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# Design and Style Guide

Developed by the Multnomah Education Service District  
Office of Strategic Engagement November 2018

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## **Acknowledgements**

This guide was reviewed and edited by: Julie Conroy, Anna Dinwiddie, Elana Emlen, Clay Kelleher, Teresa Lay, Kirstin McGrew, Wendy Mendez, Leanne Mixa-Bettin, Penny Plavala, Annette Sims, and Marcia Spradlin.

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# Design and Style Guide

## Why have a District Design and Style Guide?

This design and style guide applies to Multnomah Education Service District's public and external communications where **district branding** is used. A design and style guide is a set of standards and rules for the design and writing of documents, websites, signage, and any other communication. A design and style guide helps create uniform standards to establish MESD's branding in everyone's eyes.

### Why Are Standards Important?

Standards help to ensure uniformity in style and formatting so that the MESD branding is readily identifiable and not diluted. Style guides help maintain a consistent look so that the community and employees can immediately associate the brand and communication with whomever produced them.

### School, Program, and Department Design and Style Guides

Individual schools, programs, and departments may have their own brand guidelines which should be consulted and followed for school, program or department focused publications. The District Design and Style Guides may be used in the absence of school, program, and department guidelines.

## What's in this Guide?

The following pages will provide you with information on:

### District Identity and Style

- Logo usage
- Preferred fonts
- Primary and complementary (accent) colors
- Photography
- Design considerations
- Templates

### Editorial Style

- Abbreviations
- Capitalization
- Lists
- Names and titles
- Numbers
- Punctuation
- Word usage

### Getting Ready for Publication

- Planning
- Timing
- Preparing copy
- Communications development process

# Design and Style Guide

## Logo Usage

The MESD logos can be found in the appendix, and are available for download on the MESD website:

<http://www.mesd.k12.or.us/logo>

Proper and aesthetic use of the logo is very important in establishing MESD brand identity and maintaining a harmonious and clean look of the logo and your document. Avoid creating and using logo variations. Logo variations dilute brand recognition.

## Tagline

MESD's logo may be used with or without the tagline. The current tagline is "**We Support All Students to Achieve Excellence.**" The tagline should not be used with the logo if it appears too small to read adequately or if it cramps the logo. To maintain the stylized appearance of the logo and readability of the tagline, use the tagline as a separate line nearby. Also, only the tagline should be translated to another language, not the district name.

## Color & Size

Use the reverse logo against a solid background color. Size the logo so that there is enough contrast to show the logo clearly against the background color.

Size the logo so that it is large enough to be clearly visible and the tagline is clearly readable. Depending on print quality, parts of the logo may disappear on the printed document as the color may wash out.

Be sure that the logo's proportions remain the same when resized. To do this "grab" a corner of the graphic box and press "shift" when resizing. Do not stretch or skew the logo as it distorts the image.

Be sure to size the logo so that it is aesthetically proportionate to the other elements on the page, has enough space around it, and is readable.

## Font Usage:

Consistent use of fonts also upholds MESD's brand identity. This especially applies to long passages of text in standard communications such as reports and brochures. Flyers, posters and other quick attention-getting documents, where more creativity is desired and expected, have much more leeway in the use of fonts.

Keep your fonts to two font families, and use different font weights or styles within those families to provide variety. This will help to keep your work product readable and harmonious.

The following font families have been selected as district standards because they are widely available to all users both across PC and Mac platforms.

## Sans-serif Fonts

Sans-serif, or "without line," means that the font does not have projecting features at the end of each letter stroke and usually has a fairly uniform stroke width. Sans-serif fonts are typically used as headlines and subheads versus body text in printed documents.

## Design and Style Guide

Although they may be used in body text, long passages of sans-serif text can be more difficult to read without having the serifs to assist the eye flowing across and down the text. Websites typically use sans-serif fonts because the serifs do not always render well on displays.

The **Arial** font family, with its different weights, is the District’s sans-serif standard and appropriate for headings.

### Serif Fonts

Serif fonts have projecting features or lines at the end of each letter stroke that help lead the eye to the next letters and lines. Stroke widths may vary from thick to thin. These are best for long passages of text. Serif fonts also may be used as headlines and subheads. In general, serif fonts should be sized between 10 and 12 points for best readability in long passages of text.

The **Times New Roman** family is the District’s serif font family standard and appropriate for paragraphs.

Whether you use a sans-serif or serif font for a headline is generally a matter of personal or artistic choice. However, readability is a primary consideration for long text passages.

For most people, maintaining the flow of the eyes through long passages, especially more than two paragraphs, is more difficult with the sans-serif text, even though it is the same font size and spacing as the serif text. The serifs help reduce eye fatigue in reading long passages.

### Decorative Fonts & Leading

Decorative fonts can be unique and lovely, but they are not intended for more than one or two words. They are great for treating the eye to some accent pieces, but can be very difficult to read if used for longer text.

Leading (pronounced “ledding”), is the amount of space, or “leads”, between the lines of text as measured between the baselines of the font. In standard word processing applications, this is typically referred to as “line spacing” and defined as single-spaced or multiple-spaced lines. Line spacing of 1.15 is the default for Word documents, and is easy to read and looks good. Desktop publishers and graphic artists will use “points,” or 1/72 of an inch to define their leading.

As a general rule, you will want to use at least single-spacing or leading that is two or more points larger than the type size for longer passages of text. The amount of leading actually used will depend on a combination of the type size and baseline, passage length, desired readability, artistic effect, etc.

**Arial** **Arial** *Arial*

**Times New Roman**

**Times New Roman**

*Times New Roman*

# Design and Style Guide

## Color Usage

If colors are used in documents, the standard colors for the district include primary and complementary (accent) colors. Main design elements such as covers, headlines and subheads should stick to the primary color palette. Primary tints and complementary colors may be used to provide accents for differentiation, or as they fit within a cohesive, harmonious design.

Formulas for each design are defined in CMYK (print), RGB and Hex (displays) below. Note that colors may render slightly differently from actual colors on displays as well as between different displays. For printed documents, use Pantone or CMYK formulas to define colors if possible—this helps to ensure the closest and most consistent rendering of the actual colors.

## Primary MESD colors

- **Logo**

Dark Blue

Pantone: 3145

CMYK: C98 M17 Y0 K34

RGB: R4 G139 B168

Hex: #048BA8

Light Blue

Pantone: 3145 w / 50% screen

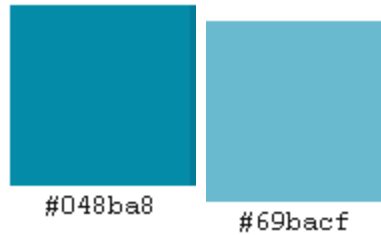
CMYK: C49 M10 Y0 K19

RGB: R105 G186 B207

Hex: #69BACF

- **Main headlines:**

Use the “dark blue” values from the logo.





### Photography - Getting the Right Photos

A photo plan is a helpful reference tool to ensure that purpose of taking the photos is fulfilled. It is especially important for large events. A sample photo plan can be found in Appendix C as well as on the MESD Style Guide webpage. A link to the webpage is on the drop down menu under “Staff.”

A good plan will answer the questions:

- “Who is my audience – who do I hope will look at these photos?”
- “What actions or thoughts do I hope these photos will inspire?”
- “Where will I publish these photos – social media, printed materials, press releases?”

Once you’ve answered these questions, you can write out a list of key images that will be most important to your audience, align with the actions or thoughts you hope to inspire, and are appropriate for the type of publication you’ve chosen. Voila—you’ve created a photography plan.

Take your photography plan with you to your event and check it a few times to make sure you are getting the images you wanted. For large events like family fun nights, Milestones and the Wellness Summit it is very helpful to enlist additional photographers or videographers to cover the event and to provide them with a copy of your plan. A sample plan from the 2016 Wellness Event is in the appendix (courtesy of Suzanne Briggs).

### The Nuts and Bolts of Photography

Many factors determine the quality of photos including sharpness, contrast, exposure, and resolution. The quality of photos needed depends on the ultimate size of the photo and how the final document will be produced. This is where the starting resolution is particularly important.

Always start with the best quality photos that you need for your project; even photo editing can only do so much with poor quality images. You can always downsize a photo for your needs.

Make sure that you have permission and rights to use any image from the web and you can download the file with the appropriate resolution needed for final artwork.

### Photo Quality – Pixels

All photos are made up of pixels, short for picture elements, or the small “dots” of color that combine to create the image. Photos with high numbers of pixels will have better resolution. Photos for online display will not require as high a resolution as photos for work that will be output to a high-quality printer. A screen grab at 72 pixels per inch (ppi) looks just fine online but will look blurry or “pixelated” if enlarged and printed to paper. For photos printed to paper at least 200 ppi may be required for the best quality output.

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For example, a 4x6-inch photo at 300 ppi will have 1200x1800 pixels (2 Mp). If blown up to twice the size, the effective resolution becomes halved to 150 ppi as the number of pixels will not change, but blurring occurs because the pixels will be spread out more across a larger area. A high-quality camera can typically produce at least a 2592x3872-pixel (10 Mp) photo. For a 4x6-inch image this is over 600 ppi. These high-resolution photos are more suitable for large printed posters.

### Composition and Contrast

Do your photos grab the viewer's eye? Do they "tell" a story? The best photos not only draw in the viewer, they also hold the viewer's interest and attention beyond a cursory scan. They have a primary subject, and some context for quickly understanding what is happening within the photo. They connect with the viewer and somehow move them with emotion such as pride, joy, sadness, love, anger, or just simply curiosity. Candid and closely cropped shots usually achieve more of these goals than the typical staged group or posed individual shots. This is not to say that these images do not have their purpose but they do not usually trigger the same connections with your viewers. You want to draw them into your story, not keep them at arm's length as mere observers.

### Large Group Shots

Although the tendency is to try to get every participant into a staged frontal shot to promote the group or its activity, it is important to ask if this kind of photo provides context and the story you want to tell. Does a different angle give the viewer more context and perspective about what the group is doing? Also, with group shots, if the goal is to showcase all the participants, is your final image size going to be large enough to allow the viewer to discern all the faces in the group?

### Effects of Cropping

Cropping a photo to bring attention to a more specific targeted part of an image will encourage the viewer to scan the photo further to get more of the story. How much to crop a photo depends on the story you want to tell, how deeply you want to draw in your viewer to the story and the people or things that are part of it, and whether the quality and resolution will allow good enlargement.

### Grabbing the Viewer's Attention

There are not clear or easy paths to good photography beyond practice and gaining a discerning eye. Most of the time, it comes down to artistic and personal preferences. Regardless, your goal is to grab the viewer's attention and interest. Start off with an attention-getting image that fits your document's purpose and the story you want to tell.

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### **Photos of Students** School-Specific Policies

#### Arata, Burlingame, Knott & Four Creeks

These sites have adopted an “opt-out” policy for students. Check with the Principal (see appendix) **before** taking photos to confirm which students have opted out of photos.

#### Wheatley School

This site has adopted an “opt-out” policy for students. Check with the Principal (see appendix) **before** taking photos to confirm which students have opted out of photos.

#### Helensview School

This site has adopted an “opt-out” policy for students. Check with the Principal (see appendix) **before** taking photos to confirm which students have opted out of photos.

#### Wynne Watts

Permission must be obtained from school administrators (see appendix) **before** taking, sharing and publishing and photos, videography, and recording of students or activities in these facilities.

#### Donald E. Long, Three Lakes, Riverside, Inverness and Ocean Dunes

These sites are all governed by justice and corrections safety and security regulations. Permission must be obtained from school administrators (see appendix) **before** taking and photos, videography, and recording of students, OYA employees or activities in these facilities. Permission must be obtained from school administrators and the MESD PIO (see appendix) **before** publishing or sharing any photos, videography and recordings of students or activities in these facilities.

#### Hospital Programs

The classroom sites at hospitals are all governed by hospital confidentiality, safety and security regulations. Special care must be taken in cooperation with the hospital public relations staff to ensure appropriate permissions are in place. Permission must be obtained from the VP of Hospital Programs (see appendix) **before** taking any photos, videography, and recording of patients, visitors, parents, former patients, hospital employees and activities in these hospitals. Permission must be obtained from the MESD PIO (see appendix) **before** publishing or sharing any photos, videography, and recording of patients, visitors, parents, former patients, hospital employees and activities in these hospitals.

# Design and Style Guide

## Document Layout

Considering the combinations of layout, color, graphics, and negative or “white” space (areas that do not contain any graphics or text), there are infinite choices for designing your documents. Your goal is to find the combination of these elements that:

- Produces an attractive, cohesive, balanced design;
- Is pleasant to look at; and
- Provides readability.

Following are some options to consider in determining the best layout for your document:

### Cohesion and Composition

Whatever your creative style, be sure your design elements reflect the purpose and message of your document and the audience you are reaching. Graphics, including colors, images, info-graphics or illustrations should match the tenor of the message and text. If documents are part of the marketing for a program and initiative, you will want to have uniformity across all the documents with a consistent layout, graphics, messaging, and writing style.

### Basic Layout

Placement of graphics and text elements should be balanced with negative space. Cramming too many elements together makes your document more difficult to look at and read. In most cases, less is more, especially where text is concerned. Avoid the tendency to include every bit of text in promotional publications; instead, invite the

readers to contact you for more detailed information. In longer reports, consider breaking up text into callouts or text boxes to highlight key quotes or points, or by adding graphics. Balancing large and small elements can create a more interesting look.

For facing pages, pages that are adjacent to each other in a double-sided, multiple-page document, you will also want to balance elements across both pages.

### Required Elements

Always place the MESD logo (with or without tagline) on your primary page(s). Primary pages are: a one-page document; at least the first page of a multiple-page document; and the cover (front and back) pages and inside the title page of a booklet. Your department or school name, address and telephone number and website address should also be listed on one of these pages. For longer documents, the title of the document and page number are nice to have as headers or footers on the inside pages to allow the reader to keep track.

### Number of Columns

Columns are the basis of an orderly grid for placing text and graphics on a page. This order not only provides harmony, but it is easier to implement and follow than documents without a grid. Graphic elements also can run across multiple columns for some variety, but text and graphics should be aligned proportionately within your columns and grid.

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How many columns do you need? That depends on your document and page size—one column is fine for short text, in brochure panels or when using large photos or graphics. Additional columns help break up longer text in multi-page documents to make them more readable and provide more flexible layout for your other elements. Maintain balance and cohesion so the reader's eye follows along the intended flow of your design.

### Use of Color

Think first about whether your document truly needs color. Perhaps you only need color for the cover pages. Grayscale documents (printed with only black in varying shades or tints) can be just as well-designed and eye-catching as color documents and are much less expensive to print. Contrast, using graphics as well as negative space, will be the primary consideration with grayscale documents.

Be judicious with your use of color. Too much can be a jumble; many designs can be effective with one color or combining it with black. If you design in color and end up printing in grayscale, do test-prints to see how the colors translate to grayscale. Sometimes colors will print too light, wash out, or not seem to print at all in grayscale.

### Margins

Margins are an important design consideration, especially for documents where bindings cut into the margin, such as stapled reports and spiral-bound booklets. Be sure to set your margins to allow for needed binding space.

### Text Wraps

Wraps are placed around images for text to flow around rather than the text going over or behind the image, with enough white space to help offset the text from the image. Most of the time, these wraps are uniformly rectangular around the images. For images with no (or transparent) backgrounds, you will want to consider applying wraps that outline the actual edges of the image. Used appropriately, these outlined wraps provide a more interesting layout than if the text flowed around a rectangular block.

### Flyers and Posters

Flyers and posters are considered one-page advertisements that provide the most opportunity for creativity and variety of layouts. If they are part of the marketing for a program or initiative, be sure they are consistent with each other and with the other documents being produced for that campaign. Text is kept to a minimum; exceptions are flyers or posters intended to pass on critical information about a particular topic.

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### Cover Pages

At minimum, the front cover should have the MESD logo, title of the report, and publication date (month and year). A subtitle may also be useful. The back cover should have the authoring department or school's contact information.

### MESD Correspondence Templates

MESD templates for official correspondence, including letters, reports and memos are available under the "Staff" tab on the MESD website.

### Brochures

Brochures can come in various sizes and folds. Letter and other sizes of paper typically can be folded in half (bi-fold, two panels on each side) or in thirds (trifold, three panels on each side). Larger sizes have more flexibility with folds and layouts.

Depending on artistic and production goals, you can deviate from the traditional folds, but know that these may create more difficulty or require some customization in print production.

The front panel of the brochure should have the MESD logo and brochure title. The back panel should have the publication date (month and year) and the authoring department or school's contact information.

Template files in Word formats can be found on the MESD Style Guide webpage as they are available. A link to the webpage is on the drop down menu under "Staff."

# Design and Style Guide

## Editorial Style

Consistent design also includes consistent style of writing and usage. For MESD publications, we have generally adopted the Associated Press style, the gold standard for news and public relations writing. AP style is different from academic writing styles such as MLA and APA, in many respects. Primarily, AP style provides the principles for a concise, journalistic versus research-based approach, with universal guidelines for grammar, spelling, punctuation, language usage, etc.

General articles are conveyed in a top-down style, where the main points of a story are first, with substantiating details in subsequent paragraphs. This contrasts with the typical academic paper that uses a structure of an introduction, supporting paragraphs and conclusion. Articles are written to immediately convey the “who, what, when, where, and how” in the first paragraph; if this is all the reader sees, they still get the gist of the story.

The target audience is usually the non-academic public that is diverse in demographics, educational level and interests, and who may not read beyond the first paragraph.

MESD marketing and promotional materials continue to use AP style within the generally informative or persuasive writing methods. Following are the top ten style elements that need to be used consistently in MESD publications. For more information on AP writing style, visit [www.apstylebook.com](http://www.apstylebook.com).

## Top Ten Style Points

Note: Italics are only used to distinguish the examples used; italics are not typically used in AP style. Italics, like symbols or special characters, do not always transmit correctly on all computer systems.

### Space After a Period

Use only one space after a period. With modern typography, there is no longer a need to have two spaces after a period to separate sentences. In fact, two spaces can interrupt the visual flow between sentences.

### Commas & Semicolons

Unlike other styles' rules, commas are not placed before a conjunction in a simple series: *Big Bird, Elmo, Bert and Ernie*

Use semicolons instead of commas for more complex or where commas are already used in items within the series: *Also attending were John Smith, the representative from the gym; Judy Jones, the central administrator; and Nancy Johnson, the site director.*

### Numbers

In general, numbers under 10 are spelled out: *one, two and three*. Always spell out numbers used at the beginning of a sentence. Within a sentence, use Arabic numerals for numbers 10 and over. Exceptions are dimensions, ages and percentages (use numerals only). *There were 42 children at the play, comprising 5 percent of the total audience. Twenty-three students were under 8 years old.*

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### Apostrophes

Be sure to distinguish between apostrophes used for plurals and those for possessives. For plural nouns, do not use an apostrophe or use plurals incorrectly: *All the girls have books. Puppies are cute.*

- For singular nouns, use the 's to indicate possession. *The tall girl's book; the puppy's food*
- For plural nouns ending in an s, add only an apostrophe: *The girls' books; the puppies' food*
- Do not use 's for plurals of numbers, or multiple letter combinations: *The 2000s; ABCs*

### Dates

Dates are written in a specific format: Do not use st, nd, rd or th with days in dates. Use Arabic numerals for days. *July 4, 1776*

A comma is not needed when using just the month and year. Months are abbreviated when used with a day, except for March, April, May, June and July: *July 2013; Dec. 2014*

Use an apostrophe only in front of an abbreviated decade: *The 1980s; the '80s*  
Omit a comma following a date that includes a year in the middle of a sentence: *July 4, 2017 will be a Tuesday*

### Times

Use a colon to separate minutes, but do not use minutes for an exact hour of time. Use noon or midnight for those specific times.

Use periods for a.m. and p.m. When referring to a time span, use a dash between the times: *2:30 a.m.; 2 p.m.; 2-5 p.m.; 10 a.m.-2 p.m.*

### Acronyms

On first use of a term in the body text, spell out each of the words; subsequent uses can utilize the acronym. Acronyms are not spelled out in headlines. For example: *Science, technology, engineering and mathematics programs are growing in the district. After school STEM activities are especially popular.*

Note that STEM does not appear in parenthesis after the first spelled-out reference. There is no need to add acronyms in parenthesis after the term if the acronym is not going to be used later in the article. Certain abbreviations or acronyms are common enough to be used on first reference and not to be spelled out first. CIA and FBI are examples of this type. Ask yourself: would a senior citizen, your co-worker and a child all know the term? If so, go ahead and use it. If in doubt, spell out the term in the first reference, then use the acronym in following references.

### Names

First and last names are used when first mentioning a person in an article. For subsequent references, only the last name is used, without courtesy or personal titles. Only use titles or first names in subsequent references when they are needed to distinguish persons with the same last name. *John Smith went to his first baseball game*



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*last night. Smith caught the winning home run ball in the stands. Judy and George Jones sat next to Smith, who gallantly gave the ball to Mrs. Jones as her memento for the evening.*

### Capitalization: Personal Titles

Generally, capitalize formal titles when they appear before a person's name, but use lower case titles if they are informal, appear without a person's name or are set off before a name by commas. Also, use lowercase adjectives that designate the status of a title. If a title is long, place it after the person's name, or set it off with commas before the person's name. *President Obama; Sen. Wyden; Jeff Merkley, a senator from Oregon; the senior senator from Oregon, Ron Wyden; former President George W. Bush; Homeland Security Secretary Jeh Johnson; Jeh Johnson, the secretary of homeland security.*

### Quotation Marks

Headlines use only single quotes; body text uses double quotes (except for quoted text within another quotation, in which case you would use single quotes).

Use quotation marks around people's actual statements; titles for books, plays, movies and other works of art (but not magazines or newspapers); and certain descriptive terms. *"Gone with the Wind", "Star Wars", but not The Oregonian newspaper.*

Place punctuation within quotation marks for quoted text at the end of a sentence. *She likes her salsa "as spicy as possible."*

### Pronouns

MESD will respect and use the pronoun preferred by the party referenced in publications, which may include he, she, they, ze etc. For unknown pronouns, use of the singular "they" is acceptable.

### Email Signatures

Include your name, title, program, school or department and contact information as a permanent signature in your emails. You may use black text or one of the two MESD blue colors for your signature.

Avoid including graphics such as the MESD logo in your email signature as they are frequently screened out by spam filters which will cause your email to go into the intended recipient's junk mailbox instead of their inbox.

To do this, go to Google, Settings. In Settings choose "Signature" and fill in the appropriate information.

### Sample Email Signatures

#### Joe Smith

Teacher, Sample School

Multnomah Education Service District  
1234 N School Street, Portland, Oregon  
Desk: 503.123.4567 Cell: if applicable  
Email: [joesmith2@mesd.k12.or.us](mailto:joesmith2@mesd.k12.or.us)

#### Jane Andress

Principal, Sample School

Multnomah Education Service District  
1234 School Street, Portland, OR  
Desk: 503.123.4567 Cell: if applicable  
Email: [janeandress@mesd.k12.or.us](mailto:janeandress@mesd.k12.or.us)

## Design and Style Guide

### **Todd R. Greaves**

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### **Sally Smith**

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### **Bob Smith, RN**

Multnomah Education Service District  
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Schools in Portland Public School District  
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Cell: 503-257-1568  
Fax: 503-257-1779  
avrabel@mesd.k12.or.us  
*We Support All Students To Achieve  
Excellence.*

### Citation Guidelines for Research and Professional Papers

Employees who are producing professional or research papers for publication should refer to and comply with the guidelines specified by the publisher.

Papers for internal use or for submission to publishers without guidelines must follow the Modern Language Association (MLA) Handbook or the American Medical Association (AMA) Manual of Style.

MLA style is most commonly used in professional papers to cite sources within the liberal arts and humanities, including education. The MLA Handbook (8<sup>th</sup> ed.) offers examples for the general format of MLA research papers, in-text citations, endnotes / footnotes, and the Works Cited page.

**<http://style.mla.org>**

AMA Manual of Style is most commonly used to write papers and cite sources within medical publishing. The AMA Manual of Style: A Guide for Authors and Editors (10<sup>th</sup> ed.) provides detailed guidelines on citation, nomenclature, authorship, conflicts of interest, intellectual property and the problem of individuals' rights in health research and publication.

**<http://www.amamanualofstyle.com>**

## Design and Style Guide

### Getting Ready for Publication

Prior to starting your own print project, consider the following:

- What are the goals for your publication?
- How do you want the audience to respond or act on your publication?
- How many copies do you need?
- What is your budget for the publication?
- When does it need to reach your audience?

#### Timing

A new, basic project or revisions to existing publications can take two to four weeks to produce from concept to drafts to printing. Larger projects can take four to eight weeks. Also take into account the amount of time for distribution or mailing as needed.

Set your printing deadline accordingly and backtrack other milestones for developing the publication based on that deadline. Be sure to leave ample time for multiple drafts and project complexity, especially if new graphics or photos need to be developed. The Public Information Office may have several large projects going on at the same time, so please plan accordingly to ensure your project can be accommodated within your timeline.

To determine if you need assistance or to consult the Public Information Office, review the table below. Contact information can be found in Appendix B. Please allow 2 business days for response.

Publications	Who Do I need to consult?
Publications that are for your school, program staff, or department. Examples - conference flyers, memos, invitations, letters home, announcements	Your principal, department or program supervisor
Publications for district or community-wide distribution	Public Information Officer
Projects involving advertising, media relations, or the district website and social media channels	Public Information Officer
Projects report/brochure/letter that can be accomplished using the available templates	Your principal, department or program supervisor
Photographs or video	Refer to the section in this guide on photos to determine permission
Artwork or graphics needed	Public Information Office
Request For Proposals (RFPs) Intergovernmental Agreements (IGA)	The MESD Contracts manager

# Design and Style Guide

## Appendix A

Approved MESD Logos:



# Design and Style Guide

## Appendix B

### Contacts for Publications and Photographing Students

Updated 11/28/18

#### Arata & Burlingame Creeks:

Timothy Rodgers (Principal)  
503-262-4820

#### Knott & Four Creeks:

Kari Sanders (Principal)  
971-229-6470  
971-229-6065

#### Wheatley School:

Erick Welsh (Principal)  
ewelsh@mesd.k12.or.us  
503-262-4006

#### Helensview School:

Dawn Joella-Jackson (Principal)  
djoella@mesd.k12.or.us  
503-262-4155

#### Wynne Watts:

Sarah Davis (Principal)  
sdavis@mesd.k12.or.us  
503-262-4202

#### Donald E. Long, Three Lakes, Inverness and Ocean Dunes:

Joy Koenig (Principal)  
jkoenig@mesd.k12.or.us  
541-791-5905

Laura Conroy (Director of Strategic  
Engagement)

lconroy@mesd.k12.or.us  
503-257-1516

#### Hospital Programs:

Sarah Davis (Principal)  
sdavis@mesd.k12.or.us  
971-271-1407

Laura Conroy (Director of Strategic  
Engagement)

lconroy@mesd.k12.or.us  
503-257-1516

#### Request for Proposals (RFPs) &

#### Intergovernmental Agreements (IGA):

Don Hicks (MESD Contracts Manager)  
dhicks@mesd.k12.or.us  
503-257-1518

#### District and Community wide Publications;

#### Advertising; Media; and Website

Laura Conroy (Director of Strategic  
Engagement)

lconroy@mesd.k12.or.us  
503-257-1516

# Design and Style Guide

## Appendix C

### SAMPLE Event Photo Plan

*(credit to Suzanne Briggs who wrote this plan for Wellness Summit 2016)*

Thematic Concepts and Goals for future use of pictures

- Demonstrate commitment to employee wellness as agency focus
- Introduce new Supt to employees and to specific professional organization
- Demonstrate a unified complete cabinet.

Who is intended audience?

- Wellness grant funders
- Future employee wellness brochure and presentations.
- Our Component School District Superintendents

Intended publication space

- Wellness posters for Ainsworth and other MESD facilities.
- MESD Home Page
- MESD Employee Wellness Page
- Twitter
- Portland Tribune or other media outlet

### **Photos Needed**

- 1) Teams preparing for Party Monday 9:00 to 11:00
  - a) Setting the Tables
  - b) Wheeling in the Salads
  - c) Plates of Fresh Fruit and Rolls with Butter
  - d) Overall picture of the Student Centers with tables all set.
  - e) Reduced, Reused, Recycle Signs
- 2) Registration - 11:30
  - a) MESD employees arriving event
  - b) The Act of Registration

## Design and Style Guide

- c) Program with Cabinet insert
  - d) Picture of Cabinet insert with a color nametag beside showing the Cabinet Staff Story
- 3) Lunch - 11:30 - 12:45
- a) Salad Bar - Highlight the signs indicating Dairy Free, Wheat Free, Vegetarian, and Vegan
  - b) Picture of Lunch Ladies behind the tables interacting with MESD employees
  - c) Happy employees who asked for Wheat Free.
  - d) Picture of Sam and Stephen interacting with MESD staff at lunch
  - e) Bell Ringer
  - f) Picture of Community Partners and their Tables
  - g) Photos of MESD staff interacting at lunch
  - h) Board members interacting with MESD Staff
  - i) Pictures of school and department level friends reunion for another school year.
  - j) Picture of School Nurses to share with their schools
- 4) Program 1:00 - 4:00
- a) Board Chair and OEA Trust Executive Director on stage
  - b) Supt Sam Breyer on stage interacting with audience
  - c) Introduction of cabinet members and their staff
  - d) Walker Tracker demonstration
  - e) Stephanie and Tricia KP Lauaceuticals on stage
  - f) Photo of staff participating in KP Laughaceuticals
  - g) SHS Director Margo introducing Dr Boardman
  - h) Dr Boardman, key note speaker
  - i) Sam closing acknowledgment
  - j) Dan Prince presenting Gifts, especially to Sam
  - k) Crowd Shots throughout program.
- 5) Clean UP - 4:00 to 5:00
- a) Pictures reflecting our Reduced (garbage cans after 450 people leave), Reuse (Table Cloths) , Recycle (bottles, salad containers)



Multnomah Education Service District  
Office of Public Information  
11611 NE Ainsworth Circle  
Portland OR 97220  
(503) 257-1519  
<http://www.MESD.k12.or.us>