

**Tempe★Union**

**HIGH SCHOOL DISTRICT**

**A family of schools — A community of learning**

Tempe • McClintock • Marcos de Niza • Corona del Sol  
Mountain Pointe • Desert Vista • Compadre

**INTERNAL & EXTERNAL  
COMMUNICATIONS STYLE GUIDE  
AND GRAPHICS STANDARDS**

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# INTRODUCTION

Tempe Union High School District Communication Guidelines for all internal and external communications have been developed to:

- 1) Send positive messages to parents, staff and the community in order to develop trust with our stakeholders by presenting a clear picture of our district
- 2) Ensure a consistent, professional approach to “telling our story”
- 3) Create consistent visual and writing style guidelines in communications to assist in building a unified vision and brand for our district

## For more information

For more information regarding communications guidelines or graphic standards, please contact the Community Relations Department.

School and District logos may be found on the TUHSD website. Color logos are available online in .jpg, and .png formats. For additional formats or black & white or grayscale images, please contact [webmaster@tempeunion.org](mailto:webmaster@tempeunion.org).

## Strategic Communication Standards

Tempe Union High School District values developing and maintaining an effective, consistent, positive relationship with our stakeholders. The following strategic communication standards reflect the expectations of our stakeholders:

- Openness and accessibility (availability and willingness to respond)
- Truthfulness and honesty
- Responsiveness (recognition that stakeholders’ concerns will be addressed in a timely manner)
- Integrity (If at fault or the perception of... acknowledge the situation promptly, explain our mistakes, if any, or the misperceptions as quickly as possible)

## Communication Priorities

- 1) Those most directly affected
- 2) Employees
- 3) Those indirectly affected
- 4) News media and other channels of external communication

# GENERAL GUIDELINES

## Effective Communication

- Use standard terminology when communicating information.
- Request and provide clarification when needed.
- Ensure statements are direct and unambiguous.
- Inform the appropriate individuals when the mission or plans change.
- Communicate all information needed by those individuals or teams external to the team.
- Use nonverbal communication appropriately.
- Use proper order when communicating information.

## Principles of Good Writing

- Know your objective & know your audience. (What specifically do you want the reader to know/think/do?)
- Make a list. (Write down the ideas/points you want to cover.)
- Organize your ideas. (Importance, Chronology, Problem/Solution, Question/Answer)
- Separate main ideas. (A new thought requires a new paragraph.)
- Use bullets or numbers when appropriate.
- Write for brevity and use short sentences. (According to the American Press Institute, sentences with 15 or fewer words are understood 90% of the time, while sentences with eight or fewer words are understood 100% of the time.)
- Always be precise and accurate. (Vague descriptors such as “large” or “as soon as possible” may create misconceptions or confusion.)
- Use commas and other punctuation appropriately. (See AP Style section)
- Avoid redundancies. (Ex. “It happened at 3:30 p.m. ~~in the afternoon.~~” or “The machine was gray ~~in color.~~”)
- Use numbers appropriately. (See AP Style section)
- Use only abbreviations that are easily understood.
- Have a conclusion. (Remind the reader why what they just read is important.)
- Edit your work. (Proof it yourself and have at least one other person edit it as well.)

# TUHSD STYLE

## District-specific Style

- Always capitalize “District” when referring to the Tempe Union High School District (ex. “Our District is among the best in Arizona.”)
- When abbreviating Tempe Union High School District with initials, use TUHSD. Do not use periods in between letters.
- You may use TUHSD or Tempe Union on second reference.
- When abbreviating a school with initials, use the following (Do not use periods between letters):  
Tempe — THS  
McClintock — MHS  
Marcos de Niza — MdN  
Corona del Sol — CdS  
Mountain Pointe — MPHS  
Desert Vista — DV  
Compadre Academy — CA
- When referring to Tempe High School, use Tempe High on second reference to avoid confusion with the city name.
- Tempe Union has a “District Office” not a “Central Office.”
- Tempe Union has a “Governing Board” not a “School Board.”

# AP STYLE

## Numbers

- Spell out numbers under 10. Use numerals for numbers 10 and above.
- Always use numerals for the following: ages, sums of money, time of day, percentages, house numerals, years, days of month, degrees of temperature, proportions, votes, scores, speeds, and time of races, dimensions and serial numbers. (ex. Twenty-seven detainees were released yesterday.  
Yesterday, 993 freshmen entered the college.)
- Use Roman numerals (IV, III) for popes, royalty and wars.
- For large numbers (millions, billions, trillions, etc) do not write out the zeros but instead use numerals followed by the word. (Tuesday's gathering brought together an astonishing 3.5 million protesters from across the nation. Twenty-one, one hundred forty-three, seventy-six thousand five hundred). Do not use commas between other separate words that are part of one number. (one thousand one hundred fifty-five)

## Cities and States

When writing a city that is not well-known, write the state with it for the first mention. Certain well-known cities never require a state listed:

- New Orleans
- Chicago
- Los Angeles
- Houston
- Orlando
- New York
- Phoenix

Abbreviations - When a state is used alone in a sentence, spell it out, but if a state is used with a city, follow these abbreviations (Note that some states are never abbreviated):

- |                               |                         |  |
|-------------------------------|-------------------------|--|
| • Alabama — Ala.              | • Louisiana — La.       | • Oklahoma — Okla.   |
| • Alaska — Alaska             | • Maine — Maine         | • Oregon — Ore.  |
| • Arizona — Ariz.             | • Maryland — Md.        | • Pennsylvania — Pa.   |
| • Arkansas — Ark.             | • Massachusetts — Mass. | • Rhode Island — R.I.  |
| • California — Calif.         | • Michigan — Mich.      | • South Carolina — S.C.  |
| • Colorado — Colo.            | • Minnesota — Minn.     | • South Dakota — S.D.  |
| • Connecticut — Conn.         | • Mississippi — Miss.   | • Tennessee — Tenn.  |
| • Delaware — Del.             | • Missouri — Mo.        | • Texas — Texas  |
| • D.C. — District of Columbia | • Montana — Mont.       | • Utah — Utah  |
| • Florida — Fla.              | • Nebraska — Neb.       | • Vermont — Vt.  |
| • Georgia — Ga.               | • Nevada — Nev.         | • Virginia — Va.   |
| • Hawaii — Hawaii             | • New Hampshire — N.H.  | • Washington — Wash.   |
| • Idaho — Idaho               | • New Jersey — N.J.     | • West Virginia — W. Va.   |
| • Illinois — Ill.             | • New Mexico — N.M.     | • Wisconsin — Wis.   |
| • Indiana — Ind.              | • New York — N.Y.       | • Wyoming — Wyo.   |
| • Iowa — Iowa                 | • North Carolina — N.C. | <b>Note: These are not “postal abbreviations” as in AZ, CA, CO, etc.</b> |
| • Kansas — Kan.               | • North Dakota — N.D.   |  |
| • Kentucky — Ky.              | • Ohio — Ohio           |  |

# AP STYLE

## United States

- As a noun, United States: The prime minister left for the United States yesterday.
- As an adjective, U.S. (no spaces): A U.S. soldier was killed in Baghdad yesterday.

## Places

- The best reference for all place names is the “U.S. Postal Service Directory of Post Offices.” The best reference for foreign geographic names is the most recent edition of “Webster’s New World College Dictionary.” The second-best reference is the “National Geographic Atlas of the World.”
- Lowercase compass directions (The warm front is moving east).
- Capitalize names of U.S. regions (The Northeast depends on the Midwest for its food supply. The “Middle East” applies to Afghanistan, Cyprus, Egypt, Iran, Iraq, Israel, Kuwait, Jordan, Lebanon, Oman, Qatar, Saudi Arabia, South Yemen, Sudan, Syria, Turkey, United Arab Emirates and Yemen. The term is preferable to “Mideast.”).

## Dates

Spell out months when used alone or with either a date or year but abbreviate them to the following when used with a date *and* year. Never abbreviate days of the week.

- |                   |                 |                     |
|-------------------|-----------------|---------------------|
| • January — Jan.  | • May — May     | • September — Sept. |
| • February — Feb. | • June — June   | • October — Oct.    |
| • March — March   | • July — July   | • November — Nov.   |
| • April — April   | • August — Aug. | • December — Dec    |

## Time

- Use figures except for noon and midnight.
- Use a colon to separate hours from minutes (2:30 A.M.).

## Quotes

Each quoted person should have its own paragraph. No exceptions. Use quotation marks when the same speaker begins a new paragraph or changes topics. Accuracy in quotes is essential to avoid libel. (“It’s ridiculous, absolutely ridiculous!” Then, after a moment of silence, “But there’s nothing we can do about it, is there?”)

## Academic Degrees

- Avoid abbreviations: Billy Bob, who has a doctorate in philosophy.
- Use an apostrophe in bachelor’s degree, a master’s, etc.
- There is no apostrophe in Bachelor of Arts or Master of Science.
- Use abbreviations such as B.A., M.A. and Ph.D. only when the need to identify many people by degree on first reference would make the preferred method cumbersome; use the abbreviations only after a full name and set the abbreviations off with commas: Samuel Cotton, Ph.D., lectured yesterday on bioethics.

# AP STYLE

## Punctuation

### Apostrophe (')

- For plural nouns ending in “s” add only an apostrophe: the girls’ toys, states’ rights.
- For singular common nouns ending in “s”, add “’s” (the hostess’s invitation, the witness’s answer).
- For singular proper names ending in “s” use only an apostrophe (Descartes’ theories, Kansas’ schools).
- For singular proper names ending in “s” sounds such as x, ce, and z, use “’s” (Marx’s theories, the prince’s life).
- For plurals of a single letter, add “’s” (Mind your p’s and q’s, the Red Sox defeated the Oakland A’s).
- Do not use an apostrophe for plurals of numbers, or multiple letter combinations: the 1980s, RBIs

### Colon (:)

- Capitalize the first word after a colon only if it is a proper noun or the start of a complete sentence (He promised this: The company will make good all the losses. But: There were three considerations: expense, time and feasibility).
- Colons go outside quotation marks unless they are a part of the quoted material.

### Comma (,)

- Do not put a comma before the conjunction in a simple series (John, Paul, George and Ringo; red, white and blue). Writers generally follow the optional style omitting the comma before “the” and joining the last two items in a series. However, the mandatory style always includes the comma before “the” and joining the last two items in a series. It is recommended for any formal or legal documents that you use the mandatory style that includes the comma before the “and.”
- Use a comma to set off a person’s hometown and age (Jane Doe, Framingham, was absent. Joe Blow, 34, was arrested yesterday.).

### Dash (—)

- Make a dash by striking the hyphen key twice or by using a long dash (This may be achieved differently in different programs). Put a space on either side of the dash (Smith offered a plan — it was unprecedented — to raise revenues).
- Use a dash after a dateline: SOMERVILLE — The city is broke.

### Hyphen (-)

- Use a hyphen for compound adjectives before the noun (well-known actor, full-time job, 20-year sentence).
- Do not use a hyphen when the compound modifier occurs after the verb: The actor was well known. Her job became full time. He was sentenced to 20 years.
- Do not use a hyphen to denote an abrupt change in a sentence — use a dash.



# AP STYLE

## Punctuation

### Parentheses

- The perceived need for parentheses is an indication that your sentence is becoming contorted. Try to rewrite the sentence, putting the incidental information in commas, dashes or in another sentence. If you do use parentheses, follow these guidelines:
- If the material is inside a sentence, place the period outside the parentheses.
- If the parenthetical statement is a complete independent sentence, place the period inside the parentheses.
- Do not put a space between initials (C.S. Lewis; G.K. Chesterton).

### Quotation marks (“ ”)

- In dialogue, each person’s words are placed in a separate paragraph, with quotation marks at the beginning and end of each person’s speech.
- Periods and commas always go within quotation marks.
- Dashes, semicolons, question marks and exclamation points go within the quotation marks when they apply to the quoted material. They go outside when they apply to the whole sentence.

## Titles

- Of books, computer games, movies, operas, plays, poems, songs, television programs, lectures, speeches and works of art put quotation marks around the title.
- Capitalize and italicize (or underline) the title of books, etc.
- Capitalize and use quotation marks for chapters of books, articles in magazines, etc.

## Newspapers and Magazines

- Do not place in quotation marks.
- Capitalize the name.
- Lowercase (the) before the names if listing several publications (Time, Newsweek, the Washington Post, and the New York Times).
- Where location is needed but not part of the official name, use parentheses (The Huntsville (Ala.) Times, The Toledo (Ohio) Blade).

## Seasons

- Lowercase “spring,” “summer,” “fall” and “winter” and derivatives such as “wintertime” unless part of a formal name (I love Paris in the springtime; the Winter Olympics).

## Technology Terms

cyberspace	home page	login (as noun)	Web site or website
database	hyperlink	logoff (as noun)	webcast
dot-com	hypertext	logon (as noun)	webmaster
DSL	Internet	online	World Wide Web
e-mail	intranet	shareware	

# TUHSD BRANDING COLOR PALETTE

The colors that represent TUHSD — as well as how those colors are used — work together to create a unique and distinguished brand identity.

The consistent use of color is a powerful tool for our brand identity.

A consistent color palette allows for easier District and school identification. The TUHSD palette includes two dominant colors — TUHSD Red and TUHSD Blue—as well as three secondary colors — TUHSD Gold1, TUHSD Gold2 and TUHSD Gold3. These colors, along with traditional use of black and white, exist exclusively as the District’s overall color palette.

Individual schools and particular initiatives such as the Innovative Energy Solutions & Sustainability Project shall have individualized color palettes.

Correct use of color will enhance the impact of the District and schools’ brand identity and help us to stand apart from other schools and school districts.

	<p><b>TUHSD Red</b></p> <p>C: 32                      R: 142  M: 100                     G: 24  Y: 56                        B: 69  K: 25</p>	<p>Web Hexi-decimal    Pantone 208 C  #8e1845</p>
	<p><b>TUHSD Blue</b> (See also THS Blue, Compadre Blue)</p> <p>C: 100                     R: 0  M: 46                       G: 67  Y: 0                         B: 116  K: 50</p>	<p>Web Hexi-decimal    Pantone 7694 C  #004374</p>
	<p><b>TUHSD Gold1</b></p> <p>C: 12                       R: 227  M: 28                       G: 180  Y: 99                       B: 38  K: 0</p>	<p>Web Hexi-decimal  #e3b424</p>
	<p><b>TUHSD Gold2</b></p> <p>C: 6                         R: 240  M: 14                       G: 213  Y: 50                       B: 145  K: 0</p>	<p>Web Hexi-decimal  #f0d591</p>
	<p><b>TUHSD Gold3</b></p> <p>C: 3                         R: 246  M: 7                         G: 231  Y: 25                       B: 196  K: 0</p>	<p>Web Hexi-decimal  #f6e7c4</p>

# COLOR



## THS Blue (See also TUHSD Blue, Compadre Blue)

C: 100  
M: 46  
Y: 0  
K: 50

R: 0  
G: 67  
B: 116

Web Hexi-decimal #004374  
Pantone # 7694C



## MHS Blue

C: 100  
M: 65  
Y: 0  
K: 30

R: 0  
G: 71  
B: 133

Web Hexi-decimal #004785  
Pantone # 288 C



## MHS Red

C: 0  
M: 87  
Y: 72  
K: 27

R: 184  
G: 54  
B: 54

Web Hexi-decimal #b83636  
Pantone # 704 C



## MDN Brown

C: 45  
M: 65  
Y: 93  
K: 50

R: 90  
G: 61  
B: 27

Web Hexi-decimal #5A3D1B

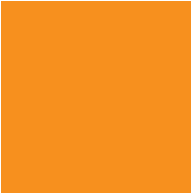


## MDN Yellow

C: 1  
M: 21  
Y: 100  
K: 0

R: 252  
G: 199  
B: 0

Web Hexi-decimal #fcc700



## CDS Orange

C: 0  
M: 52  
Y: 100  
K: 0

R: 247  
G: 144  
B: 30

Web Hexi-decimal #f7901e

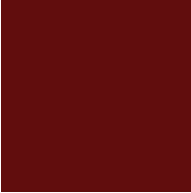


## CDS Yellow

C: 1  
M: 15  
Y: 100  
K: 0

R: 254  
G: 211  
B: 1

Web Hexi-decimal #fed301



## MTP Maroon

C: 34  
M: 98  
Y: 95  
K: 54

R: 97  
G: 13  
B: 13

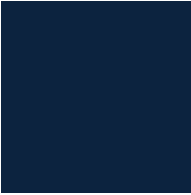
Web Hexi-decimal #610d0d

# COLOR



### MTP Gold (See also Sustainability Gold)

C: 0                      R: 255                      Web Hexi-decimal  
M: 24                      G: 189                      #fdc425  
Y: 94                      B: 16  
K: 0



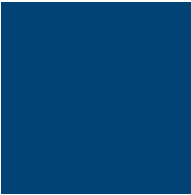
### DV Blue

C: 98                      R: 2                      Web Hexi-decimal      Pantone #289 C  
M: 84                      G: 43                      #002b5b  
Y: 46                      B: 91  
K: 51



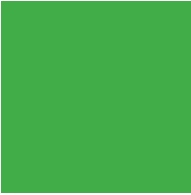
### DV Gold

C: 22                      R: 200                      Web Hexi-decimal      Pantone #117 C  
M: 39                      G: 180                      #dcb439  
Y: 100                      B: 57  
K: 2



### Compadre Blue (See also TUHSD Blue, THS Blue)

C: 100                      R: 0                      Web Hexi-decimal      Pantone # 7694 C  
M: 46                      G: 67                      #004374  
Y: 0                      B: 116  
K: 50



### Compadre Green

C: 75                      R: 65                      Web Hexi-decimal      Pantone # 7738 C  
M: 5                      G: 173                      #41ad49  
Y: 100                      B: 73  
K: 0



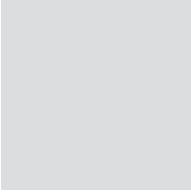
### Compadre Gray1 (See also Sustainability Gray)

C: 0                      R: 51                      Web Hexi-decimal  
M: 0                      G: 51                      #333333  
Y: 0                      B: 51  
K: 80



### Compadre Gray2

C: 0                      R: 147                      Web Hexi-decimal  
M: 0                      G: 149                      #939598  
Y: 0                      B: 152  
K: 50



### Compadre Gray3

C: 0                      R: 220                      Web Hexi-decimal  
M: 0                      G: 221                      #dcddde  
Y: 0                      B: 222  
K: 15

# TYPOGRAPHY

Typography is a crucial tool within our brand identity. Typographic consistency is important in communicating our brand identity. To aid in creating a consistent look for a wide variety of District-related communications, two typefaces are included in this standards guide.

The main type family is Myriad Pro (sans-serif), while Optima (serif) serves as a secondary typeface.

Various weights within these typefaces may be used as needed, however please use discretion in usage to minimize the excessive use of multiple weights within a single product.

Tracking and kerning to increase legibility is acceptable, however at NO point should the type be distorted vertically or horizontally via type scaling tools.

## **Myriad Pro Regular**

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

0123456789

## **Myriad Pro Condensed**

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

0123456789

## **Myriad Pro Semi-bold**

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

0123456789

## **Myriad Pro Bold**

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

0123456789

# TYPOGRAPHY

While various weights within these typefaces may be used, Optima Extra Black is **NOT** an acceptable weight. Please refrain from using this particular weight.

## Optima Regular

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz  
0123456789

## Optima Bold

**ABCDEFGHIJKLMNOPQRSTUVWXYZ**  
**abcdefghijklmnopqrstuvwxyz**  
**0123456789**

## Optima Italic

*ABCDEFGHIJKLMNOPQRSTUVWXYZ*  
*abcdefghijklmnopqrstuvwxyz*  
*0123456789*

## Optima Italic Bold

***ABCDEFGHIJKLMNOPQRSTUVWXYZ***  
***abcdefghijklmnopqrstuvwxyz***  
***0123456789***

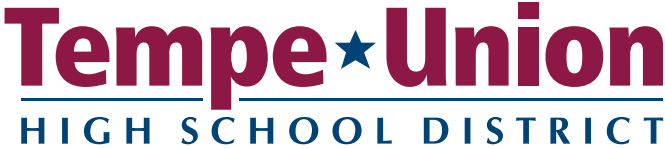
# LOGOS

The Tempe Union High School District logo should be used in full color when possible. Other acceptable versions are all white and all black.

The logo shall include, whenever possible, the tag line and list of schools below.

The logo shall maintain proportions at all times and at no point should it be manipulated, stretched or otherwise distorted.

Below are examples of acceptable uses of the TUHSD logo:



**Note:** The all white version of the logo may appear on a solid background of any color within the TUHSD color palette as long as it is legible (avoid lighter tones like yellows and golds).

# LOGOS

## Protected Area

The protected area around the logotype ensures that no other graphic elements interfere with its clarity and integrity. The depth of the protected area, the “X height” is equivalent to the height of the words “HIGH SCHOOL DISTRICT” in the logo.



**Note:** The logo should be “optically centered” using the horizontal line as the basis for horizontal centering. The baseline of the bottom line of type (bottom of the “m” in Compadre as opposed to the bottom of the “p” which is know as the descender) and the top of “T” and “U” in “Tempe Union” (known as the ascender) shall be the basis for vertical centering.

The Tempe Union High School District logo should be used in full color when possible. Other acceptable versions are all white and all black.

The logo shall include, whenever possible, the tagline and list of schools below.

The logo shall maintain proportions at all times and at no point should it be manipulated, stretched or otherwise distorted.



# LOGOS

Other logos for District programs are shown below. These logos should be used in full color when possible. Grayscale versions are also acceptable. The logos shall maintain proportions at all times and at no point should it be manipulated, stretched or otherwise distorted. Below are examples of acceptable uses of these logos:



# MAIN SCHOOL LOGOS

Tempe Union High School District school logos are shown below. These logos should be used in full color when possible. Grayscale or black and white versions are also acceptable. The logos shall maintain proportions at all times and at no point should logos be manipulated, stretched or otherwise distorted.



# CREST/SHIELD LOGOS



# MASCOT LOGOS



# Tempe★Union

HIGH SCHOOL DISTRICT

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