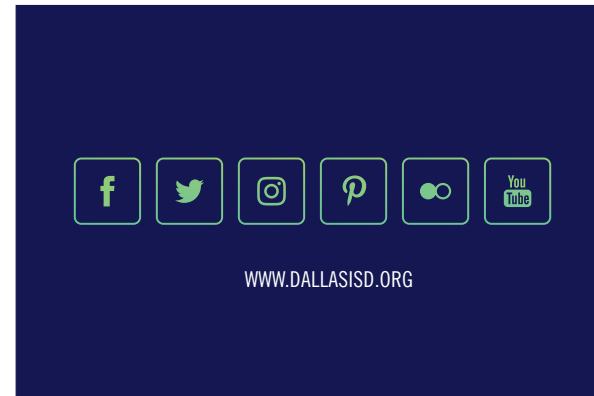
Official Style Guide References

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

Abbreviations

Abbreviations should be avoided in communications and most text formats—especially if they cannot be quickly recognized by the reader. Exceptions include titles before or after a name or after company names.

Examples:
(1)   Dr. Jane Smith
(2)   Gregg Lamb, Ph.D.
(3)   Coca-Cola Co.
(4)   Happy Times Inc.

Abbreviate Jan., Feb., Aug., Sept., Oct., Nov., and Dec. when used with a specific date. Also abbreviate a.m., p.m., A.D., B.C., and No. when used with figures.

Examples:
(1)   School starts Aug. 16.
(2)   He was born Nov. 12, 1957.
(3)   9 a.m.
(4)   No. 6

The abbreviation "i.e." stands for "that is," and "e.g." is an abbreviation of "for example." Generally, it is just as easy to use "for example" or "that is," but if either abbreviation is used, they should be preceded and followed by a comma.
Examples:
(1)   He bought an assortment of school supplies, i.e, pencils, pens, erasers, and notebook paper.
(2)   At the center, students study a variety of small forest animals, e.g., squirrels, raccoons, and rabbits.

Acronyms

The use of acronyms to identify entities and programs is discouraged and should be avoided in communications with parents and the community. An acronym should never be used as the first reference to an entity or program. If necessary, it may be used for a second reference. However, the use of other terms to refer to the entity or program are preferable.

Spell out terms such as Accelerating Campus Excellence (ACE) followed by the acronym in parenthesis on first reference. On second and following references, use only the acronym without parentheses. See page14 for a list of common acronyms used by the district and the terms from which they're derived.

Examples:
(1)   He took the State of Texas Assessments of Academic Readiness (STAAR). The STAAR is a state-mandated measure of academic proficiency.
(2)   Each of the teachers received a copy of the school's Campus Improvement Plan (CIP). The plan has several components.

Addresses

Abbreviate Ave., Blvd., and St. with a numbered address, but spell out all similar words—drive, lane, road. Spell out and capitalize when part of a formal street name without a number. Spell out and lowercase when used alone or with more than one street name.

Spell out street names First through Ninth. Use figures for 10th and above. Abbreviate directional ends of a street—N., S., E., W.

Exception:
When using the address for Nolan Estes Plaza use 3434 S. R.L. Thornton Freeway for clarification.

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 new chief operations officer. Smith served as assistant superintendent for School Support Services for the El Paso Independent School District.
(2) The high school is named in honor of Emmett J. Conrad, who was a surgeon on the staff of St. Paul Hospital. Conrad served as a board trustee for 10 years.

Days of the Week, Months, and Years
Always capitalize days of the week and never abbreviate them. Spell out the months when using alone or with only the year. Abbreviate Jan., Feb., Aug., Sept., Oct., Nov., and Dec. when used with a specific date. Always use all four digits of the year.

When using a day of the week and the date, set off the date with commas. When using a month, day, and year in a sentence, set off the year with commas. When using only a month and year, do not separate the year with commas.

Exception:
In communications from the superintendent's office, do not abbreviate the month.

Examples:
(1) Monday, Aug. 27, is the first day of school.
(2) The elementary school opened in January 2007.
(3) The district used the program until Sept. 1, 2006, at which time it adopted a new program.
(4) The ratings are from the 2016-2017 school year.

Department Names
Official administrative department names are capitalized. Functions are not.

Examples:
(1) The Purchasing Department will advertise for bids.
(2) Some new guidelines have been prepared for purchasing.

District Name
Dallas Independent School District is the official name of the district. No previous or other name for the district should be used.

Dallas ISD is an abbreviation of the official name and may be used in second references. This also applies to communications written in Spanish. To avoid confusion with other area school districts, the abbreviation "DISD" should never be used. When used in text, "the" is used prior to both the full name and the abbreviation.

Example:
The Dallas Independent School District has raised the accountability ratings at several schools. Officials of the Dallas ISD are pleased with these ratings.

Educational Jargon
Avoid using words that are familiar only to educators. Use words that are understood by the general public. See the section on Word Usage for more information.

Email
The "e" in email is lowercase, and the word is not hyphenated. Use a hyphen with other"e" terms: e-book, e-business, e-commerce.

Email and Internet Addresses

Follow the spelling and capitalization of the website owner. It is not necessary to include "http://" or "https://."

If an address falls at the end of a sentence, use a period. If an address breaks between lines, split it directly after a slash, dot, or @ that is part of the address; do not insert a hyphen.

Examples:
(1) You can find information about the district on Facebook (not Facebook.com.)
(2) The district's website address is www.dallasisd.org.
(3) For information about lunch programs, email John Smtih at john.smith@dallasisd.org.

Facility Names

In the first reference, the official name of a administrative or athletic facility should be used in its entirety. For a list of the official facility names, see page 17. In second reference,
the name may be shortened.

Example:
The meeting will be held at the Forest E. Ballew Service Center. Entrance to the service center is off of Al Lipscomb Way.

Grade Levels

Spell out grades one through nine or first through ninth. Use Arabic numbers for grades 10, 11, and 12 or 10th, 11th, and 12th. Do not hyphenate prekindergarten. In communications with the community and most text formats, do not abbreviate grade levels.

Grade levels may be abbreviated in graphs, charts, and tables. Use "pre-K" to abbreviate prekindergarten. Always hyphenate "grader," whether using as a noun or adjective.

Examples:
(1) Only grades three through 10 will be affected.
(2) The program serves first- and second-graders.
(3) first-grader John Doe

Hyphenated Words in Headlines and Headings

If using hyphenated words in headlines and document titles and headings, both words should be capitalized. In normal text, capitalize only the first word.

Examples:
(1) (headline) Dallas ISD Announces Its First-Ever Athletic Hall of Fame
(2) (normal text) He received an invitation to the Jose "Joe" May Elementary School Ribbon-cutting Ceremony.

Hyphenation

It is acceptable to allow Word or other word-processing programs to break words between lines in documents and publications. However, do not break proper names and titles between lines.

Numbers

Spell out both cardinal and ordinal numbers from one through nine and when a sentence begins with a number. Use figures for 10 and above. See the section on Numbers for a complete list of rules for using numbers.

Prefixes and Suffixes

Do not hyphenate prefixes, except if the word that follows a prefix is a proper noun or the prefix ends in a vowel and the word following begins with the same vowel. Two exceptions to this second rule are the words "cooperate" and "coordinate." Suffixes are not hyphenated, including words ending in "wide."

Examples:
(1) prekindergarten
(2) nonrefundable
(3) postscript
(4) nonexempt
(5) re-entry
(6) districtwide
(7) ageless

Prekindergarten

Prekindergarten is one word. The acceptable abbreviation is pre-K.

Proofing

Carefully review and proofread all correspondence for errors in spelling or grammar. Remember that spell checkers
do not catch mistakes in usage of such words as "their" and "there." You can use the "find" and "replace"
tools to double check your use of such words.

Program Names

Only the official names of specific programs are capitalized. If the word "program" is part of the official title, it should be capitalized.

Examples:
(1) The Talented and Gifted Program has been expanded.
(2) The school offers after-school programs for the talented and gifted.
(3) The English as a Second Language program helps students develop proficiency in the English language.

School Names

In the first reference, a school's official name should be used in its entirety. For a list of the official school names, see page 18. In second reference, the name may be shortened.
The phrases "all-girls school" and "all-boys school" have a compound adjective referring to a kind of school and require a hyphen and no apostrophe. They may be used as a second or descriptive reference to the district's single-gender schools.

Examples:
(1) The School of Science and Engineering at Yvonne A. Ewell Townview Center received numerous awards.
The three top winners in the science contest are students at the science and engineering magnet.
(2) The company has formed a partnership with Clinton Russell Elementary School. They gave each student at Russell Elementary a box of supplies.
(3) The girls attend Irma Rangel Young Women's Leadership School. That is the district's first all-girls school.

Seasons

Do not capitalize seasons of the year. If using with a year, there is no comma between the season and the year.

Correct: *Incorrect:*
spring 2017   Spring, 2017

Spacing Between Sentences

Do not double space after a period or other punctuation at the end of a sentence or after a colon when used in a sentence or a list. Word-processing programs automatically insert one and one half spaces when the space bar is struck after a period. Inserting a second space can leave large gaps between sentences in text that uses full justification.

The outdated practice of double spacing is a carryover from when typewriters with monospaced typefaces (fixed-width fonts) were used. It was standard practice to use two spaces after a period so it was easier to see when one sentence ended and the next began.

Subject Names

Areas of instruction and specific subjects are not capitalized, with the exception of languages, such as English, Spanish, or Vietnamese. The name of a department specializing in a subject area may be capitalized.

Examples:
(1) Jim's sister likes mathematics best, but Spanish is Jim's favorite subject.
(2) The Reading Department has issued new guidelines.

Telephone Numbers

District style for telephone numbers is: (972) 925-3700.

Texas Driver License

Texas, along with many other states, use the term "driver license." On the Texas Department of Public Safety's website, the term is capitalized; therefore, "Driver License" should be capitalized when referring to the specific term.

Examples:
Please bring your valid Texas Driver License.

In general references, use driver's license with an apostrophe.

Examples:
Please bring a valid driver's license.

Titles

Titles used before a name are capitalized. Titles that follow the name are in lower case. Do not capitalize titles when the proper name is set off by commas.

With the exception of the superintendent of schools and members of the Board of Trustees, courtesy titles such as Dr., Ph.D., and Ed.D. are not used to identify district employees in published information, including programs, directories, newsletters, and the district's website. Courtesy titles may be used in letters and other district correspondence if it is certain the courtesy title is legitimate.

To find titles of district administrators, review the Dallas ISD Organization Chart on the School Leadership Web page.

Examples:
(1) Executive Director Jane Doe called a principals' meeting on Thursday.
(2) John Smith, director – Athletics Department, was first on the agenda.
(3) The superintendent of schools, Michael Hinojosa, attended the meeting.

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 Translation Request Form available for download from the Intranet, attach the document to be translated, and send them to translations@dallasisd.org.

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 below and submitted to Communications for proofing five days before the deadline for mailing. Once approved, Communications will print the letter on the superintendent's color stationery. The department submitting the document is responsible for picking up the approved document and signing it in to the superintendent's office for final review and signature.

- Letters should be prepared in block style with all elements flush left.
- Paragraphs should be justified, with double spacing between them.
- The left margin should be 1 1⁄4 inch.
- The right margin should be 1 inch.
- Type font should be Arial 10-point.
- The date should be two to six lines below the logo, depending on the length of the letter.
- The inside address should be six lines below the date.
- The salutation should be two lines below the inside address.
- The last paragraph should include a contact's name and phone number.
- Close letters with: Respectfully.
- Four lines should be allowed for the superintendent's signature.
- The name typed below the superintendent's signature should read: Michael Hinojosa, Ed.D. On the next line, include the title: Superintendent of Schools.
- The writer's and typist's initials should be placed two lines below the superintendent's name.
- If in addition to the letter you are including other items in the envelope, skip two lines and type "Enclosure:" or "Enclosures:" (if more than one enclosure) and the number of enclosures that will be included. You may also use the abbreviation, "Enc.:" Never use the term "Attachment."
- If you will be sending courtesy copies to other individuals, skip two lines and type "cc:" and list, by reporting order with the highest ranking supervisor listed first, the names of people and their titles to whom you will be distributing copies.
- If at all possible, letters should be limited to one page.
- If a second page is needed, use a plain white sheet of paper (no logo). Place the name of the addressee on the first line of the second page, the page number on the second line, and the date on the third line. Skip two lines and continue with the letter.

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 single line (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 phone 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 first line, the page number on the second line, and the date on the third line. Skip two lines and continue with the memo.
- Memos should be prepared in block style with all elements flush left, using single line (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.
- Memo heading includes DATE, TO, FROM, and SUBJECT in all caps.
- The person sending the memo should initial by their name in the heading.
- The last paragraph should include a contact name and phone number.
- There is no closure or signature after the body content.
- Use addiitional spacing to accommodate next level approvals.
- List enclosure or attachment two lines below the approvals, 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.

Internal Correspondence (cont.)

WAIP-Weekly Administrative Information Packet

The School Leadership Department communicates information to principals and other district leaders on behalf of various departments. Follow these guidelines when submitting information for dissemination.

- All WAIP requests must be sent by noon on Wednesday to be processed and posted on Thursday of that week. Memos received after the deadline will be slated for the following week's issue.
- Memos with a deadline must be submitted in a timely manner to allow principals at least two weeks in which to take action.
- Send the memo to your department head for approval. Include a signature line at the bottom of the page for both your department's chief and chief of School Leadership.
- Your department head will initial all memos for his/her department. His/her assistant will submit memo(s) on their behalf to the appropriate executive director or department chief for final approval and signature.
- Once all signatures have been secured, submit memos and attachments via email to SchoolLeadership@dallasisd.org.
- The School Leadership department is not responsible for formatting or editing memos. If memos are submitted in the wrong format or require editing, they will be sent back to the appropriate department for correction.
- Note: Your department's chief may have additional guidelines and deadlines for WAIP submission requests. Make sure you understand their process before preparing any memo for the WAIP.

- To ensure that the WAIP is a successful vehicle for communicating with all parties involved, the district's standard formatting is necessary.
- Use the ACTION or INFORMATION memo templates found on Inet.
- Professional Development memos have their own format.
- Date all memos with Thursday's issue date.
- Use the same formatting used for all internal correspondence as described on the previous page.
- Summarize and place important information—who, what, when, where, why and how—at the beginning of the memo.
- Always include contact information for reference in each memo.
- Ensure the communication is concise and easy to read. Use simple, direct sentences written in active voice.
- Carefully proofread and edit the submission.
- Attachments should be brief and submitted along with the memo. It is preferred to include an address link in the memo regarding the attachment instead of attaching a lengthy document.
- If you have hyperlinks in your memo, note the web addresses in the WAIP submission email. As each memo is scanned after signing to create a PDF, all links will need to be relinked by School Leadership before posting.

Emails

Emails used for district-related purposes need to be formal, polished, and professional in tone as well as concise and easy to read. Always be aware that by law, under the Texas Public Information Act, all Dallas ISD emails are public documents.

Your Dallas ISD email account is for district-related communication purposes only and should not involve solicitation, be associated with any for-profit outside business activity, or propagate chain or junk email.

General Email Guidelines
Use black or dark colors for type in emails and avoid using bright or lightly shaded type, which can be difficult to read. Be cautious about attaching large documents or photos to your emails. Using decorative or whimsical animations; selfies, caricatures or cartoonish photographs and images; quotes and epigraphs; backgrounds; or wallpapers should not appear in emails.

Email Formatting
Use a white background. Do not use a wallpaper or other images as a background – these are often received as attachments, are not viewable on all devices, and can make the email difficult to read.

- Use a standard font for body content and email signatures. Use common, easy-to-read fonts such as Arial, Calibri, or Times New Roman.
- Use 11-point type and use black or a dark text color.
- Do not use logos and graphics. as they do not translate well across email clients.
- Your email signature should include your name, title, department, phone, fax, and email address. Email signatures for corresponding outside the district also should include your mailing address.
- Using quotes, epigraphs, or individual taglines in your email signature is not permitted.
- Outlook allows you to include a photograph as part of your email profile. Photographs

   should be of a professional nature and taken in an office or professional surroundings. Selfies, caricatures or cartoonish photographs and images are not permitted.

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 document and make it easier to understand. Graphs and tables should be simple and easy to read, with a clear explanation of what is being represented, and should include the source of the data. All photographs should adhere to the district's consent form requirements.

Dallas ISD Equal Opportunity Statement
The Dallas Independent School District, as an equal opportunity educational provider and employer, does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, gender expression, genetic information, or any other basis prohibited by law in educational programs or activities that it operates or in employment decisions. The district is required by Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Age Discrimination Act of 1975, as amended, as well as board policy not to discriminate in such a manner. (Not all prohibited bases apply to all programs.)

If you suspect discrimination please contact: Mary McCants, Title VII or Title IX, at (972) 925-3250; Daphne LaMontagne, Section 504, at (972) 581-4238; Diedrae Bell-Hunter, Americans with Disabilities Act, at (972) 925-4003; or Employee Relations at (972) 925-4026. General questions about the district should be directed to Customer Service at (972) 925-5555.

Official Board Pages
An official board page, which contains the names of board members and their officer positions, the superintendent of schools, and the district's equal opportunity statement, may be used on the inside front cover of district publications. Official board pages are available in color and black and white, in English and Spanish, and with or without photographs. You can find the official board pages on the district's intranet page at inet.dallasisd.org. From the home page, click District Information in the menu on the left.

References and Citations
The Dallas ISD is governed by laws and regulations set forth by state and federal lawmakers. It is often necessary to cite those laws and regulations in publications produced for the district.

Citing Laws, Rules, and Regulations
So that the purpose in making a citation is clear, the citation should be incorporated into the sentence rather than set off in parentheses at the end of the sentence.

Examples:
Title 19 TAC Section 97.5 sets forth the criteria for accreditation and refers to the academic excellence indicators.

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.

Online Citations

The guidelines for referencing online sources in footnotes and endnotes in documents are similar to those for printed documents with one difference: the name and location of the publisher or a printed work are replaced with URLs or email addresses in angle brackets (< >).

Example (Internet sources):

Author's name, "title of document," title of complete work, date of posting,* <URL> (date of access)*

Nate Zelnick, "Wireless Net Access Gets Renewed Push," Internet World, November 16, 1998, <http://www.iw.com/print/current/news/19981116-wireless.html> (February 26, 1999)

Example (email sources):

Author's name, <author's e-mail address>, "subject line," date of posting,* type of e-mail,** (date of access)

Allie Goudy, <Allie_Goudy@dallasisd.org>, "Continuing Education and Paraprofessionals," November 3, 1998, office communication (April 23, 1999)

* If the date of posting cannot be determined, insert the abbreviation n.d. (no date).

** Insert a phrase such as personal email or office communication.

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
All printed materials must follow the approved guidelines stated in this style guide. Each department is responsible for reviewing the overall look/design of the publication and use of the district logo. When the guidelines are not followed, the department ordering the materials must have them reprinted. The Communications Department and the Graphics Department are available to assist in the design and review of district publications.

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	CIS	Communities In School	ExCET	Examination for Certification of Educators In Texas
ACP	Assessment of Course Performance	CIT	Campus Intervention Team	FAFSA	Free Application for Federal Student Aid
ADA	Americans with Disabilities Act	CPR	Cardiopulmonary Resuscitation	FAPE	Free Appropriate Public Education
ADD	Attention Deficit Disorder	CTE	Career and Technical Education	FBA	Functional Behavior Assessment
ADHD	Attention Deficit Hyperactivity Disorder	DACA	Deferred Action for Childhood Arrivals	FERPA	Family Educational Rights and Privacy Act
AEP	Alternative Education Program	DAPA	Deferred Action for Parents of Americans	FLS	Functional Living Skills
AIDS	Acquired Immune Deficiency Syndrome	DARE	Drug Abuse Resistance Education	FSP	Foundation School Program
AIMS	Activities Integrated for Math and Science	DCCCD	Dallas County Community College District	GED	General Educational Development
AP	Advanced Placement	DECA	Distributive Education Clubs of America	GEMS	Great Exploration in Science and Math
API	Academic Performance Index	DLS	Daily Living Skills	H/HB	Hospital/Homebound
ARD	Admission, Review, and Dismissal	DOL	Demonstration of Learning	HB	House Bill
ASD	Autism Spectrum Disorder	DSTV	Dallas Schools Television	HEP	Homeless Education Program
ASP	Academic Success Program	DTR	Distinguished Teacher Review	HIPPY	Home Instruction Program for Preschool Youngsters
ATS	Application Training and Support	DUKE TIP	Duke Talent Identification Program	HOTS	Higher Order Thinking Skills
AVID	Advancement Via Individual Determination	ECE	Early Childhood Education	IB	International Baccalaureate
BIP	Behavior Intervention Plan	EEC	Environmental Education Center	IDA	International Dyslexia Association
CAD	Computer-Aided Design	ELL	English Language Learners	IDEA	Individuals with Disabilities Education Act
CAPCO	Child Abuse Prevention Coalition	ELT	Executive Leadership Team	IEE	Independent Educational Evaluation
CARAC	Curriculum Alignment Review and Approval Committee	EOC	End of Course	IEP	Individualized Education Program
CEC	Council for Exceptional Children	ESC	Education Service Center	ILT	Instructional Leadership Team
CFR	Code of Federal Regulations	ESL	English as a Second Language	IR	Improvement Required
CILT	Campus Instructional Leadership Team	ESOL	English for Speakers of Other Languages	ISD	Independent School District
CIP	Campus Improvement Plan	ESSA	Every Student Succeeds Act		

Acronyms (cont.)

Acronym	Use	Acronym	Use	Acronym	Use
ISS	In-School Suspension	PAC	Parent Advisory Committee	STAAR	State of Texas Assessments of Academic Readiness
ITBS	Iowa Tests of Basic Skills	PACT	Pre Admission Content Test	STEM	Science, Technology, Engineering and Mathematics
JJAEP	Juvenile Justice Alternative Education Program	PAI	Purposeful Aligned Instruction	TAC	Texas Administrative Code
ITBS	Iowa Tests of Basic Skills	PAL	Peer Assistance Leadership	TAC	Technical Assistance Center
JJAEP	Juvenile Justice Alternative Education Program	PE	Physical Education	TAG	Talented and Gifted
JROTC	Junior Reserve Officers' Training Corps	PEIMS	Public Education Information Management System	TAGT	Texas Association for the Gifted and Talented
K	Kindergarten (as in grades K–5)	PEP	Pregnancy, Education and Parenting program	TAPE	Texas Association of Partners in Education
LEA	Local Education Agency	PPCD	Preschool Program for Child Development	TASB	Texas Association of School Boards
LO	Learning Objective	Pre-K	Prekindergarten	TEA	Texas Education Agency
LOTE	Languages Other Than English	PREP	Prefreshman Engineering Program	TEC	Texas Education Code
LPAC	Language Proficiency Assessment Committee	PSAT	Preliminary Scholastic Assessment Test	TEI	Teacher Excellence Initiative
LRE	Least Restrictive Environment	PTA	Parent Teacher Association	TEKS	Texas Essential Knowledge and Skills
MDR	Manifestation Determination Review	RIF	Reading Is FUNdamental	TELPAS	Texas English Language Proficiency Assessment System
MHMR	Mental Health and Mental Retardation	ROTC	Reserve Officers' Training Corps	THEO	Texas Homeless Education Program
M-LEP	Multi-language Enrichment Program	SBDM	Site-Based Decision Making	TIF	Technology Infrastructure Fund
MOU	Memorandum of Understanding	SBEC	State Board for Educator Certification	TSI	Texas Success Initiative
MRS	Multiple Response Strategies	SBOE	State Board of Education	T-TESS	Texas Teacher Evaluation and Support System
NAGC	National Association for Gifted Children	SEA	State Education Agency	UIL	University Interscholastic League
NAPT	National Association for Pupil Transportation	SEI	School Effectiveness Index	WMLS	Woodcock Muñoz Language Survey
NMSQT	National Merit Scholarship Qualifying Test	SENG	Supporting Emotional Needs for the Gifted	YFC	Youth and Family Center
NNPS	National Network of Partnership Schools	SHAC	School Health Advisory Council		
OE	Overexcitabilities	SIS	Student Information System		
OHI	Other Health Impairment	SMART	Students Making Abstinence Real Today		
OSHA	Occupational Safety and Health Administration	SMART	Summer Migrant Assessment Resources through Technology		
		SST	Student Support Team		

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.	The monitoring team will convene at 7:30 p.m.
	Note: If the time is on the hour, no colon and no zeros are needed.	The monitoring team will conclude at 10 p.m.
	Follow sequence of time, day of week, and month and date.	The monitoring team will convene at 11 a.m., Monday, Sept. 11.
	Use noon and midnight instead of 12 p.m. and 12 a.m.	The luncheon starts at noon.
Ratios	Use the colon to indicate the ratio of one amount to another.	The student-teacher ratio in prekindergarten through grade two is currently 22:1.
	Use the hyphen to indicate a voting ratio.	A 6-1 vote should identify the dissenting trustee by name.
Dimensions	Use Arabic numerals and spell out the words feet, yards, inches, etc., to indicate height, length, width, and depth. Hyphenate before nouns.	The 7-foot basketball player. The doorway is 6 feet wide.
Distances	Spell out one through nine. Use Arabic numerals for 10 and above.	He walked one mile. We need to drive 20 miles north.
Weights	Use Arabic numerals and spell out the words pounds, ounces, and tons. Use a comma between the number of pounds and ounces.	The box weighs 7 pounds, 10 ounces.
Chapters or sections of a book	Arabic numerals are preferred. Capitalize chapter and section numbers but not page numbers.	Chapter 3; page 6; See Section III, pages 5-9.

Punctuation

Ampersand
Do not use an ampersand (&) in place of the word "and" unless it is used as part of a company's formal name. Do not use the ampersand in the name of any schools or departments.

Apostrophe
Use the apostrophe to indicate the omission of letters or numerals. Do not use the apostrophe when forming the plural of years, acronyms, and numbers unless confusion would result.

Examples:
(1) The school was built during the 1960s.
(2) She grew up during the '80s
(3) Her test scores are in the 90s.
(4) He learned about the three Rs.
(5) I earned two A's this semester.
       (confusing without apostrophe)

Colon
Use the colon to connect a list or series to a clause, phrase, or word.

Examples:
(1) The responsibilities of a superintendent include the following: instruction, staff development, finance, and community relations.
(2) The responsibilities of a superintendent include the following:
      • instruction
      • staff development
      • finance
      • community relations

Use the colon if a quotation is formally introduced in a sentence.

Example:
The monitoring report should say something like this: "The Dallas Independent School District has made significant progress since the last accreditation visit."

Use the colon to indicate the ratio of one amount to another.

Example:
The pupil-teacher ratio in prekindergarten is currently 22:1.

Comma
Use commas to prevent ambiguity.

Examples:
(1) The Democrats say the Republicans are sure to win the election. (ambiguous)
(2) The Democrats, say the Republicans, are sure to win the election. (clear)

Use a comma for clarity to separate an introductory dependent clause from the independent clause that follows.

Examples:
(1) Soon after the superintendent left the meeting was adjourned. (confusing)
(2) Soon after the superintendent left, the meeting was adjourned. (clear)

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 a day of the week and the date, set off the date with commas.

Example:
(1) On Oct. 26, 2016, the pilot project began.
(2) The pilot project began in October 2016.
(3) We decided to meet again on Wednesday, Oct. 15.

Use a comma before degrees and titles listed after names.

Examples:
(1) Joyce Jones, Ph.D.
(2) Robert Smith, superintendent

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) the fourth- and sixth-grade students

Use the hyphen when the root word is a proper noun.

Example:
(1) pre-Civil War days
(2) mid-January
(4) non-English-speaking students

Use the hyphen when the combination of prefix and root word is similar to another word.

Example:
(1) re-formation   reformation
(2) re-sort   resort
(3) re-sign   resign

Use the hyphen to form compound numbers from 21 to 99 and fractions when they are written out.

Examples:
(1) twenty-seven
(2) two-thirds

Use the hyphen with a letter or number modifier.

Examples:
(1) A-frame building
(2) 32-cent stamp
(3) 10-inch board

Parentheses
Use parentheses to enclose words, phrases, or sentences that add clarity without altering the meaning. The additions may serve to illustrate, define, supplement, or explain.

Example:
Two of the new administrators (both from small districts) will be appointed to the committee.

When a complete sentence in parentheses comes within a sentence (notice the punctuation of this one), it needs neither a capital letter nor a period. Commas and other marks of punctuation in the main sentence always follow the closing parentheses (as they do here and in the preceding sentence). (A sentence in parentheses, like this one, that does not stand within another sentence has the end punctuation before the closing parenthesis.)

Period
When typing text, use only one space between sentences. Do not double space after periods. The rule originated when typewriters were used for all documents. Computer programs automatically add a half space. Double-spacing on computers leaves holes throughout the document.

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.

Use the semicolon to link independent clauses connected by conjunctive adverbs such as "consequently," "furthermore," "however," "moreover," and "therefore." A comma follows the conjunctive adverb.

Example:
Speeding is illegal; furthermore, it is very dangerous.

Punctuation (cont.)

Use the semicolon before transitional words or phrases such as "that is," "for example," and "namely."

Example:
As the superintendent, she tried to do a good job; that is, to provide the leadership necessary to accomplish quality education for all students.

Lists
Omit periods after items in a list unless one or more of the items are complete sentences.

Examples:
(1)   Students should have access to various printed materials such as:
   • supplementary materials that are needed to support each grade-level subject, course, and unit of study
   • standard reference books that are correlated to specific social studies subjects and topics
   • sources of print and nonprint materials

(2)   The following considerations are relevant to the process of acquiring appropriate instructional materials:
   • Instructional materials are appropriate to the achievement and development levels of the learners, including those in special programs.
   • Materials acquired take into account the wide range of individual interests and the cultural differences of learners.
   • Materials selected are evaluated for sound and up-to-date scholarship.

If a vertical list completes a sentence begun in the lead-in, omit the final period unless the items in the list are separated by commas or semicolons. When items are separated by commas or semicolons, each item begins with a lowercase letter.

Examples:
(1)   Regular and special education teachers may modify course content and the method of delivery in a number of ways. The teacher may:
   • clarify course assignments for students
   • provide course syllabus or outline
   • use individual contracts with specific requirements
   • provide correctly completed samples and sample problems
   • adapt regular assignments

(2)   Central administration and campuses should work collaboratively through site-based decision making strategies by
   1.   reviewing each of the peer review team's recommendations;
   2.   placing the recommendations in priority order based on local and unique needs, as well as on resources available;
   3.   addressing each area of need in a unified, focused, sequential, and consistent manner.

Runover lines should be aligned with the first word in the list. See examples above.

Punctuation (cont.)

Narrative Lists

Option 1:
Central administration and campuses should work collaboratively through site-based decision making strategies by (1) reviewing each of the peer review team's recommendations, (2) placing the recommendations in priority order based on local and unique needs, as well as on resources available, and (3) addressing each area of need in a unified, focused, sequential, and consistent manner.

Option 2:
Central administration and campuses should work collaboratively through site-based decision making strategies by (a) reviewing each of the peer review team's recommendations, (b) placing the recommendations in priority order based on local and unique needs, as well as on resources available, and (c) addressing each area of need in a unified, focused, sequential, and consistent manner.

Word Usage

Avoid jargon and words that are familiar only to educators. Watch for unnecessarily long words and long phrases that can be replaced with a word or phrase that is not only shorter but also clearer. Overly complex words and phrases can sound pompous and may confuse readers. To write effectively, use plain English.

Common complex phrases and substitutes:

Overblown or Archaic	Preferred	Overblown or Archaic	Preferred
achieve academic success	succeed	higher-order thinking skills	the ability to apply complex concepts
afford an opportunity	allow	implement an evaluation program	test
along the lines of	like, as	in conjunction with	and, with
approximately	about	in connection with	about, regarding
articulation	selecting subjects	in order to	to
at the present time	now	in relation to	about, regarding
by means of	by	in short supply	scarce
collaborative learning	students working together	in the event of	if
conduct a needs assessment; implement a needs assessment strategy	test	in the matter of	about, regarding
cooperative learning	teamwork	in view of the fact, that	since, because
deliverable	report, assignment, project, etc.	it has been brought to the team's attention	the team has learned, noted, observed
differentiated instruction	teach students with different learning styles	learning environment	classroom
due to the fact that	because	learning process	teaching
educational institutions	schools	over 100 people	more than
educator, learning facilitator, classroom manager, instructional specialist	teacher	outcomes	performance, results, achievement
enclosed herein; enclosed you will find	enclosed is	prior to	before
floating teacher; rotating teacher	teachers who move from one classroom to another	spend time on task	study
for the purpose of	for	submitted his resignation	resigned
healthy interface	classroom discussion	technology integration	using technology in the classroom
		this letter is to acknowledge receipt of	we received
		transportion specialist	bus driver
		usage; utilize	use
		was of the opinion that	believed, thought
		within the realm of possibility	possible

Words Often Confused

Advice / Advise

"Advice" (noun) is a recommendation regarding a decision.

Example:
The student asked for her advice regarding which classes to take.

"Advise" (verb) means to counsel or recommend.

Example:
She advised the student to stay in school.

Affect / Effect

"Affect" (verb with a direct object) means to influence.

Example:
This new school policy on discipline will affect every classroom.

"Effect" (noun) means to result.

Examples:
(1) The effect of the new school policy on discipline should contribute to better classroom management.
(2) Strong leadership generally has widespread effects on campus.

"Effect" (verb) means to cause.

Example:
She will effect many changes in the department.

As / Like

"As" (conjunction) should be used before clauses that contain verbs.

Examples:
(1) The principal responded to the memo as we expected he would.
(2) He acted as if he owned the school.

"Like" (preposition) should be used with a noun or pronoun that is not followed by a verb.

Example:
The new superintendent operates like a professional.

Assure / Ensure / Insure

"Assure" (verb) usually refers to action directed at a person.

Example:
The teachers assured us that they were following the approved curriculum.

"Ensure" (verb) usually means to guarantee when not referring to monetary issues.

Example:
Developing strategies to use with at-risk students will help ensure that they do not drop out of school.

"Insure" (verb) specifically refers to guaranteeing life or property against risk by paying for an insurance policy of some kind.

Example:
The school makes every effort to insure its athletes.

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.

Complement / Compliment
"Complement" (noun or adjective) refers to something that completes or balances.

Example:
Good curriculum will complement excellent instruction.

"Compliment" (noun or verb) refers to an expression of praise or admiration.

Example:
The principal made it a point to compliment every teacher.

Compose / Comprise / Constitute / Include
"Compose" (verb) means to create or put together. Commonly used in both the active and the passive voice.

Examples:
(1) The music teacher composed the school song.
(2) The school song was composed by a student.

"Comprise" (verb) means to consist of or to be composed of.

Example:
The United States of America comprises 50 states.

"Constitute" (verb) when used in the sense of form or makeup, may be your best word choice if neither compose or comprise seems to fit.

Example:
Fifty states constitute the United States of America.

"Include" (verb) should be used when what follows it is part of the total.

Example:
The price of the school lunch includes a beverage.

Continual / Continuous
"Continual" (adjective) means "happening over and over" or "frequently repeated."

Example:
The continual updating of curriculum documents leads to improvement.

"Continuous" (adjective) means "occurring without interruption" or "unbroken."

Examples:
(1) The continuous dripping of the faucet led us to call a plumber.
(2) The rating of exemplary was achieved after continuous improvement in the quality of education.

Farther / Further
"Farther" (adjective or adverb) refers to distance.

Example:
It is farther from the elementary school to the high school than we thought.

"Further" (adverb or verb) refers to a greater degree or extent; to help forward.

Examples:
(1) The teacher helped the student further after school.
(2) Work hard for a scholarship that will further your education.

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:
The Back-to-School Kickoff will be in August.

"Kick off" (verb) means to begin proceedings.

Example:
The district will kick off a new campaign this weekend.

"Kick-off" (adjective)

Example:
The kick-off ceremony will begin at 1 p.m.

Login / Logon / Logoff – Log in / Log on / Log off
Use one word when used as a noun.

Example:
Enter your login name and password.

Use two words in verb form.

Example:
I log in to the server every morning.

May / Should
"May" is used when referring to a concern, recommendation, or suggestion; actions that are not required.

Example:
We may have a field trip on Tuesday.

"Should" refers to required action.

Example:
The district should consider enhancing its efforts to involve parents.

Must / Will
These words refer to required actions.

Example:
The district must develop an improvement plan and will secure input from the site-based decision making committee.

Online / Offline
One word in all cases for the computer connection terms.

Only
Place this word immediately before the word or phrase it modifies.

Examples:
(1)   Only he said that he was tired.
(2)   He only said that he was tired.
(3)   He said that he was only tired.

Over / More than
"Over" generally refers to spatial relationships.

Example:
The plane flew over the school.

"More than" is perferred with numbers.

Example:
More than 100 students participated in the event.

Principal / Principle
"Principal" (noun) refers to an administrator.

Example:
The principal was well liked across the campus.

"Principle" (noun) refers to a rule or standard.

Example:
Principles of good conduct are essential in maintaining order.

Ribbon cutting / Ribbon-cutting
"Ribbon cutting" (noun) is a public ceremony to inaugurate the opening of a new building or business

Example:
The ribbon cutting for the new Lenore Kirk Hall Elementary School wing will be Oct. 5

"Ribbon-cutting" (compound adjective)

Example:
The Arturo Salazar Elementary School ribbon-cutting ceremony was last week.

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.

Official 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
    Middle School
Young Women's STEAM Academy at Balch Springs
Sarah Zumwalt Middle School
Young Women's STEAM Academy at Balch Springs
Sarah Zumwalt Middle School

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
Leonides Gonzalez Cigarroa, M.D. Elementary School
Nancy J. Cochran Elementary School
S.S. Conner Elementary School

Leila P. Cowart Elementary School
Gilbert Cuellar Sr. Elementary School
Lorenzo de Zavala Elementary School
Everette L. DeGolyer Elementary School
L.O. Donald Elementary School
Julius Dorsey Elementary School
Frederick Douglass Elementary School
Paul L. Dunbar Learning Center
J.N. Ervin Elementary School
Tom W. Field Elementary School
Stephen C. Foster Elementary School
Anne Frank Elementary School
Geneva Heights Elementary School
Charles A. Gill Elementary School
Henry B. Gonzalez Elementary School
Tom C. Gooch Elementary School
Frank Guzick Elementary School
Lenore Kirk Hall Elementary School
Ebby Halliday Elementary School
N.W. Harllee Early Childhood Center
Nathaniel Hawthorne Elementary School
Margaret B. Henderson Elementary School
Victor H. Hexter Elementary School
Highland Meadows Elementary School
James S. Hogg Elementary School
H.I. Holland Elementary School at Lisbon
Lida Hooe Elementary School
L.L. Hotchkiss Elementary School
John Ireland Elementary School
Anson Jones Elementary School
Barbara Jordan Elementary School
Jerry R. Junkins Elementary School

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

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

Official Facility Names

The following are the names of the district's administrative and athletic facilities, most of which have been board approved. In the first reference in written text, the official name should be used in its entirety. In subsequent references, the name may be shortened. References to the district's administration building do not require capitalization. Many of the district's facilities have rooms, sections, auditoriums, cafeterias, etc., that have board-approved names that should be used in the first reference of written text.

Administrative Facilities
Forest E. Ballew Service Center
Dr. H.B. Bell School Support Service Center
William H. Cotton Service Center II
Thomas A. Edison Training Center
Nolan Estes Educational Plaza
Fleet Maintenance
Stephen J. Hay
Kiest Warehouse
Kleberg Bus Transportation Service Center
Lawnview Bus Transportation Service Center
Turney W. Leonard Governance and Training Center
Maria Luna Food Service Facility
North Dallas Bus Transportation Center
Pegasus Complex
Shook Building
Linus D. Wright Dallas ISD School Administration Building

Athletic Facilities
P.C. Cobb Athletic Complex
    Joe Louis Field House
    Robert Thomas Field
Franklin Stadium
Herschel Forester Athletic Complex
Alfred J. Loos Athletic Complex
    Kedric Couch Stadium
Jesse Owens Memorial Complex
    Ellis Davis Jr. Field House
    John Kincaid Stadium
Pleasant Grove Athletic Complex
Seagoville Stadium
    James Ray Henry Field
Sprague Athletic Complex
    Higgins Field
    James Jones Field
Wilmer-Hutchins Football Stadium
  8233 Military Parkway
Franklin Stadium, 10000 Hillcrest Road
James Ray Henry Field at Seagoville Stadium
    819 Jack St., Seagoville
Higgins Baseball Field at Sprague Athletic Complex
    3606 Boulder Drive
James Jones Field at Sprague Athletic Complex
    3606 Boulder Drive
John Kincaide Field at Jesse Owens Memorial Complex
  9191 Polk St.

Lisbon Pool, 4700 Horizon Drive
Alfred J. Loos Athletic Complex, 3815 Spring Valley Road
Loos Pool, 3900 Spring Valley Road
Joe Louis Field House at P.C. Cobb Athletic Complex
  1702 Robert B. Cullum Blvd.
Jesse Owens Memorial Complex, 9191 Polk St.
Pleasant Grove Pool, 8204 Alto Garden Drive
Pleasant Grove Stadium, 8228 Maddox Ave.
Seagoville Stadium, 819 Jack St., Seagoville
Sprague Athletic Complex, 3606 Boulder Drive
Sprague Pool, 3720 Boulder Drive
Robert Thomas Field at P.C. Cobb Athletic Complex
  1702 Robert B. Cullum Blvd.
White Rock Pool, 10205 Hermosa Drive
Wilmer-Hutchins Eagle Stadium, 5520 Langdon Road