

I. Statement of Purpose

The *Globe* is a student newsmagazine produced monthly by Clayton High School journalism students. The goals of the publication are to inform and entertain the student body, interpret news and provide a public forum for the exchange of ideas and opinions of students and faculty at CHS. In addition, this publication serves as a laboratory for students interested in learning sound journalistic techniques.

II. Boundaries

The *Globe* upholds the right of high school journalists to the free expression guaranteed under the First Amendment. However, in accordance with district policy (see appendix), the *Globe* shall contain no material that:

- a. is actually disruptive to the maintenance of an orderly educational environment;
- b. is defamatory, demeaning or injurious to the reputation and/or name of an individual, class of individuals or entity ;-
- c. advertises any service, product or activity that is not permitted to minors under law;
- d. violates copyright provisions.

III. Financing

The *Globe* is financed by:

- a. advertisements sold by the staff;
- b. staff fund-raising activities;
- c. funds provided by the Clayton Board of Education.

IV. Operation

The *Globe* will be produced eight times from August until May. The responsibility for the content of the *Globe* lies with the editorial staff and the adviser. Articles, cartoons or artwork from students outside the class or from faculty or staff members may occasionally be used, but the decision to do so remains with the editorial staff. The staff accepts ultimate responsibility for the content and design of the product.

V. Staff Selection

Each spring, students can apply to join staff for the following year. The application includes a recommendation from an English or Art teacher and a self-evaluation. Students will not be refused admittance because of GPA, activities, race, religion or outside employment.

VI. Editor Selection

The incoming editor(s)-in-chief will be selected by the exiting head editors and adviser by late spring, based on an evaluation of writing, organizational and leadership skills. Staff members can apply for the remaining editorial positions in the spring. The adviser and incoming editor(s)-in-chief will evaluate those applications and assign duties.

VII. Ethics

The staff of the *Globe* subscribes to the Code of Ethics of The Society of Professional Journalists, Sigma Delta Chi (see appendix). It shall strive to represent the facts as accurately and objectively as possible. To maintain independence and integrity, the *Globe* shall not become involved in any rivalries or jealousies within the school.

VIII. Opinion Policy

Editorials

Unsigned editorials will appear only on the designated opinion page and shall represent a majority opinion of the staff. A by-lined editorial reflects only the view of the writer. The views expressed on the editorial page do not necessarily reflect the views of any of the faculty, the administration or the board of education.

Letters to the Editor

All letters to the editor must be signed when submitted to the editorial staff; the editorial staff will consider a request for a letter to be printed without a name only under rare circumstances. The paper reserves the right

to edit letters for length and repetition. Publication of letters is subject to the laws of libel, obscenity, incitement and copyright.

Expressions of Opinion

Expressions of opinion in articles about controversial subjects must be clearly identified as such by means of direct or indirect quotes or by means of a bylined column. Except for standing columns or occasional news analyses, articles of this nature shall be reserved for the editorial page or other areas clearly labeled as opinion.

IX. Staff Duties

Staff Reporters

All staff reporters are expected to:

- a. regularly come to class prepared;
- b. complete accurately and on time all written assignments and exercises;
- c. raise \$150 per semester through ads and fund-raising;
- d. accept all story assignments for the paper graciously;
- e. follow all journalistic style rules;
- f. enter his/her own stories on the computer in correct form, complete with spell-check;
- g. submit a string book of all work at the end of each semester;
- h. search for ways to help with the paper as needed.

Head Editorial Triumvirate

This year's staff will be led by a triumvirate with an editor-in-chief at the helm, flanked by three managing editors. These head editors will work together to create a positive environment, foster a sense of community among all staff members and motivate others to strive for improvement. In addition, they will run meetings, lead critiques of each issues, and take turns writing columns.

Editor-in-Chief

The editor-in-chief should possess excellent writing and editing skills, strong leadership and organizational skills, assertiveness, tact, diligence, the capacity to delegate and a strong desire for excellence in the publication. He or she will:

- a. oversee the final production of all pages;
- b. serve as front-page editor;
- c. be accessible to all editors and staff members;
- d. cover the principal's office as journalism liaison;
- e. preside at meetings of the editorial staff.

Managing Writing Editor

The managing writing editor must possess excellent writing and editing skills, the ability to communicate ideas to others and a strong desire to improve the quality of writing and editing. He or she will:

- a. work with writers, especially new staff members, to improve interviewing, writing and revising skills;
- b. oversee a copy-editing team;
- c. serve as a resource and support for new editors.

Managing Design Editor

The managing design editor should be artistic, creative and committed to improving the design and overall appearance of the *Globe*. She should be willing and able to easily communicate design ideas to section editors. She will:

- a. serve as a page editor
- b. work with editors to explore design possibilities.
- c. work with editors assigned graphically driven stories

Managing Web Editor

The web editor is responsible for the operations of chsglobe.com. He or she should be tech savvy, creative and committed to improving overall appearance, functionality and usability of chsglobe.com. He or she will need to be good at managing people as he or she will responsible for other web editors. He or she will:

- a. serve as web editor
- b. work with other web editors to explore web possibilities
- c. make sure the content on chsglobe.com is up to date and accurate

Section Editors

Section editors must possess a strong commitment to the *Globe* and a strong desire to improve their respective sections. They should have good writing and editing skills and be comfortable with journalistic style. Section editors will:

- a. assume the responsibility for the design of their pages;
- b. ensure that key stories are assigned;
- c. oversee progress of assigned stories;
- d. communicate with reporters and photographers/artists to plan pages in advance;
- e. proofread stories before layout and complete a final edit of pages;
- f. attend editors' and staff meetings.

Copy Editors

Copy editors must be dedicated to improving the writing quality, punctuation, spelling and grammar of the *Globe*. They should have good editing skills and be comfortable with journalistic style. One or two copy editors will be assigned to each section. Copy editors will:

- a. read all final drafts, preferably before the section editor places the story on the page;
- b. read the finished pages at least once, making corrections directly on the page on the computer;
- c. double-check all headlines, by-lines, flashes, and cutlines.

Photography Editor

The photography editor will:

- a. consult with adviser, editor-in-chief and section editors to determine what pictures and art is necessary for each issue;
- b. assign all photos and artwork for each issue;
- c. ensure that all necessary photos and artwork are ready by deadline;
- d. attend editors' meetings to communicate with all editors.

Graphics Editor

The graphics editor will:

- a. scan and manipulate all photos and artwork and prepare them for publication;
- b. create necessary computer graphics for editors;
- c. save all graphic elements in the scans folder for that issue.

Business Manager

The business manager will:

- a. work with adviser and editor-in-chief to organize and oversee an advertising campaign.
- b. check to be sure that all ads are done correctly and put in the proper issue of the paper;
- c. send out invoices and subscriptions promptly;
- d. keep records of all advertising as well as income and expenses;
- e. attend editors' meetings to keep editors informed of budget status.

Web Master

The web master will:

- a. work with adviser, editor-in-chief, managing web editor to organize and oversee chsglobe.com.
- b. is responsible for the overall look and function of chsglobe.com

Adviser

The adviser will:

- a. be responsible for instruction in the journalism program and for keeping the staff updated on current trends and influences;
- b. help editors and reporters make decisions and work through problems;
- c. be a motivator and sounding board for the staff;

- d. assign grades;
- g. provide opportunities for the staff to attend outside workshops and conferences as they are available;
- h. have final say about the expenditure of all journalism funds, in consultation with the administration.

X. Advertising

Prices

See current ad contract

We now only offer four ads - full page, half page and 1/4 page -- See ad contract for prices

Content

- a. Advertisements of alcohol and tobacco will not be accepted.
- b. Paid political advertisements will be accepted only with the name of the payee clearly indicated on the ad
- c. If a student's name or picture is used as an endorsement in an advertisement, both the student and his or her parents must sign a release if the student is under 18.
- d. All ads must be in good taste according to generally accepted community standards
- e. The editorial staff reserves the right to refuse any ad

Deadlines

Ads must be camera-ready by 10 days prior to publication. If the advertiser wishes the *Globe* to prepare ad copy the contract must be turned in 15 days prior to publication.

Design and Placement

- a. If an advertiser does not have prepared copy to be used in the ad, the staff member in charge of selling the ad will be responsible for making sure ad copy is developed with the aid of the adviser or other staff members. Copy will be prepared within the limits of the paper's code of ethics and the staff's desktop capabilities. The advertiser may request to review the ad prior to publication.
- b. The placement of the ad in the *Globe* will be at the discretion of the editors; whenever possible, we take advertisers' requests into account

XI. Content

Deaths

In the unfortunate event of the death of a student or faculty member, the *Globe* will print a mug photograph and an obituary. Depending on the circumstances of the death, the editorial staff will determine whether or not an additional news story should be run.

Errors

Reporters and editors are to work to ensure the accuracy of all printed information. In the event of a factual error, the editorial staff may decide to print a labeled statement of correction in the following edition.

Photography/Artwork

- a. All people in photos must be properly identified.
- b. No poses showing any person in an embarrassing light will be used without a photographic release signed by the person, and, if he or she is a minor, the student's parents.
- c. the *Globe* relies primarily on staff photographers but encourages all interested students to submit work for consideration.
- d. The *Globe* will produce no artwork whose subject matter is obscene, libelous, or otherwise violates the boundaries of good taste, according to the generally accepted community standards.

XII. Writing Rules

News Writing

- a. For straight news stories, use the inverted pyramid, arranging all paragraphs in order of decreasing importance.
- b. The first paragraph is called the lead, often spelled "lede" in newspaper jargon, so it can't be confused with any other word. Create a concise and effective lead, based on the most important of the news

elements. Leads should not exceed 25 to 35 words in most cases.

- c. The two most often answered questions in the lead are "Who?" and "What?" followed by "When?" "How?" "Where?" and "Why?" Consider the lead a miniature summary of the story.
- d. The lead is what is going to capture your audience. Try to make your leads active, for example, write "An auto crash killed two men," rather than "Two men were killed in an auto crash."
- e. Make certain that all essential information is included in the first three paragraphs
- f. Give attribution early in the story, usually no later than the fourth paragraph.
- g. Write short sentences and paragraphs. Some paragraphs may be only one sentence long.
- h. Be specific and thorough. Check all facts and verify the spelling of names.
- i. Always write in the third person (he, she, they, or the person's name). Never use second person (you) or first person (I, we).
- j. Do NOT editorialize or cheerlead. Avoid vague words and opinion words.
- k. Attribute all direct and indirect quotes, any information that is a change in policy, or any statements of opinion. All stories, no matter how short, should have a minimum of two sources and three quotes, even though you might not use all three as direct quotes.
- l. Avoid using the phrase "when asked."
- m. Identify all persons fully the first time mentioned; after that, use only the last name.
- n. Don't be content with the obvious facts. Dig for the why and how. These questions often lead to a new angle on the story.

Feature Writing

A feature story is written about a person or topic of human interest. Features give writers greater flexibility than news stories in word choice, structure, subject matter and style and are intended to entertain and inform the reader. Some features are meant to add a lighter view to the newspaper or magazine. It is especially important, then, that feature writers choose topics that interest them and look for unusual angles to explore.

- a. Make leads interesting and catchy
 - Sometimes a sight and sound lead will work to introduce a personality feature.
 - Generally answer questions in your lead; don't ask them.
 - Using the moral as the lead can also set the stage for the story
- b. Use vivid description to bring the story to life for your readers. Force your readers to use all their senses as they read.
- c. Use direct quotations early and often, interspersed with transitions and indirect quotes.
- d. Do not editorialize. Save that for the opinion page.
- e. Incorporate statistics if appropriate.
- f. Explore large topics by focusing on one or two individuals who illustrate the problem or situation described.
- g. Try to anticipate and answer all the readers questions.
- h. Whenever possible, tie in a feature story to a recent news event.
- i. create a conclusion that recalls the lead to help pull your story together.

Opinion Writing

- a. Editorials and columns are often similar to an essay, with a thesis, supporting facts, and conclusion.
- b. Be concise, but thorough.
- c. When writing an editorial, write primarily in the third person, using "we" to refer to the entire staff and "I" only to express the writer's own opinions. Try to avoid second person.
- d. Columns may use "I" since it is based on the writer's personal experience and opinions.
- e. Cite sources to add credibility to your stand but normally avoid using direct quotes.
- f. Try to acknowledge all sides of a situation
- g. Localize national issues by interpreting how they might affect your readers.
- h. Criticize policies, not personalities.
- i. Offer constructive suggestions when criticizing.
- j. Offer praise when appropriate.
- k. Keep the writing style simple and lively, but don't write down to your readers.
- l. Open your editorial with a powerful statement and close with a general purpose.
- m. Don't give up. Often it takes time for action, but don't back down on issues that you think is really important.
- n. The editorial is not the place to be cute or flippant. Editorials should be based on facts, not hints, allega

tions, rumors or innuendo.

- o. Consider writing an editorial or column based on one of the news stories or the In -Focus feature of the month.

Headline Writing

- a. Attract attention with word choice or design.
- a. Make sure that each news head fills the space allotted.
- c. Avoid repetition of words and phrases within a headline or from story to story.
- d. Use single rather than double quotes.
- e. Use a comma to replace and, and a semicolon to divide related thoughts.
- f. Do not editorialize unless the headline is for an editorial (opinion should be obvious in editorial headlines).
- g. Every headline should contain a subject and as active a verb as possible; however, avoid beginning with a verb, article, preposition or conjunction.
- h. Avoid using forms of the verb “to be” except in future tense. Headlines should normally be in present or future tense.
- i. Use only well-known abbreviations.
- j. Avoid clichés.
- k. Use information from the lead for news stories. Feature headlines may come from any part of the story.
- l. Remember that the headline helps to set the tone for the story as well as relating facts.
- m. When using more than one deck of a headline, try not to carry an idea over to the next line; a subject should not be separated from its verb or an object from its preposition if at all possible.
- n. Some new headline styles allow for large one or two word grabbers, with a secondary deck which contains a subject-verb combination. Check with Mrs. F or one of the head editors when trying something new.

Cutlines

- a. Each cutline should tell what led up to the event captured in the photo and what happened after the event took place
- b. Identify everyone in photo accurately.
- c. No cute cutlines; cutlines should be treated as a mini-story, and the same qualities of objectivity, accuracy and fairness should apply.
- d. Cutlines of sporting events should relate the outcome of the pictured event.
- e. Vary beginnings by trying to avoid names and -ing words as the first word for every cutline.
- f. In magazine format - you do not need a cutline with every photo

Interviewing

Good reporting is about 80 percent interviewing. A good interview entails getting as much out of a source as you possibly can.

- a. A feature interview should be a conversation, not a stilted question and answer session. You should listen to your source, react to his response and follow up with perceptive questions.
- b. Research; research; RESEARCH. ALWAYS check background information before doing an interview. Then interview carefully for more facts.
- c. Prepare for the interview by creating effective, open-ended questions based on solid research. Phrase your questions so you won't get a yes or no answer.
- d. If possible, interview people in their own environment. They usually feel most comfortable there.
- e. Paraphrase what you believe the source has said to make sure you have things clear. Don't be afraid to ask for clarification or to read back quotes.
- f. Take notes using the source's terminology and phrases, not your own. This will help you form more accurate quotes.
- g. Imagine that you are mining for gold. Look for new information and don't be afraid to follow up on a lead that takes you in a slightly different direction than what you had expected.
- h. When you finish the interview, take a moment to go over your notes and see if there is anything you need to clarify or that you forgot to ask. Ask the source if he has anything else he would like to say that you have forgotten to ask. Sometimes people are just waiting for the right question.
- i. Dress neatly and use good manners

Punctuation

Quotation Marks

- a. In direct quotations, surround the exact words of the speaker or writer when reported in a story. “I have no intention of staying,” Howe said.
“I do not object,” Howe said, “to the tenor of the report.”
A speculator said the practice is “too conservative for inflationary times.”
- b. Do not use quotation marks to report a few ordinary words that a speaker or writer used
Wrong: The senator said he would “go home to Michigan” if he lost the election.
Right: The senator said he would go home to Michigan if he lost the election.
- c. In headlines, use single quotation marks to conserve space.
- d. The period and comma at the end of quotations always go inside the quotation marks.

Composition Titles

These guidelines apply to titles of books, movies, plays, poems, songs, television programs, lectures, speeches and works of art.

- a. Capitalize the principal words, including prepositions and conjunctions of four or more letters.
- b. Capitalize an article—*the, a, an*—or words of fewer than four letters if it is the first or last word in the title.
- c. Put quotation marks around the names of all such works except the Bible and books that are primarily catalogs of reference material, such as dictionaries, encyclopedias and almanacs.
- d. The names of newspapers and magazines are not set in italics or underlined in journalism, only capitalized.

Commas

- a. Use the comma as in all well-written English, including before the coordinating conjunctions but, and, or, nor, for, so, yet in a compound sentence unless the clauses are very short.
- b. Do NOT use a comma before the and in a series or list.

Sports Grammar

- a. Use *boys'* and *girls'* to designate teams. Use an apostrophe, just as you would for *men's* golf or *women's* track.
- b. Do not capitalize team designations: the varsity team, basketball team, freshman boys' soccer team. However, do capitalize JV when using it as an abbreviation: JV baseball, the junior varsity team.
- c. Capitalize team names: Greyhounds, Bulldogs, Indians, etc.
- d. Capitalize official titles of meets, but lowercase the shortened titles. Use District 5AAA championship, but the team went to districts or to state.
- e. When reporting scores, always use numerals. Place a hyphen between the totals of the winning and losing teams, Clayton won the match 8-4.

Local Style

Abbreviations

- a. Clayton High School may be referred to as CHS even the first time it is identified in a story.
- b. Standard abbreviations for other local high schools may be used in the headlines or the second time mentioned in the story.
- c. Abbreviate months with more than five letters when used as part of a date, but write out all months when used without a date. “The rally will be held Oct. 24;” but “The month of October will be cool.” NEVER write “the 24th of April; it is always just April 24.
- d. Times should be listed as a number followed by a.m. or p.m.: 7 a.m., 8:15 p.m., not 7 a.m. in the morning, 8:15 at night.
- e. Write out numbers from one to nine. Numbers 10 and higher should be written numerically. Avoid using numbers at the beginning of a sentence whenever possible.
- f. Spell out percent and cents. Do not abbreviate any term designating weight or measure, except in statistics or charts. In sums of money, write \$25, but 15 cents.
- g. Abbreviations for clubs and organizations (Stugo, SADD, NHS) are acceptable the second time the group is mentioned. If an organization's name must be abbreviated in a headline, be sure it is spelled out in the first paragraph of the story.
- h. Spell out names of off-campus organizations, with the exception of government agencies, such as FBI, CIA, GOP, and a few well-known groups, such as YMCA, USO.
- i. Abbreviate street, avenue, boulevard, etc., when used as part of a street address, but spell out when referring

to the street in general: 1501 Preston Ave., but down on Main Street.

- j. Never use etc. in a news story.
- k. Do not use periods in academic degrees, radio call letters, or television stations: BS, MD, MA, KSD-TV, KIRL.

Names

- a. One-word titles should be considered part of a person's name when used before the proper name. For example, the man in charge of the administration of CHS is Principal David Skillman. If the title is used alone it is not capitalized: "The principal attended a conference last week."
 - b. Use the full name, including title, only first time the person is identified. In all later references, use only the last name.
 - c. All students should be identified by class except in sports stories where their position on the team is used.
- IN CASE OF QUESTIONS NOT ANSWERED HERE, REFER TO THE AP STYLE MANUAL, OR ASK YOUR FRIENDLY NEIGHBORHOOD ADVISER.

XIII. Design

NewsMagazine Style

The new Globe will feature a Newsmagazine style. This means that there will be some freedom associated with how page editors decide to layout pages. However, here are some good rules to consider:

- a. Every page should have a dominant piece of art (photo, graphic, etc)
- b. Keep consistency in the fonts (see below)
- c. White space is not your enemy - when laying out a graphic especially - consider how easy it will be for a reader to understand your graphic.
- d. The magazine is in all color - don't be afraid to use it
- e. Sections begin with the title of the section inside of a rectangle box

Text

- a. Chaparral Pro Regular 9 pt

Headlines

- a. Futura Medium All Caps Condensed 35pt

Sub - Headlines

- a. Chaparral Pro Regular 15pt

Drop Caps

- a. Chapparral Pro Bold - 3 Lines High

Photos

- a. When in doubt, run one big photo rather than two small ones.
- b. When using two or more photos, make one dominant—that is, substantially bigger than any competing photo.
- d. Try to vary the shape and sizes of all photos (as well as stories) on a page.

Basic Rules

- a. Design constants (flag, ears, masthead, folio lines, section logos, etc.) so that they give a unified effect throughout the paper. Keep them consistent from one issue to the next.
 - b. Ideally we keep ads out of stories. Full page ads are the ideal.
 - c. Select strong optical magnets (photos, large or bold type, graphics, white space) to draw the eye through the page, especially fallow corners (upper right, lower left).
 - d. Don't overwhelm. Use your strongest optical magnet to create a center of visual impact (CVI). A CVI is usually achieved by having a dominant element that is at least twice the size of anything else on the page.
 - e. Use informal rather than formal balance to show a lively format.
- Experiment with some of the newer elements of graphic design—large initial letters, pulled quotes, stickouts

on pictures or graphics. They can really spice up a publication and promote reader interest.

- f. On inside and back pages, ads should be blocked at the bottom or outside edges of the page.
- g. Avoid vertical division (VD) with a white gutter running down the entire page.

Front Page

- a. Place the constants first, then design the rest of the page.
- b. Remember- the front page should be inviting to the reader as well as featuring your main news story.
- c. Never run ads on the front page.

Editorial Page

- a. Never run ads on the editorial page.
- b. The masthead should run on the editorial page whenever possible.
- c. The editorial should identified as such.

XIV. Contact Information

Printer

Washington Missourian
Washington, MO

Organizations

Missouri Interscholastic Press Association MIPA
University of Missouri
P.O. Box 838
Columbia , MO 65205
(314) 882-6031

Quill and Scroll Society
School of Journalism
University of Iowa
Iowa City, MO 52242
Phone: (319) 335-5795
Fax: (319) 335-5210
Email: quill-scroll@uiowa.edu
<http://www.uiowa.edu/~quill-sc>

Columbia Scholastic Press Association (CSPA)
Columbia University
Box 11, Central Mail Room
New York, NY 10027
(212)854-9400
Email: cspa@columbia.edu
<http://www.columbia.edu/cu/cspa>

National Scholastic Press Association (NSPA)
2221 University Ave SE, Suite 121
Minneapolis, MN 55414
Phone: 612-625-8335
Fax: 612-626-0720
<http://www.studentpress.org/>

Journalism Education Association

Kansas State University
103 Kedzie Hall
Kansas State University
Manhattan, KS 66506-1505
(785)532-5532
<http://www.jea.org>

Student Press Law Center
1815 N. Fort Meyer Drive, Suite 900
Arlington, VA 22209
703-807-1904
<http://www.splc.org/>

XVI. Appendix

Clayton Board of Education Policy on Student Publications

approved June 12, 2002

STUDENT PUBLICATIONS

The Board of Education encourages student production and distribution of official school-sponsored publications that can provide opportunities for practical journalistic experience, for the written expression of differing opinions, and for the creation of a forum for the expression of opinions among the School District community on issues of importance to students and staff. Student publications offer participating students an opportunity for practical and legitimate journalistic experience in the areas of writing, editing, organizing, administering, financing and budgeting. Assuming a position of leadership on a student publication signifies the student's acceptance of responsibility. The acceptance of this responsibility also provides the student with the opportunity to develop the potential which the student leader possesses.

The Board recognizes that freedom of speech and press bring corresponding responsibilities; therefore, in its inherent authority under law, the Board designates the school principal and the School District superintendent as the Board's representatives. These administrators shall provide guidance to student journalism participants by assigning qualified faculty advisors who are certified to teach journalism and/or who have other practical and relevant skills or experience in the fields of journalism or publishing.

The Board retains, at all times, the right and ability, as publisher of official school publications, to enforce the terms of this policy governing official student publications. Because of the disparity in age and maturity of the students enrolled in the School District, the Board hereby establishes a separate policy mandate for official publications at the respective high school and middle/elementary school levels.

Clayton High School

The Board is proud of its high school students' journalistic abilities and of the publications that its students have produced. Because Clayton High School student journalists historically have exercised their powers and skills in a responsible, respectful and appropriate manner, the Board encourages the administration to allow its student journalists to function with minimal oversight consistent with the trust and respect that its student journalists have earned. **To this end, it is the policy of the Board to permit its student journalists at the high school level to publish materials without administrative interference unless such materials fall within one of the following categories:**

1. Material that is actually disruptive, in a material or substantial manner, to the maintenance of an orderly educational environment.
2. Material that is defamatory, demeaning, or injurious to the reputation and/or name of an individual, class of individuals, or entity.
3. Material that advertises any service, product, or activity that is not permitted to minors under law. This category includes, but is not necessarily limited to, the following: the promotion of violence; the consumption of alcoholic beverages, illegal drugs, illegally used prescription drugs or tobacco; and the display of pornographic or other obscene materials.
4. Material that actually violates, or that may reasonably be construed as a violation of, copyright provisions.
5. Material that, in the professional judgment of the Board's representatives, violates the substantive provisions of another Board policy or regulation. However, the citation of another policy or regulation is not to be used as a subterfuge for prohibiting material that is otherwise consistent with the spirit and intent of the Board's directives regarding student publications.

In addition, Clayton High School official publications shall be subject to Board Regulation IGDB-R. The Board intends that the terms of Regulation IGDB-R will be applied and interpreted in a manner consistent with this policy.

Middle and Elementary Schools

Consistent with its educational mission to provide age-appropriate programming and educational opportunities for its students, the Board authorizes its representatives to exercise substantially greater oversight and regulation of

official publications at the middle school and elementary school levels. To this end, the Board's representatives are directed to exercise both thoughtful and careful professional judgment in regulating official publications at schools other than Clayton High School. Such publications may be regulated in full accordance with the authority granted to school administrators under federal and state law.

District Regulations Governing Student Press Policy

I. The Mission of Official Student Publications

Official student publications at Clayton High School — which include *Clamo* yearbook, *Globe* newspaper, *Globe* Online, *KCHS-TV*, and *The WORKS* literary magazine — carry a very large responsibility in a special way. As the official student voices, they may encourage full, robust, free and open discussion. These media provide varied opportunities for students to inquire, question and exchange ideas.

Content may reflect all areas of student interest, including topics about which there may be dissent or controversy. In fulfilling this mission, official student publications will comply with District Policy IGDB, Student Publications.

II. Responsibilities of Student Journalists

Student journalists who work on official, school-sponsored student publications or electronic media determine the content of their respective publications and are responsible for that content. These students will, as appropriate for each publication:

1. Determine the content of the student media, in accordance with District Policy IGDB, Student Publications;
2. Strive to produce media based upon professional standards of accuracy, objectivity and fairness, by following a professional code of ethics;
3. Review and edit material to improve sentence structure, grammar, spelling and punctuation;
4. Check and verify all facts and verify the accuracy of all quotations; and
5. In the case of editorials or letters to the editor concerning controversial issues, determine the need for rebuttal comments or differing opinions and provide space, if appropriate;
6. Establish necessary policies and procedures that apply to their particular publication.

III. Handling of Material To Be Published

A.. Unchallenged Material

1. The writer will submit work to be published as directed by each student publication.
2. An editor and/or adviser will review the work, according to the publication's procedures, to determine if it meets standards for publication.
3. The material will be published.

B. Challenged Material

1. Editorial Level

If an editor or the adviser rejects a story submitted by the writer, the writer may appeal to the Editorial Board of the publication. The writer will have the opportunity to defend his or her work, and the challenging editor or adviser will voice the opposition to the work. The editorial board will discuss the issue and make a decision about whether or not the work should be published.

2. Mediation with the Building Principal

If either the writer or the adviser disagrees with the decision of the Editorial Board, the issue will proceed to mediation with the building principal, which will involve a meeting with the Editorial Board, the writer and the adviser. The principal will attempt to mediate an agreement between all parties. If that fails, the building principal will make a decision about whether or not the work should be published.

3. Appeal to the District Superintendent

If the writer or an editor disagrees with the decision made by the building principal, he or she may appeal to the district superintendent.

4. Appeal to the Board of Education

If the writer or an editor disagrees with the decision made by the district superintendent, he or she may appeal to the Board of Education for a final decision.

Adopted: June 12, 2002

Legal Refs: *Hazelwood School District v. Kuhlmeier*, 484 U.S. 260 (1988).

School District of Clayton, Clayton, Missouri

Society of Professional Journalists Code of Ethics

Preamble

Members of the Society of Professional Journalists believe that public enlightenment is the forerunner of justice and the foundation of democracy. The duty of the journalist is to further those ends by seeking truth and providing a fair and comprehensive account of events and issues. Conscientious journalists from all media and specialties strive to serve the public with thoroughness and honesty. Professional integrity is the cornerstone of a journalist's credibility. Members of the Society share a dedication to ethical behavior and adopt this code to declare the Society's principles and standards of practice.

Seek Truth and Report It

Journalists should be honest, fair and courageous in gathering, reporting and interpreting information.

Journalists should:

- * Test the accuracy of information from all sources and exercise care to avoid inadvertent error. Deliberate distortion is never permissible.
- * Diligently seek out subjects of news stories to give them the opportunity to respond to allegations of wrongdoing.
- * Identify sources whenever feasible. The public is entitled to as much information as possible on sources' reliability.
- * Always question sources' motives before promising anonymity. Clarify conditions attached to any promise made in exchange for information. Keep promises.
- * Make certain that headlines, news teases and promotional material, photos, video, audio, graphics, sound bites and quotations do not misrepresent. They should not oversimplify or highlight incidents out of context.
- * Never distort the content of news photos or video. Image enhancement for technical clarity is always permissible. Label montages and photo illustrations.
- * Avoid misleading re-enactments or staged news events. If re-enactment is necessary to tell a story, label it.
- * Avoid undercover or other surreptitious methods of gathering information except when traditional open methods will not yield information vital to the public. Use of such methods should be explained as part of the story
- * Never plagiarize.
- * Tell the story of the diversity and magnitude of the human experience boldly, even when it is unpopular to do so.
- * Examine their own cultural values and avoid imposing those values on others.
- * Avoid stereotyping by race, gender, age, religion, ethnicity, geography, sexual orientation, disability, physical appearance or social status.
- * Support the open exchange of views, even views they find repugnant.
- * Give voice to the voiceless; official and unofficial sources of information can be equally valid.
- * Distinguish between advocacy and news reporting. Analysis and commentary should be labeled and not misrepresent fact or context.
- * Distinguish news from advertising and shun hybrids that blur the lines between the two.
- * Recognize a special obligation to ensure that the public's business is conducted in the open and that government records are open to inspection.

Minimize Harm

Ethical journalists treat sources, subjects and colleagues as human beings deserving of respect.

Journalists should:

- * Show compassion for those who may be affected adversely by news coverage. Use special sensitivity when dealing with children and inexperienced sources or subjects.
- * Be sensitive when seeking or using interviews or photographs of those affected by tragedy or grief.
- * Recognize that gathering and reporting information may cause harm or discomfort. Pursuit of the news is not a license for arrogance.
- * Recognize that private people have a greater right to control information about themselves than do public officials and others who seek power, influence or attention. Only an overriding public need can justify intrusion into anyone's privacy.
- * Show good taste. Avoid pandering to lurid curiosity.
- * Be cautious about identifying juvenile suspects or victims of sex crimes.
- * Be judicious about naming criminal suspects before the formal filing of charges.

- * Balance a criminal suspect's fair trial rights with the public's right to be informed.

Act Independently

Journalists should be free of obligation to any interest other than the public's right to know.

Journalists should:

- * Avoid conflicts of interest, real or perceived.
- * Remain free of associations and activities that may compromise integrity or damage credibility.
- * Refuse gifts, favors, fees, free travel and special treatment, and shun secondary employment, political involvement, public office and service in community organizations if they compromise journalistic integrity.
- * Disclose unavoidable conflicts.
- * Be vigilant and courageous about holding those with power accountable.
- * Deny favored treatment to advertisers and special interests and resist their pressure to influence news coverage.
- * Be wary of sources offering information for favors or money; avoid bidding for news.

Be Accountable

Journalists are accountable to their readers, listeners, viewers and each other.

Journalists should:

- * Clarify and explain news coverage and invite dialogue with the public over journalistic conduct.
- * Encourage the public to voice grievances against the news media.
- * Admit mistakes and correct them promptly.
- * Expose unethical practices of journalists and the news media.
- * Abide by the same high standards to which they hold others.

The SPJ Code of Ethics is voluntarily embraced by thousands of writers, editors and other news professionals. The present version of the code was adopted by the 1996 SPJ National Convention, after months of study and debate among the Society's members.

Sigma Delta Chi's first Code of Ethics was borrowed from the American Society of Newspaper Editors in 1926. In 1973, Sigma Delta Chi wrote its own code, which was revised in 1984, 1987 and 1996.

Electronic Resources

Journalism-related Websites

- Poynter Institute--"Everything you need to be a better journalist"-- <http://poynter.org>
Check out its links page--<http://www.poynter.org/links/>
- JEA--Their resource center has links to all kinds of info--<http://www.jea.org>
- NSPA--Their sourcebook page has many great links--<http://studentpress.org/sourcebook>
- ASNE--American Society of Newspaper Editors--<http://www.asne.org>
especially neat design tips--http://www.asne.org/ideas/goodideas/slide_show.html
its magazine --American Editor--<http://www.asne.org/kiosk/editor/tae.htm>
- Ron Reason's Newspaper Design, Leadership and Creativity--<http://www.ronreason.com>
- Society of News Design--<http://snd.org>
from one of their recent contests--h.s. newspaper design winners--
<http://www.ccom.ua.edu/SND/news.html>
- Jteacher.com--Although this site is for journalism teachers, it has tons of info about all kinds of stuff
- High School Journalism-- sponsored by ASNE, good resources, <http://www.highschooljournalism.org/>
- School Sports National--with some national stats and ideas--<http://www.schoolsports.com/index.jsp>
- Society of Professional Journalists-- "Improving and Protecting Journalism"--<http://www.spj.org>
- Newspaper Association of America--<http://www.naa.org/>
facts about newspapers--<http://www.naa.org/info/facts99/index.html>
- The Newseum--interactive museum of news-- <http://www.newseum.org>
- Reporter.org--with links to good news resources--<http://www.reporter.org/>
- Journalism Net- with links to news sources--<http://journalismnet.com/>
- A journalists' Guide to the Internet--<http://reporter.umd.edu/>
- Power reporting--GREAT Resource--<http://powerreporting.com/>
- Editor and Publisher--<http://www.mediainfo.com/editorandpublisher/index.jsp>
- Statistics about the Media--<http://www.media-awareness.ca/eng/issues/stats/index.htm>