

Dutchess  
**BOCES**

**S T Y L E**  
**GUIDE**

**and Communications Manual**



# DUTCHESS BOCES

## GENERAL INFORMATION

### Vision Statement

Dutchess BOCES is recognized for its premier educational and support services providing quality and cost-effective solutions for our community. We promote an organizational culture fostering collaboration, innovation, efficiency, excellence and leadership that is embraced by BOCES and its community.

### Mission Statement

The Board of Cooperative Educational Services provides educational leadership through service, solutions and savings.

### Dutchess BOCES Goals

- Raise the academic performance of all students in Dutchess County.
- Provide staff development appropriate to fulfill the BOCES mission.
- Collaborate with other BOCES, school districts and county agencies to fulfill the mission.

### BOCES Belief Statement

- Learning is a lifelong endeavor.
- Teaching and learning are at their best in a diverse environment that fosters cooperation and understanding through collaboration and communication.
- Mutual respect, fairness, support and honesty create quality relationships.

### Title IX and 504 Compliance

Dutchess BOCES offers employment and educational opportunities without regard to sex, race, color, national origin or disability. Inquiries regarding this non-discrimination policy may be directed to the following individual.

This official will provide information, including complaint procedures to any citizen, student or employee who feels that his or her rights under Title IX or Section 504 may have been violated by the BOCES or its officials:

Anna Marie Paolercio  
Director - Communications and Grants Research  
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# INTRODUCTION

## Dutchess BOCES Style Guide and Communications Manual

To achieve consistency in Dutchess BOCES written and oral communications, the Communications and Grants Research Division (CGR) developed an editorial style guide for the Dutchess BOCES community. *The Dutchess BOCES Style Guide and Communications Manual* establishes preferences in the punctuation and style of many commonly used words and phrases in our educational environment. The style guide offers general editorial guidelines in a number of other troublesome areas for writers and editors. In addition, it is a source to refer to when looking for Dutchess BOCES division names, building names, school names, Dutchess BOCES programs and services, as well as tips on providing excellent customer service. *The Dutchess BOCES Style Guide and Communications Manual* often cross-references the current *Dutchess BOCES Services Guide*, information regularly updated on GroupWise and the Dutchess BOCES Web site.

Using a standard, consistent style throughout Dutchess BOCES helps serve our clientele with clear, coherent communications and further ensures that all Dutchess BOCES communications adhere to a high level of quality and attention to detail.

## Editorial Style Guides

Educational style guides have as their foundation one or two widely used editorial style manuals and dictionaries. Dutchess BOCES uses *The Associated Press Stylebook* and the *Publication Manual of the American Psychological Association* as its primary style guides. Our primary reference book on spelling is *Webster's II New College Dictionary*.

*Publication Manual of the American Psychological Association*, Fifth Edition, American Psychological Association, Washington DC, 2002

*The Associated Press Stylebook*, 39th Edition, Associated Press, Editor Norm Goldstein, New York, NY, 2004

*Webster's II New College Dictionary*, Houghton Mifflin Company, Boston and New York, 2001

## Additional Assistance

For further assistance, please contact the Communications and Grants Research Division at 845.486.8051 or e-mail [anna.paolercio@dcboces.org](mailto:anna.paolercio@dcboces.org). We welcome your suggestions for additions to *The Dutchess BOCES Style Guide and Communications Manual*.

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# Section One: Dutchess BOCES General Terminology

## Names of Divisions

Adult Learning Institute  
 Alternative and Special Education  
 Business Services  
 Career and Technical Institute

Communications and Grants Research  
 District Superintendent's Services  
 Educational Resources  
 Facilities and Operations  
 Human Resources

## Building and Program Locations

Administration Building  
 5 BOCES Road  
 Poughkeepsie, NY 12601  
 845.486.4800

*Business Services*  
*District Superintendent's Services*  
*Human Resources*

Adult Learning Institute (ALI)  
 One Civic Center Plaza, Suite 300  
 Poughkeepsie, NY 12601  
 845.483.3640

*Adult Education Programs*  
*Community Solutions for Transportation*

BOCES Educational Training Academy (BETA)  
 900 Dutchess Turnpike  
 Poughkeepsie, NY 12603  
 845.486.4840

*Alternative Education*  
*Communications and Grants Research*  
*Mid-Hudson Regional Special Education Technical Assistance Support Center (RSE-TASC)*  
*Shared Printing Service*

Career and Technical Institute (CTI)  
 5 BOCES Road  
 Poughkeepsie, NY 12601  
 845.486.8001

*Educational Resources*  
*High School Programs*  
*School of Practical Nursing*

Educational Resources  
 Career and Technical Institute  
 5 BOCES Road  
 Poughkeepsie, NY 12601  
 845.486.4840

*Learning Technology*  
*School Improvement*

Salt Point Educational Center (SPC)  
 5 BOCES Road  
 Poughkeepsie, NY 12601  
 845.486.8004

*Academic, Behavior and Curriculum*  
*Adolescent Day Treatment*  
*Facilities and Operations*  
*Intensive Day Treatment*  
*Safety and Risk*  
*Special Education*

## Names of Dutchess BOCES Programs and Services

For marketing and promotional purposes, the preferred name is DUTCHESS BOCES. Please find the most current Dutchess BOCES program names and services in the *Dutchess BOCES Services Guide*, which can be found at <http://www.dcbooces.org/publications/servicesguide.pdf>

Dutchess BOCES is part of the statewide system of Boards of Cooperative Educational Services. Through the cooperative efforts of our thirteen component school districts, Dutchess BOCES is able to offer a wide variety of educational programs and support services to children and adults in Dutchess County. Costs are reduced by having two or more districts share in these programs and services. Participating districts are eligible for state aid for BOCES services. All services benefit from the professional advice and suggestions of component district personnel.

Dutchess BOCES always stands ready to develop additional services tailored to the needs of two or more districts. Suggestions for new services can be directed to the District Superintendent or the appropriate division head.

## BOCES Administration

JOHN C. PENNOYER  
District Superintendent

LINDA A. HEITMANN  
Deputy Superintendent

SHERRE WESLEY  
Assistant Superintendent for Business Services



MATTHEW CARR  
Business Administrator for Human Resources

CECILIA DANSEREAU-RUMLEY  
Director - Mid-Hudson RSE-TASC

NORAH MERRITT  
Director - Alternative and Special Education

ANNA MARIE PAOLERCIO  
Director - Communications and Grants Research

MITCHELL SHRON  
Supervisor /Principal - Career and Technical Institute

MARY FAYNE SIMPSON  
Adult Education Administrator

## BOCES Board of Trustees

EDWARD L. McCORMICK  
President

MICHAEL RIEHL  
Vice President

RALPH CHIUMENTO, JR.

THOMAS HURLEY

THOMAS JOHNSON

ROBERT M. MEADE

JIM MILANO

NANCY PISANELLI  
Clerk of the Board

## Names of Dutchess County Schools

### **Arlington Central School District**

Lorenzo Licopoli  
Interim Superintendent  
144 Todd Hill Road  
LaGrangeville, NY 12540  
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### **Hyde Park Central School District**

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### **Pine Plains Central School District**

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Pine Plains, NY 12567  
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### **Poughkeepsie City School District**

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### **Red Hook Central School District**

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### **Spackenkill Union Free School District**

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### **Wappingers Central School District**

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### **Webutuck Central School District**

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## Section Two: Language, Terminology and Grammar

### *Abbreviations, acronyms*

Abbreviations and acronyms should be used sparingly and only after spelling out the words on first usage.

Students who earned a 3.5 grade point average (GPA) or above and maintained at least 12 credit hours were named to the Dean's List last spring. They need to maintain a GPA of at least 3.5 each semester to remain on the Dean's List.

Exceptions can be made for widely understood acronyms such as FBI and CIA.

### *Academic courses*

Capitalize the proper names of individual courses:

First-year students take Writing I, a required humanities course.

Fields of study in general should be written in lowercase unless they include a proper noun or adjective.

She studies biology, but her brother is interested in American history and English.

### *Academic degrees*

Abbreviations of academic degrees require a period after each element in the abbreviation but no internal spaces: Ph.D., M.A., B.A., B.S.

When academic degrees follow a person's name in the middle of a sentence, the degree is set off by commas.

Joseph Carroll, Ph.D., was the featured speaker.

Capitalize full and formal names of specific degrees: Bachelor of Science, Doctor of Philosophy. When referring to academic degrees in general, lowercase the first letter of the degree and use an apostrophe: bachelor's and master's degrees, not bachelors and masters degrees. Baccalaureate, a synonym for bachelor's degree, also refers to speeches delivered to graduating classes and should be lowercase.

*Doctoral* is an adjective and *doctorate* is a noun.

They all earned doctoral degrees. They all earned doctorates.

The most common degrees include B.A. (Bachelor of Arts), B.S. (Bachelor of Science), B.F.A. (Bachelor of Fine Arts), M.A. (Master of Arts), M.S. (Master of Science), Ed.D. (Doctor of Education),

Ph.D. (Doctor of Philosophy). Do not use a courtesy title such as *Dr.* and *Mrs.* when including an individual's academic degree.

Dr. Arnold Robinson or Arnold Robinson, Ph.D., not Dr. Arnold Robinson, Ph.D.

List only the highest degree a person has received.

Tammy Smith, Ph.D., not Tammy Smith, B.A., M.A., Ph.D.

### *Academic departments, programs, and services*

According to Dutchess BOCES preference, capitalize the name of a division, office, service, or program and the word *division*, *office*, *service* and *program* only when they appear as part of an official name.

Human Resources Division, Office of Communications and Grants Research, Microcomputer Repair Service.

On subsequent references, do not capitalize *division* or *program* when standing alone.

She is a staff member in the Educational Resources Division. Each month she attends the division's staff meeting.

Several first-year students expressed strong interest in the BOCES Career and Technical Education's Cosmetology Program. The program is located at the Career and Technical Institute.

Official names of departments and programs can be found in the most recent edition of the *Dutchess BOCES Services Guide*.

### *Academic titles* (see Titles)

Capitalize a person's title when put before the name.

District Superintendent John C. Pennoyer

Do not capitalize titles when listed after a name or titles that do not include a name.

Anna Marie Paolercio, director of Communications and Grants Research, led the discussion.

Let's invite the vice president to the event.

### *Advisor*

Use *advisor* and not *adviser*.

### ***Advisory bodies***

Capitalize references to a specific body of advisors, including the Alumni Council, Board of Trustees, President's Advisory Council. When using *board* or *council* alone in subsequent references, use lowercase.

BOCES Board of Trustees meets once a month. The board's meetings are listed in the official Dutchess BOCES annual calendar.

### ***Affect, effect***

Each is used as a verb and a noun. In practice, however, *affect* is used most often as a verb and usually means to influence or change.

Many drugs affect the nervous system.

*Affect* as a verb can also mean to feign or simulate.

He affected poor grades to gain sympathy.

When used as a noun, *affect* means a feeling or emotion (as distinguished from thought or action).

*Effect* is used most often as a noun and means a result or outcome.

Many drugs have serious effects on the nervous system.

His complaints had no effect on the dean.

When used as a verb, *effect* means to cause or bring about.

To effect change in the patient's condition, physicians had to use drugs.

### ***Allude, elude***

To *allude* is to make an indirect reference to something. To *elude* someone or something is to avoid, evade or escape from the person or thing.

### ***Alumni***

Class years should appear after a graduate's name in publications. Identify Dutchess BOCES alumni by their class year(s) with an apostrophe before the year. The apostrophe should slant to the right.

Lisa Owens, BETA '94 plans to attend Reunion Weekend next fall.

Identify alumni in the following manner:

alumna: feminine singular

alumnae: feminine plural

alumnus: masculine singular

alumni: masculine plural or masculine and feminine plural

She is a Dutchess BOCES BETA alumna.

The alumni held their Reunion Banquet at a local restaurant.

### ***Ampersand***

Use an ampersand in corporate titles only when it is part of the official title.

Sherman, Cooper & Leeds

Do not use an ampersand with courtesy titles in text.

Incorrect: Mr. & Mrs. Sanford will attend.

Never use an ampersand instead of the word *and* in text.

Career and Technical Education

### ***Anybody, any body, anyone, any one***

Use *anybody* or *anyone* (one word) when making an indefinite reference.

Anyone can do it.

Use *any body* or *any one* (two words) when emphasizing or singling out one element of a group.

Any one of them can do it.

### ***Apostrophe***

Use apostrophes in contractions or to show possession.

It's time for class to begin. Get John's books.

Do not use an apostrophe when forming plurals of dates or acronyms.

1890s, 1920s, 1990s, M.D.s, Ph.D.s

Names of people and other proper nouns form the plural in the usual way by adding *s* or *es*

The Danforths attended the ceremony, but the Joneses could not attend.

*Follow these guidelines for possessives:*

Plural nouns not ending in *s*: add 's

The alumni's contributions; women's rights

Plural nouns ending in *s*: add only an apostrophe

The girls' books; states' rights

Nouns plural in form, singular in meaning: add only an apostrophe.

mathematics' rules; the United States' population

Nouns spelled the same in singular and plural meaning: treat as plural nouns.

A corps' location; two corps' troops

Singular nouns not ending in *s*: add 's

The student's notebook

Singular nouns ending in *s* sounds such as *ce*, *x*, and *z*: add *'s* (stylebooks vary on this rule).

Marx's theories; the justice's decision

Singular nouns ending in *s*: add *'s* unless the next word begins with an *s*.

The hostess's invitation; the hostess' seat

Singular proper names ending in *s*: use only an apostrophe.

Achilles' heel; Dickens' novels; Williams' plays

### ***Board of Trustees***

(Also see Advisory bodies)

Capitalize when using these official names. In subsequent references, lowercase the *board* and *trustees* when the word stands alone.

The Board of Trustees began the meeting. The board members discussed funding for the new science center.

Uppercase *Trustee* when it precedes a person's name. Use lowercase when the title follows the person's name.

Trustee Jean Harding Pierce '97 is a Beta alumna.

Peter Danforth, trustee, lives in the New London area.

### ***Buildings, facilities***

In text, use the full name of Dutchess BOCES facilities in the first reference and the shortened version in subsequent mentions within shorter documents. In longer documents, the full names will need to be mentioned more often; introduce the full name in each new chapter or section of long texts. Each Dutchess BOCES facility is listed on Page 1 under *Section One* of this guide, along with its full name and acceptable abbreviated version (when applicable).

### ***Capitalization***

Capitalize the following words or phrases: the formal or full names of Dutchess BOCES divisions, events, initiatives, offices, organizations, programs and publications.

Capitalize people's titles only when they precede the individual's names. In general, capitalize proper nouns (English Channel) and popular names of

events, places, etc. (World Series, Ivory Tower).

Below is a list of words and phrases that are commonly used (or that have recently come into use) at Dutchess BOCES. According to the capitalization guidelines mentioned above, most of these words or phrases require capitalization (uppercase initial letter in each word/phrase). Those that do not require capitalization refer to initiatives or programs in general rather than to a specific Dutchess BOCES initiative or program.

- Adult Education
- Alternative Education
- Arts in Education
- Alternative High School
- Business Services
- Career and Technical Education
- Career and Technical Institute
- Communications and Grants Research
- Cooperative Transportation
- Day Treatment Programs
- Educational Resources
- Excess Cost Aid
- Facilities and Operations
- Human Resources
- Microcomputer Repair
- Mid-Hudson Cooperative Recruitment
- Model Schools
- New Visions
- Salt Point Education Center
- Special Education
- State Education Department

### ***Chairman, chairwoman, chairperson***

*Chair* is preferred.

She is the department chair.

Use *chair* unless a particular individual expresses another preference.

### ***Clubs, committees, councils***

The full and official names of clubs, committees, and other organizations and groups should be capitalized. In subsequent references, when referring to the *club* or *team*, use lowercase.

### ***Coed, coeducational***

No hyphen. Use *coeducational* in print rather than the informal *coed*. *Coeducational* refers to students of both sexes. Never use *coed* to refer to a female student.

### ***Commas***

Following are the Associated Press Stylebook's preferences for comma placement.

- *Dates*: Do not use a comma between month and year or season and year: April 1993; fall 1994. Use a comma between specific date and year: April 3, 1994. A comma should follow the year when a specific date is mentioned in mid-sentence: Feb. 8, 1990, was the date of the party.
- *Dependent clauses*: If the second half of a compound sentence does not contain its own subject and verb, do not separate the clauses with a comma: The Box Office is located in the Sawyer Fine Arts Center and opens before major campus events.
- *Independent clauses*: Use a comma between the two independent clauses of a compound sentence (preceding the conjunctions *and*, *but*, *or*, *nor*, *for*, *so*, and *yet*). The second half of the sentence must contain its own subject and verb: Conference Room 301 is located in the Career and Technical Institute on the Salt Point Campus, and it is often used for workshops and conferences.
- *Introductory elements*: Use commas after introductory elements, interjections, and direct addresses: If the research grant is awarded, we will begin the project at once. In addition, we will write the article.
- *Locations*: When using a city name with a state or country name, place a comma after each element: She is a Huntsville, Alabama, native.
- *Series*: Use commas to separate items in a series, but do not put a comma before the conjunction in a simple series: The flag is red, white and blue.
- *Do not put a comma before the concluding word or phrase in the following instances*: if an element requires a conjunction (We had orange juice, toast, and ham and eggs for breakfast); or if the conjunction concludes in a complex series of phrases (The

main issues to consider are whether the students have attended the class regularly, whether they have completed the required assignments each week, and whether they have engaged in classroom discussions).

- *With equal adjectives*: Use commas to separate series of adjectives equal in rank. (If the commas could be replaced by the word *and* without changing the meaning, the adjectives are equal: a dark, dangerous street.) Use no comma when the last adjective before a noun outranks its predecessors because it is an integral element of a noun phrase, which is the equivalent of a single noun: a cheap fur coat, a private liberal arts college. (The noun phrases are fur coat and liberal arts college.)

### ***Compose, comprise***

*Compose* means to create or put together and can be used in both active and passive voices.

She composed a song.

The United States is composed of 50 states.

*Comprise* means to contain, to include all or embrace and is followed by a direct object.

The United States comprises 50 states.

### ***Composition titles***

Italicize titles of books, journals, magazines, newspapers, newsletters and long poems published as books. When the surrounding text is already italicized, set the title or word in regular type (no italics).

Place the names of articles, exhibitions, films, lectures, plays, songs and television shows in quotation marks.

### ***COSER***

Acronym for the SED's reference to Cooperative Service. On publications use all caps and no hyphen.

### ***Coworker***

No hyphen. (Also see Hyphenation)

### ***Council/Counsel***

*Council* is a deliberative body and those who are members of it.

*Counsel* is to advise.

### ***Courseload, coursework***

One word. No hyphen. (Also see Hyphenation)

## Courses

Classes and courses should be lowercase when making a general reference to courses, unless the subject includes a proper noun or adjective.

He studies history, political science and English.

Classes should begin with an uppercase when referring to a specific class or when the class name includes a proper noun or adjective.

She took PSY 101: Introduction to Psychology and SPA 101: Elementary Spanish.

Do not use course abbreviations in a sentence.

*Correct:* He took Spanish and psychology classes.

*Incorrect:* He took SPA and PSY classes.

She is a sophomore biology major, yet her younger brother would like to study English.

## Currently, presently

*Currently* means now; *presently* means in the near future.

## Curriculum

Use *curricula* or *curriculum*s in plural form.

## Dash

There are several types of dashes: the hyphen, the en dash, the em dash, the 2-em dash, and the 3-em dash. The following are the most common uses:

- *En dash* (-): Use to indicate continuing or inclusive numbers or time periods. Do not insert spaces before and after the dash: 1964-1965; March-June 1991.
- *Em dash* (—): Use to indicate a sudden break to inject explanatory or qualifying material into a sentence. Do not insert spaces before and after the dash: The people—the ones who were the most interested—made a special effort to attend the meeting.
- *2-Em dash* (—): Use to indicate missing letters. Do not place a space between the existing part of the word and the dash, but do add a space where the dash represents the end of the word: I read the s— section of the newspaper.
- *3-Em dash* (—): Use to indicate a missing word or words to be supplied. Add a space before and after the dash: The express truck was bound for — and would arrive late.

## Data, datum

*Datum* is singular, and *data* is its plural form.

## Dates

*Days:* Always spell out days of the week.

*Months:* Always spell out the months with fewer letters: March, April, May, June, July. Never abbreviate any months when they do not immediately precede a date. When followed by a number, abbreviate Jan., Feb., Aug., Sept., Oct., Nov., Dec.: April 5 and Dec. 25. Consecutive dates can be written in one of two ways:

The workshop will be held Jan. 2 to 25.

The workshop will be held Jan. 2-25.

Use *through* when event duration extends to next month.

Rehearsals will run from March 25 through April 5.

*Years:* Use figures without commas: 1995. Use an *s* without an apostrophe to indicate spans of decades or centuries: the 1990s, the 1800s.

For expressing students' or graduates' class years, use an apostrophe after the name and the decade of graduation.

Sarah Weiner '96 and Ed Johnson '97 attended the wedding of Jodie Marston '98.

*Decades:* Use numerals to indicate decades of history.

He began college in the '90s.

Use an apostrophe to indicate numerals that are missing and add an *s* to indicate the plural: the '90s, the Roaring '20s.

*Centuries:* Lowercase century, spelling out numbers less than 10: the first century, the 21st century.

## Divisions, offices

(Also see Academic departments and Offices)

Capitalize the words *division* and *office* when they appear with official divisional names.

The Educational Resources Division will host a poetry reading.

The Benefits Office will hold a session on health insurance options.

***e.g./i.e.***

When you mean *for example*, use *e.g.* It is an abbreviation for the Latin phrase *exempli gratia*.

When you mean *that is*, use *i.e.* It is an abbreviation for the Latin phrase *id est*.

Either can be used to clarify a preceding statement, the first by example, the second by restating the idea more clearly or expanding upon it. Because these uses are so similar, the two abbreviations are easily confused. To be safe, simply use the words *for example* and *that is*. If you insist on using the abbreviation, perhaps *example given* will remind you to use *e.g.*, while *in effect* suggests *i.e.* Since *e.g.* indicates a partial list, it is redundant to add *etc.* at the end of a list introduced by this abbreviations.

***E-mail***

Hyphenate and use lowercase *e* in e-mail unless the word begins a sentence. E-mail addresses should be written as follows: john.smith@dcboces.org. In printed texts, do not italicize, bold, underline or use all capital letters in e-mail or Web addresses.

***Emerita, emeritus, emeriti***

These honorary titles are formally designated to specific individuals who have retired from their positions and should be used in conjunction with these individuals' formal titles. Similar to the word *alumni*, the endings used with *emeriti* vary according to gender and singular/plural references. Do not use italics for these commonly used words.

emerita: single feminine

emeritus: single masculine

emeriti: plural masculine/feminine/both

The *emeriti* honorary title is used in conjunction with the formal title and can precede or follow the person's name. Titles that precede a formal name are capitalized, and those that follow are lowercased. When standing alone, titles are always lowercased.

John Smith, professor emeritus, attended Commencement this year.

Dean Emerita Joan Baez retired in 1968.

***Events, initiatives***

Capitalize the full names of formal events and special services held at Dutchess BOCES such as Commencement, New Hire Orientation, Reunion, Student Orientation. Lowercase abbreviated versions of the formal event.

The new students must attend Student Orientation.

They receive orientation materials at the registration desk.

***Faculty***

A plural noun that refers to Dutchess BOCES teachers and instructors. Lowercase *faculty* unless the word is part of a specific name or title.

***Foreign words or phrases***

Foreign words and phrases may be set off in italics if they are likely to be unfamiliar to readers. Many foreign phrases used in academe, including Latin honors such as *cum laude* have become established parts of the English language and should be set in regular type. Additionally, foreign phrases that have been adopted as names of national honor societies and fraternities/sororities do not require italics: Alpha Chi, Sigma Chi. (If the word or phrase appears in an English dictionary, it's safe to assume it's a familiar word and does not require italics.)

***Gender***

Avoid ambiguity in sex identity or sex role by choosing nouns, pronouns, and adjectives that specifically describe your subject. Be clear about whether you mean one sex or both sexes. There are many alternatives to the generic *he*, including rephrasing (e.g., from "When an individuals conducts this kind of self-appraisal, *he* is a much stronger person" to "When an individual conducts this kind of self-appraisal, that person is much stronger" or "This kind of self-appraisal makes an individual much stronger"), using plural nouns and plural pronouns (e.g., from "A therapist who is too much like his client can lose *his* objectivity" to "Therapists who are too much like their clients can lose *their* objectivity"), replacing the pronoun with an article (e.g., from "A researcher must apply for *his* grant by September 1" to "A researcher must apply for *the* grant by September 1"), and dropping the pronoun (e.g., form "The researcher must avoid letting *his* own biases and expectations" to "The researcher must avoid letting biases and expectations"). The preferred style is to use (*s*)*he*. Replacing *he* with *he or she* or *she or he* should be done sparingly because the repetition can become tiresome.

### *Gifted and Talented*

The federal Elementary and Secondary Education Act (ESEA) defines gifted and talented students as “Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.” [Title IX, Part A, Definition 22. (2002)] Many states and districts follow the federal definition.

### *Graduate*

Lowercase when referring to the general status of a *graduate*.

Tom Reynolds is a graduate of the college.

### *Home page*

Do not capitalize *home page* unless it begins a sentence.

### *Hyphenated words*

When in doubt about whether to hyphenate a word, consult your dictionary. Use a hyphen to avoid ambiguity and in the following situations:

- *Compound modifiers*: In general, when two or more words modify a noun, use hyphens: a three-year-old child, a well-known physician. Do not hyphenate compounds that include *very* or adverbs ending in *ly*: a very delicate procedure, an expertly performed operation. Most compound modifiers are not hyphenated when they appear after a noun. The exception to this is modifiers that follow forms of the verb to be.

The program, well known for its success, is part of the School of Education.

The program is world-renowned.

However, compounds with the prefix *well* are usually not hyphenated when they follow forms of *to be*.

- *Compound words*: Avoid hyphenating compound words whenever possible, unless hyphens are necessary to avoid confusing the reader or to avoid an awkward junction: coworker, freelance, inpatient, statewide, nonresident, and noncredit

Check a current dictionary for specific words.

Certain compound words should be spelled as two words when used as adverbs or nouns, (full time, part time, off campus) but hyphenated when used as adjectives.

She has a part-time job in order to attend school full time.

Use a hyphen when the base word begins with a capital letter: non-American.

- *Breaks*: If a word already contains a hyphen, do not break it at the end of a line. Do not allow a single letter of a word to stand alone at the beginning or end of a line.

### *Internet*

Always capitalize the word *Internet*.

### *It's, its*

*It's* is a contraction that means *it is*, or it has. *Its* means *belonging to it*.

It's going to be a great year.

The dog wagged its tail.

### *Italics*

In general, italicize titles of films, books, journals, magazines, newspapers, newsletters and long poems published as books.

Use quotation marks for articles, exhibitions, lectures, plays, short poems, songs and television shows. Italicize foreign language words and phrases if they are likely to be unfamiliar to readers. When the surrounding text is already italicized, set the title, word or phrase in regular type (no italics). (Also see Foreign words or phrases)

### *Jr., Sr., II, III*

Do not precede *Jr.* and *Sr.* or numerals with a comma unless the named individual has indicated a preference for it.

John Smith Sr. is a newly appointed trustee.

### *Logos*

To obtain digital files or copies of Dutchess BOCES official logo, as well as other BOCES related logos, usage and guidelines, contact the Communications and Grants Research Division at 845.486.8051 or e-mail Anna Marie Paolercio at [anna.paolercio@dcboces.org](mailto:anna.paolercio@dcboces.org).

### *Money*

Use the dollar sign and numbers when representing money in text. Do not use a decimal and two zeros unless the number of cents must be specified.

She spent \$25 on her psychology textbook and \$8.50 on new stationery.

For amounts of \$1 million or more, use the \$ sign and numerals up to two decimal points. In general, avoid long numbers with lots of zeroes, as in 7,000,000,000. Do not link the numerals and the word by a hyphen.

The benefactor established a new \$1.5 million endowment. The building will cost \$3,500,500.

### **Names**

With the first reference in formal prose, use a person's full name and title; in the second reference, use the title and last name of the individual when the title is significant with the context. Otherwise, use the person's last name only in subsequent references. With students, use their full name in the first reference and only their last name in subsequent references. (In some informal texts or correspondence, the person may be referred to by their first name in subsequent references.)

John Jeffrey, principal of the Alternative High School, attended a conference on best practices. Afterward Principal Jeffrey presented a report to fellow administrators.

Joe Samson '07 met with his advisor for the first time this week. Joe discussed his interest in adding another course to his schedule.

### **Nondiscrimination**

All Dutchess BOCES communications should reflect our commitment to equal opportunity and nondiscriminatory practices in all aspects of employment and education. Respect and a balanced representation should be given regarding gender, race, ethnic group, age and ability. Nondiscriminatory principles apply to all written materials.

### **Numbers** (Also see Money)

In text, write out numbers one through nine. Use figures for numbers 10 and above. Use figures when numbers are preceded by a dollar sign unless it is the first word in the sentence. In amounts less than a dollar, write as figures and spell out the word "cents." With percentages, use figures and write out "percent."

There are seven women and 11 men in the group.

The residence hall is 50 percent male.

A small cup of coffee costs 85 cents at the cafeteria.

### **Offices**

Capitalize the word *office* when used with the official name of a work unit: Admissions Office, Business Office. In subsequent references, lowercase *office* when it stands alone.

Capitalize Payroll, Benefits, Human Resources and other offices whose names are recognizable even without the word *office*.

### **Over, More than**

*Over* refers to spatial relationships.

The shelf is over my head.

*More than* refers to numbers or amounts.

The group raised more than \$60. More than 50 people attended.

### **People with Disabilities**

Put the person before the disability. For example, use *people with disabilities* as opposed to *disabled people* or *the disabled*.

Do not use phrases such as *confined to a wheelchair*, *crippled*, *afflicted*, *victim of* or *suffers from a disorder*. These references diminish the individual's dignity and magnify the disability. Instead, refer to *the person who uses a wheelchair* or *the person with an emotional disorder*. Avoid using trendy euphemisms to describe people with disabilities. Expressions such as *physically challenged*, *special* and *handicapable* generally are regarded by the disability community as patronizing and inaccurate. Stick with simple language, such as *people with disabilities* or *the person who is deaf*.

**Impairment** is used to characterize a physical, mental or physiological loss, abnormality or injury that causes a limitation in one or more major life functions. For example, *The loss of her right arm was only a slight impairment to her ability to drive*.

**Disability** refers to a functional limitation that affects an individual's ability to perform certain functions. For example, it is correct to say, *Despite his disability, he still was able to maintain employment*.

**Handicap** describes a barrier or problem created by society or the environment. For example, *The teacher's negative attitude was a handicap to her*. Or, *The stairs leading to the stage were a handicap to him*.

**Deaf** refers to profound hearing loss. *Hard of hearing* may be used to describe any degree of hearing loss, from slight to profound.

*Blind* most frequently is used to describe a severe vision loss. Either *blind* or *visually impaired* are acceptable terms to describe all degrees of vision loss.

*Developmental disability* is any severe mental and/or physical disorder that began before age 22 and continues indefinitely. Individuals with mental retardation, autism, cerebral palsy, epilepsy and other similar long-term disabilities may be considered to have developmental disabilities.

*Mental illness* is a term describing many forms of illnesses such as schizophrenia, depression and emotional disorders. Use *person with a mental disability* rather than referring to an individual as *deranged* or *deviant*. Clinical terms such as *neurotic* and *psychotic* should be used only for clinical writing. Other terms such as *demented*, *insane*, *abnormal*, *deranged* and *mad* often are used incorrectly and should be avoided.

### Percentages

Spell out the word *percent* except in scientific, technical and statistical copy, and express the amounts as numerals, except when it begins the sentence. In tables use the % symbol.

Eighty percent of the faculty attended the meeting.

More than 90 percent of the class passed the test.

### President

Capitalize when preceding a name. Use lowercase for all other applications.

President Christopher Como.

### Quotation marks

A period or comma always falls within quotation marks. A dash, semicolon, question mark or exclamation point go inside the quotation marks only when they apply to the quoted matter.

He yelled, "Stop!" Can you believe he actually yelled, "Stop"?

- *Direct quotation*: When reporting the exact words of speakers or writers, surround their words with quotation marks.

"I have no intention of staying," he said.

For dialogue or conversation, place each person's words in a separate paragraph, with quotation marks at the beginning and the end of each person's speech. If a person speaks continuously for more than one paragraph, place quotation marks at the

beginning of every paragraph in the speech, but do not place quotation marks at the end of paragraphs until the final paragraph in the speech.

- *Single quotation marks*: Use only when quotes appear inside a quotation. There are no spaces between the single and double quotations.

She said, "He told me, 'I will arrive at class on time tomorrow.'"

### Racial and Ethnic Identity

Specificity and respect are paramount when addressing racial and ethnic groups. It is usually not necessary to make distinctions between different people on the basis of ethnic heritage or ethnic identification unless it is important in understanding characteristics of the population. Identification by race is pertinent in biographical or announcement stories when they involve an appointment that has not routinely been associated with a particular race or ethnic group, and when it provides the reader with a substantial insight into conflicting emotions likely to be involved in a demonstration or similar event.

Preferences for terms referring to racial and ethnic groups change often. Racial and ethnic groups are designated by proper nouns and are capitalized. Therefore, use *Black* and *White* instead of *black* and *white*. For modifiers, do not use hyphens in multiword names, even if the names act as unit modifiers (e.g., *Asian American* participants).

Depending on where a person is from, individuals may prefer to be called *Hispanic*, *Latino*, *Chicano*, or some other designation. In general, naming a nation or region of origin is generally helpful (e.g., *Cuban* or *Central American* is more specific than *Hispanic*. *American Indian* and *Native American* are both accepted terms for referring to indigenous peoples of North America.

### Regions

Capitalize names of distinctive regions: the East Coast, the South, the Northeast, Central New York.

### Scholastic Aptitude Test

Capitalize each word. Use the acronym *SAT* on second reference.

### Semester

Capitalize the *semester* or *term* when used with the year: Fall 2009; Spring 2010.

## Semicolon

Use a semicolon to separate multiple phrases when some of the phrases contain commas: The library has an extensive microfilm collection; an audiovisual department; facilities for typing, photocopying and studying; and archives, exhibits and special collections. Use a semicolon to join main clauses not joined by coordinating conjunctions:

The new house is almost complete; the interest rate is 9 percent.

## Sexual Orientation

*Sexual orientation* is not the same as sexual preference. The term *sexual orientation* currently is the preferred term and is to be used unless the implication of choice is intentional. The terms *lesbians* and *gay men* are preferable to homosexual when referring to specific groups. If the meaning is not clear in the context of your usage, specify gender when using this term (e.g., *gay men*). The clearest way to refer inclusively to people who orientation is not heterosexual is to write *lesbians, gay men, and bisexual women or men*—although somewhat long, the phrase is accurate.

## States

When standing alone, write out state names. When states appear in text with a town or city, write out the state or abbreviate using Associated Press (AP) abbreviations. Use Post Office (PO) abbreviations for mailing addresses only.

State Name	AP	PO
Alabama	Ala.	AL
Alaska	Alaska	AK
Arizona	Ariz.	AZ
Arkansas	Ark.	AR
California	Calif.	CA
Colorado	Colo.	CO
Connecticut	Conn.	CT
Delaware	Del.	DE
District of Columbia	D.C.	DC
Florida	Fla.	FL
Georgia	Ga.	GA
Hawaii	Hawaii	HI
Idaho	Idaho	ID
Illinois	Ill.	IL
Indiana	Ind.	ID
Iowa	Iowa	IA
Kansas	Kan.	KS
Kentucky	Ky.	KY
Louisiana	La.	LA

Maine	Maine	ME
Maryland	Md.	MD
Massachusetts	Mass.	MA
Michigan	Mich.	MI
Minnesota	Minn.	MN
Missouri	Mo.	MO
Mississippi	Miss.	MS
Montana	Mont.	MT
Nebraska	Neb.	NE
Nevada	Nev.	NV
New Hampshire	N.H.	NH
New Jersey	N.J.	NJ
New Mexico	N.M.	NM
New York	N.Y.	NY
North Carolina	N.C.	NC
North Dakota	N.D.	ND
Ohio	Ohio	OH
Oklahoma	Okla.	OK
Oregon	Ore.	OR
Pennsylvania	Pa.	PA
Rhode Island	R.I.	RI
South Carolina	S.C.	SC
South Dakota	S.D.	SD
Tennessee	Tenn.	TN
Texas	Tex.	TX
Utah	Utah	UT
Vermont	Vt.	VT
Virginia	Va.	VA
Washington	Wa.	WA
West Virginia	W.Va.	WV
Wisconsin	Wis.	WI
Wyoming	Wyo.	WY
Vermont	Vt.	VT
Virginia	Va.	VA
Washington	Wa.	WA
West Virginia	W.Va.	WV
Wisconsin	Wis.	WI
Wyoming	Wyo.	WY

## Students

Do not capitalize first-year, freshman, sophomore, junior or senior unless the word begins a sentence.

He is a senior communications studies major.

Do not capitalize class designations.

The senior class sponsored the lecture.

## Student-athlete

Use hyphen rather than a slash to refer to student-athletes.

### Temperature

Use figures unless the temperature is zero.

It's minus 5 degrees. I hope it warms to 9 or 10.

### Telephone numbers

Telephone numbers should be written as follows:

845.486.8051

845.486.4800, extension 303 or ext. 303

845.486.4840, extension 3030 or ext. 3030

### That, which

There is a difference between *that* and *which*. Use *that* for restrictive clauses (clauses that are essential to the meaning of the sentence). Use *which* for nonrestrictive clauses (clauses that, if removed, would not change the meaning of the sentence). Set off the nonrestrictive clause with commas. (If a sentence has two *thats* in it, and the reader may be confused, it's appropriate to substitute a *which* for one of the *thats*).

The book *that* she wanted was not in the library.

The books, *which* are on the kitchen table, are overdue at the library.

### Time

Times should be written without a colon or double zeros, unless listing a specific time after the hour: The reception begins at 7 p.m., with dinner at 7:45 p.m. In prose, the *a* and *p* and *m* in *a.m.* and *p.m.* should always be lowercase and followed by periods. The words *noon* and *midnight* should be lowercase. (Styles may vary for invitations and event listings.)

### Title, entitle

*Entitle* means to give title to; *title* means to provide a title for or call by a title.

The author *entitled* the book last week; the book, titled *How to Write Well*, is here.

### Titles

(also see Academic titles and Composition titles)

Capitalize a person's title when put before the name.

District Superintendent John Pennoyer

Do not capitalize titles when listed after a name, or titles that do not include a name.

Christine Riley, director of Human Resources, led the discussion.

Let's invite the vice president of the Board of Trustees to the event.

*Courtesy titles:* The preferred use in periodicals and news writing is to drop the courtesy title in text material: *Smith* rather than *Mr. Smith*. Omit the courtesy titles *Miss*, *Mr.*, *Mrs.*, or *Ms.* and use first and last names in the first reference. Use only the last name in subsequent references. Do not use *Mr.* in any reference to a married couple unless it is combined with *Mrs.*

Mr. and Mrs. John Smith or Mr. and Mrs. Smith

### United States

Spell out when used as a noun. Use *U.S.* only as an adjective.

She lives in the United States and carries a U.S. passport.

### Web terms

Capitalize *Web* in terms such as *Web site*, *Web page*, and *Webmaster*. In text, it's not necessary to enclose Web site or e-mail addresses in brackets, parentheses, or carets. Web sites and e-mail addresses should not be bolded, underlined or italicized.

Do not italicize, bold, underline or capitalize letters to emphasize Web addresses or place periods at the end of the address. Other Web terms, and their correct spellings, include:

- dot com (noun): He returned to academe after a brief stint with a dot com.
- dot-com (adjective): The city continues to feel the effects of the dot-com bust.
- e-mail
- home page
- HTML: Hypertext markup language
- HTTP: hypertext transfer protocol
- Internet
- login, logon
- offline, online
- Web, Webcast, Web page, Web site
- World Wide Web

### Who, whom

An easy way to determine which to use is to turn a clause into a sentence. *Who* is a nominative and therefore would match she or he, for example, in usage terms. *Whom* would match her.

*Who:* Alice, who had been with the company for 30 years, was eligible for retirement. (*She [not her] had been with the company for 30 years.*)

*Whom:* Whom should I ask? (*Should I ask her [not she]?*)

## Section Three: Digital Letterhead Usage and Fonts

### Digital Letterhead

#### *Contents of CD*

A CD with digital letterhead template and font usage is available. To obtain a copy of this CD, please contact the Communications and Grants Research Division at 845.486.8051. Please use the letterhead template for any letter initiated from Dutchess BOCES.

#### A. Two fonts for use in digital letterhead file

1. Futura (TT014M\_.ttf)
2. Futura Italic (futurani.ttf)

To install fonts onto your computer:

Start>Control Panel>Fonts>File>Install New Font>In Drives Field, Navigate to Fonts Folder, Select All>Okay

#### B. Letterhead Template file - "Jane Doe Letterhead.dot"

To customize letterhead file:

Launch Word.

File>Open>Jane Doe Letterhead.dot

Using fonts provided, customize name and contact information.

File>Save As>Rename the file (Name of person) Letterhead.dot. Be sure to save as .dotfile:

Near the bottom of the dialog box Select Format>Document Template>Save

Do not alter header or footer, except to update file name and path field.

To update file name and path field in footer:

View>Header/Footer>Select File Name in Footer>Right Click>Update Field

#### *Creating a multiple page letter or document (PC)*

#### A. Use the Dutchess BOCES letterhead document template to create page one

#### B. To create blank pages beyond page one

1. Put your cursor AFTER the final character on current page
2. Go to >Insert >Break – choose Next Page
3. Go to >File >Page Setup >Layout tab – choose Different First Page

#### C. For each additional page, repeat steps 1 and 2 above.

### *Creating a multiple page letter or document (Mac)*

A. Use the Dutchess BOCES letterhead document template to create page one

B. To create blank pages beyond page one

1. Put your cursor AFTER the final character on current page
2. Go to >Insert >Break >Choose Section Break (Next Page)
3. Go to >View >Header and Footer (or click in the Header area)
4. Go to >View >Formatting Palette (opens a new Toolbox)
5. From the Formatting Palette, select the Header and Footer tab
6. Check “Different First Page”
7. Click in the body of the document to close the Header

C. For each additional page, repeat steps 1 and 2 above.

### *Adding a different Header or Footer to additional pages*

1. On your blank page, Go to >View – choose Header and Footer.
2. Place the information in your Header and/or Footer.
3. This information will remain constant for the remaining pages added to your document or letter.

### *Changing the Margin*

For different on different pages in the Word template and/or Word document

Place your cursor on the beginning of the first line where you want to change your margins.

1. Move your mouse to the top of your document and place on the ruler and grab the left “margin marker” (small square under the two triangle-shaped “indent markers”), dragging the square to where you want to place your left margin for the letter. Do the same thing on the right side ruler, grabbing the small triangle margin marker and dragging it to where you want to place your right margin.
2. FYI - On the left side, the top small triangle moves the first line indent. The bottom triangle is to move the second line indent (wrapped line indent). On the right side, the small triangle changes the right side margin.
3. Once you have changed both margins, those placements will remain the same as you enter your text until you manually change them to something different.

If you have questions, please contact the Communications and Grants Research Division at 845.486.8051.



John C. Penoyer  
*District Superintendent*

---

Your Name

Your Title

5 BOCES Road, Poughkeepsie, New York 12601

Phone: 845.486.4800 | Fax: 845.486.4981

E-mail: [your.email@dcboces.org](mailto:your.email@dcboces.org)

Dutchess County Board of Cooperative Educational Services

Administrative Offices: 845.486.4800

[www.dcboces.org](http://www.dcboces.org)

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Participating Districts: Arlington | Beacon | Dover | Hyde Park | Millbrook | Pawling | Pine Plains | Poughkeepsie | Red Hook | Rhinebeck | Spackenkill | Wappingers | Webutuck

An Equal Opportunity/Affirmative Action Employer



John C. Pennoyer  
District Superintendent

Your Name

Your Title

Your BOCES Address

Phone: 845.123.4567 | Fax: 845.123.4567

E-mail: your.email@dcboces.org

(Preferred Format Style for a Letter)

October 21, 2010

¶

¶

Mr. John Smith, Vice President

ABC Company

876 West End Avenue, Suite 205

Chicago, IL 60611-2846

¶

Dear Mr. Smith:

¶

This is an example of a block-style letter with mixed punctuation. Based on the size of the letter, the top margin should be anywhere from 1 inch to 1.5 inch to accommodate the letterhead logo and address, but our preference is that the document be centered vertically. The side margins should be 1 inch.

¶

Letters are usually keyed in single-spacing, with a double space between paragraphs. Block paragraphs begin at the left margin with no indentations. Every letter should begin with the date on which it will be sent.

¶

Mixed punctuation means including the colon after the salutation and the comma after the complimentary closing.

¶

Sincerely,

¶

¶

¶

John C. Pennoyer

District Superintendent

¶

JCP:nmp

¶

Enclosure

BETA-3.DATA2:shares:cgr group:Communications & Style Guide - Dutchess BOCES:BOCES Letter Preferred Style 10-21-10.doc

Dutchess County Board of Cooperative Educational Services

Administrative Offices: 845.486.4800

[www.dcboces.org](http://www.dcboces.org)

Participating Districts: Arlington | Beacon | Dover | Hyde Park | Millbrook | Pawling | Pine Plains | Poughkeepsie | Red Hook | Rhinebeck | Spackenkill | Wappingers | Webutuck

An Equal Opportunity/Affirmative Action Employer

BETA-3.DATA2:shares:cgr group:Communications & Style Guide - Dutchess BOCES:BOCES Letter Preferred Style 10-21-10.doc



John C. Pennoyer  
District Superintendent

Your Name  
Your Title  
Your BOCES Address  
Phone: 845.123.4567 | Fax: 845.123.4567  
E-mail: your.email@dcboces.org

(Preferred Format Style for a Memo)

October 21, 2010

TO: All Administrators  
FROM: John C. Pennoyer  
RE: Style Guide for Written Documents

(BODY TEXT GOES HERE)

JCP:nmp  
N/BOCES/JCP/Correspondence/memo to admin re style guide/7-21-09

**IMPORTANT NOTE REGARDING ANY DOCUMENT:**

**ALL DOCUMENTS, including those that ARE NOT composed on BOCES letterhead, must include the following information:**

1. Pagination - multi-page documents must be paginated -- 1 of 3, 2 of 3, 3 of 3, etc.
2. At the bottom of every document, the file name and path must show the author, date, subject, etc. This information can either be located in body of the document at the bottom **OR** in the footer (examples of this are noted in red text on letter (page 18) and memo (page 19) format styles).

Dutchess County Board of Cooperative Educational Services  
Administrative Offices: 845.486.4800  
www.dcboces.org

Participating Districts: Arlington | Beacon | Dover | Hyde Park | Millbrook | Pawling | Pine Plains | Poughkeepsie | Red Hook | Rhinebeck | Spackenkill | Wappingers | Webutuck  
An Equal Opportunity/Affirmative Action Employer

## Section Four: Dutchess BOCES Logo Usage

### Dutchess BOCES Logo Standards

Because many people at Dutchess BOCES develop their own marketing materials, it is challenging to maintain a consistent look. Publications are geared for different audiences and age groups in many sizes and on many topics. Since people can benefit from a variety of different BOCES programs, making sure that individuals know they are “using” a Dutchess BOCES product or service is critical. Adding the logo is necessary to add name recognition and help build credibility.

All materials prepared for external distribution should have the Dutchess BOCES logo on them. Examples of these are:

Letters | Memos | Faxes | Reports | Proposals

Brochures | Advertisements | Announcements

There are two versions of the Dutchess BOCES logo.

Version 1: The name Dutchess BOCES is displayed on one line.

Version 2: The name Dutchess BOCES is displayed on two lines.

The one-line logo is also available with a division tag line.

The Dutchess BOCES logo color is PMS Reflex Blue. It may also be printed in Black.

Version 1

Dutchess **BOCES**  
 Dutchess **BOCES**

Version 2

Dutchess Dutchess  
**BOCES** **BOCES**

Logo with Tag Line

Dutchess **BOCES**  
**EDUCATIONAL RESOURCES**

## Proper Use

The Dutchess BOCES logo is the primary visual element used to identify the organization. The effectiveness of the Dutchess BOCES logo depends on its correct and consistent use on all BOCES communications materials. Any incorrect or inconsistent usage will weaken the impact and will result in a diminished awareness of the Dutchess BOCES and its breadth of programs and services.

The logo should not be redrawn, rotated or altered in any way.

## Proportion

The whole logo may be scaled proportionately.

## Minimum Size

In order to maintain legibility, the minimum length of the one-line logo is one inch (1") and is shown below. Minimum length of the two-line logo is .5".

## Clearance Area

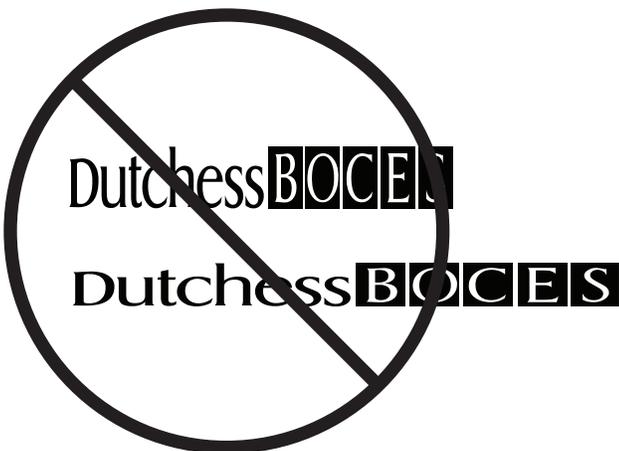
Clearance is defined as the minimum distance allowed between the logo and any other element (graphic, text or edge of page).

No matter what size the Dutchess BOCES logo is scaled to, the clearance area should never be less than the relative height of the BOCES block.

## Background

The logo should not be placed on a background.

PROPORTION



MINIMUM SIZE



CLEARANCE AREA



## Logo and Digital Letterhead CD

A CD that contains the following information is available. Requests for copies of this CD may be directed to the Communications and Grants Research Office at 845.486.8051.

### *CD Contents - Logos, Supporting Fonts and Digital Letterhead*

Logo folder

A. Four files in .png format

1. 1-line black “Dutchess BOCES logo black 1 line.png”
2. 1-line blue “Dutchess BOCES logo blue 1 line.png”
3. 2-line black “Dutchess BOCES logo black 2 line.png”
4. 2-line blue “Dutchess BOCES logo blue 2 line.png”

B. Logo folder containing one-line logos with division tags

To insert logo in a Word document:

Insert>Picture>From File. Navigate to Logo Folder, Select a logo file>Insert

To enable repositioning of the logo in the Word document:

Select logo>Format>Picture>Layout>Select “In front of Text”

To resize logo proportionately:

Select logo. Holding down the shift key, click and slowly drag any corner bounding box handle.

## Section Five: Dutchess BOCES Business Card

Use the following format for Dutchess BOCES business cards. Business cards should be ordered through the Dutchess BOCES Print Shop 845.486.4800, extension 3006.

John Doe  
 Title  
 Dutchess BOCES  
 Street Address  
 City, State ZIP  
[www.dcboces.org](http://www.dcboces.org)

voice: 845.123.4567, ext. 9876  
 fax: 845.987.6543  
[john.doe@dcboces.org](mailto:john.doe@dcboces.org)

**Dutchess BOCES**

## Section Six: Dutchess BOCES Division Colors

	HR .....Pantone 202 U..... (CMYK values: 10/97/61/48)
	CGR .....Pantone 7474 U ..... (CMYK values: 14/19/21/38)
	CTI .....Pantone 7484 U ..... (CMYK values: 100/0/85/50)
	ER .....Pantone 5115 U ..... (CMYK values: 75/100/70/15)
	F & O .....Pantone 470 U ..... (CMYK values: 0/58/100/33)
	DS .....Pantone 484 U ..... (CMYK values: 0/95/100/29)
	BS .....Pantone 556 U ..... (CMYK values: 42/0/33/27)
	AE/SE .....Pantone 2955 U ..... (CMYK values: 100/55/10/48)
	Adult Ed .....Pantone 200 U ..... (CMYK values: 0/100/63/12)

# Dutchess BOCES



BOCES Blue: Pantone Reflex Blue  
 CMYK values: 100/73/0/2  
 RGB values: 0/85/164  
 BOCES logo font: Griffin

## Section Seven: Voice Mail Message

### Telephone: A Key Point of Customer Contact

#### *Voice Mail Message*

Hello, you have reached \_\_\_\_\_ in the Dutchess BOCES \_\_\_\_\_ Office. I'm sorry I am unable to take your call at the moment. Please leave your name, phone number, and a brief message and I will get back to you as soon as possible. If you need immediate assistance, please dial \_\_\_\_\_ and ask to speak with \_\_\_\_\_. Thank you and have a great day.

#### *Voice Mail Away Message*

Hello, you have reached \_\_\_\_\_ in the \_\_\_\_\_ Office at Dutchess BOCES. I'm sorry I am not in the office today (*or you can state specific dates that you will be away*). I will return on \_\_\_\_\_. If you need immediate assistance, please dial \_\_\_\_\_ and ask to speak with \_\_\_\_\_. Otherwise, please leave your name, phone number, and a brief message and I will get back to you as soon as possible. Thank you and have a great day.

*(NOTE: Promptly revise, update or reset your voice mail, as needed.)*

## Section Eight: Telephone and E-mail Etiquette

### Standard Telephone Message

Messages should be re-recorded at least every two weeks.

1. Message may begin with a salutation.
2. Dutchess BOCES should precede the department name.
3. All employees should use the same name to describe their department, office, or service.
4. All employees must use their name.
5. Message should end with “how may I help you?”

### Sample Telephone Scripts

#### *Standard Script*

“Thank you for calling Dutchess BOCES, Educational Resources, Kip Newman speaking, how may I help you?”

#### *Receptionist’s Script*

“Thank you for calling Dutchess BOCES BETA, Denise Wrisley speaking, how may I direct your call?”

#### *Secretary Answering Supervisor’s Line*

“Good morning, Dr. Heitmann’s office, Pat Horgan speaking. How may I help you?”

### Taking Complete Messages

Treat your message pad like a checklist.

1. Name
2. District/company
3. Telephone number
4. Reason for the call (message)
5. Date and time

### Things To Consider About E-mail:

- E-mail should be written in standard English.
- Incoming e-mail should receive a reply by the end of the next business day.
- Use auto reply if you will be unable to read and respond to your e-mail.
- Use a business card or your contact information at the end your e-mail.
- E-mail is public information.
- E-mail is often shared.

## Section Nine: Notable News and Events Form

# Dutchess **BOCES**

## NOTABLE NEWS & EVENTS

When requesting communication services or providing information for one of our publications, please provide any back-up information that is available on event/activity, including hand-outs, programs, etc. If you would like us to cover an event, please try to give us two weeks' notice, particularly if you want us to send out a media alert.

\*New/modified Programs   \*Events   \*New Staff   \*Communicator, Highlights, Spotlight Article  
 \*Staff/Student Recognition   \*Special Projects or Performances   \*Upcoming Courses

Primary Contact \_\_\_\_\_

Title \_\_\_\_\_

Building Location \_\_\_\_\_

Phone & Extension \_\_\_\_\_

E-mail Address \_\_\_\_\_

### NOTABLE NEWS & EVENTS INFORMATION:

What \_\_\_\_\_

Where \_\_\_\_\_

When (date & time) \_\_\_\_\_

Narrative Description (please use complete sentences)

Photo opportunity?  Yes  No

If yes, student picture release on file?  Yes  No

Administrator's Name \_\_\_\_\_ Date \_\_\_\_\_

### Please submit form to:

Anna Marie Paolercio  
 Director of Communications and Grants Research  
 900 Dutchess Turnpike, Poughkeepsie, NY 12603

Voice: 845.486.8051 ~ Fax: 845.486.4958  
 E-mail: [anna.paolercio@dcboces.org](mailto:anna.paolercio@dcboces.org)

## Section Ten: News Release and Media Alert

All news releases and media alerts for Dutchess BOCES are sent out using the following forms by the Communications and Grants Research Division. To request a news release or media alert, please contact Anna Marie Paolercio at 845.486.8051 or e-mail [anna.paolercio@dcbooces.org](mailto:anna.paolercio@dcbooces.org).



### NEWS RELEASE

COMMUNICATIONS AND GRANTS RESEARCH DIVISION  
 ANNA MARIE PAOLERCIO, DIRECTOR  
 900 DUTCHESS TURNPIKE, POUGHKEEPSIE, NEW YORK 12603  
 T: 845.486.8051 • F: 845.486.4958 • WWW.DUTCHESSBOCES.ORG

Release Date:		Office:	
Contact:		Address:	
Telephone:			
Email:			

### Headline

TOWN AND STATE -- Date -- Enter Article Here



### MEDIA ALERT

COMMUNICATIONS AND GRANTS RESEARCH DIVISION  
 ANNA MARIE PAOLERCIO, DIRECTOR  
 900 DUTCHESS TURNPIKE, POUGHKEEPSIE, NEW YORK 12603  
 T: 845.486.8051 • F: 845.486.4958 • WWW.DUTCHESSBOCES.ORG

Release Date:		Division:	
Contact:		Address:	
Telephone:			
Email:			

### Event:

Date:

Time:

Location:

Description:

Other:

*The following text may be added to the end of a news release or media alert:*

Dutchess BOCES is recognized for its premier educational and support services providing quality and cost-effective solutions for our community. We promote an organizational culture fostering collaboration, innovation, efficiency, excellence and leadership that is embraced by BOCES and its community.

## Section Eleven: Permission for Publicity

### STUDENTS UNDER THE AGE OF 18:

A *Permission Form for Publicity* form must be completed and on file for any Dutchess BOCES student prior to any form of publicity. This authorization may be obtained as part of the student's enrollment paperwork and kept on file in the main program office. To obtain forms, contact the CGR Division at 845.486.8051.



### Permission Form for Publicity Purposes

*(This form is intended for students UNDER the age of 18)*

I, the undersigned parent/guardian of \_\_\_\_\_,  
(Name of Student)

a student in the Dutchess BOCES, hereby give my permission for my child's photograph and name to appear on the Web site, [www.dcboces.org](http://www.dcboces.org), in the Dutchess BOCES newsletter, the Dutchess BOCES calendar, Dutchess BOCES brochures and/or other publications, school yearbook, local newspapers, videotaped recordings of student activities during the school day and after-school which may be broadcast and televised on local radio and/or television stations, on a non-paid basis. I understand that my child's name may or may not be mentioned and his/her voice, likeness, statements, actions or other information may be used in such recordings. The same applies to any interviews conducted for broadcast by local television or radio media.

I release Dutchess BOCES, its officers, employees and agents, from any and all claims, demands, actions, causes of action, suits, damages and judgments as a result of the use of the above information about my child in the publications and/or media broadcasts described above while enrolled at Dutchess BOCES.

I am over the age of 18, have read the above information, I understand the conditions of the above agreement and will be bound by its terms on my own behalf and on behalf of my child.

**Please print your name here** \_\_\_\_\_ **and sign below:**

Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Your Relationship to Child \_\_\_\_\_

Child's School \_\_\_\_\_ Child's Grade \_\_\_\_\_ Child's Teacher \_\_\_\_\_

**If you do not wish to have this information used by Dutchess BOCES in the manner described above, please complete this section:**

I, the undersigned parent/guardian of \_\_\_\_\_,  
(Name of Student)

**DO NOT WANT** the types of information described above regarding my child given to the local newspapers, used in Dutchess BOCES publications, the Dutchess BOCES Web site, the yearbook, or by local television and/or radio stations while enrolled at Dutchess BOCES.

**Please print your name here** \_\_\_\_\_ **and sign below:**

Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Your Relationship to Child \_\_\_\_\_

Child's School \_\_\_\_\_ Child's Grade \_\_\_\_\_ Child's Teacher \_\_\_\_\_

### **PLEASE RETURN THIS FORM TO YOUR CHILD'S CLASSROOM TEACHER**

OFFICE OF COMMUNICATIONS AND GRANTS RESEARCH  
Anna Marie Paolercio, Director ~ [anna.paolercio@dcboces.org](mailto:anna.paolercio@dcboces.org)  
Voice: 845.486.8051 ~ Fax: 845.486.4958

**STUDENTS OVER THE AGE OF 18:**

A *Permission Form for Publicity* form must be completed and on file for any Dutchess BOCES student prior to any form of publicity. This authorization may be obtained as part of the student’s enrollment paperwork and kept on file in the main program office. To obtain forms, contact the CGR Division at 845.486.8051.



**Permission Form for Publicity Purposes**

*(This form is intended for students **OVER** the age of 18)*

I, \_\_\_\_\_,  
**(Name of Student)**

a student at Dutchess BOCES, hereby give my permission for my photograph and name to appear on the Web site, [www.dcboces.org](http://www.dcboces.org), in the Dutchess BOCES newsletter, the Dutchess BOCES calendar, Dutchess BOCES brochures and/or other publications, school yearbook, local newspapers, videotaped recordings of student activities during the school day and after-school which may be broadcast and televised on local radio and/or television stations, on a non-paid basis. I understand that my name may or may not be mentioned and my voice, likeness, statements, actions or other information may be used in such recordings. The same applies to any interviews conducted for broadcast by local television or radio media.

I release Dutchess BOCES, its officers, employees and agents, from any and all claims, demands, actions, causes of action, suits, damages and judgments as a result of the use of the above information about me in the publications and/or media broadcasts described above while enrolled at Dutchess BOCES.

I am over the age of 18, have read the above information, I understand the conditions of the above agreement and will be bound by its terms on my own behalf.

**Please print your name here \_\_\_\_\_ and sign below:**

Signature \_\_\_\_\_ Date \_\_\_\_\_

Dutchess BOCES Course(s) or Program \_\_\_\_\_

Teacher(s) \_\_\_\_\_

**If you do not wish to have this information used by Dutchess BOCES in the manner described above, please complete this section:**

I, \_\_\_\_\_,  
**(Name of Student)**

**DO NOT WANT** the types of information described above regarding me given to the local newspapers, used in Dutchess BOCES publications, the Dutchess BOCES Web site, the yearbook, or by local television and/or radio stations while enrolled at Dutchess BOCES.

**Please print your name here \_\_\_\_\_ and sign below:**

Signature \_\_\_\_\_ Date \_\_\_\_\_

Dutchess BOCES Course(s) or Program \_\_\_\_\_

Teacher(s) \_\_\_\_\_

**PLEASE RETURN THIS FORM TO YOUR TEACHER**

COMMUNICATIONS AND GRANTS RESEARCH  
Anna Marie Paolercio, Director ~ [anna.paolercio@dcboces.org](mailto:anna.paolercio@dcboces.org)  
Voice: 845.486.8051 ~ Fax: 845.486.4958

## Section Twelve: Acronyms and Abbreviations

1-6-1: One Teacher – 6 Students – 1 Supplementary School Personnel  
1-8-1: One Teacher – 8 Students – 1 Supplementary School Personnel  
1-12-1: One Teacher – 12 Students – 1 Supplementary School Personnel  
1-6-2: One Teacher – 6 Students – 2 Supplementary School Personnel  
1-8-2: One Teacher – 8 Students – 2 Supplementary School Personnel  
1-12-4: One Teacher – 12 Students – 4 Supplementary School Personnel  
AASA: American Association of School Administrators  
AEIA: Adult Education Instructors Association  
AESA: Association of Educational Services Agencies  
AHS: Alternative High School  
ALI - Adult Learning Institute  
ARRA: American Recovery and Reinvestment Act  
ASA: Administrative and Supervisory Association  
BETA: BOCES Education and Training Academy  
BFA: BOCES Faculty Association  
BOE: Board of Education  
BOCES: Board of Cooperative Educational Services  
CAC: Cabinet Advisory Council  
CAIT: Curriculum Assessment and Instructional Technology  
CGR: Communications and Grants Research  
CNA: Certified Nursing Assistant  
COSER: Cooperative Service (approved by the State Education Department)  
CSE: Committee on Special Education  
CSO: Chief School Officer  
CST: Community Solutions for Transportation  
CTE: Career and Technical Education  
CTI: Career and Technical Institute  
DAES: Dutchess Academy of Environmental Studies  
DEHIC: Dutchess Educational Health Insurance Consortium  
DCSBA: Dutchess County School Boards Association  
EDC: Economic Development Corporation  
ELA: English Language Arts  
EPE: Employment Preparation Education  
ER: Educational Resources  
ERAC: Educational Resources Advisory Council  
E-Rate: Federal funding for Internet access, LAN, and telecommunications  
ESEA: Elementary and Secondary Education Act  
ESL: English as a Second Language  
ESY: Extended School Year  
FRN: Federal Regulating Network  
FTE: Full-Time Equivalent

GED®: Tests of General Educational Development®  
HHA: Home Health Aide  
HVAC: Heating, Ventilation and Air Conditioning  
IDEA: Individuals with Disabilities Education Act  
IEP: Individual Education Plan  
ITSAC: Instructional Technology Services Advisory Council  
JPC: Joint Policy Committee  
LAN: Local Area Network  
LEP: Limited English Proficiency  
LHCOSS: Lower Hudson Council of School Superintendents  
LPN: Licensed Practical Nurse  
LT: Learning Technology  
MHSSC: Mid-Hudson Schools Study Council  
NAESP: National Association of Elementary School Principals  
NA: Nursing Assistant  
NSBA: National School Boards Association  
NYSAWA: New York State Association for Women in Administration  
NYSCOSS: New York State Council of School Superintendents  
NYSED: New York State Education Department  
NYSESLAT: New York State English as a Second Language Test  
NYSSBA: New York State School Boards Association  
OT: Occupational Therapy  
PEACCE: Providing Education for Autistic and Communication Impaired Children Effectively  
PT: Physical Therapy  
QA: Quality Assurance  
RSE-TASC: Regional Special Education Technical Assistance Support Center  
RTT - Race to the Top  
RWADA: Resident Weighted Average Daily Attendance  
SAANYS: School Administrators Association of New York State  
SBO: School Business Official  
SED: State Education Department  
SE-TASC: Special Education Technical Assistance Support Center  
SPC: Salt Point Center  
SSA: Support Staff Association  
STW: School to Work  
SYSOP: System Operator  
TSS: Technical Support Services  
VESID: Vocational and Educational Services for Individuals  
VI: Visually Impaired  
WAN: Wide Area Network  
WC: Workers' Compensation  
WFW: Wheels for Work  
WIB: Workforce Investment Board



*produced by Dutchess BOCES*

**Office of Communications and Grants Research**

Anna Marie Paolercio, Director  
Maria Hoskins, Public Information Officer

**Shared Printing Service**

Genevieve Kellam, Reproduction Coordinator



*leadership | efficiency | innovation | excellence | collaboration*

**DUTCHESS COUNTY BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

5 BOCES Road • Poughkeepsie, NY 12601

voice: 845.486.4800 fax: 845.486.4981

[www.dcboces.org](http://www.dcboces.org)

**Dutchess** **BOCES**