WAYNE RESA
Brand and Style Guide
2025-2026

WAYNE RESA
Leading... Learning for All

SERVICE
LEADERSHIP
COLLABORATION
EXCELLENCE

WE ARE WAYNE RESA.

Wayne Regional Educational Service Agency (Wayne RESA) is the largest of 56 educational service agencies, or intermediate school districts, in Michigan. Wayne RESA is proud to offer a diverse variety of services to our students, school districts, and public school academies. Our work benefits students, teachers, administrators, bus drivers, families, local businesses, and many educational colleagues and community organizations. **Wayne RESA is committed to improving student achievement through cost-effective, high-quality educational programs and services. We achieve this through service, leadership, collaboration, and excellence.**

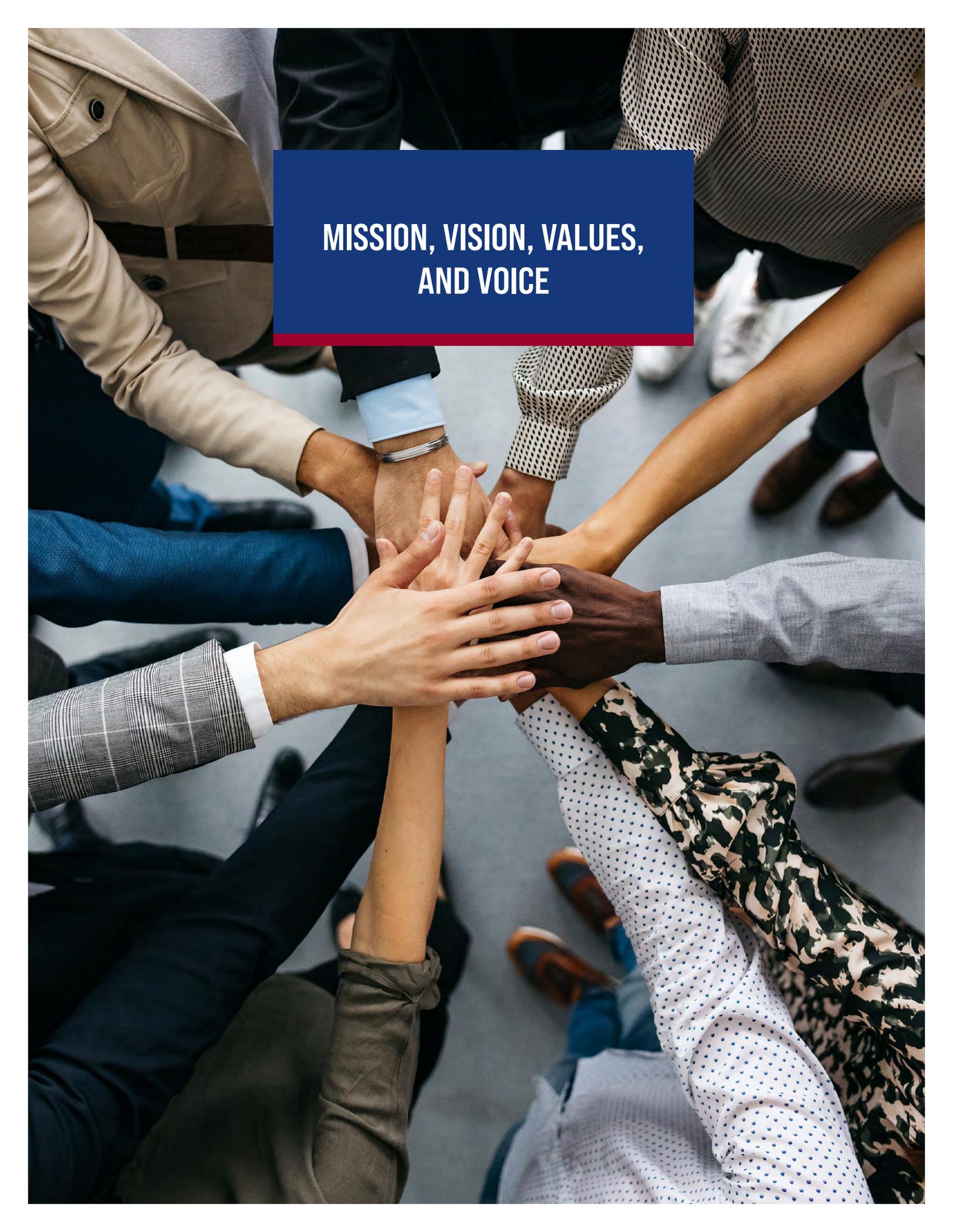## WHAT IS OUR STYLE GUIDE AND WHY IT MATTERS.

Wayne RESA's brand and style guide is **an important tool that establishes our brand and strengthens our public image and credibility so that our communities immediately recognize our work**. This guide ensures that all staff and content creators are consistent in their design and communication on behalf of Wayne RESA, to publish streamlined, effective, on-brand content.

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MISSION, VISION, VALUES, AND VOICE

OUR MISSION.

Wayne RESA is committed to leadership through service and collaboration for excellence in teaching and learning for all.

OUR VISION.

Leading... Learning for All.

OUR BELIEFS.

- We believe **leadership** is the foundation of our organization.

- We believe **service** is the core of our work.

- We believe **collaboration** is essential to our success.

- We believe in the pursuit of **excellence**.

OUR VOICE.

Wayne RESA's voice is grounded in our beliefs. Our voice is one of approachable authority that speaks with care, confidence, and easy-to-understand data that educates and centers our students, staff, and community members. Our tone is positive, empowering, and inspiring. We work together to serve our children, educators, and communities, with a shared goal of creating a better future for our children.

OUR LAND ACKNOWLEDGMENT.

We collectively acknowledge that Wayne RESA occupies the ancestral, traditional, and contemporary lands of the Anishinabewaki. The people of the Peoria, Fox, Wyandotte, Miami and Mississauga Tribes also made this region their home. Wayne RESA resides on land ceded in the Treaty of Detroit (1807). These lands continue to be the homeland of many indigenous people. Through these words of acknowledgement, we seek to reaffirm and respect their contemporary and ancestral ties to the land and their contributions. Additionally, Wayne RESA recognizes and commits to ongoing intercultural learning through our diverse local and regional indigenous communities.

December 2023

OUR BRAND
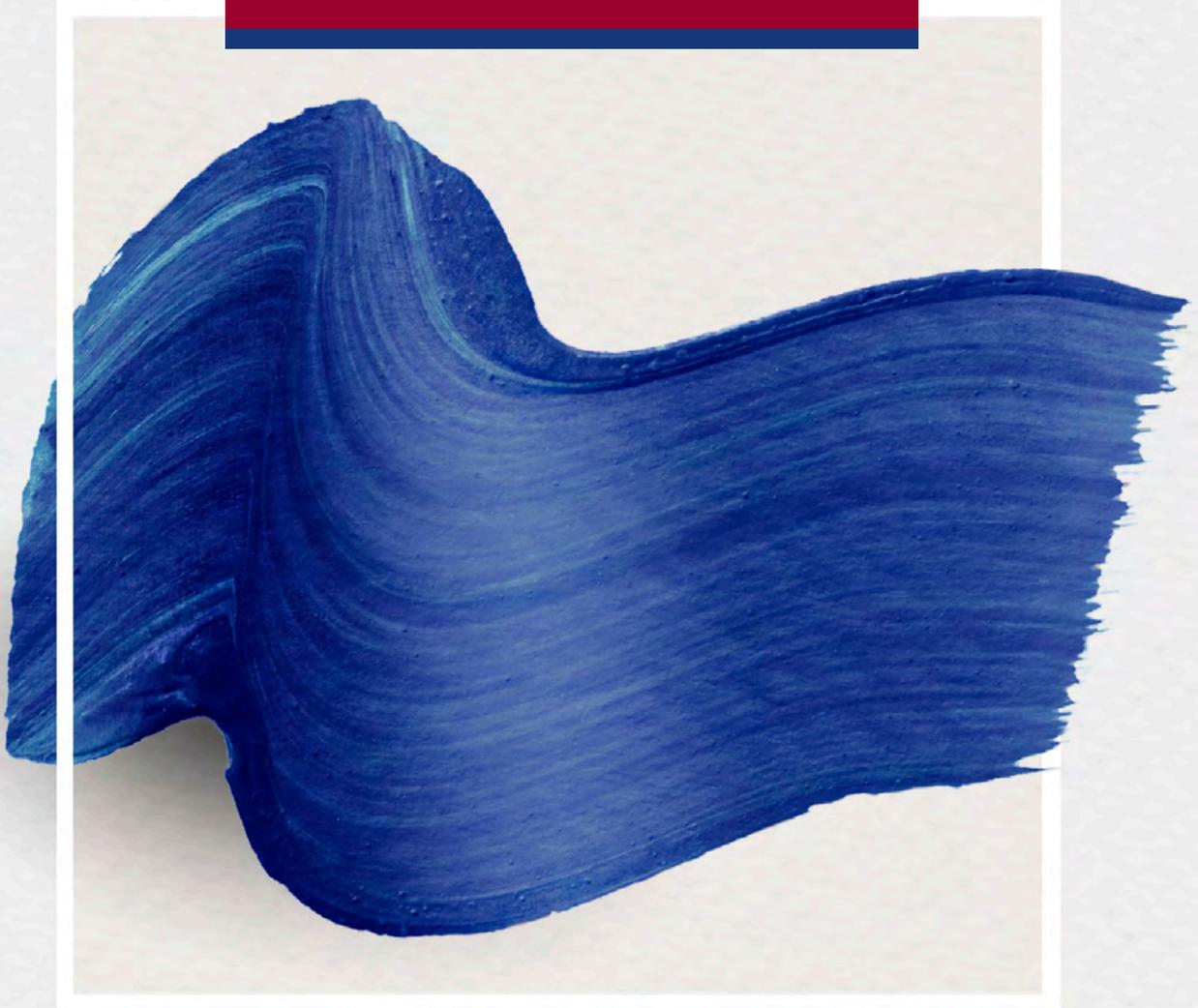
OUR LOGO.

The Wayne RESA logo is our primary visual identifier—think of it as the public face of our organization. Our logo shares what we do **(Leading... Learning for All)**, and what we believe in **(Service, Leadership, Collaboration, Excellence)**.

Always use one of the correct versions of our logo below, available to download for staff in our Shared Google Drive labeled, Wayne RESA Assets.

Our logo should appear on all materials that have an audience outside of Wayne RESA, and it should be displayed prominently. When creating a webpage, always place our logo at the top of the page and use Wayne RESA colors as much as possible, so that your audience immediately recognizes the program, services, or support as Wayne RESA.

OUR LOGO IS NOT:

Stretched or compressed (with the incorrect ratio of height to width)

Pixelated

Incorrectly colored

Added to or deleted from

OUR COLOR PALETTE.

Using the Wayne RESA color palette in all documents and assets identifies your work as an official Wayne RESA publication and enables your audience to immediately recognize your work as Wayne RESA.

Primary Colors.

Always use a combination of the Wayne RESA blue and maroon in all documents and assets created that represent our work.
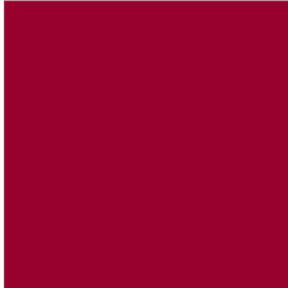
WRESA blue

PRINT

PMS: 280 C
CMYK: C100 • M85 • Y0 • K35

WEB

HEX: #16397b
RGB: R22 • G57 • B123

WRESA maroon

PRINT

PMS: 1955 C
CMYK: C0 • M100 • Y61 • K43

WEB

HEX: #98002e
RGB: R152 • G0 • B4

SECONDARY COLORS.

Use the Wayne RESA secondary color palette whenever needed to add more color as accents.

	Color	CMYK	RGB	HEX
	LIGHT CYAN	C40 • M0 • Y0 • K0	R142 • G216 • B248	#8ED8F8
	PEACOCK BLUE	C100 • M72 • Y17 • K3	R0 • G85 • B144	#005590
	CORNFLOWER BLUE	C85 • M50 • Y0 • K0	R28 • G117 • B188	#1C75BC
	DARK GRASS GREEN	C50 • M10 • Y100 • K10	R130 • 167 • B56	#82A738
	DEEP PURPLE	C79 • M100 • Y2 • K10	R87 • G39 • B130	#572782
	MEDIUM BLUE-GRAY	C60 • M42 • Y10 • K11	R102 • G124 • B165	#667CA5
	DARK BLUE-GRAY	C71 • M56 • Y45 • K23	R81 • G91 • B102	#4E5B67

See ADA accessibility on

OUR FONT.

Wayne RESA uses the following fonts.

Sans Serif Fonts:

Sans serif fonts look clean and modern and work well in signs and flyers.

- **Avenir –** ABCDEF | 0123456 Frequently used by educational organizations and in signage.

- **Bebas Neue—** ABCDEF | 0123456 Works well when space is at a premium.

- **Calibri –** ABCDEF | 0123456 Works well in Microsoft products.

- **Montserrat –** ABCDEF | 0123456 Available in Canva, works well in ads, etc., where space is not a concern.

- **Myriad Pro**— ABCDEF | 0123456 Works well in Adobe products.

- **Roboto –** ABCDEF | 0123456 Works well in Google Products.

Serif Fonts:

Serif fonts are less tiring to the eyes over long, multipage documents. They also convey formality and thus can work well for letters, etc.

- **Baskerville —** ABCDEF | 0123456 Available in Microsoft products, called "Libre Baskerville" in Google.

- **Caslon —** ABCDEF | 0123456 Works well in Adobe products.

- **Garamond —** ABCDEF | 0123456 Works well in Adobe products and Canva.

- **Georgia —** ABCDEF | 0123456 Works well in Microsoft products and Canva.

See ADA accessibility on .

OUR EMAIL SIGNATURES.

Wayne RESA staff should format their email signature following the example below. You may choose whether to include your personal pronouns and/or your cell phone. Find the template and instructions in the Shared Google Drive labeled, **Wayne RESA Assets**.

First Name Last Name
Title
Desk: (734) 334-0000
Cell: (313) 555-1212

RESA
WAYNE
Leading... Learning for All

SERVICE
LEADERSHIP
COLLABORATION
EXCELLENCE

33500 Van Born Road
Wayne, MI 48184
www.resa.net

ALWAYS INCLUDE.

Our Contact.

The following should appear on all materials for an audience outside the organization, including slide decks: the Wayne RESA Board of Education and Superintendent, along with our address, phone and fax numbers, website, and Equal Opportunity Employer statement.

Our Board members may be in a horizontal line or vertical column, with their names listed in alphabetical order by last name, if they are listed without titles. When Board member titles are included, their names should be listed according to their ranking, followed by the Wayne RESA Superintendent. Note that titles change annually.

33500 Van Born Road
Wayne, MI 48184
(734) 334-1300
(734) 334-1620 FAX
www.resa.net

Mary Blackmon, President
Danielle Funderburg, Vice President
James Beri, Secretary
Lynda Jackson, Treasurer
James Petrie, Trustee

Daveda J. Colbert, Ph.D., Superintendent

Wayne RESA is an equal opportunity employer.

CANVA TEMPLATES.

All Wayne RESA staff have free access to Canva, using their work email, to use as a resource to create branded graphics.

To navigate to the Wayne RESA templates, go to Canva.com then click the Canva logo in the top left. Under the Wayne RESA account click **Brand Hub**. There you will see a Brand Kit, containing our logos, colors, and fonts, as well as Brand Templates.

BRAND ASSETS.

Key Wayne RESA brand assets are available to staff to download via the Shared Google Drive, labeled Wayne RESA Assets. The drive contains Wayne RESA: letterhead, logos, colors, virtual backgrounds (Zoom, Teams), Google slide deck template, licensed stock photography and video, as well as our email signature template and this brand and style guide.

To navigate to the Shared Google Drive, open your browser and sign in to your Wayne RESA Google Drive. From there, go to the lefthand menu and click Shared drives, then click **Wayne RESA Assets**.

MEDIA:
A QUICK REFERENCE
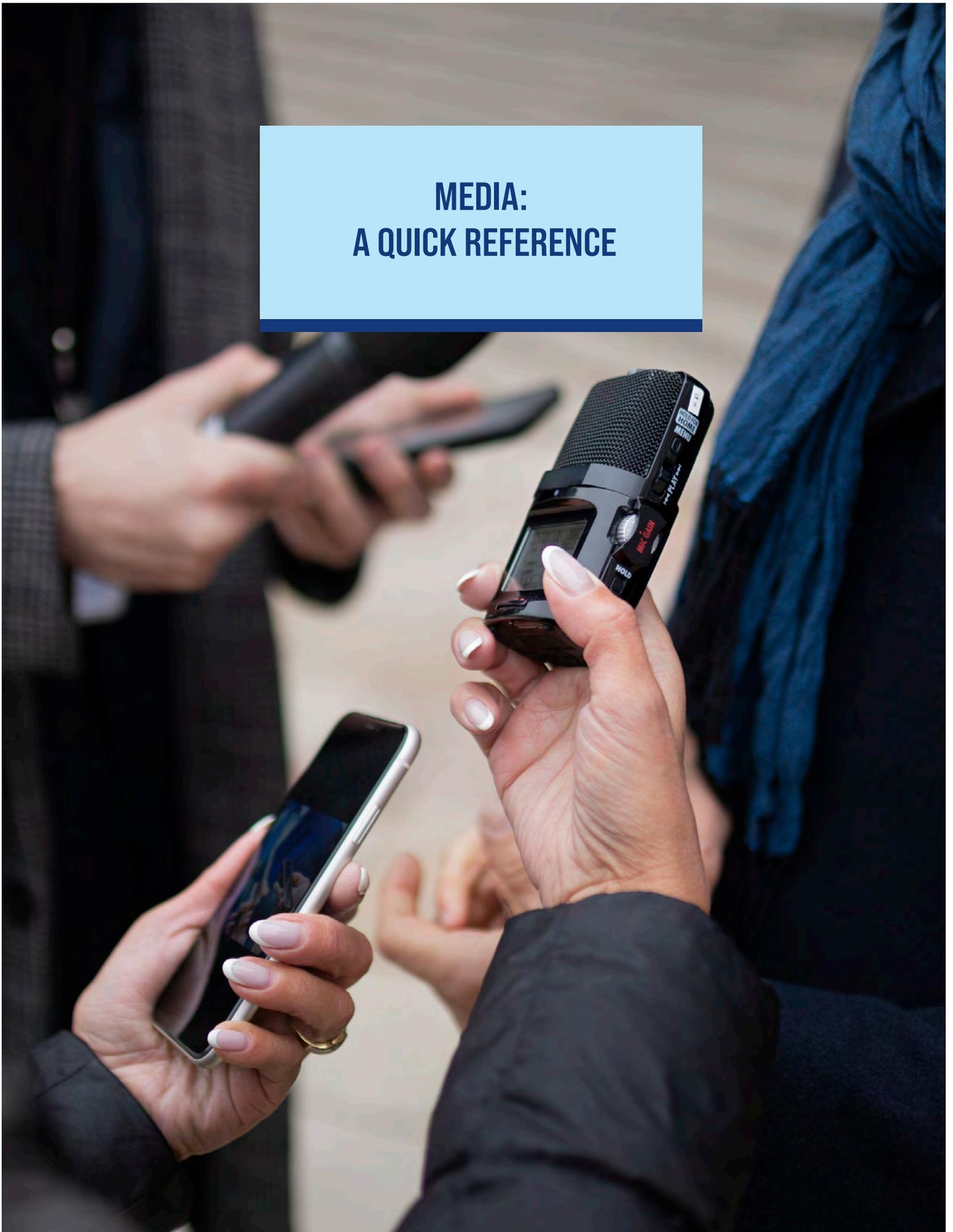
HOW TO HANDLE MEDIA INQUIRIES.

Public awareness of Wayne RESA programs, services, and other positive newsworthy aspects of our work is important. It is critical that information shared with reporters and the media is authorized by the Superintendent, and is accurate, timely, and consistent.

All media requests must go through the Communications Department. If a reporter reaches out directly to you, please immediately forward the request to the Senior Executive Director of Communications, Public Relations, and Marketing Dana Chicklas at **chickld@resa.net**, and tell the reporter that all media requests must go through them first.

The Communications Department handles all media requests with input from our content expert on staff, and will route the request to the Superintendent and the person best suited to respond or participate. Journalists expect a response on deadline, which can be as soon as within a couple hours of receipt.

MEDIA RELEASE FORM.

All students, including those who are 18-years-old and older, who will be featured in any photo or video to be used by Wayne RESA must complete our media release form. If students are minors, their parent or guardian must complete the form. The form can be signed digitally and submissions are accessible by administrators on the backend of Wayne RESA's website.

The media release form is located at: **https://www.resa.net/mediarelease**
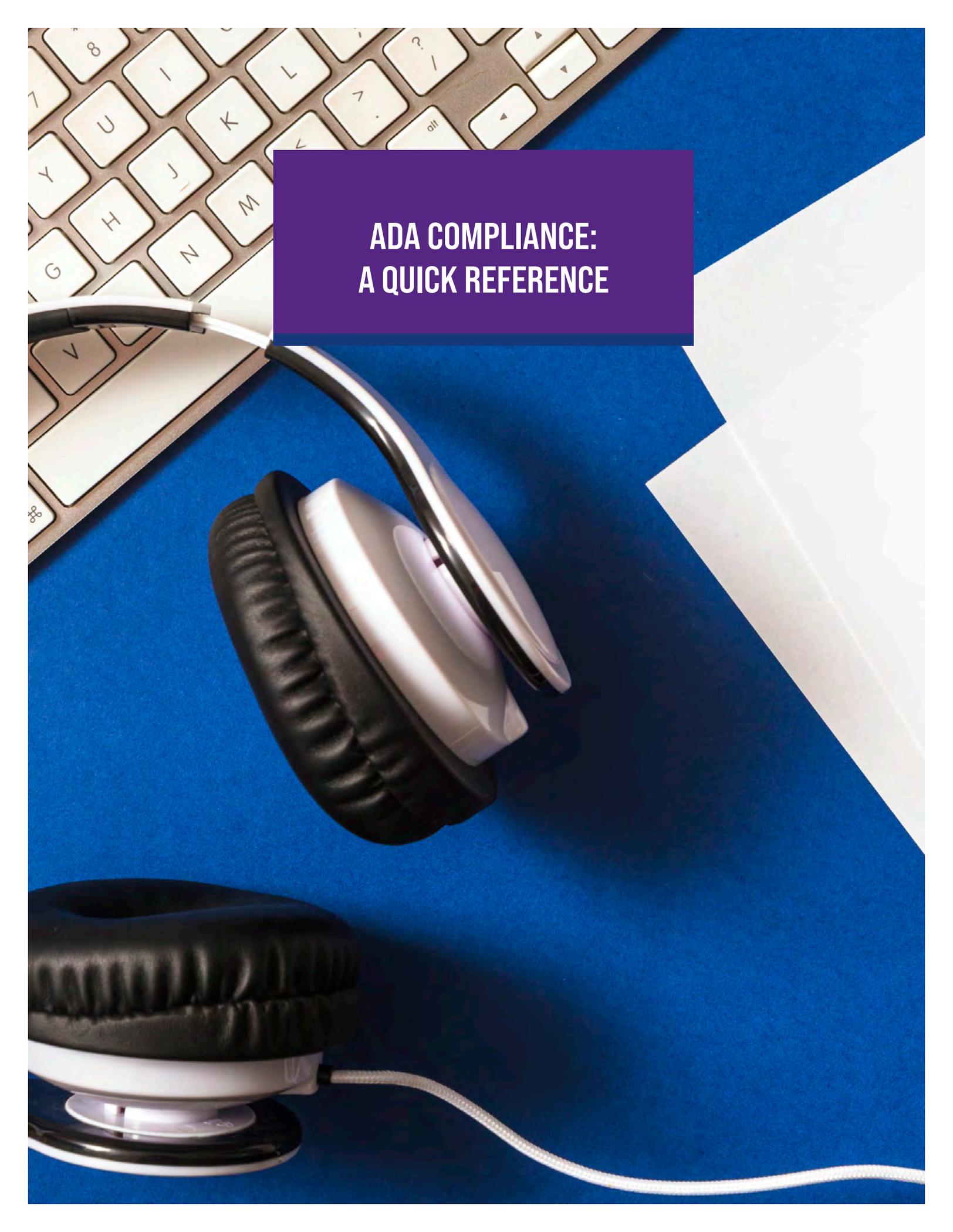
ADA COMPLIANCE:
A QUICK REFERENCE

The Americans with Disabilities Act (ADA) is one of the most comprehensive civil rights legislation nationwide that prohibits discrimination and guarantees that people with disabilities have equal access to all public facilities and resources (www.ada.gov). Any content shared and created by Wayne RESA online must be formatted for universal accessibility, including using: legible fonts, colors with appropriate contrast to the background, describing any visual content, and applying logical efficient navigation to all content. Wayne RESA has software that can check the accessibility of PDF files through Adobe Acrobat.

FILES.

Convert Word and other document types to a PDF file before sharing online. A PDF document preserves the formatting and layout of the original document and is widely used for sharing documents that need to be printed or published. All attachments shared online must be accessible directly within the user's browser. Files created in cloud applications, like Google Docs, can also be viewed via browser window and do not need to be converted.

COLOR.

When you choose colors for print or online materials, all content must meet accessibility standards. That includes avoiding dark type on a dark background or light type on a light background. You can check your color combinations for accessibility online at WebAIM (https://webaim.org) or AccessibleWeb (https://accessibleweb.com). Simply input the hex codes of the foreground and background colors you are using.

Best practice is to have a contrast ratio of at least 4.5:1 for normal text and 3:1 for larger text, according to the Web Content Accessibility Guidelines.

Example of failing color contrast

Example of passing color contrast

IMAGES.

Do not rely primarily on images to share information. Graphics, like flyers and diagrams, exclude users with vision impairments, as the text on the image cannot be read to them with assistive technology. For every graphic that you share online, you must provide a description.

Alt text.

Alt text is an important element for web accessibility and ADA compliance, as it provides a description of the content of an image for users who cannot see the image. Here are some of the most important aspects of alt text for ADA compliance:

- **Be Descriptive.** Alt text should be descriptive and convey the purpose and content of the image for someone who cannot see the image.

- **Be Specific.** Alt text should be specific to the image it describes, and not be a generic description or placeholder.

- **Be Accurate.** Alt text should accurately describe the image, and not be misleading or provide false information.

- **Avoid Redundancy.** Alt text should not repeat information that is already present in the surrounding text, such as the caption or surrounding paragraph.

- **Keep it Short.** Alt text should be concise and to the point, ideally no more than 125 characters.

When thinking about alt text, it can be helpful to consider the purpose of the image and what information it is conveying. Ask yourself what someone who cannot see the image would miss out on, and what information they would need to understand the content of the image. Additionally, if the image contains text, the alt text should include that text.

Overall, the goal of alt text is to provide an accurate and useful description of the content of an image, and to ensure that users with visual impairments can access the same information as sighted users.

Sizing.

Large, high-resolution images should not be used in their original size: they take longer to upload, use more storage, and use more of your reader's data to load. Always resize your photos before adding them online to the appropriate size. In general, keep the largest dimension at or under 1,000 pixels and file size should be kept small and under 1MB whenever possible.

TEXT.

Headings.

All documents and webpages should have at least one heading. Headings should be used to identify the structure of a table of contents in larger documents, and to clarify hierarchy of information on individual pages. Use headings in hierarchical, not chronological order. Applying this formatting makes it faster and easier for people of all abilities to find the information they are searching for:

Heading 1 (Title— only one H1 per document or webpage)

Heading 2 (Titles of subsections)

Heading 3 (Titles of subsection segments)

Paragraph (Regular body text)

Standardize styles in your document. For example, all headings, subheadings, etc. should use the same font, size, and color. This makes it easier for readers to identify sections of a document.

To emphasize words, bold, italicize, or enlarge the font. Be sure not to emphasize a word with a different font color. It is helpful to use different styles for your different headings and paragraphs. You will want to make sure a sight reader can differentiate between the headings visually.

FONT CHOICE.

Good use of typography makes a document look professional and increases your audience's understanding, while building Wayne RESA's brand identity. Best practices include:

- avoid overly ornate fonts;
- use a maximum of two to three fonts per document;
- use fonts in the way they were designed to be used (for example, use a font designed for signage for signage only, not a formal report).

To review the default fonts for Wayne RESA documents, please see . For online content editors, the "Normal" style should be applied to paragraphs written on the webpage. Use a minimum of 12 pt. font size for all documents to ensure that the text won't be too small to read on paper if it's printed.

Text should always be a color that highly contrasts its background—for example, dark blue or black on white paper. Use color text with restraint. Do not, for example, apply a different color to every paragraph or highlight. Remember: if everything is emphasized, nothing is.

Serif vs. Sans Serif Font.

In general, sans serif fonts look more modern and work well for signs and flyers. However, serif fonts can be less tiring to read in longer reports and documents.

Example of a Serif Font

Example of a Sans Serif font

Legibility.

Legibility refers to the design of a font and measures how easy it is to distinguish one letter or symbol from another.

Example of a highly legible font

Example of a highly illegible font

Readability.

Readability refers to the arrangement of fonts and words to make them flow well and be easy to read, especially over lengthier reports or presentations. Align text flush left (and "ragged right") for comfortable word spacing and increased readability. Avoid hyphenation when possible: it can decrease readability for readers who are not yet proficient.

Example of poor readability

> Wayne RESA is a regional educational service agency that provides a broad range of services and support to Wayne County's 33 school districts aimed at improving student achievement and maximizing economies of scale in staff development, purchasing, and administrative services. Wayne RESA is the Intermediate School District (ISD) for Wayne County, Michigan.
>
> ISDs — which sometimes go by the name Regional Educational Service Agency (RESA) or Educational Service Agency (ESA) — work with local school districts, the Michigan Department of Education, business and industry and community groups. Each ISD works with its local school districts to develop the mix of products and programs to maximize benefits for that area. ISDs increase cost savings for schools, expand educational opportunities, provide professional learning for teachers, and much more.

Example of good readability

> Wayne RESA is a regional educational service agency that provides a broad range of services and support to Wayne County's 33 school districts aimed at improving student achievement and maximizing economies of scale in staff development, purchasing, and administrative services. Wayne RESA is the Intermediate School District (ISD) for Wayne County, Michigan.
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Spacing.

Make sure you have sufficient spacing and rely on margins, indents, and paragraph spacing tools to control spacing. Using the Enter or Tab keys many times in a row creates a frustrating experience for those using screen readers: rather than just seeing blank space, they have to hear each keystroke dictated. If you hit Enter 20 times, that person will have to hear the word Enter repeated 20 times before they can continue to the next section. Use page breaks and paragraph styling to achieve the desired look.

LINKS.

If you are including a hyperlink in a digital document, direct your audience to the link by describing what you are linking ("This can be found on the Wayne RESA website.") Do not include the entire website address (www.resa.net). If you are printing a document, you should include the link in parentheses. For example, your text should read, "Wayne RESA's website (www.resa.net)." This will allow a reader to best read and find the web address.

ASK, LISTEN FIRST LANGUAGE: WRITING FOR INCLUSIVITY
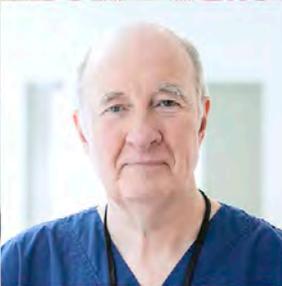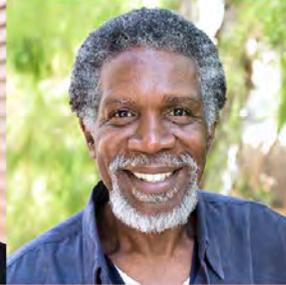
WAYNE RESA DEFINITIONS.

Diversity includes all the ways in which people differ, encompassing the different characteristics that make one individual or group different from another. While diversity is often used in reference to race, ethnicity, and gender, we embrace a broader definition of diversity that also includes, but is not limited to age, national origin, religion, disability, sexual orientation, gender identity and expression, socioeconomic status, education, marital status, language, and physical appearance. Our definition also includes diversity of thought: ideas, perspectives, and values. We also recognize that individuals affiliate with multiple identities.

Equity is the fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. Improving equity involves increasing justice and fairness within the procedures and processes of institutions or systems, as well as in their distribution of resources.

Inclusion is the act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people. It's important to note that while an inclusive group is by definition diverse, a diverse group isn't always inclusive.

WRITING ABOUT DIFFERENT ABILITIES.

To write inclusively, it is important to first ask a person how they identify and to listen to their preference. There is not a consensus in the disability community on whether person-first language, identity first, or identity-proud language is the best practice. In general, do not define a person by their disability, whether it be physical, developmental, or emotional. A person's disability should only be mentioned if it is relevant to your work. Avoid using ableist language, which excludes and marginalizes people with disabilities. For example, write "we believe this" instead of "we stand by this."

If someone prefers people first language, instead of writing or referring to someone as a "disabled person," thus describing them as a person second to their disability, write "a person with a disability." You should describe someone as a "person with/who has/who is (name the specific disability)." Again, this is only if it is relevant to the story being told and the person you are writing about prefers to be identified this way. Always remember, a disability is not always visible. Never make assumptions about a person and what their disability may or may not be.

If you are referring to someone who does not have a disability, do not use terms like "normal" or "healthy." You may choose to use "non-disabled" or "person without disabilities" if needed to tell your story. Be careful not to make a person who has a disability seem "less than" or different.

WRITING ABOUT RACE.

It is important to first consider why you would mention a person's race and ethnicity in your writing, and whether it strengthens, or takes away from, your work or writing. A person's race should only be used as an identifying characteristic if it adds value and importance to your work. No person should be simply defined by their race and ethnicity, or be subject to any stereotypes. For example, if a school hires its first Black teacher, race is important. If a student is caught vandalizing a school, the race of the student is not important. As always, ask someone how they identify and use their preference.

Important terms.

Race: the idea that the human species is divided into distinct groups on the basis of inherited physical and behavioral differences (Britannica).

Ethnicity: a social construct that divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history and ancestral geographical base ("Teaching for Diversity and Social Justice: A Sourcebook," Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors Routledge, 1997).

Implicit bias: also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness. Many studies have indicated that implicit biases affect individuals' attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves (State of the Science Implicit Bias Review 2013, Cheryl Staats, Kirwan Institute, The Ohio State University).

Antiracism: an antiracist is someone who supports antiracist policy through their actions or expressing antiracist ideas. This includes the expression or ideas that racial groups are equals and none needs developing, and is supporting policy that reduces racial inequity ("How to be an Antiracist," Ibram X Kendi, 2019).

Using proper terms and grammar.

Black should always be capitalized when written in a racial, ethnic, or cultural sense, conveying an essential and shared sense of history, identity, and community among people who identify as Black, including those in the African diaspora and within Africa (Associated Press, 2020).

Asian American or Pacific Islander can be used when someone identifies as an American of Asian descent or Pacific Islander descent (Associated Press, 2020).

Indigenous is used when referring to people who identify as the original inhabitants of a place (Associated Press, 2020).

Latino, Latina, Latine, or Latinx can be used when referring to a person of a Spanish-speaking country from Latin American. Latino is the masculine term, Latina is the feminine term, and then Latine and Latinx are the gender-neutral terms. When describing a group of people, specify the group's country of origin using the correct term, for example, Puerto Rican or Cuban (Associated Press, 2020).

Middle Eastern and North African (MENA) or Southwest Asian and North African (SWANA) are terms that can be used when referring to a person of a country from the regions of the Middle East, Southwest Asia, and/or North Africa.

Native American or **American Indian** can be used when describing someone who identifies as an Indigenous person of the mainland of the United States. Be specific when writing about a particular Indian Nation by naming the tribe, nation, band, village or native community (National Congress of American Indians).

White should be written in lowercase when used in a racial, ethnic, or cultural sense. White people in general do not share the same history and culture, or experience of being discriminated against because of skin color (Associated Press, 2020).

WRITING ABOUT GENDER AND SEX.

As we know, everyone we reference is a person beyond any other characteristics. A person's gender identity, or sexual orientation, should be referenced only if it is relevant to the respective work.

When writing generally about all people, it is important to write inclusively and use gender neutral language. For example, write "if they should need" instead of "if he should need." Write "humankind" instead of "mankind." Instead of using typical heterosexual terms, like "husband" and "wife," use language like "spouse" or "partner."

A person's correct personal pronouns (they, he, she, etc.) should always be respected and used at all times, using the personal pronouns that a person identifies with. Never assume you know how someone identifies and ask for a person's pronouns when writing about them.

Important terms.

It is important to understand the difference between gender and sex. One way to differentiate the two is to think of sex as the biology of a person, and gender as a social construct. GLAAD, the largest Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) media advocacy organization, was used as a resource for the following definitions (GLAAD Media Reference Guide, 2023).

Gender: the social construct of norms, behaviors, roles, and cultural or psychological traits typically associated with a sex that varies between societies and over time.

Sex: a person's biological status that is typically assigned at birth, usually on the basis of their external anatomy. Sex is typically categorized as male, female, or intersex.

Gender identity: a person's internal sense of self and their gender, whether that is man, woman, neither or both. Gender identity is not outwardly visible to others.

Gender expression: how a person presents their gender outwardly, through their behavior, clothing, voice, or other perceived characteristics.

Sexual orientation: a person's physical, romantic, and/or emotional attraction to people of the same and/or other gender.

Intersex: people who have differences in reproductive anatomy, chromosomes, or hormones that don't fit typical definitions of male or female.

LGBTQ+: acronym for lesbian, gay, bisexual transgender, queer and all other non-straight, non-cisgender identities.

Transgender: an adjective to describe a person whose gender identity differs from the sex they were assigned at birth. A person can call themself transgender the moment they realize that their gender identity is different than the sex they were assigned at birth. In writing, first write transgender and then you can write trans.

Nonbinary: an adjective to describe a person who experiences their gender identity and/or gender expression as outside of the binary gender categories of man and woman. Nonbinary is an umbrella term that encompasses many ways to understand one's gender.

WRITING ABOUT AGE.

People of all ages are an integral part of the education world. To be respectful and inclusive of all ages, we must choose our words wisely in writing and in conversation. Ultimately, do not belittle anyone's knowledge, abilities, or intelligence simply because of their age. And again, always think of people first. Their age does not need to be their identity.

Unless a person's age is relevant to the work or story, it does not need to be included. With our student population, we serve specific age ranges, which is a completely acceptable reason to list age. In all instances it is best to list the number, as opposed to any phrasing that might put a negative connotation on someone's age. Don't use descriptions that might make children not seem as valued and as smart as an adult, simply because they are younger. Don't make an older adult seem not as smart as a younger adult simply because they are older.

Be consistent. If you are including one person's age because it is relevant to your work, then consider including the ages of the other people in the writing so that one person is not singled out. This will depend on the story you are telling.

Important terms.

A few terms to consider using include youth, people over (an age), people under (an age), teenager, older person, and senior. Best practices are to ask someone what they prefer to be called when describing their age.

WRITING ABOUT RELIGION.

Religion is a personal and sensitive topic for many people, and it is important to be neutral and respectful to everyone's beliefs in both the workplace and in education. Each of us has our own belief system and values but that is not all that defines us, just as our race, socioeconomic status, or gender do not completely define who we are. Only include or discuss someone's religion if it is important to the work or story being told.

Religion is something you cannot see and something you should never make assumptions about. Always use people first language. For example, if someone is a person of Jewish faith, refer to them as such or as a member of the Jewish community. Always avoid religious terms that could be viewed as culturally insensitive or terms that reinforce stereotypes.

The Wayne RESA cultural observances calendar is an excellent resource that honors various religious holidays, days of importance and remembrance, as well as heritage months throughout the year.

WRITING ABOUT SOCIOECONOMIC STATUS.

A person's socioeconomic status is a sensitive and often private matter that must be respected and dealt with in a way that provides empowerment to all. Socioeconomic status can also refer to a person's level of education. Avoid terms like "dropout" or "poorly educated." When discussing socioeconomic status, write in a way that tells what people have, not what they lack.

Everyone is far more than their income bracket or socioeconomic status. Avoid writing about people who may not have financial stability in a way that perpetuates stereotypes and creates a "less than" attitude. Do not refer to people as "poor people" or "homeless." They are a "person of low-income" or a "person experiencing poverty." They are not "homeless," they are a "person experiencing homelessness." When we put people into categories first and take away their humanity, we are reinforcing classism.
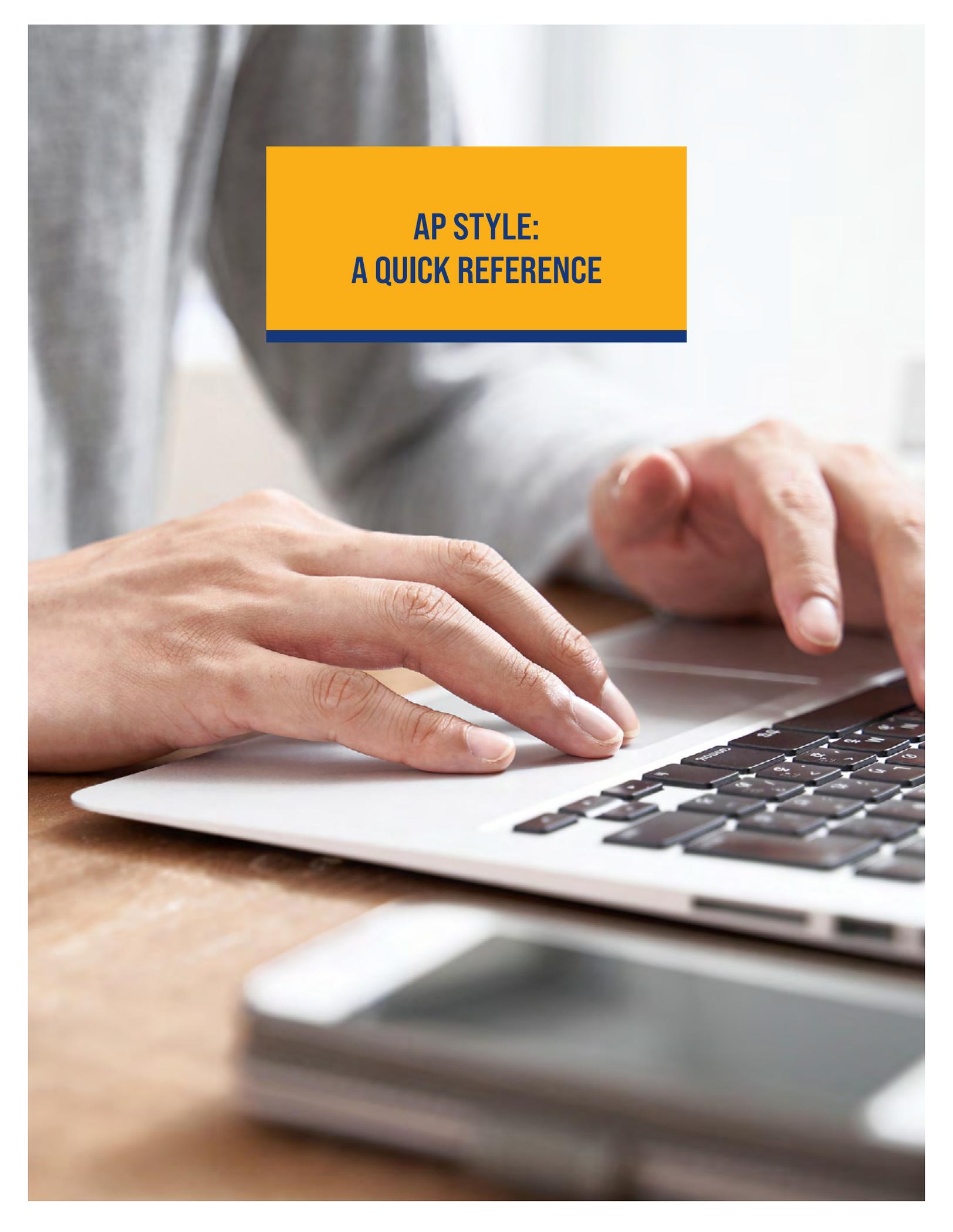
AP STYLE:
A QUICK REFERENCE

AP STYLE WRITING TIPS

Wayne RESA recommends staff follow the principles of high-quality writing according to the Associated Press Stylebook (AP Style). AP Style is easy to read, concise, and bias free. Most U.S. newspapers, magazines, and public relations firms write in AP Style.

The following is a quick reference for common writing across our work.

Abbreviations and acronyms.

- In general, avoid alphabet soup.

- Do not use abbreviations or acronyms that the reader would not quickly recognize, and always first spell out the full word before using its acronym.

- Abbreviations and most acronyms should be avoided in headlines.

- Apostrophes usually show possession and are not needed to make acronyms and numbers plural, except for individual letters in grading (1990s, ABCs, 4s, they earned all A's).

Academic degrees and titles.

- Use the abbreviations B.A., M.A., LL.D., and Ph.D. when needed.

- After someone's full name, an academic abbreviation follows a comma (Daveda Colbert, Ph.D.).

- Use an apostrophe in bachelor's degree, a master's, etc.

- There is no possessive in Bachelor of Arts, Master of Science, or Associate Degree.

- Only capitalize formal titles when they appear immediately before a name, this does not apply to a job description or grade year (Superintendent Daveda Colbert, teacher Candice Jackson, sophomore Joe Jones).

Ages.

- Always use numbers to write an age (the girl, 8, has a brother, 11).

- If the age is used a substitute for a noun or as an adjective, hyphenate it (A 21-year-old student. The student is 21).

- Don't use apostrophes when describing an age range (20s).

Dates.

- Capitalize months.

- When a month is used with a specific date, abbreviate only Jan., Feb., Aug., Sept., Oct., Nov., and Dec. (Aug. 14 is her birthday).

- When listing a month and year, don't use a comma (October 1984 was historic for the Detroit Tigers).

- When writing a month, day, and year, use a comma before the year (Oct. 14, 1984).

Numbers.

- Spell out numbers one through nine, for 10 and up, write the number.

- Spell out numbers that start a sentence, except for a calendar year (2021).

- Use a hyphen to connect a number ending in "y" to another word (twenty-one).

School names.

- School names should always be spelled out on first reference (Oak Harbor High School). On second reference "our school," "the school," or "we" are acceptable (you may also use Oak Harbor High).

Seasons.

- The first letter of a season should be lower case, unless part of a formal name (summer, springtime, Fall Showcase, Winter Olympics).

Titles (books, movies, presentations).

- Capitalize titles of almost all compositions, like books, movies, plays, poems, songs, and presentations, and write them in quotation marks ("Les Miserables," "Lovely Day"). The exception is newspaper or magazine names (Detroit Free Press, The New York Times).

Time.

- Use the abbreviations A.D., B.C., a.m., and p.m.
- Write noon and midnight.

Tricky word examples.

- cooperative education (co-op)
- cyberspace
- e-book, e-reader
- email
- fundraising, fundraiser
- hashtag
- hyperlink, hypertext
- login, logon, logoff
- online
- smartphone
- website, webpage
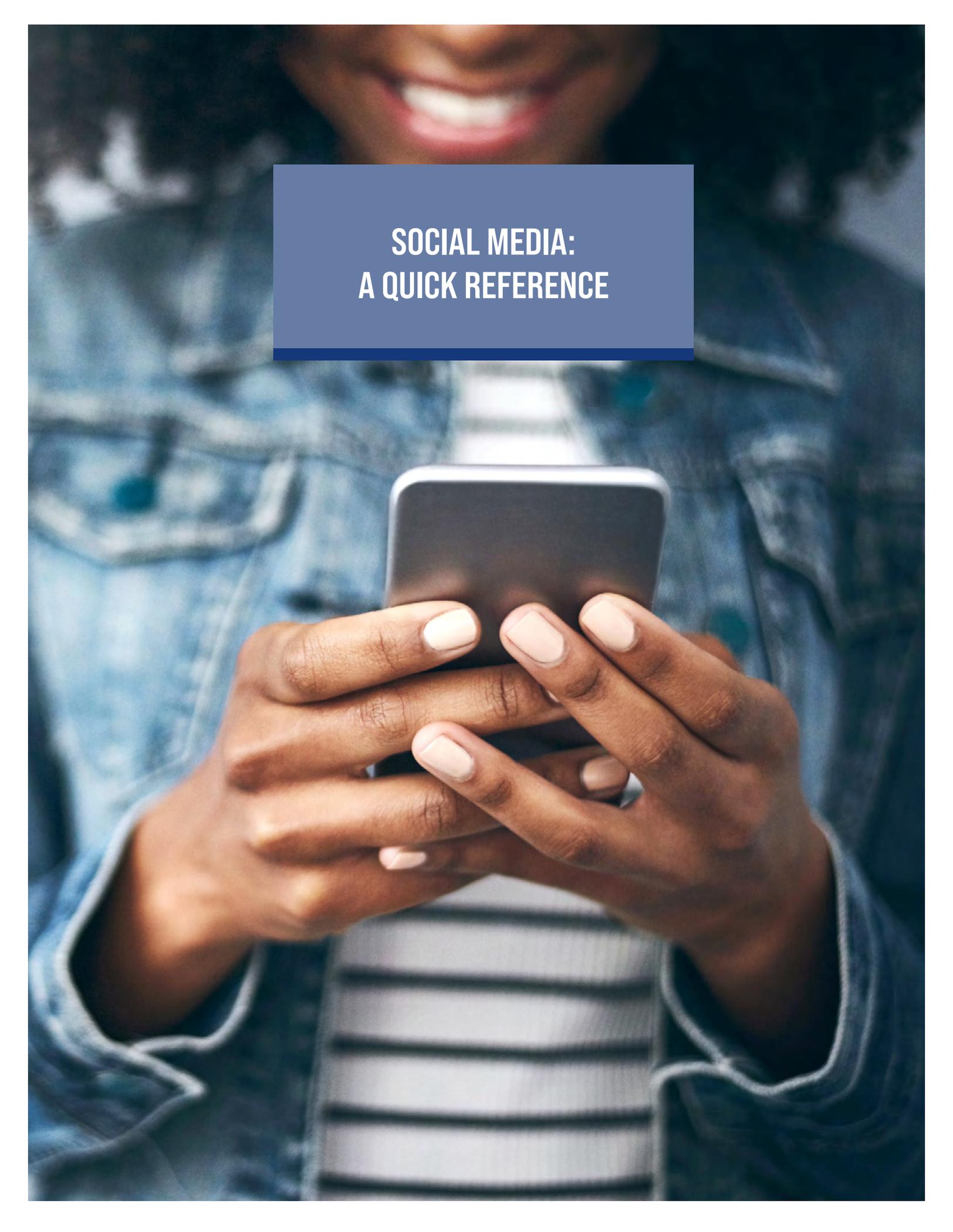
SOCIAL MEDIA:
A QUICK REFERENCE

SOCIAL MEDIA.

Wayne RESA has an official:

- Twitter handle (**twitter.com/WayneRESA**)
- Facebook page (**facebook.com/WayneRESA.net**)
- LinkedIn profile (**linkedin.com/company/wayne-resa**)

along with several departmental social media accounts, including Twitter, Facebook, and Instagram.

Social media is a space to inform and celebrate our work and our people. It is also a space to have a conversation and grow our audience. Wayne RESA's official social media accounts are critical to engage audiences, including Wayne County community members and taxpayers, educators, and students and their family members, by amplifying our work and how Wayne RESA's positive impact.

Remember the principles of our voice at Wayne RESA for writing across social media. Wayne RESA's voice is grounded in our beliefs. Our voice is one of approachable authority that speaks with care, confidence, and easy-to-understand data that educates and centers our students, staff, and community members. Our tone is positive, empowering, and inspiring. We work together to serve our children, educators, and communities, with a shared goal of creating a better future for our children.

Staff requests for social media posts.

As a Wayne RESA colleague, if you have an idea or request for a Wayne RESA social media post, please email the Communications Department directly with social media requests, or flag any concerns, at: **communications@resa.net**.

Personal social media accounts and engagement.

Wayne RESA believes in freedom of expression and upholds the First Amendment. We believe that Wayne RESA staff have the right to express their views on matters of public interest on their private social media accounts. Please be aware of how your personal comments and posts may impact Wayne RESA's mission. Before commenting or posting, be mindful that Wayne RESA is a nonpartisan organization, and that your statements could be perceived as Wayne RESA position statements—especially if you include Wayne RESA in your social media profiles.

Always keep the following in mind:

- People may affiliate your personal statements with that of Wayne RESA, especially if you use your personal account to share work-related content.
- If you do comment about our work, your statements should align with Wayne RESA's policies and mission, or you could undermine our work. Please be aware of whether and how your personal comments might impact Wayne RESA's mission. Before posting, consider if your post, or its message, might impact the work of the organization, our ability to carry out its mission, or your ability to be effective in your position and work.
- On your personal social media feeds, sharing your opinion or replying to a reporter could be used as a direct quote in a media story. Therefore, operate as if everything you say is a representation of Wayne RESA.

- Please do not respond to, or banter with, reporters on social media as it relates to your professional work or the work of Wayne RESA. Any social media conversations with reporters, or about our media coverage, could be directly reported in a news story, and should follow the same guidelines as outlined in the media inquiries protocols.

Remember, Wayne RESA is a nonpartisan organization. When discussing politics, partisan issues, or policies (especially during election seasons), please be mindful that your statements on social media could be perceived as a direct reflection of Wayne RESA and our work.

It is strongly discouraged to make any derogatory or negative comments about elected officials at the local, state, or national level. Relationships are critical to Wayne RESA's advocacy and work, and negative comments by staff could damage organizational relationships.

Overall, use common sense. If in doubt, ask the Senior Executive Director of Communications, Public Relations, and Marketing.

Best practices for writing across social platforms.

When posting and commenting on social media the best practice is to keep your content fresh, authentic, and aligned to the platform you are using. Use common sense and good judgment when posting and consider how your post helps build the relationship with your audience. When in doubt, leave content out: do not post anything risky or that may be funny to some, but not to others.

Consider your posts depending on what platform you are using.

- **Facebook** is great for sharing pictures and videos to celebrate success or explain an event or program. It generates a sense of community that allows longer posting to promote a two-way conversation with followers.

- **Twitter** is newsier, and great for real-time updates from sharing news articles, job postings, information about an upcoming event, legislative accomplishments, as well as photos and videos to celebrate successes. With limited characters, it is best to keep writing on Twitter concise and simple.

- **Instagram** is ideal for sharing photos, videos, and graphics whether as posts or stories with short captions in order to best capture the attention of your audience. Links can only be shared via stories, not posts, and in a profile's bio. Events are best shared via stories so you can include a link and reach a greater audience.

- **LinkedIn** is a platform geared toward professionals and great for sharing job postings, accomplishments, and sharing more about the organization as a whole.

- **YouTube** is a great way to promote videos showcasing our work, tours, interviews with staff or students, and featuring other highlights.

Photos/videos shared on social platforms.

Every student featured on social media, whether official Wayne RESA accounts or staff accounts, must have a signed media release on file. See Wayne RESA's media release form at: **www.resa.net/mediarelease**

If you are sharing stock photos, videos, or graphics on social media, the images and videos must be licensed or owned by Wayne RESA, or be available for use by the public. See licensed stock photos that Wayne RESA owns, ready for use and download by staff in our Shared Google Drive labeled, Wayne RESA Assets.

Always add Alt Text to every photo you publish on social media. Alt text is the description you add to an image that a screen reader uses to describe the image to a user.

Best practices for sharing an image on social media is to include an image with little or no text, in order to reach a larger audience. Social algorithms will bury an image with too much text. A good rule is to not duplicate any text in both the image and caption of a post.

Responding to negative comments.

Always be selective with your responses to comments—not everything warrants a response. You can control your message, posts, and comments, but you cannot control how people respond. Social media is meant to promote authentic communication and conversation, though it is important to handle negative or harmful comments appropriately and in a timely manner.

Social media administrators, including those who manage Wayne RESA official and departmental accounts, must demonstrate strong leadership of their social media communities to manage a successful and positive account, page, or handle. When responding to negative comments, take the following steps:

- **Analyze the comment.** Consider the following: who is making the comment and what is their relationship to Wayne RESA and the community? How harmful is their comment, and does it contain derogatory language or incite violence? Does the comment contain inappropriate or false information? How long has the comment been public, and how much engagement (including likes or follow up comments) has it received?

- **Choose a response**, which could include no response. If a comment includes any derogatory language or incites violence, immediately report the user and comment to the respective social media platform, document it with a screenshot, and delete it. If a comment does not pose a threat but is inappropriate, consider hiding the comment. This way the user does not know their comment has been hidden, and followers cannot see the comment. If the comment shares incorrect information or a difficult perspective, respond simply and professionally with the correct information and additional resources. When responding, consider whether you should respond in the thread in general, or if you should respond directly to the commenter. If needed, consider reaching out directly to the person to have further dialogue.

- **Ensure information is accurate and current** across our website, social media, or other Wayne RESA work. When sharing any information, or responding to a comment, always make sure what you are sharing is accurate, up-to-date, and available on our website or other platform where you are directing your audience.
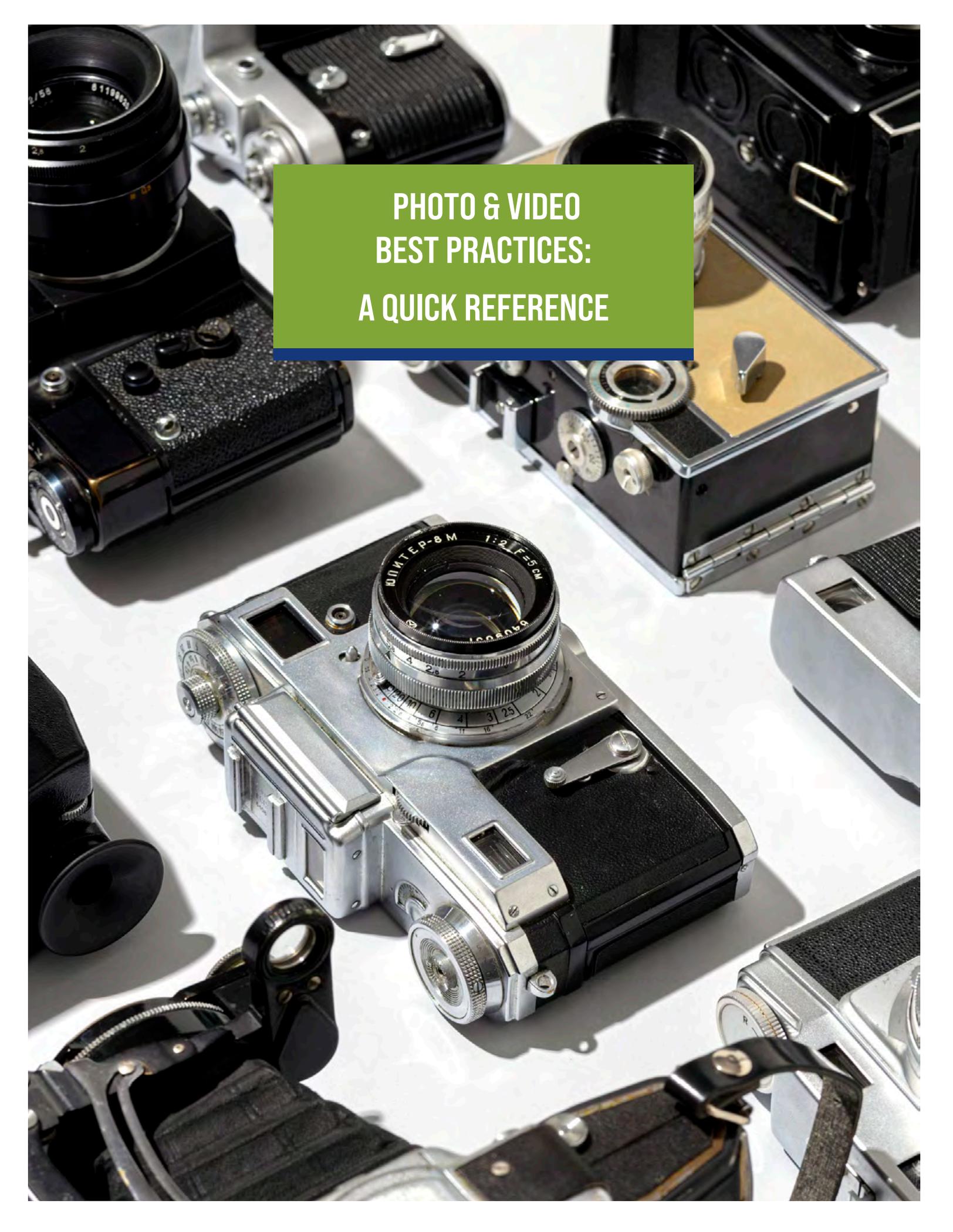
PHOTO & VIDEO BEST PRACTICES:

A QUICK REFERENCE

PHOTOS & VIDEO.

Including photography and/or video in any document will engage your audience and increase its professionalism. Only use photos and videos that you are legally allowed to use. Remember, educators do not have copyright exemption which could lead to a lawsuit against you or Wayne RESA if a photo or video is used without legal permission. Images found online are considered copyrighted unless it is specifically stated otherwise. It is always best to err on the side of caution to avoid copyright issues.

If you are sharing stock photos, videos, or graphics on social media, the images and videos must be licensed or owned by Wayne RESA, or be available for use by the public. See licensed stock photos and videos that Wayne RESA owns, ready for use and download by staff in our Shared Google Drive labeled, Wayne RESA Assets. You will see that Wayne RESA licensed photos have "ExLi" in their file name denoting that this image has an "extended license" and may be used in all Wayne RESA assets.

If you are taking or using photos or videos of any students, make sure that you have a media release on file signed by their parent or guardian, or the student themself if they are older than 18. See Wayne RESA's media release form at: **www.resa.net/mediarelease**

Best practices in choosing photos and videos.

Wayne RESA has a stock photo library of images we purchased from Getty Images that are available for all staff to use in their work for the organization. Please peruse and download images at **https://wayneresa. pixieset.com/login** and then enter the password, **WRESA$t0ck** .

Whether you are using stock images or those you collect with signed media releases in the field, always choose content that includes the following characteristics:

- Diversity that appropriately represents the people and communities we serve at Wayne RESA.

- Copyright free, or owned by Wayne RESA with the correct extended license.

- Authentic, relevant, and realistic.

- High photographic quality, with high resolution, crisp, and sharp.

- Current and modern (for example, consider technology and clothing).

- Aligns with Wayne RESA's values, beliefs, and work. Photos should include people and elements that are positive, enthusiastic, and engaged in appropriate and active learning environments.

Diversity in photos and videos.

When selecting photos and video, consider an inclusive and wide range of diversity that includes culture, race, gender, religion, age, ability, body type, and other factors. The following are key principles from the "Getty Images Diversity, Equity, and Inclusion Toolkit" that you should always consider while selecting photos and video clips (US version, Sept. 2021):

- Diversity exists across broad racial or ethnic groups, nationalities, and cultures.

- Be antiracist and do not discriminate based on a person's skin color, race, or ethnicity. For example, choose photos that show people of all backgrounds in positions of authority and success.

- Avoid tokenism, or the practice of making only a cosmetic or insincere effort to be inclusive of members of marginalized and/or underrepresented groups of people.

- Include authenticity and depth in storytelling by including photos of communities who are less likely to be represented.

- Consider gender. Include photos that show all genders in scenarios related to business, leadership, innovation, and positions of power, as well as photos that show all genders as emotionally expressive.

- Include photos of people with disabilities that portray them as an equal in the photo, rather than photos that focus on their disability.

Best practices in taking photos.

When taking photos of students and staff, the best photos are up close and show what is happening. Show action, activity, and creativity. Show candid reactions.

Always make sure that your camera, or smartphone, is in focus and that your photo is clear and not blurry. Sometimes using the flash can create poor lighting, so try both options to make the best choice. Photos taken horizontally show more of a wide shot that would be best if you want to highlight the surrounding learning environment or setting.

Best practices in recording video.

When recording video, whether with your smartphone or high-tech camera, consider what platform you are using the video for. Horizontal video shows more of the background than vertical video, and is best for YouTube or social media posts. However, if you are recording video for an Instagram story, because this content is mostly viewed on a smartphone, take vertical video.

Consider the framing of your shot. Do not include too much headspace above the person on camera, and in general, position the person slightly off-center of the screen and facing the camera slightly angled.

If you are interviewing someone, record in a quiet space and use a microphone whenever possible to ensure their voice is heard without disruptive background noise. When asking questions, make sure to pause between your question and the person's answer to make for easier editing.

WAYNE RESA
Leading... Learning for All

SERVICE
LEADERSHIP
COLLABORATION
EXCELLENCE

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Lynda S. Jackson • James Petrie

Daveda J. Colbert, Ph.D., Superintendent

Wayne RESA is an equal opportunity employer.