

The School District of Clayton

Brand Standards & Style Guide

Version 7.0 | Updated 08.2026

It is the policy of the School District of Clayton not to discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs or employment practices as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and Title II of the Americans with Disabilities Act of 1990.

Behavior that is not unlawful or does not rise to the level of illegal discrimination or harassment might be unacceptable for the workplace or the educational environment. Demeaning or otherwise harmful actions are prohibited, particularly if directed at personal characteristics. Accordingly, the District prohibits discrimination or harassment on the basis of sexual orientation, perceived sexual orientation or gender identity.

Inquiries related to the District's employment practices should be directed to Kelly Sollberger, EdD, assistant superintendent of human resources, School District of Clayton, #2 Mark Twain Circle, Clayton, MO 63105 or by phone at 314.854.6032. Inquires related to the District's student programs should be directed to the School District of Clayton Administrative Office, #2 Mark Twain Circle, Clayton, MO, 63105 or by phone at 314.854.6023.

Inquiries or concerns regarding civil rights compliance by school districts should be directed to the local school district Title IX/non-discrimination coordinator. Inquires and complaints may also be directed to the Kansas City Office, Office for Civil Rights, US Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114; 816.268.0550; TDD 877.521.2172.

School District of Clayton
#2 Mark Twain Circle
Clayton, MO 63105
314.854.6000

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3.0 Our Brand



The visual identity system of the School District of Clayton was developed through several months of research, discussion and collaboration with staff, administrators and parents from the District and each of our schools about the distinctive qualities that comprise the District and its schools. Bringing together parents, teachers, staff and students from across the District helped us define and provide a way to cohesively share our story.

The visual language of the District brand is light, contemporary and active. It represents our personality, our beliefs and our practices, summed up in an engaging style that is instantly recognizable. Follow these guidelines closely when developing new materials to reinforce the School District of Clayton brand.

4.0 Our District

The School District of Clayton is a small, nationally recognized public school district located in St. Louis County. We are a district of six schools and serve approximately 2,400 students from pre-kindergarten through 12th grade. Located in Clayton, Mo., just west of the City of St. Louis, we serve a culturally diverse community that holds high expectations for our students, staff and schools.

The District is deeply committed to providing a high quality, personal education for all of our students. We support excellence, quality and achievement within an inclusive and caring environment. Teachers and staff work closely with students, parents and the community as a whole to prepare, guide and nurture students as they grow into leaders who will shape the world through independence, creativity and critical thinking.

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

We are the School District of Clayton.

Core Values

We model and promote

- **excellence** by challenging our students and ourselves to meet the highest expectations of our community.
- **trust** by building relationships based on integrity, mutual respect and open communication.
- **inclusiveness** by valuing individual differences and the contributions of a diverse student body and staff.
- **innovation** by encouraging ideas and practices that foster adaptability.
- **accountability** by aligning our actions and resources with our stated objectives and taking responsibility for the outcomes.

5.0 Purpose Statement



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

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

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

6.0 Our Brand Platform

The School District of Clayton is:

UNIQUE
and highly distinctive

AWARE
beyond our borders

We have high
EXPECTATIONS

We create and value
OPPORTUNITY

LIGHT
open and approachable

UNITED
as a community

RESILIENT
flexible and strong-minded

INCLUSIVE
welcoming and inviting

CARING
as individuals and community

LEGACY
and history of involvement

INTELLIGENT
and articulate

We are a deeply involved
COMMUNITY

RIGOROUS
in all of our pursuits

INSIGHTFUL
and wisdom-seeking

We value high
QUALITY

We draw from a strong
CULTURE

We have great
DETERMINATION

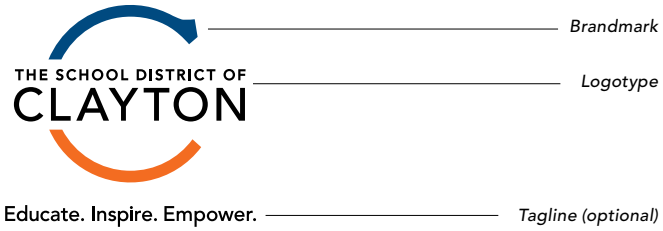
We are deeply
PERSONAL

Always seeking and expecting
GREATNESS

CONTEMPORARY
rather than either modern or traditional

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

7.0 Brand Logos



District Logos

The School District of Clayton's logo consists of a brandmark, logotype and an optional tagline.

Educate. Inspire. Empower.



School Logos

Each school's logo consists of an individual brandmark and its logotype.

When used together, order (left to right) should be as follows:





With tagline



Without tagline



Small Scale

District Logo Options

The District logo is available with and without the tagline attached. A small scale logo is also approved for use if necessary.



Vertical



Horizontal

School Logo Options

Each school logo is available in a vertical and horizontal orientation.



Color logo



Black logo



White logo

Logo Color Options

Each logo is available in a color, black, or white option.

8.0 Logo Artwork Files

Helpful Tips

Your use case will inform which file type you should select. Use cases include:

- Digital (e.g., email, Google Slides, websites and Canva)
- Process print (e.g., brochures, posters and professionally printed materials)
- Pantone (e.g., apparel, promotional products, signage and specialty printing)

Use the filenaming system below to help determine the correct logo for your method of reproduction.

1 2 3 4 5

CHS_Horizontal_Color_CMYK.svg = CLAYTON HIGH SCHOOL

1 DISTRICT ABBREVIATION

SDC	School District of Clayton
CHS	Clayton High School
WMS	Wydown Middle School
MER	Meramec Elementary School
GLN	Glenridge Elementary School
CPT	Captain Elementary School
FC	The Family Center

2 ORIENTATION

Horizontal
Vertical

3 COLOR

Color	Full color
Black	One color (black)
White	One color (white)

4 COLOR PROFILE

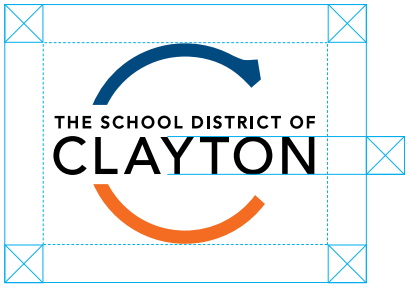
CMYK	Process print
RGB	Digital
pms	Pantone Spot

5 FILE FORMAT

.svg	High-quality vector file
.pdf	High-quality image file
.jpg	Print and digital use
.png	Digital use only

To access downloadable logo artwork files, scan the QR code or visit bit.ly/ClaytonLogos.

9.0 Logo Usage



District Logo:
Use the cap-height of "Clayton" (illustrated by X) around all sides.



School Logo:
Use the cap-height of the first line of the school's name (illustrated by X) around all sides.

Minimum Required Logo Clear Space

The brand requires a significant amount of clear space around the identifiers. To avoid visual competition with the logo, all graphic elements absolutely must remain outside the area outlined above. This is the absolute minimum to adhere to; more space is strongly recommended and preferred.



Minimum Size

To avoid legibility problems, the height of the brandmark should remain above .375" (or 86 pixels on digital displays at a resolution of 72 pixels-per-inch).



Never scale a logo disproportionately.



Never alter the size of the relationship between the brandmark and the logotype.



Never alter the colors of the logo.



The logo should never appear slanted.



Never use the brandmark without the logotype.

Incorrect Usage

In order to preserve the integrity of the brand identity, do not alter the District or school logos in any fashion. Some common errors are demonstrated above.

10.0 Color Palette

Color Specifications

It is important that the brand colors are always reproduced accurately and consistently. Please use the following color formulas as a guide to achieve consistent color across all communications.

	Pantone	CMYK	RGB	Hexadecimal
THE SCHOOL DISTRICT OF CLAYTON	287	c100 m50 y20 k40	r0 g74 b128	004A80
	158	c0 m72 y100 k0	r243 g108 b33	F36C21
	Pantone Black C	c0 m0 y0 k100	r0 g0 b0	000000
THE FAMILY CENTER	312	c100 m0 y30 k0	r0 g171 b189	00ABBD
	Pantone Black C	c0 m0 y0 k100	r0 g0 b0	000000
GLENRIDGE ELEMENTARY SCHOOL	377	c57 m0 y100 k26	r93 g152 b51	5D9833
	Pantone Black C	c0 m0 y0 k100	r0 g0 b0	000000
MERAMEC ELEMENTARY SCHOOL	158	c0 m72 y100 k0	r243 g108 b33	F36C21
	Pantone Black C	c0 m0 y0 k100	r0 g0 b0	000000
R.M. CAPTAIN ELEMENTARY SCHOOL	201	c43 m100 y79 k0	r161 g44 b69	A12C45
	Pantone Black C	c0 m0 y0 k100	r0 g0 b0	000000
WYDOWN MIDDLE SCHOOL	287	c100 m50 y20 k40	r0 g74 b128	004A80
	Pantone Black C	c0 m0 y0 k100	r0 g0 b0	000000
CLAYTON HIGH SCHOOL	287	c100 m50 y20 k40	r0 g74 b128	004A80
	Pantone Black C	c0 m0 y0 k100	r0 g0 b0	000000

11.0 Supporting Color Palette

Supporting Color Palette Specifications

The colors below may be used in conjunction with any logo in a supporting fashion only.



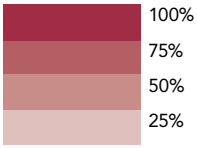
Pantone	CMYK	RGB	Hexadecimal
287	c100 m50 y20 k40	r0 g74 b128	004A80
158	c0 m72 y100 k0	r243 g108 b33	F36C21
Warm Gray 1	c0 m0 y4 k8	r236 g235 b227	ECEBE3
Pantone Black C	c0 m0 y0 k100	r0 g0 b0	000000

If an expanded supporting color palette is needed, tints (25%, 50% and 75%) of a school's individual primary color may also be used on material relating to that specific school (e.g. Meramec may use tints of orange in their materials, but not tints of green or red. Schools can use the District's primary colors as complementary support when additional colors are needed alongside their primary palette).

The Family Center



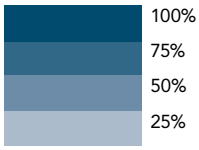
R.M. Captain Elementary School



Glenridge Elementary School



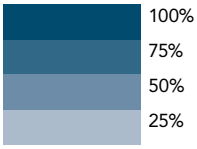
Wydown Middle School



Meramec Elementary School



Clayton High School



To provide flexibility in District branding, the District has added secondary colors that may be used to complement the District's primary color palette. These colors are permitted only in official District communication materials—not in individual school communications.



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

12.0 Font Specifications

Avenir

Light
Roman
Medium
Bold
ExtraBold

Light Italic
Roman Italic
Medium Italic
Bold Italic
ExtraBold Italic

Primary Font

Avenir is the School District of Clayton's primary font. To help reinforce the integrity of the brand, Avenir should be used whenever possible. Avenir is available in Canva and Adobe Fonts.

Lato

Ultra Light
Book Italic
Book
Normal Italic
Normal

Bold
Bold Italic
Ultra Bold
Ultra Bold Italic

Secondary Font

Lato is the District's secondary font. It may be used to complement Avenir or as an alternative when Avenir is unavailable. Lato is available in Canva, Google Fonts and Adobe Fonts.

Verdana

Regular
Italic
Bold
Bold Italic

Fallback Font

When Avenir and Lato are unavailable, Verdana is the District's approved fallback font.

Garamond

Regular
Italic
Bold
Bold Italic

Business Paper Font

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

13.0 Alternate Logos

The department or organization name should be typeset in Avenir Medium.

Adjust kerning between letters to avoid large gaps.

Clayton High School PTO

Formal names (e.g. School names) should be set in a title case format and set to a tracking of -20.

Acronyms should be set in an all caps format and set to a tracking of -15.

Department or Organization Logos

Alternate logos may be created for departments or organizations using the guidelines above. All alternate logos must be created using the Avenir font.



Use the cap x-height (illustrated by X) around all sides.

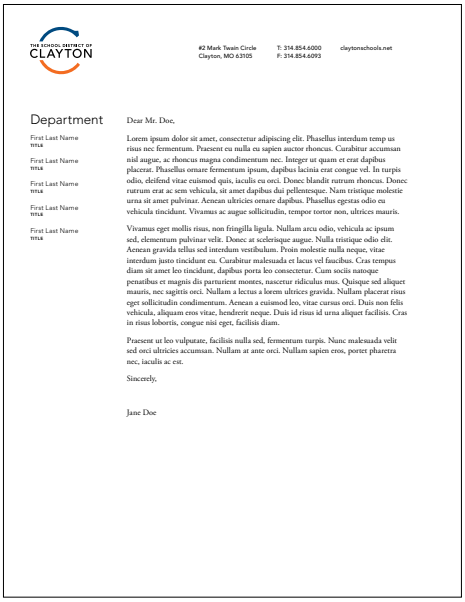
Department and Organization Logo Clear Space

Graphic elements should remain outside the area outlined above.

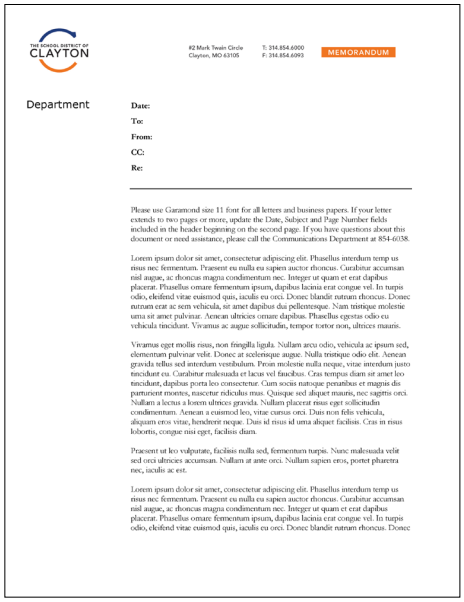
14.0 Print Assets



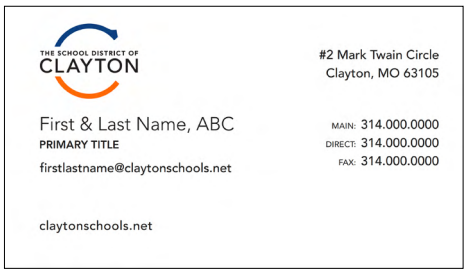
Standard Letterhead



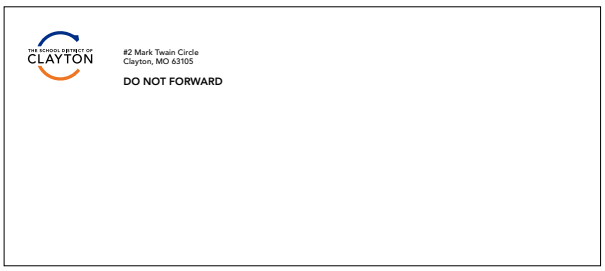
Standard Letterhead with Sidebar



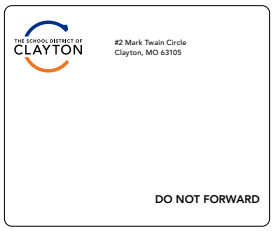
Memorandum Letterhead



Business Cards



#10 Envelope



Mailing Label

Stationery Templates

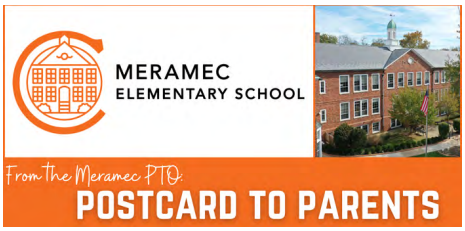
InDesign, Word and Google Docs files are available for all templates.

15.0 Digital Assets

eNews Assets

Templates are available for electronic newsletters and letterheads. Contact the Communications Office for more information.









Email Signatures

Following consistent guidelines for email signatures lends credibility to the District as a unified organization, rather than as qualified individuals. Signatures should include your preferred name (and any relevant credentials), your official title (and secondary title, as appropriate), the full and proper name of your school and/or organization, the full and proper name of the District, and any relevant contact information - all as shown in the format and order above. Fonts should be sans serif and limited as given by the brand standards (see 11.0 Font Specifications)

Example Signature

Gina Tarte
Chief Communications Officer
School District of Clayton
#2 Mark Twain Circle
Clayton, MO 63105
314.854.6015 Direct
ginatarte@claytonschools.net

16.0 Photography









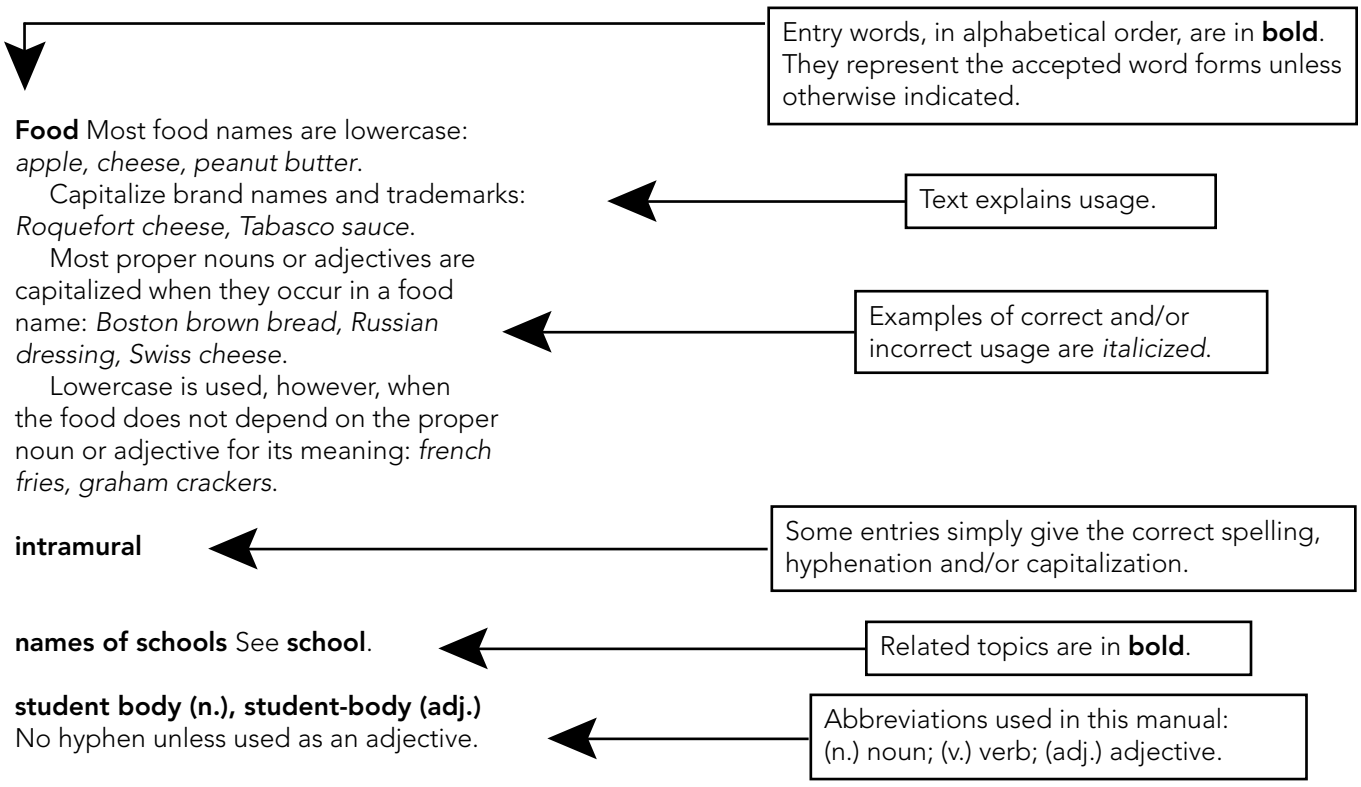
Photography Style

When choosing photography for a project, it's important that the images align with the District's brand essence and reflect its vision or goals. Listed below are some attributes that images should display:

- Unique
- Light / Airy
- Clear
- Colorful
- Creative
- Diverse
- Candid / Intimate
- Active
- Engaging
- Caring
- Intelligent
- Contemporary
- Determined
- Insightful
- Rigorous

17.0 Style Guide Key

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



18.0 Style Guide A-Z

A

abbreviations and acronyms Avoid abbreviations the reader would not quickly recognize. Avoid using an acronym on first reference, unless its meaning is readily recognized. Preferred form is to write a name in full on first reference, directly followed by the acronym in parentheses: *the Board of Education (BOE)*. An acronym can then be used in all subsequent references. See **Clayton Abbreviations and Acronyms**, Page 37.

BEFORE A NAME: Abbreviate the following when used before a full name outside direct quotations: *Dr., Gov., Mr., Mrs.* Spell out all titles except *Dr., Mr., Mrs. and Ms.* when used before a name in direct quotations.

AFTER A NAME: Abbreviate *junior* or *senior* after an individual's full name and do not precede with a comma: *Martin Luther King Jr.* Abbreviate *Company: Co., Corporation: Corp., Incorporated: Inc. and Limited: Ltd.* when used after the name of a corporate entity unless the full word is part of an official name. In some cases, an academic degree may be abbreviated after a person's name. See **academic degrees**.

WITH DATES OR NUMERALS: Use the abbreviations *A.D., B.C., a.m., p.m.* and *No.* Abbreviate certain months when used with the day of the month. Abbreviations are correct only with figures. See **dates**.

Wrong: *Early this a.m. he asked for the No. of your room.*
Right: *At 9:30 a.m.; in room No. 6; on Nov. 13.*

IN NUMBERED ADDRESSES: Abbreviate *avenue, boulevard* and *street* in numbered addresses:
Right: *He lives on Pennsylvania Avenue. He lives at 1600 Pennsylvania Ave.* See **addresses**.

academic degrees The preferred form is to avoid an abbreviation and instead use a phrase such as: *John Jones, who has a doctorate in psychology.*

Use an apostrophe in *bachelor's degree, a master's,* etc. There is no apostrophe in *associate degree.*

Capitalize if full academic name is used: *Doctor of Education.*

Use such abbreviations as *BA, MA, LLD, EdD* and *PhD* only after a full name and set them off by commas:
Jerry Smith, PhD, requested a meeting.

Do not precede a name with a courtesy title for an academic degree and follow it with the abbreviation for the degree in the same reference:

Wrong: *Dr. Ellen John, PhD*
Right: *Dr. Ellen John, a chemist.*

academic departments Use lowercase except for words that are proper nouns or adjectives: *the department of history, the science department, the department of English, the English department,* or when *department* is part of the official and formal name: *Department of Elementary and Secondary Education.*

academic titles See **academic degrees**.

accept, except *Accept* means to receive. *Except* means to exclude.

ACT Acceptable on first reference for *American College Test*.

acting Always lowercase, but capitalize any formal title that may follow before a name: *acting Principal Eric Martin*. See **titles**.

addresses Use abbreviations *Ave., Blvd.* and *St.* only with a numbered address. Spell them out and capitalize when part of a formal street name without a number: *Pennsylvania Avenue*. Lowercase and spell out when used alone or with more than one street name: *Maryland* and *Pennsylvania avenues*.

All similar words (*alley, drive, road*, etc.) are always spelled out.

Always use figures for an address number: *2 Mark Twain Circle*.

Spell out and capitalize *First* through *Ninth*; use figures with two letters for *10th* and above: *7 20th St.* or *8 Ninth Street*.

Abbreviate compass points used to indicate directional ends of a street: *23 N. 10th St*. Do not abbreviate if the number is omitted: *East 42nd Street*.

Follow the guidelines established by the U.S. Postal Service for mailing addresses. When listing an address in a publication, use the state abbreviations in this guide with the city names: *Clayton, Mo*. See **states**.

Adequate Yearly Progress *AYP* is acceptable on second reference.

adopt, approve, enact, pass Amendments, ordinances, resolutions and rules are *adopted* and *approved*. Bills are *passed*. Laws are *enacted*.

Advanced Placement *AP* is acceptable on second reference.

adviser Not *advisor*.

affect, effect
Affect, as a verb, means to influence: *The game will affect the standings*.
Affect, as a noun, is best avoided.
Effect, as a verb, means to cause: *He will effect many changes in the country*.
Effect, as a noun, means result: *The effect of the program was overwhelming*.

afterward Not *afterwards*.

ages Always use figures: *The boy is 5 years old. The woman is in her 30s* (no apostrophe). Ages expressed as adjectives before a noun or as substitutes for a noun need hyphens: *A 5-year-old boy; The race is for 10-year-olds*.

aid (v.), aide (n.) *Aid* is assistance. An *aide* is a person who serves as an assistant.

all right (adv.) Never *alright*. Hyphenate only if used colloquially as a compound modifier: *She is an all-right actress*.

alumnus, alumni, alumna, alumnae Use *alumnus* (*alumni* is the plural) when referring to a man who has attended a school. Use *alumna* (*alumnae* is the plural) for reference to a woman. Use *alumni* when referring to a group of men and women.

a.m., p.m. Lowercase, with periods.

ampersand (&) The ampersand should not be used in the place of *and*. Use only as part of an organization's formal name: *Procter & Gamble Co*.

annual An event cannot be considered *annual* until it has been held at least two successive years. Do not use the term *first annual*. Instead, use the term *inaugural* or note that sponsors plan to hold the event annually.

April Fools' Day Annually on the first of April.

assistant Do not abbreviate. Capitalize only when used in a formal title before a name: *Assistant Superintendent of Teaching and Learning Dr. Milena Garganigo*. See **titles**.

associate degree Not associate's degree. See **academic degrees.**

association Do not abbreviate. Capitalize as part of a proper name.

B

bachelor's degree Not baccalaureate or bachelor degree. See **academic degrees.**

biannual, biennial *Biannual* means twice a year and is a synonym for the word *semiannual*. See **semiannual**. *Biennial* means every two years.

bimonthly Means every other month. *Semimonthly* means twice a month.

UPDATED 2026

Black Capitalize *Black* when referring to people, cultures or communities in a racial, ethnic or cultural context. This is the District's preferred usage, consistent with the *AP Stylebook*, unless an individual or organization has expressed a preference for a different identifier, such as *African American*.

board Only capitalize when integral part of a proper name: *Clayton Board of Education*.

Board of Education *BOE* and *the Board* are acceptable on second reference.

book titles See **titles**.

Boy Scouts The full name of the national organization is *Boy Scouts of America*.
Cub scouting is for boys ages 8 through 10. Members are *Cub Scouts* or *Cubs*.
Boy scouting is for boys ages 11 through 17. Members are *Boy Scouts* or *Scouts*.

building Never abbreviate. Capitalize the proper names of buildings, including the word *building* if it is an integral part of the proper name. Abbreviations are acceptable for District school buildings on second reference:
Administrative Center (AC), The Family Center (FC), Clayton High School (CHS), Wydown Middle School (WMS), Ralph M. Captain Elementary School (CPT), Glenridge Elementary School (GLN), Meramec Elementary School (MER)

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

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

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

C

canceled Not *cancelled*.

capital, capitol

Capital refers to the city where a seat of government is located, or describes money, equipment or property used in a business by a person or corporation.

Capitol refers to a building. Capitalize in reference to a specific capitol building: *The meeting was held in the Missouri State Capitol Building*.

capitalization In general, avoid unnecessary capitals.

PROPER NOUNS: Capitalize nouns that constitute the unique identification for a specific person, place or thing: *John, Mary, America, Clayton, General Electric*.

PROPER NAMES: Capitalize common nouns such as *party, river, street* and *west* when they are an integral part of the full name of a person, place or thing: *Mississippi River, Democratic Party, West Virginia, Hanley Road*.

COMMON NOUNS: Lowercase common nouns when they stand alone in a subsequent reference: *the party, the street. District* is an exception to this rule. See **District**.

Lowercase the common noun elements of names in all plural uses: *the Democratic and Republican parties, Main and State streets, the school*.

COMPOSITIONS: See **titles**.

TITLES: See **titles**.

capitol See **capital, capitol**.

chairman, chairwoman Capitalize as a formal title before a name: *Board Chairman Henry Ford*. Do not capitalize as a casual, temporary position: *meeting chairman Robert Jones*.

chapters Capitalize *chapter* when used with numeral reference to a section of a book or legal code: *Chapter 3*. Lowercase when standing alone.

check-in (n. and adj.), check in (v.) *Check-in time is 9 a.m. Please check in at 9 a.m.*

cities When naming cities within the District boundaries in publications being sent within Missouri, it is not necessary to follow the city name with Missouri: *The students completed service projects in Clayton*.

city Capitalize *city* as part of a proper name: *New York City, Kansas City, City of Clayton*. Lowercase elsewhere: *a Missouri city, the city government*. Capitalize when part of a formal title before a name: *City Manager John Smith*. Lowercase when not part of the formal title: *The city hired Health Inspector George Smith*.

class Capitalize only when referring to a specific graduating class: *Class of 1975 reunion, the graduating class*.

classwork, course work

Clayton Logo See **Brand Logos**, Page 9.

co-author, co-authored Use hyphen for nouns, adjectives and verbs: *The teachers co-authored the article.*

coed, coeducation No hyphen.

college, university Capitalize when part of a proper name: *Dartmouth College, Saint Louis University.* Spell out on first reference. Acronym is acceptable on second reference: *SLU*.

comma

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

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

Use a comma to complete a quotation: *"The District strives for academic excellence," she said.*

Use a comma to introduce a complete one-sentence quote: *She said, "The District strives for academic excellence."*

Use commas to separate elements in a series, but do not put a comma before the conjunction in a simple series: *The flag is red, white and blue.*

Do not use a comma to separate clauses when the subject is the same in both clauses: *We are visiting Washington and plan to see the White House.*

complement, compliment

Complement is a noun and a verb denoting completeness or the process of supplementing something: *The ship has a complement of 200 sailors. The tie complements his suit.*

Compliment is a noun or verb that denotes praise: *The captain complimented the sailors. She received many compliments on her hair.*

composition titles See **titles**.

courtesy titles See **titles**.

D

data A plural noun; it normally takes plural verbs and pronouns. The singular form is *datum*.

database One word.

dates Capitalize the names of months in all uses.

When a month is used in a specific date, abbreviate the following months: *Jan., Feb., Aug., Sept., Oct., Nov. and Dec.: Dec. 2.*

Spell out the month when used alone or with just a year: *January 2026.*

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

days of the week Capitalize: *The meeting is on Friday.* Do not abbreviate, except when needed in a tabular format: *Sun, Mon, Tue* (three letters, without periods, to facilitate tabular composition). See **dates**.

degrees See **academic degrees**.

Department of Elementary and Secondary Education *DESE* is acceptable on second reference.

departments

Capitalize *department* when it precedes the proper name element: *Department of Teaching and Learning.* Lowercase when it stands alone.

Lowercase *department* in plural uses, but capitalize the proper name element: *the history and English departments.* See **academic departments**.

disabled, handicapped, impaired In general do not describe an individual as disabled or handicapped unless it is clearly pertinent to the story.

Disabled is a general term used for a physical or cognitive condition that substantially limits one or more of the major daily life activities.

Blind describes a complete loss of sight. *Visually impaired* describes a partial loss of sight.

Deaf describes a person with total hearing loss. *Partially deaf* describes a partial loss of hearing.

Mute is someone who physically cannot speak. *Speech impaired* is having difficulty with speech.

Wheelchair-user for people who use wheelchairs for independent mobility.

Avoid *handicap, handicapped, deaf-mute, wheelchair-bound.*

District

Always capitalize in reference to the *School District of Clayton*. District is acceptable on second reference. Never use *Clayton School District*.

Use the lowercase *district* when referring to other school districts, unless part of a title. Also, lowercase school district, even when referring to Clayton.

Districtwide One word.

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

dollar Always lowercase. Use figures and the $ sign in all except casual reference or amount without a figure: *The lunch cost $5. Please bring a dollar for the trip.*

drop-off (n. and adj.), drop off (v.) *The morning drop-off location is in front of the building. Drop off your child in front of the building before school.*

drugs Because the word *drugs* has come to be used as a synonym for narcotics in recent years, *medicine* is the better word to specify that an individual is taking medication.

E

earth Generally lowercase; capitalize when used as the proper name for the planet: *She is down to earth. How does the pattern apply to Mars, Jupiter, Earth, the sun and the moon?*

EducationPlus Formerly *Cooperating School Districts. EdPlus* is acceptable on second reference.

effect See **affect, effect**.

either Use it to mean one or the other, not both.

Wrong: *There were lions on either side of the door.*
Right: *She said to use either door.*

email Acceptable in all references for *electronic mail*. Use lowercase for an email address: *bobjones@claytonschools.net*. Use a hyphen with other e-terms: *e-book, e-business, e-commerce*.

English Language *EL* is acceptable on second reference. The District no longer uses ELL to describe this program or students.

ensure, insure Use *ensure* to mean guarantee: *Steps were taken to ensure accuracy*. Use *insure* for references to insurance: *The policy insures his life*.

entitled Use it to mean a right to do or have something. Do not use it to mean titled.
Wrong: *The book was entitled "Gone With the Wind."*
Right: *She was entitled to the promotion.*

equator Always lowercase.

ethnic groups *Black, Asian, Caucasian, Hispanic, Native American*. See **Black**.

exclamation point (!) Avoid overuse.

ext. Abbreviation for *telephone extension*. Do not capitalize. Use a comma between the number and the extension: *854-6000, ext. 5555*.

extracurricular No hyphen.

F

farther, further *Farther* refers to physical distance: *He walked farther into the woods. Further* refers to an extension of time or degree and to additional information: *She will further her education*.

fax (n.) (v.) Acceptable as short version of *facsimile* or the action of sending a *facsimile*.

Family Educational Rights and Privacy Act *FERPA* is acceptable on second reference.

field trip Two words.

first quarter Hyphenate when used as a compound modifier: *He scored in the first quarter. The team took the lead on his first-quarter goal.*

fiscal year The 12-month period that an organization or governmental body uses for bookkeeping purposes. The District's *fiscal year* runs from July 1 through June 30.

flesh, flush To *flesh* out an idea is to give it substance, as a sculptor adds clay flesh to a skeletal armature. To *flush* out a criminal is to drive him or her out into the open. The latter term is derived from bird-hunting, in which one *flushes* out a covey of quail. If you are trying to develop something further, use *flesh*; but if you are trying to reveal something hitherto concealed, use *flush*.

flyer *Flyer* is the preferred term for a handout: *The flyer was distributed to the elementary students. Flyer* is also the preferred term for a person flying in an aircraft: *He used his frequent flyer miles*.

follow-up, follow up Hyphenate when using as a noun or adjective. No hyphen when using as a verb.
Right: *The teacher gave a follow-up assignment to make sure the students understood the concept.*
Right: *The teacher followed up with students to make sure they understood the concept.*

food Most food names are lowercase: *apples, cheese, peanut butter*.

Capitalize brand names and trademarks: *Roquefort cheese, Tabasco sauce*.

Most proper nouns or adjectives are capitalized when they occur in a food name: *Boston brown bread, Russian dressing, Swiss cheese*.

Lowercase is used, however, when the food does not depend on the proper noun or adjective for its meaning: *french fries, graham crackers*.

formal titles See **titles**.

freshman, freshmen *Freshman* is the singular noun: *Andrea is a freshman. Freshmen* is the plural noun: *John and Paul are freshmen*. The adjective is always singular: *The freshman class will graduate in 2027*.

full time, full-time Hyphenate when used as an adjective: *full-time student; He works full time*.

fundraising, fundraiser One word in all cases.

G

Girl Scouts The full name of the national organization is *Girl Scouts of the United States of America*.
Daisies or *Daisy Girl Scouts* are girls ages 5 through 6.
Brownies or *Brownie Girl Scouts* are girls ages 6 through 8.
Juniors or *Junior Girl Scouts* are girls ages 9 through 11.
Cadettes or *Cadette Girl Scouts* are girls ages 12 through 14.
Seniors or *Senior Girl Scouts* are girls ages 15 through 17.

governmental bodies Capitalize the full proper names of governmental agencies, departments and offices: T*he U.S. Department of State, the Clayton Board of Aldermen*.

grade, grader Never use "grader" - use *fourth-grade student*.

grade levels Lowercase grade levels in most cases including when used alone or after a name.

grade point average GPA is acceptable in all references: *Students' GPAs should never be published without their written permission*.

graduate (v.) *Graduate* is correctly used in the active voice: *She graduated from Clayton High School*.
Do not drop "from":
Wrong: *He graduated Harvard*.
Right: *He graduated from Harvard*.

Groundhog Day Annually on the second of February.

H

halftime One word.

handicapped See **disabled, handicapped, impaired**.

his, her Do not assume maleness in constructing a sentence, but use the pronoun *his* when indefinite antecedent may be male or female: *A reporter attempts to protect his sources*; not *his or her sources*. The best choice is a slight revision of the sentence: *Reporters attempt to protect their sources*.

holidays Capitalize holidays. Official District holidays include *Labor Day, Thanksgiving and the Friday after Thanksgiving, Christmas Eve, Christmas Day, New Year's Eve, New Year's Day, Martin Luther King Jr. Day, Presidents Day, Memorial Day, Juneteenth* and *Independence Day*.

home page Two words.

homeroom (adj.) (n.) One word.

human resources department Not personnel department. *HR Department* is acceptable on second reference.

HTML, HTTP Acceptable on first reference for hyper text mark-up language and hyper text transfer protocol. Uppercase in text, lowercase in web addresses.

hyphens Hyphens are used to join words to create compound modifiers (*little-known author*) and for large numbers when spelled out (*twenty-five*). See **numerals**.

I

incorporated Abbreviate and capitalize as Inc. when used as part of a corporate name. Do not set off with commas: *J.C. Penney Company, Inc.* unless the comma is part of the official name.

Independence Day *Fourth of July* and *July Fourth* also are acceptable.

initials Use periods and omit spaces between initials: *H.L. Mencken*.

internet Lowercase in all references.

inter, intra

Inter is a prefix meaning between or among. *Interoffice mail* refers to distribution between offices in one organization.

Intra is a prefix meaning on the inside, within. *Intramural sports* are athletic competitions between groups of a single school.

into, in to *Into* is a function word to indicate entry, introduction, insertion, superposition or inclusion: *She came into the room. Please put the bowl into the sink. They were heading into town. He jumped into the pool. She was just staring into space. In to* is usually used to mean "in order to." *He turned his paper in to the teacher. The administrators wouldn't give in to the demands of the protesters. My boss sat in to audit the meeting.*

intramural

irregardless A double negative. *Regardless* is correct.

italic, italicize A slanted typeface. Not *italics*.

it's, its *It's* is a contraction for "it is" or "it has": *It's up to you. Its*, without the apostrophe is the possessive form of it: *The company lost its assets.*

J

jargon The special vocabulary and idioms of a particular class or occupational group. In general, avoid jargon. When it is appropriate in a special context, include an explanation of any words likely to be unfamiliar to most readers, such as parents or community members.

junior Abbreviate as *Jr.* only with full names of persons or animals. Do not proceed with a comma: *John F. Kennedy Jr.* Lowercase when referring to grade level: *Mark Smith will be a junior.* See **abbreviations**.

Juneteenth Annually on the nineteenth of June.

K

kids *Student* is preferred in most cases. Parents have *children.* Schools have *students.* Always use *children* or *students* unless the use of kids as an informal synonym for children is appropriate in the context: *Clayton Community Alliance for Healthy Kids*

kindergarten, K-12

kindergartener Kindergarten student is preferred.

L

Labor Day The first Monday in September.

languages Capitalize the proper names of languages and dialects: *Cajun, English, Spanish, French.*

lay, lie

The action word is *lay.* It takes a direct object. *Laid* is the form for its past tense and past participle. Its present participle is *laying. I will lay the book on the table. He laid the book on the table. She is laying the book on the table.*

Lie indicates a state of horizontal reclining. It does not take a direct object. Its past tense is *lay.* Its past participle is *lain.* Its present participle is *lying. He lies on the beach in the sun. I lay down on the towel. He has lain on the sand. I am lying on the beach.*

led, lead *Led* is to bring to some conclusion or condition: *I was led to believe otherwise. Lead* is to v the way to others, usually by going ahead of them: *The guide leads them down the path. Lead* is also the front position, first place or principal role: *She got the lead in the play.*

let's, lets Let's is a contraction of "let us": *Let's go to lunch.* Lets without the apostrophe is a form of the verb let, meaning to allow or give permission. *The teacher lets the students go to recess.*

likable Not *likeable.*

login, logon, logoff (n.) But use as two words in verb form: *I log in to my computer.*

logo Written school correspondence sent to the public should contain the District's logo. See **Brand Logos**, Page 9.

lose (v.), loose (adj.) *Be careful not to lose this notebook. The pages in this notebook are loose.*

M

magazine names Capitalize and italicize, but do not place in quotes. Lowercase magazine unless it is part of the publication's formal title: *Newsweek magazine, Harper's Magazine*.

make up (v.), make-up (adj.) *He is going to make up the assignment. The teacher gave the students a make-up quiz.*

Martin Luther King Jr. Day The third Monday in January.

master's degree A *master's degree* or *master's* is acceptable in any reference: *She earned a Master of Education*. See **academic degrees**.

memo, memos Interoffice memorandum(s). See **Print Assets**, Page 16, for style guidelines for a memo.

Memorial Day The last Monday in May.

Missouri Assessment Program *MAP* is acceptable on second reference.

Missouri School Improvement Process *MSIP* is acceptable on second reference.

month Capitalize the names of months in all uses. When a month is used in a specific date, abbreviate the following months: *Jan., Feb., Aug., Sept., Oct., Nov.* and *Dec.* See **dates**.

Right: *Dec. 2*.

more than Preferred instead of over when estimating numbers: *more than 50 students*.

N

names

FIRST REFERENCE: Preferred use is first and last name, followed by title or position. Use of middle initials is encouraged in formal context. See **titles** and **Clayton People**, Page 38.

SECOND REFERENCE: In general, the last name may be used for the second reference. Typically avoid courtesy titles (*Mr., Mrs., Miss, Ms.*) in written correspondence. However, since these titles are commonly used in schools, exceptions may be made for publications specifically directed to parents and/or students.

Use of names is context specific. In a newsletter, use the last name on second reference. In a letter to parents or students or a memo to staff, the use of first names is usually more appropriate.

names of buildings See **building**.

names of schools See **school**.

names of students A student's first name only is acceptable on second reference.

national anthem Lowercase. Capitalize the song name: *The Star-Spangled Banner*.

newspaper names Capitalize a newspaper's name if that is the way the publication prefers to be known. Italicize the name, but do not place in quotes: *The Washington Post, the St. Louis Post-Dispatch*.

New Year's, New Year's Day, New Year's Eve Only lowercase when not referring to the holiday.
Right: *What will the new year bring?*

noon Do not put *12* in front of *noon*.
Wrong: *We're meeting at 12 noon.*
Right: *We will have lunch at noon.*

nonprofit One word.

numerals Spell out numbers nine and below; use figures for 10 and above except with ages. See **ages**.
Spell out *first* through *ninth* when indicating a sequence. Spell out of the number if it begins a sentence. It is preferable to reword a sentence when possible to avoid spelling out large numbers.
Wrong: *900 people attended the play.*
Right: *Nine hundred people attended the play.*
Right: *Nearly 900 people attended the play.*

O

Off campus, on campus (n.), off-campus, on-campus (adj.) Hyphenate only the adjective form: *The recruiter conducted on-campus interviews. The interview was conducted off campus.*

online One word.

organizations Capitalize the full name of organizations: *Parent-Teacher Organization*.

SUBSIDIARIES: Capitalize the names of major subdivisions: *the Consumer Products Division of Acme Corp.*.

INTERNAL ELEMENTS: Use lowercase for internal elements of an organization when they have names that are widely used generic terms: *the history department of Clayton High School*.

over Refers to spatial relationships: *The plane flew over the school. More than* is the preferred use with numbers.
Wrong: *The District has over 50 employees.*
Right: *The District has more than 50 employees.*

P

page Always use figures. Capitalize when spelling out.
Right: *Page 3, p. 3.*

parent-teacher conferences Hyphenate.

Parent-Teacher Organization *PTO* is acceptable on all references.

part time, part-time Hyphenate only when used as a compound modifier: *She works part time. She has a part-time job.*

peak, peek, pique *Peak* is a summit: *A line of rocky peaks. Peek* is to take a brief look: *The girl peeked around the corner. Pique* is a French word meaning "prick," in the sense of "stimulate": *My curiosity was piqued.*

percent One word. Spell out unless used in a table or a financial publication. Numbers should be used when expressing a percent: *The School District of Clayton's dropout rate is less than 1 percent.*

perspective, prospective Perspective is a particular attitude toward something - a point of view. Prospective refers to something that is likely to be: *The prospective family requested a tour of the school.*

pickup (n. and adj.), pick up (v.) *The afterschool pickup location is in front of the building. Pick up your child in front of the building after school.*

PK Use instead of PreK to refer to students in pre-kindergarten: *Friday is the last day of school for all PK-12 students.*

play titles See **titles**.

p.m., a.m. Lowercase, with periods. Avoid redundant forms, such as *10 p.m. tonight*.

president Capitalize only as a formal title before one or more names: President Lincoln, Presidents Washington and Adams. Lowercase all other uses.

Presidents Day The third Monday in February.

principal Not principle. Capitalize only when used as a formal title before a name: *Principal Dan Gutchewsky*. See **titles**.

Professional Learning Communities *PLC* is acceptable on second reference. Do not use apostrophe if plural: *PLCs will be held on Wednesday*.

professor Never abbreviate. Uppercase before a name.

punctuation Think of it as a necessity for your readers, designed to help them understand a message. See **comma, hyphens** and **quotations**.

Q

quarter *fall quarter, spring quarter*

quotations Open-quote marks and closed-quote marks are used to surround the exact words of a quote:
Right: *She ensured her new employers that she will "work hard for them."*
Right: *"I'm proud to be a student at Wydown Middle School," he said. "Wydown is a top-ranked school."*

Periods and commas are placed within the quotation marks.

Question marks, colons and exclamation points are placed within the quotation marks when they directly apply to the quoted matter, but outside when applicable to the whole sentence. The question mark supersedes the comma that normally is used when supplying attribution for a quotation.
Right: *The student asked, "What chapters will be covered on the test?"*
Right: *Did the teacher say, "The test will be held on Monday"?*
Right: *"Who is there?" he said.*

R

ranges Use the unit of measurement after each number: *$12 million to $14 million*. Not: *$12 to $14 million*. Also: *A pay increase of 12-15 percent*. Or: *A pay increase of between 12 and 15 percent*.

résumé Accents optional.

room numbers Use figures and capitalize room when used with a figure: *Room 2*.

S

SAT Acceptable on first reference to the *Scholastic Aptitude Test*.

school Capitalize only when part of a proper name: *Glenridge Elementary School*. The word *school* can be dropped on the second reference: *Glenridge Elementary*. See **building**.

school years See **fiscal year** and **years**.

seasons Lowercase *spring, summer, fall, winter* and derivations such as *springtime* unless part of a formal name: *Summer Olympics*.

secretary Capitalize before a name only if it is an official corporate or organizational title. Do not abbreviate.

semiannual Twice a year, a synonym for *biannual*. Do not confuse with *biennial*, which means every two years.

set up (v.), setup (n. and adj.) *He is going to set up for the meeting. The classroom setup is detailed on the seating chart.*

sign-up, sign up Hyphenate when using as a noun or adjective. No hyphen when using as a verb.
Right: *The sign-up sheet is posted on the door.*
Right: *Parents sign up for a time slot for parent-teacher conferences.*

Special School District *SSD* is acceptable on second reference.

sport scores Game scores should be written in numerals, even if fewer than 10: *The final score was 5-20.*

state Capitalize *state* when referring to an action or document developed by a department or governing entity in the state of Missouri: *The calendar complies with the State's requirements for student attendance*.

states The names of the 50 U.S. states should be spelled out when used in the body of a story, whether standing alone or in conjunction with a city, town, village or military base. *She previously taught in Memphis, Tennessee.* Use the following state abbreviations in parentheses when writing a full address:

Alabama (AL)
Alaska (AK)
Arizona (AZ)
Arkansas (AR)
California (CA)
Colorado (CO)
Connecticut (CT)
Delaware (DE)
Florida (FL)
Georgia (GA)
Hawaii (HI)
Idaho (ID)
Illinois (IL)
Indiana (IN)
Iowa (IA)
Kansas (KS)
Kentucky (KY)
Louisiana (LA)
Maine (ME)
Maryland (MD)
Massachusetts (MA)
Michigan (MI)
Minnesota (MN)
Mississippi (MS)
Missouri (MO)
Montana (MT)
Nebraska (NE)
Nevada (NV)
New Hampshire (NH)
New Jersey (NJ)
New Mexico (NM)
New York (NY)
North Carolina (NC)
North Dakota (ND)
Ohio (OH)
Oklahoma (OK)
Oregon (OR)
Pennsylvania (PA)
Rhode Island (RI)
South Carolina (SC)
South Dakota (SD)
Tennessee (TN)
Texas (TX)
Utah (UT)
Vermont (VT)
Virginia (VA)
Washington (WA)
West Virginia (WV)
Wisconsin (WI)
Wyoming (WY)

statewide One word.

street names See addresses.

student body (n.), student-body (adj.) Hyphenate when used as an adjective: *Student-body elections will be held on Monday.*

substitute teacher Avoid using *substitute* as a noun. Never abbreviate as *subs*.

superintendent Do not abbreviate. Capitalize when used as a formal title. See **titles** and **Clayton People**, p. 38.

syllabus, syllabuses

T

teen, teenager (n.), teenage (adj.) Do not use *teen-aged*.

Thanksgiving, Thanksgiving Day The fourth Thursday in November.

that, which, who, whom

that, which

Use when referring to inanimate objects and to animals without a name.

who, whom

Use when referring to people and to animals with a name.
Who is the pronoun used for references to human beings and to animals with a name. It is grammatically the subject (never the object) of a sentence, clause or phrase.
Right: *The student who checked out the book left his library card on the counter.*
Right: *Who is there?*

Whom is used when someone is the object of a verb or preposition.
Right: *The student to whom the book was checked out left his library card on the counter.*
Right: *Whom do you wish to see?*

theater Use this spelling unless the proper name includes *Theatre*.

times Use figures except for *noon* and *midnight*. Time listings with *a.m.* or *p.m.* are preferred: *8 a.m., 2 p.m., 8-11 a.m., 8 a.m. to 3:30 p.m.*

titles

COMPOSITION TITLES: Capitalize the principal words. Italicize or put quotation marks around names of all works such as books, movies, musical works, plays, poems, songs, television programs, titles of lectures, speeches and works of art.

COURTESY TITLES: In general, avoid the use of courtesy titles: *Mr., Mrs., Ms.* and *Miss* in written correspondence. However, since these titles are commonly used in schools, exceptions may be made for publications specifically directed to parents and/or students.

FORMAL TITLES: In general, capitalize only formal titles when used directly before an individual's name: *Superintendent Dr. Sharmon Wilkinson*. See **Clayton People**, Page 38.

toward Not towards.

U

United States Spell out when used as a noun. Use U.S. (no space) only as an adjective.

V

Valentine's Day Annually on the fourteenth of February.

Veterans Day Annually on the eleventh of November.

Voluntary Interdistrict Choice Corporation The organization in charge of the voluntary student transfer program. *VICC* is acceptable on second reference.

vice principal The correct title is *assistant principal*. Capitalize when it directly preceeds the name of an individual.

Voluntary Student Transfer Program St. Louis' city-to-county school desegregation program. *VST* is acceptable on second reference. When referring to a student in the program: *voluntary transfer student*.

W

web Lowercase in all references.

webpage One word.

website One word. *The District's website is claytonschools.net*.

weeklong One word as an adjective; an exception to Webster's.

which See **that, which, who, whom**.

who, whom See **that, which, who, whom**.

XYZ

Xerox A trademark, never a verb. Use a generic term, such as *photocopy*.

yearlong, yearslong One word as an adjective. *Oasis tutoring is a yearlong program. The Oasis tutors visit the building all year long.*

year-round Hyphenate when used as an adjective.

UPDATED 2026

years
Use an apostrophe when omitting the first two numbers of the year: *'27*. School years should be written as 2026-27. Use an "s" without an apostrophe to indicate spans of decades or centuries: *the 1990s, the 2000s*. See **fiscal year**.

ZIP code Use all caps for *ZIP*, but always lowercase *code*.

19.0 Clayton Abbreviations and Acronyms

AC	Administrative Center
ACT	American College Test
AIS	Alternative Instructional Support
AP	Advanced Placement
BD	Behavioral Disorder
BOE	Board of Education
C-Club	Clayton Athletic Boosters
CCSS	Common Core State Standards
CHS	Clayton High School
CPC	Continuing Professional Certificate
CPT	Captain Elementary School
CSIP	Comprehensive School Improvement Plan
CWC	Class Within a Class
DECA	Distributive Education Clubs of America
DESE	Department of Elementary and Secondary Education
DLC	District Leadership Council
ECE	Early Childhood Education
EL	English Language
ESSA	Every Student Succeeds Act
FC	Family Center
FERPA	Family Educational Rights and Privacy Act
GLN	Glenridge Elementary School
HR	Human Resources
IDEA/504	Individuals with Disabilities Education Act/504
IEP	Individualized Education Plan
ISS	In-School Suspension
ISTE Standards	International Society for Technology in Education Standards
MAP	Missouri Assessment Program
MER	Meramec Elementary School
MSIP	Missouri School Improvement Process
MSTA	Missouri State Teachers Association
MTSS	Multi-Tiered Systems of Support
NBC	National Board Certification
NBPTS	National Board for Professional Teaching Standards
NEA	National Education Association
NTI	New Teacher Induction
NWEA	Northwest Evaluation Association
Oasis	Intergenerational tutoring program
OSS	Out-of-School Suspension
PAC.ED	Parent Advisory Council of Children with Education Diversity
PDC	Professional Development Committee
PLC	Professional Learning Communities
PLG	Professional Learning Grant
PPRA	Protection of Pupil Rights Amendment
PRC	Professional Relations Council
PTO	Parent-Teacher Organization
PTTE	Part-Time Temporary Employment
SAT	Scholastic Aptitude Test
SMART Goals	Specific Measurable Attainable Realistic Timely Goals
SPED	Special Education
SRO	School Resource Officer
SSD	Special School District
T & L	Teaching and Learning
VICC	Voluntary Interdistrict Choice Corporation
VST	Voluntary Student Transfer Program
VTS	Voluntary Transfer Student
WMS	Wydown Middle School

20.0 Clayton People

UPDATED 2026

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

superintendent of schools	*Superintendent Dr. Nisha Patel* *Dr. Nisha Patel, superintendent of schools*
assistant superintendent of teaching and learning	*Assistant Superintendent of Teaching and Learning Dr. Milena Garganigo* *Dr. Milena Garganigo, assistant superintendent of teaching and learning*
assistant superintendent of human resources	*Assistant Superintendent of Human Resources Dr. Kelly Sollberger* *Dr. Kelly Sollberger, assistant superintendent of human resources*
assistant superintendent of equity and student services	*Assistant Superintendent of Equity and Student Services Dr. Cameron Poole* *Dr. Cameron Poole, assistant superintendent of equity and student services*
chief communications officer	*Chief Communications Officer Gina Tarte* *Gina Tarte, chief communications officer*
chief financial officer	*Chief Financial Officer Matthew Norrid* *Matthew Norrid, chief financial officer*
chief technology officer	*Chief Technology Officer Luke Heitert* *Luke Heitert, chief technology officer*
director of The Family Center	*Director of The Family Center Amy Perry* *Amy Perry, director of the Family Center*
Captain Elementary principal	*Principal Dr. Erin Knight* *Dr. Erin Knight, principal of Captain Elementary School*
Glenridge Elementary principal	*Principal Dr. Tarita Murdock* *Dr. Tarita Murdock, principal of Glenridge Elementary School*
Meramec Elementary principal	*Principal Patrick Fisher* *Dr. Patrick Fisher, principal of Meramec Elementary School*
Wydown Middle School principal	*Principal Dr. Jamie Jordan* *Dr. Jamie Jordan, principal of Wydown Middle School*
Clayton High School principal	*Principal Dr. Dan Gutchewsky* *Dr. Dan Gutchewsky, principal of Clayton High School*

21.0 Digital Accessibility Quick Tips

Why Digital Accessibility Matters

Creating accessible content ensures everyone, including people with disabilities, can access, understand and interact with digital content. By implementing the following best practices, you can help ensure your content is usable by people with a wide range of abilities and assistive technologies.

Documents (Google Docs, Word Docs)

- Use built-in heading styles to label headings instead of simply bolding headings.
  - Keep headings in a logical order (H2 for main sections, H3 for subsections).
  - Think of headings as an outline that helps readers navigate your communication.
- Use built-in numbered or bulleted lists instead of manually typing bullets or numbers.
- Use readable fonts (generally 11–12 pt or larger).

Images

- Add concise, meaningful alternative text (alt text) that describes an image based on its purpose and the context in which it is used.
- Avoid starting alt text with "Image of..." or "Picture of..."
- Avoid placing important text inside images.
- Example: *Students playing on the playground during recess.*

Links

- Avoid pasting full URLs in communications; use hyperlinks instead.
- Write descriptive hyperlink text (e.g., "View the annual report" instead of "Click here").
- Make sure hyperlinks clearly describe their destination or action.
- Underline hyperlinks to help them stand out.

Tables

- Use tables only for data, not for layout.
- Include header rows and simple table structures.
- Avoid merged or split cells when possible.

Color & Design

- Ensure sufficient color contrast between text and background.
- Don't rely on color alone to communicate information or instructions.

Flyers

- Don't rely on flyers alone to communicate important information—they may not be accessible.
- When sharing a flyer digitally, include the key information in the body of your email, newsletter or message, and provide the flyer as a supplemental attachment or link.

Audio & Video

- Provide captions for videos.
- Ensure important visual information is also described in narration or audio description.

22.0 Media Calls and Guidelines

The School District of Clayton recognizes the important role the news media plays in reporting news and information about its educational programs, services, students and employees. The District's Communications Department assists the media by providing information about the School District of Clayton.

Media Requests

All requests from the media to interview, film or photograph District employees, students or Board members should be forwarded to:

- **Gina Tarte, chief communications officer**
  Direct line: 314.854.6015

The Communications Department will provide a representative who can best address the topic of the interview. Media interviews or photographs with students require parental consent. When requests for student interviews are granted, the interview is conducted at a District-designated site to minimize the loss of instructional time and disruption to the learning environment.

Media Visiting the District

When filming (live or taped), taking a still photograph or conducting interviews while in the school district, a representative from the Communications Department will accompany media at all times to minimize disruption at the school and to assist with any additional requests. As a safety and security measure, the media, like all visitors to Clayton's buildings, are asked to sign in and obtain a visitor's pass.

Emergencies

During an emergency, all media calls should be referred to the Communications Department. The District will work as quickly as possible to provide accurate information to the media through a spokesperson, written releases or news briefings.

It is the District's practice to work as cooperatively as possible to supply timely information to the media on the emergency and its impact on students, teachers or staff members, provided the release of information does not jeopardize the emergency response activities, or conflict with federal privacy laws, the well-being of our students or employees, or the concerns of their families. During an emergency, media will not be allowed inside affected school building(s). Media will be assigned to a designated external area at the site of the emergency to allow full access to the site by emergency response teams.



More information about communication tools and guidelines is available on the Communications webpage.

Scan the QR card or visit ClaytonSchools.net/Departments/Communications.