

Communication Guidelines

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Why Do We Need Communication Guidelines?

- Should you write *Jefferson County Public Schools* or *JCPS*?
- Should you use the numeral 3 in a sentence, or should you use the word *three*?
- Should you write *8 a.m.* or *8:00 AM*?

Communication guidelines answer these questions and many others you may have when you write letters, memos, or other documents. Communication guidelines also help ensure that we all answer these questions the same way.

Because we work for a leading public school district, our writing should follow accepted forms of English usage. It should not contain spelling or punctuation errors. It should be clear and well organized.

To promote clarity and consistency, the district has adopted *The Gregg Reference Manual* as its official writing style guide. *JCPS Communication Guidelines* is a quick-reference guide that provides answers—based on *Gregg*—to some of the questions you’re likely to have most often. This guide also answers questions specific to our writing that are not addressed in *Gregg*.

If you have questions about this guide, contact Erika Render in the Jefferson County Public Schools (JCPS) Editing Department at **485-3303** or erika.render@jefferson.kyschools.us.

District and School Names

The name of our school system is the *Jefferson County Public School District* or *Jefferson County Public Schools*.

The first time you use either name in a document, use the full name and put the abbreviation in parentheses. The second time you use the name in the same document, use only the abbreviation. Examples:

- Teachers who work for the Jefferson County Public School (JCPS) District are highly qualified. In fact, all JCPS employees are skilled at their jobs.

- Teachers who work for Jefferson County Public Schools (JCPS) are highly qualified. In fact, all JCPS employees are skilled at their jobs.

When you use *JCPS* as a noun, it is singular (one entity)—e.g., *JCPS is striving for excellence*.

If you refer in general to public schools in the community, use *Jefferson County public schools*.

If you refer to the building at 4425 Preston Highway, use *Jefferson County Public Schools (JCPS) Gheens Academy* or *JCPS Gheens Academy* for the first reference. Use *Gheens Academy* for subsequent references.

School Names

Refer to the current JCPS telephone list (the red, white, and blue list) for the correct school names—e.g., *Audubon Traditional Elementary*, *Conway Middle*, *Louisville Male High*, and *duPont Manual High*.

The second time you refer to a school, you may use a shortened form of the official name—e.g., *Students at Conway study hard*.

You may use descriptors or slogans beneath the official name on letters and other documents:

- Field Elementary
If you want to reach the sky, take off from the Field.

The School Board

For the first reference, use *Jefferson County Board of Education* and put *JCBE* in parentheses. After the first reference, use just the abbreviation. Example:

- Generally, the Jefferson County Board of Education (JCBE) holds regular business meetings at 7 p.m. on the second and fourth Mondays of each month. Most JCBE meetings are held in the Stewart Auditorium at the VanHoose Education Center.

Grammar and Punctuation

Capitalization

Capitalize titles preceding a name.

- Superintendent Donna Hargens

Do not capitalize titles following a name.

- Dr. Donna Hargens, superintendent of Jefferson County Public Schools,

Exception: Capitalize the title if you are addressing an envelope:

- Dr. Donna Hargens, Superintendent
Jefferson County Public Schools

For a salutation on a letter, use one of these formats:

- Dear Superintendent:
- Dear Superintendent Hargens:
- Dear Dr. Hargens:

If you are typing a signature on a letter, do not use a comma to separate a name and title that appear on separate lines:

- Donna Hargens, Ed.D.
Superintendent

Capitalize a degree if you spell it out after a person's name.

- John Doe, Master of Education

Do not capitalize a generic reference to a degree.

- master's degree
- bachelor's degree
- master of science degree

Do not capitalize a job description.

- Jefferson County Board of Education member
Dr. John Doe

In the example above, *member* describes the job. Other examples are *resource teacher*, *parent coordinator*, *assistant*, and *therapist*.

Capitalize the names of JCPS divisions, departments, units, and offices. Examples:

- School and Community Nutrition Services
- Optional, Magnet, and Advance Programs

Capitalize *U.S. Department of Education* and *Kentucky Department of Education*. Do not use *Department of Education*.

Do not capitalize *government*, *national*, or *federal* unless the word is part of a proper name.

- The Federal Housing Administration is the name of a federal government agency.

Capitalize the names of academic programs, awards, centers, and buildings. Examples:

Academic programs

- Advance Program
- Advanced Placement
- Comprehensive Program
- Child Enrichment Program (CEP)
- Exceptional Child Education (ECE) Program
- Honors Program
- International Baccalaureate (IB) Program
- Kindergarten Program
- School-to-Career Program
- Veterinary Science Magnet Program
- Title I Program
- Traditional Program
- Video Communications Optional Program

Awards and contests

- Milken Family Foundation National Educator Awards
- Teacher of the Year Award
- Department of Education Grant

JCPS buildings

- Ahrens Educational Resource Center
- C. B. Young Jr. Service Center
- Dawson Orman Education Center
- DuValle Education Center
- Jefferson County Public Schools Gheens Academy
- Lam Building
- Lyndon Education Center
- Jaeger Education Center
- VanHoose Education Center

Capitalize program titles; don't capitalize grade levels.

- Primary Program (P1, P2, P3, P4)
- Intermediate Program
- grade four
- fourth grade
- grades four through twelve
- kindergarten through grade twelve (K–12)

Dates, Times, and Numbers

School-Year Notations/Dates

For school years, use the YYYY-YY format—e.g., *2017-18 school year*.

For specific dates, use the month, day, year format—e.g., *June 6, 2017*.

Times

Use *a.m.* and *p.m.* Do not use *am*, *pm*, *A.M.*, *P.M.*, *AM*, or *PM*.

Do not use zeroes to express minutes for times on the hour—e.g., use *2 p.m.*, not *2:00 p.m.*

When an event you're writing about occurs within the same morning or afternoon, use *a.m.* or *p.m.* only once.

- The reception will last from 2 to 4 p.m.
- Our breakfast is scheduled for Friday from 8 to 9:15 a.m.
- The parade is expected to last from 11 a.m. until 1:30 p.m.

Express the times *noon* and *midnight* only in words, unless you use them with other times expressed in figures.

- Lunch is served at noon.
- Lunch is served between 12 noon and 1 p.m.

Numbers

For numbers *11* and above, use a numeral.

- Katie has ten days to complete her assignments.
- Erika has 11 days to complete her assignments.

Exception: Spell out any number at the beginning of a sentence.

- Eleven students play the violin.

Another exception: When two numbers appear together and one is a compound modifier, you usually should spell out the first one.

- fifty 10-page booklets
- sixty \$5 bills

When two numbers come together in a sentence and both are expressed in numerals or both are spelled out, separate them with a comma.

- On February 17, 148 schools celebrated PTA Founders Day.

When numbers above and below *ten* occur in the same sentence, put all of them in numerals.

- Our school has 1 rabbit, 3 guinea pigs, and 12 dwarf hamsters.

Do not use numerals in any subsequent sentences unless they also contain a number above *ten*.

- Our school has 1 rabbit, 3 guinea pigs, and 12 dwarf hamsters. Students especially like the three guinea pigs.

Spell out the word *percent* unless you are presenting data in a table or chart.

- This job is 80 percent sedentary.
- Six percent mortgage rates are available.

Use numerals for fractions except at the beginning of a sentence.

- The play lasted 2 1/2 hours.
- The string was 4 1/2 inches long.
- One and a half [or one and one-half] inches of rain fell.

Apostrophes

When you refer to the district in the possessive form, add an apostrophe and an *s*.

- The Jefferson County Public School District's teachers are well qualified.

To form the possessive of a noun that ends in *s*, add just an apostrophe at the end of the word unless the word is part of an official name or title that does not include one.

- Dr. Hargens' cabinet
- The Administrators' Retreat
- Grandparents' Conference
- Veterans Day

Italics vs. Quotation Marks

Italicize the titles of booklets, books, brochures, drawings, magazines, motion pictures, newsletters, newspapers, paintings, pamphlets, plays, long poems, ships, works of sculpture, software titles, videos, and radio and television programs.

Examples:

- *Student Support and Behavior Intervention Handbook*
- *The Belle of Louisville*
- *The Courier-Journal*
- *Mona Lisa*
- *Our Kids*
- *The Simpsons*

Use quotation marks around titles of magazine articles, chapters or sections of a book, short poems, short stories, songs, individual radio and television episodes, and workshop/conference themes. Examples:

- The theme of the professional-development workshop is “Lowering the Achievement Gap Among Minority Students.”
- The conference theme is “Helping All Students Reach Proficiency.”
- Did you read the “Features” section of the newspaper?
- Did you see the “Lisa’s Pony” episode of *The Simpsons*?
- My favorite song is “Blue Suede Shoes.”
- My favorite short story is “The Celebrated Jumping Frog of Calaveras County.”

Do not use quotation marks around names of programs or titles of institutes or conferences.

Examples:

- Advance Program
- Comprehensive Program
- Summer Institute
- Grandparents’ Conference

Usage

Common Mistakes

Some words seem to cause more problems than others. Here are notes on words and phrases that people often use incorrectly. This is a short list. A long list called Common Errors in English Usage is available on the web at <http://public.wsu.edu/~brians/errors/errors.html>.

a, an

When you’re deciding whether to use *a* or *an* before a word, consider the initial sound—not the initial letter—of the word that follows. Use *an* if the word begins with a vowel sound. Use *a* if the word begins with a consonant sound or a combined vowel and consonant sound.

Examples:

- an honor
- an hour
- an umbrella
- a house
- a unit
- a union
- a university

all right, alright

All right is the correct usage. *Alright* is not standard English.

assure, ensure, insure

Assure means “to give an individual confidence.” The object always must be a person.

- I assure you that I am an honest person.

Ensure means “to make certain.”

- Applying now will ensure her acceptance into the program.

Insure means “to guard against loss.”

- Would you like to insure your jewelry?

beside, besides

Beside means “by the side of.”

- I stood beside the building.

Besides means “in addition to.”

- Besides soup, we had sandwiches.

biannual, biennial

Biannual means “twice a year” and means the same as *semiannual*. *Biennial* means “every two years.”

biweekly, bimonthly

Because *biweekly* can mean “twice a week” or “every two weeks” and *bimonthly* can mean “twice a month” or “every two months,” you probably should use expressions such as *twice a week* or *every two months* instead of *biweekly* or *bimonthly*.

can, may, might

Can suggests mental or physical ability.

- Terri can sing beautifully.

May implies permission or sanction.

- Sarah may borrow my suitcase if she wishes.

The distinction between *can* and *may* is illustrated in this sentence: Debbie can swim, but her mother says that she may not.

May also expresses a wish (desire) or possibility.

- May you have a good rest tonight.

Might indicates a possibility too.

- All of the students might get perfect scores.

In this sense, *may* and *might* are somewhat interchangeable, but *may* suggests a slightly higher probability. If you say the students *may* get perfect scores, you’re a bit more optimistic than if you say they *might*.

complement, compliment

Complement means “to complete something or bring it to perfection.”

- The new textbook complements the class.

Compliment means “to praise something.”

- I want to compliment the new book.

continual, continuous

Continual chiefly means “recurring regularly.”

- I worked on the book continually for three years.

Continuous means “uninterrupted.”

- I worked on the book continuously for three hours.

fewer, less

In general, use *fewer* in reference to countable items.

- He has fewer students than I do.

Use *less* in reference to uncountable things.

- My students have less need for tutoring.

that, which

In general, you shouldn’t use a comma in front of *that*, but you should use a comma in front of *which*. Why? Because you use *that* when the phrase that follows it provides essential information. If you write *The book that I want to read is on the table*, the phrase following *that* provides essential information because it identifies the book you’re talking about—the one you want to read.

Use *which* when the phrase that follows it provides nonessential information. If you write *The book is on the table, which is made of oak*, the primary purpose of the sentence is to indicate where the book is located. The fact that the table is made of oak is just an extra thought.

unique

If something is unique, it is one of a kind. According to many grammarians, the most common mistake that people make with the word is saying that something is *very unique* or *more unique*. Something is either unique or it’s not. You wouldn’t say something is *very one of a kind*. And you probably shouldn’t be using *very* anyway (see the next entry).

very

Very is an overused adverb, so use it sparingly, or try using a stronger, unmodified word.

Examples:

Instead of	Try
very easy	simple or effortless
very difficult	complicated, complex, or demanding
very quiet	silent or hushed
very loud	deafening or earsplitting
very large	hefty, bulky, or huge
very small	minute, tiny, or petite
very strong	brawny, sturdy, or tough
very weak	feeble, frail, or puny
very good	excellent or superior
very bad	dreadful or awful

Using Plain Language

In *On Writing Well*, William Zinsser says the secret of good writing is “to strip every sentence to its cleanest components.” In other words, keep it simple and get to the point.

Consider this example:

It is our plan that this program be aligned with the core content in order to provide opportunities for students to be able to acquire the academic and technical skills that promote lifelong learning.

Here’s one way to strip the sentence:

This program will support core content so students can build the skills they need to keep learning throughout their lives.

Here are some more ways to strengthen your writing:

Use the active voice instead of the passive whenever possible.

Passive: The students were introduced to new science books.

Active: The teacher introduced the students to new science books.

Passive: A few mistakes were made.

Active: We made a few mistakes.

Use short, active verbs.

For example, use *name* instead of *designate* and *end* instead of *terminate*.

Use simpler words and phrases.

Instead of using *in view of the fact*, *in the majority of circumstances*, and *in reference to*, try *because*, *usually*, and *about*. More examples:

Instead of	Try
a number of	many
a minimum of	at least
additional	also, more, or other
afford an opportunity to . . .	let or permit
allow	let
assist	help, aid, or support
at the present time	now
attempt.	try
concerning.	about
discontinue	stop
due to the fact that.	because

eliminate	cut, drop, or end
finalize.	complete or finish
for the purpose of	for
in accordance with	by or under
in addition	also, too, or besides
in an effort to.	to
in conjunction with	with
in order that.	for
in order to	to
in the event that	if
in the near future	soon
indicate	show, stand for, or reveal
is considered to be.	is
located at.	at
majority of.	most
on the basis of.	based on
on a regular basis	regularly
prior to.	before
provided that.	if
similar to	like
therefore	so
until such time.	until
utilize.	use
with the exception of.	except

You can find many more suggestions for simplifying and clarifying your writing on the Plain Language website produced by the federal government (www.plainlanguage.gov).

Miscellaneous Usage Notes

These examples illustrate how to write various words and phrases:

- Academic Index
- Adult and Continuing Education
- Advance Program
- Advanced Placement classes
- African American (n.); African-American (adj.) literature
- arts education
- artwork
- at risk; at-risk (adj.) student
- audiovisual; JCPS Audiovisual Center
- before- and after-school care
- CARE for Kids
- childcare (n.); childcare (adj.) center
- cocurricular
- collegial
- Common Core State Standards
- community at large; community-at-large (adj.) group; communitywide

- core content; Core Content for Assessment
- countywide
- coursework
- coworker
- critical thinking (n.); critical-thinking (adj.) skills
- database
- daycare (n.); daycare (adj.) facility
- decision making (n.); decision-making (adj.) team
- districtwide
- dropout (n. or adj.); drop out (v.)
- Early Head Start
- email
- every day; everyday (adj.) clothes
- Every 1 Reads
- Exceptional Child Education (ECE)
- extracurricular
- fax
- field trip
- first-come, first-served basis; first-come basis
- folktale
- 4- to 5-year-olds
- 4-year-olds
- four to six weeks
- Free and Reduced-Price Meal Program
- full time (adv.); full-time (adj.) job
- fundraiser; fundraising
- General Educational Development (GED); General Educational Development certificate
- Georgia Chaffee Teenage Parent Program (TAPP)
- grade point average (GPA)
- grade six through grade twelve
- hands-on
- healthcare (n.); healthcare (adj.) plan
- homepage
- Intermediate Program; Intermediate teacher
- job sharing; job-sharing (adj.) program
- kindergarten (P1) through grade twelve; kindergarten through grade-twelve (adj.) teachers
- lifelong
- lifestyle
- long-term; short-term
- Louisville
- Louisville Metro Government
- low-income families
- make up (v.); make-up (adj.) days; makeup (n.)
- multiage
- multicultural
- nationwide
- number (The phrase *the number* is singular and takes the singular form of a verb—e.g., The number of students is debatable. *A number* is plural—e.g., A number of students are present.)
- ongoing
- online
- on task
- Open Enrollment Policy
- Optional Program
- pages 3–17; p. 5; pp. 5–20
- Parent Teacher Association (PTA); Parent Teacher Student Association (PTSA)
- Parent-Teacher Conference Day
- part time (adv.); part-time (adj.) job
- percent (Spell out *percent*; do not use the symbol unless you use it in a table or chart.)
- Performance Standards
- postsecondary; Kentucky Council on Postsecondary Education
- posttest (n.); posttest (adj.) activities
- prekindergarten (general reference); Prekindergarten Program (name of JCPS program)
- preregistration
- preschool; Preschool Program
- pretest
- prewriting
- Primary student; Primary Program; P1 (kindergarten); P2 (grade one); P3 (grade two); P4 (grade three)
- problem solving (n.); problem-solving (adj.) approach
- process-oriented
- professional development (not *in-service*); professional-development (adj.) session; professional-development credit, Professional-Development Day
- proved (v.); proven (adj.)
- Quick Recall; Quick Recall Team
- role-play (v.); role-playing (n.)
- School-Based Decision Making (SBDM); School-Based Decision Making Council
- schoolwide
- SMART Boards
- statewide
- three-week break
- timeline
- trimester
- tryouts (n.); try out (v.) for the team
- U.S. (adj.); United States (n.)

- videotape
- webpage
- website
- wide-ranging
- work area
- workday
- workers' compensation
- workforce
- workload
- work period
- workplace
- work sheet
- workshop
- work site
- workweek
- World Wide Web (or just *web*)
- ZIP Code

Abbreviations

Spell out the full name of a program or organization the first time you use it in a document. Put the abbreviation in parentheses after the name if the program or organization is known primarily by the abbreviation or if you will need to refer to the name again in the same document. Use only the abbreviation for the subsequent references.

Example:

Future Business Leaders of America (FBLA) clubs are available at several schools. FBLA students win many awards every year.

JCPS uses many abbreviations and acronyms. The following list spells out those used most often.

ABE

Adult Basic Education

ACCESS

Assessing Comprehension and Communication in English State-to-State

ACES

Alternative Certification Elementary and Secondary

ADA

Average Daily Attendance

AFSCME

American Federation of State, County, and Municipal Employees

ARC

Admissions and Release Committee

ASCD

Association for Supervision and Curriculum Development

ASVAB

Armed Services Vocational Aptitude Battery

AYP

Adequate Yearly Progress

BIP

Behavior Intervention Plan

B.O.O.K.S.

Books Ordered Online by Kids in School

CAC

Career Assessment Center

CAD

Computer-Assisted Drafting

CAP

Clothing Assistance Program

CARE

Credit Abuse Resistance Education

CASA

Computer Application Skills Assessment

CASCADE

Classroom Assessment System & Community Access Dashboard for Education

CCA

Core Content for Assessment

CDL

Commercial Driver's License

CEP

Child Enrichment Program

CES

Computer Education Support

CHAMPs

Conversation, Help, Activity, Movement, Participation

CLICK!

Creating Literacy In Computer Knowledge

CLSR

Center for Leadership in School Reform

CogAT

Cognitive Abilities Test

COVE

Career Opportunities through Vocational Education

CSH

Coordinated School Health

CSILE

Computer-Supported Intentional Learning Environment

CSIP

Comprehensive School Improvement Plan

CTBS/5

Comprehensive Test of Basic Skills, Fifth Edition

CTE

Career and Technical Education

DADS

Dads Are Doing Something

D.A.R.E.

Drug Abuse Resistance Education

DB

Deaf-Blindness

DD

Developmental Delay

DECA

Distributive Education Clubs of America

DRA

Developmental Reading Assessment

EBD

Emotional-Behavioral Disability

ECE

Exceptional Child Education

ELL

English Language Learner

EOC

End-of-Course (assessment)

ESL

English as a Second Language

ESS

Extended School Services

ExCEL

Excellence in Classroom and Educational Leadership

FAFSA

Free Application for Federal Student Aid

FBA

Functional Behavioral Assessment

FBLA

Future Business Leaders of America

FCCLA

Family, Career, and Community Leaders of America

FEA

Future Educators Association

FERPA

Family Educational Rights and Privacy Act

FMD

Functional Mental Disability

FMLA

Family Medical Leave Act

FRC

Family Resource Center

FRYSC

Family Resource and Youth Services Center

FSW

Family Social Worker

GED

General Educational Development

GLABSE

Greater Louisville Association of Black School Educators

GLCTM

Greater Louisville Council of Teachers of Mathematics

GLML

Greater Louisville Mathematics League

GPA

grade point average

HI

Hearing Impairment

HPSE

Health Promotion Schools of Excellence

HSE

Highly Skilled Educator

IDEA

Individuals with Disabilities Education Act

IEP

Individual Education Program

ILP

Individual Learning Plan

ILT

Instructional Leadership Team

ISAP

In-School Adjustment Program

ISSMA

Indiana State School Music Association

ITBS

Iowa Tests of Basic Skills

JCAESP

Jefferson County Association of Educational Support Personnel

JCAESP/AFSCME

Jefferson County Association of Educational Support Personnel/American Federation of State, County, and Municipal Employees

JCASA

Jefferson County Association of School Administrators

JCBE

Jefferson County Board of Education

JCPS

Jefferson County Public Schools

JCTA

Jefferson County Teachers Association

JROTC

Junior Reserve Officers Training Corps

KAHPERD

Kentucky Association for Health, Physical Education, Recreation, and Dance

KASBO

Kentucky Association of School Business Officials

KBE

Kentucky Board of Education

KCAS

Kentucky Core Academic Standards

KCCA

Kentucky Core Content for Assessment

KCCT

Kentucky Core Content Test

KCHIP

Kentucky Children's Health Insurance Program

KCPT

Kentucky Congress of Parents and Teachers

KDE

Kentucky Department of Education

KEES

Kentucky Educational Excellence Scholarship

KELP

Kentucky Elementary Learning Profile

KERA

Kentucky Education Reform Act

KETS

Kentucky Education Technology System

KHEAA

Kentucky Higher Education Assistance Authority

KHSAA

Kentucky High School Athletic Association

KMEA

Kentucky Music Educators Association

KPR

Kentucky Performance Report

K-PREP

Kentucky Performance Rating for Educational Progress

KSBA

Kentucky School Boards Association

K-TAP

Kentucky Transitional Assistance Program

KTIP

Kentucky Teacher Internship Program

LATTICE

Learning Algebra Through Technology, Investigation, & Cooperative Experiences

LEEP

Louisville Education and Employment Partnership

LEP

Limited English Proficiency

LYON

Louisville Youth Opportunity Network

MD

Multiple Disabilities

MMD

Mild Mental Disability

MSBA

Mid-States Band Association

MSDS

Material Safety Data Sheets

MST

Mathematics/Science/Technology

MTRP

Minority Teacher Recruitment Program

MTRP/FEA

Minority Teacher Recruitment Program/Future Educators Association

NBPTS

National Board for Professional Teaching Standards

NCLB

No Child Left Behind

NHS

National Honor Society

OHI

Other Health Impairment

OI

Orthopedic Impairment

PAS

Predictive Assessment Series

PBIS

Positive Behavior Interventions and Supports

PD

professional development

PDOHI

Physically Disabled and Other Health Impaired

PGES

Professional Growth and Effectiveness System

PLC

Professional Learning Community

Project S.M.A.R.T.

Project Science, Math, And the Right Technology

PTA

Parent Teacher Association

PTSA

Parent Teacher Student Association

RtI

Response to Intervention

SACS

Southern Association of Colleges and Schools

SAM

School Administration Manager

SBARC

School-Based Admissions and Release Committee

SBDM

School-Based Decision Making

S.E.A.L.

Summer Enrichment and Academic Learning Program

SEEK

Support Educational Excellence in Kentucky

SLD

Specific Learning Disability

SLI

Speech or Language Impairment

SPP&G

Student Progression, Promotion, and Grading

SRI

Scholastic Reading Inventory

SRO

School Resource Officer

SSC

Student Success Coach

SSI

Supplemental Security Income

STAMP

STANDards-based Measurement of Proficiency

STARS Club

Students Taking Academic Responsibility for Success (STARS Club Education Program), formerly the Robbie Valentine Sports Club

STC

School Technology Coordinator

STEM

Science, Technology, Engineering, and Mathematics

STEPS

Student Testing Evaluation and Performance Standards

STI

Software Technology Incorporated

STLP

Student Technology Leadership Program

STOP

Suspension/Truancy Off-site Program

TANF

Temporary Assistance for Needy Families

TAPP

Teenage Parent Program

TBI

Traumatic Brain Injury

TRS Kentucky

Teachers' Retirement System Kentucky

U.S.

United States (Don't use *US*.)

VI

Visual Impairment

VICA

Vocational Industrial Clubs of America

VTC

Volunteer Talent Center

WiSE

Women in Science and Engineering

YSC

Youth Services Center

Email

People expect email to be more informal than other types of writing, but you should avoid unconventional usages, such as writing in all uppercase or all lowercase letters. Unconventional usage lowers readability.

In addition, keep in mind that *informal* does not mean “unclear,” “inaccurate,” or “full of spelling and grammar errors.”

The Elements of E-Mail Style by David Angell and Brent Heslop offers many other suggestions on how to write and manage email. Here’s a sampling.

- Avoid email if you think the recipient may misunderstand your message.
- Avoid email if your message is confidential or controversial.
- Make sure your messages are not inflammatory or insensitive.
 - Calm down before you respond to someone who sent an inflammatory or insensitive message to you.
 - If you write a response immediately, file it in the draft folder for a few hours or a full day before you send it.
 - Never use abusive or obscene language.
- **Check email often.** If you don’t, you aren’t taking advantage of the speed email has over regular mail.
- **Never give anyone your email username or password.**
- **Respect email confidentiality.**
 - Don’t read printed email messages waiting to be picked up from a printer.
 - Ask for permission before forwarding, inserting, or posting someone else’s message.

Electronic Communication Privacy Act

The 1986 Electronic Communication Privacy Act (ECPA) prohibits telephone and data line taps with two exceptions: law-enforcement agencies and employers. This act considers email to be the property of the organization that pays for the email system.

Internet Terms

If you’re trying to find the meaning of a word that isn’t included in the following list, try *Webopedia* (www.webopedia.com), an online dictionary of computer- and Internet-related terms.

bookmark

You use a bookmark to mark an electronic document, such as a webpage, so you can retrieve it later. Most web browsers support a bookmark feature that lets you save the address (URL) of a webpage.

browser

A browser is a program that allows users to read pages on the World Wide Web and to navigate among them. Popular browsers include Microsoft Internet Explorer, Firefox, Chrome, and Safari.

cyberspace

Cyberspace is a term for the electronic realm of the Internet.

domain name

A domain name is the name of a host computer on a network.

DSL

Digital Subscriber Line (DSL) is a telecommunications connection that allows fast Internet access.

email

Email is a message sent via an electronic network.

Favorites

Favorites is the name for the bookmark feature in some web browsers.

homepage

The main screen of an organization’s website, a homepage often functions similarly to a table of contents.

Global Address Book

The Global Address Book is the main address book for Microsoft Exchange and Microsoft Outlook. All registered email users on the network are listed in the Global Address Book.

HTML

Hypertext Markup Language (HTML) is the authoring language used to create documents on the World Wide Web.

HTTP

Hypertext Transfer Protocol (HTTP) is a set of rules that defines how messages are formatted and transmitted on the Internet.

hyperlink or hypertext link

A hyperlink is a link on a webpage or other electronic document that leads to another document.

ISP

An Internet Service Provider (ISP) is a company that provides Internet accounts.

JPEG or JPG

Pronounced “jay-peg,” JPEG is an image compression format commonly used on the Internet. Best suited for photographs, JPEG stands for Joint Photographic Experts Group.

link

The term *link* is short for *hyperlink*.

listserv

A listserv is an automatic mailing-list server.

modem

A modem is a device that lets a computer communicate with other computers via telephone lines.

MPEG

The term *MPEG* refers to the family of digital video compression standards and video file formats developed by the Motion Picture Experts Group.

PDF

Portable Document Format (PDF) is a format created by Adobe that allows any user to read a document via a free viewer. People often post PDF files on webpages because the files look like the original print versions of documents.

post

Post means “to send a message” or “to upload a file or message.”

server

A server is the computer or software on which network information is stored.

URL

A Uniform Resource Locator (URL) is the Internet address that tells a browser where to find a webpage. The URL for the JCPS homepage is <https://www.jefferson.kyschools.us>.

webpage

A webpage is a single document on the World Wide Web. A unique URL identifies each webpage.

website

A website can consist of a single webpage, but a site usually is a group of related pages that form a collection of information.

World Wide Web

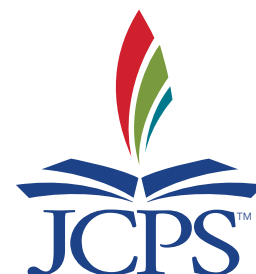
The World Wide Web (or just *the web*) is a system of Internet servers that support documents formatted in HTML.

Using the JCPS Logo

For details on using the JCPS logo and [logo standards](#), visit the [JCPS website](#).

These guidelines apply not only to documents, webpages, and PowerPoint presentations but also to printing on tote bags, coffee mugs, T-shirts, or any other item.

Individual department logos are not allowed. We are all part of JCPS. The only exception to this rule is a logo for a program or initiative that is a partnership with an outside organization.



Developing Printed Publications—brochures, booklets, newsletters, etc.

Who to Call?

For information on editing, graphic design, and printing services provided through the Materials Production Department, call **485-3330**.

For answers to questions about grammar, punctuation, or editing your text to reflect district standards, call the Materials Production Editing staff at **485-3330**.

Publication Requirements

If you are developing a document that will be viewed by the public (parents, community members, students), the following elements are required to be included in your design:

- *Jefferson County Public Schools*—the name of the district should appear as the first line of type on the front of your document.
- The JCPS logo must appear on the document, preferably on the front.
- EEO statement—*Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities*—should be placed on the back or at the end of your document.
- The web address—*www.jefferson.kyschools.us*—must be placed on the document.

Copyright Guide

From the photos you publish in brochures to the contracts you have with speakers, copyright laws are a concern in every phase of event and publication planning.

When you are planning a print or electronic publication, remember that **you are not allowed to use copyrighted materials—or any part of them—unless the author or the publisher who holds the copyright grants you permission.**

Copyrighted materials include the following:

- artwork
- books
- brochures

- guides
- illustrations
- Internet material
- magazine and newspaper articles
- photographs
- software
- websites

Music also is protected by copyright. You cannot use a song as background music for a video, PowerPoint presentation, webpage, or any other medium without permission from the copyright holder.

A permission form that you can send to a copyright holder is available on the next page. The form is also available from the JCPS Materials Production Department and on the department's website.

After you obtain permission from the copyright holder, fax the form to the Materials Production Department (485-3705). Failure to comply with this requirement could delay publication of your materials.

Ask speakers at your school or office to sign explicit agreements that protect you from claims by copyright holders that the speakers used material without permission. Speaker agreements also should ensure that you have the right to record and replay the presentation or reproduce handouts. Remember to include language that allows you to reproduce the presentation materials in any form.

Using Original Photographs

To use an original photograph of students in your material, you must obtain a signed Photo Release Form from the parent of each person in the picture. If a photographer is taking photos that will be used in a district publication, be sure to tell the photographer if someone in a photo does not have a signed release form.

Request for Permission to Use Copyrighted Materials

Title of Book/Periodical/Journal: _____

Full Name of Author(s) or Editor(s): _____

If a Book, Copyright Date: _____

If a Periodical, Volume: _____ Number: _____ Publication Date: _____

Copyright Held by: _____
Publisher

Publisher's Address: _____

ISBN (books only): _____

ISSN (journals/periodicals only): _____

Clear description of material to be used (beginning word/page to ending word/page)

Proposed Usage

Tentative Title of Work: _____

Requested by: _____ Date of Request: _____

Requester's Address: _____

Requester's Daytime Telephone No.: _____ Fax No.: _____

To Be Published by: The Jefferson County (Kentucky) Public Schools (nonprofit)

Estimated Publication Date: _____

Initial Press Run: _____ Approximate Number of Pages: _____

Format: Printed _____ Electronic _____ Both _____

For Copyright Holder's Use Only	
Usage Approved by: _____	Title: _____
Company: _____	Date: _____
Credit must be given as follows (or as attached): _____	
Fee Waived: _____	Fee: _____

Return copy of completed form to requestor and to:

Editor/Proofreader Supervisor

Jefferson County Public Schools • Materials Production Department • C. B. Young, Jr., Service Center, Bldg. 4
3001 Crittenden Drive • Louisville, KY 40209-1104



Photo/Videotape Release Form

Please print.

Student's Name: _____

School: _____ Grade: _____

Parent/Guardian: _____

Address: _____ Zip: _____

Telephone Number: _____

I, _____, parent or guardian of _____, do hereby give and grant unto the Jefferson County Public Schools permission to use my child's full name, photograph, and/or videotaped image in publications, video productions, and/or JCPS Internet Web site. I do further certify that I am of full legal capacity to execute the foregoing authorization and release.

Signature of Parent/Guardian: _____

Witness: _____ Date: _____

Photographer's Notes:

Story Slug: _____

Description of student, clothing, etc. _____



Document Samples

Letter Style

Use the block style for letters from JCPS schools and offices. Make sure the date, the inside address, the salutation, the body, and the closing are all flush left, set in Times font. The left and right margins on letters should be set at 3/4" or 1" to look best on JCPS letterhead.

Other guidelines are as follows:

- Use colons, not commas, after salutations. (However, commas are acceptable for informal, personal letters using only first names.)

- Use the word *attachment* for memos.
- Use the word *enclosure* for letters.
- Use *c* instead of *cc* for copy.
- Use the nine-digit ZIP Code, e.g., 40232-4020. (You can look up ZIP Codes on the United States Postal Service website at <http://zip4.usps.com/zip4/welcome.jsp>.)
- All schools and departments are required to use JCPS letterhead for official correspondence.

Sample Letter

Note: The body of the letter should be centered on the page.

4 CRs below the letterhead

November 11, 2017

4 CRs

Ms. Larissa O'Neil, Director
Sooner Office Temporaries Inc.
One Williams Center
Tulsa, OK 74172-4280

DS

Dear Ms. O'Neil:

DS

This letter is arranged in the block format, a popular format for both business and personal letters.

DS

People like the format because it does not require tab settings or indenting. Block style is efficient, and it avoids errors that occur in other formats.

DS

Sincerely yours,

4 CRs

Jeffrey T. Bellamah, Director
Work Simplification Unit

DS

JTB:kc

DS

Enclosure

DS

c Lydia Stern

Sample Interoffice Memo

TO: JANE Q. EMPLOYEE

DS

FROM: I.M. SUPERVISOR

DS

SUBJECT: FORMAT OF MEMO

DS

DATE: CURRENT DATE

DS

Each year, employees of our district write hundreds of memos explaining various programs and procedures in our schools. It is important that all memos clearly communicate the intended message.

It is equally important that all memos follow the standards explained in *JCPS Communication Guidelines*.

Sample Board Report

Recognition of Fern Creek High School Female Marine Corps Junior Reserve Officers Training Corps (MCJROTC)

Recommend Motion

Superintendent Donna Hargens recommends that the Board of Education recognize the Fern Creek MCJROTC Drill Team for winning the 2012 National High School Drill Team Championship (NHSDTC).

Rationale

The Fern Creek High School Lady Leathernecks team won its thirteenth consecutive national championship title. The national championship was held in Daytona Beach, Florida, on May 5 through May 7.

The NHSDTC is highly recognized as the world's most premiere JROTC drill competition. The NHSDTC includes two levels of competition—Challenge and Masters. The teams are judged on presentation, precision, and execution of the drills.

Master Gunnery Sergeant Frank Herbert and Lieutenant Colonel Roger Angel are the drill instructors for the Fern Creek High School MCJROTC program.

Submitted by: Allison Gardner Martin