

EHS MEDIA

Media Manual

PUBLICATION PROGRAMS OF
ENGLEWOOD HIGH SCHOOL



INSTAGRAM (@EHS_PIRATES_MEDIA) >

TWITTER (@TECPIRATES) >

FACEBOOK (@ENGLEWOODHIGHSCHOOL) >



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Pride in Publishing

EHS Media is proud to work with the nations top student news organizations



EHS Media operates multiple publications including the Pirate Log Yearbook, The Pirateer print edition, www.thepirateer.com, and social media accounts on Instagram, Facebook, and TikTok.

The publications and social media are produced by current classes at Englewood High School under the CTE (Career and Technical Education) umbrella. The publications are paid for through ads and general funds from Englewood High School. In addition, the program uses funds from Perkins Grants to bolster the equipment and offerings to give students a real-world working experience in the field of journalism and broadcasting.

EHS MEDIA HANDBOOK

2024-2025

Englewood High School Media

Direct all questions and correspondence to:

The Pirateer
3800 S Logan Street
Englewood, Co. 80113
(303) 806-2200

Website: <http://thepirateer.com/>

There's a reason for everything we do as journalists, and there is a philosophy behind our decisions, and readers deserve to know what it is.

July 2024 (latest update)

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EHS Media Philosophy

Our Vision

Journalism students are empowered to develop an awareness of and appreciation for the foundations of the First Amendment and ethical issues in the media, demonstrate the ability to think critically, creatively and independently, demonstrate the ability to write correctly and clearly in forms and styles appropriate for scholarly research as well as the communication professions, audiences and purposes they serve, and develop an awareness of and appreciation for

the diversity of groups in a global society in relationship to communications.

Our Mission

The mission of a solid Broadcast/Journalism education is to prepare students in all aspects of news gathering and reporting on all platforms available to the public. Students will be given opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

1. Becoming responsible citizens and leaders in family, community, and work settings.

2. Promoting optimal journalistic and ethical behavior.

3. Balancing time management in relation to assignments and deadlines.

4. Successful life management, employment, and career development.

5. Functioning effectively as providers of quality content.

6. Appreciating human worth and accepting responsibility for one's actions and success in family and work life.

Our Plan

In order to achieve this mission we must:

1. Put routines and structures in place to hold students accountable and to progress monitor themselves.

2. Create a tool-box of strategies students can refer to throughout their career in Broadcast/Journalism.

3. Create and maintain strategies including self-advocacy, communicating effectively, awareness around quality news decisions and judgement, locating and utilizing resources, and time management skills.

Utilize ICap and Naviance resources to support students in taking the necessary steps to achieve their goal.

Understand the skills needed to function well in a fast paced environment.

Gaining awareness of human worth by providing community service opportunities, building a culture of responsibility in the classroom, and being more aware of their place in society and their impact on multiple environments.

The goals of the Pirateer, the student media of Englewood High School, are to inform, educate, and entertain its readers; to provide a forum for the Englewood community to express attitudes and opinions; to provide an educational opportunity for both the students who produce the Pirateer and for those who read it; and to provide a medium for commercial messages.

The Pirateer receives some Englewood Schools District funds, though this income is supplemented through the sale of advertising at the basic rate of approx \$8.50 per column inch. The Pirateer may also engage in fundraisers, as needed, to maintain the financial integrity of the newspaper.

The newspaper is published five (5) times per year, approximately once every five weeks when school is in session, beginning in September. It is distributed to students and staff free of charge, with a limit of five copies per issue. Possession of more than five copies of this publication with intent to prevent other individuals from reading an edition is illegal. Subscriptions are available for \$15 a year, and newspapers are mailed to subscribers. The Pirateer also participates in exchange programs with numerous schools throughout Colorado and the nation. Extra copies of the newspaper are distributed to the general public through feeder schools and administrative buildings.

The Pirateer newspaper content is also distributed on www.thepirateer.com website to reflect the activities and news interests of the students. Content is also added to the Englewood Facebook and Twitter page on a regular interval of approx. 2-3 news items per week.

The Editorial Board retains the right to choose all content and to determine story priority. This Board consists of Co-Editors in Chief, Managing Editors, News Editors, Opinions Editors, Features Editors, Lifestyles Editors, In-Depth Editors, Sports Editors, Graphics Editors, and Business Managers—with the adviser a non-voting member of the Board. This Board also oversees the finances of the publication as well as various production operations.

Staff of the Pirateer include students enrolled in the Journalism class or enrolled in Independent Study Journalism (with adviser approval). Prospective staff members are strongly encouraged to enroll in Beginning Journalism; however, students may also be enrolled in Journalism with adviser approval.

All material—writing (other than editorials), photography, or art—appearing in the newspaper will receive credit, with

the method of credit being at the discretion of the Editorial Board.

The Pirateer staff will select editorial topics. These editorials will not be signed by the writer, but will reflect the opinion of the majority of the Pirateer staff. The Editorial Board takes full responsibility for all editorials.

Commentaries and columns, on the other hand, will be signed and reflect the views of the writer alone. They are not the official position of the Pirateer. Editorial cartoons fall into the same categories as commentaries.

Any person with an interest in the Englewood community who has an opinion to be voiced is encouraged to submit letters to the editor. All letters must be signed, but anonymity may be requested. It will be granted only if deemed necessary by the Editorial Board. Each request will be reviewed on a case by case basis. Letters may be submitted to the adviser's mailbox in the main office, brought to room 2119, mailed to the Pirateer, care of Englewood High School, or emailed to the publication. All signatures will be verified through a phone call or personal interview.

Letters should be fewer than 400 words in length. If excessive editing is needed, the letter will be returned for corrections. It is preferred that letters be typed, although handwritten copies will be accepted, if legible. The Pirateer reserves the right to edit any letter for grammatical errors, libelous content or space limitations.

The Pirateer will strive to present information in a fair, impartial, accurate, and truthful manner. The newspaper will function in accord with all applicable laws, both in regards to the rights and restrictions of journalism. The Society of Professional Journalists Code of Ethics serves as the basis for the publication's ethical standards. The Pirateer and its staff are protected by and bound to the principles of the First Amendment and other protections and limitations afforded by the Constitution. The basis for the publication's legal positions include the Englewood Schools policy and regulations pertaining to school publications and Colorado Rev. Stat. 22-1-120, Student Exercise of Free Expression.

The Pirateer will not avoid publishing a story solely on the basis of possible dissent or controversy.

Electronic media (including online, broadcast and/or podcast media) produced by the name www.thepirateer.com or Pirate TV students are entitled to the same protections—and subjected to the same freedoms and responsibilities—as media produced for print publication. As such they will not be subject to prior review or restraint.

Englewood Media editorial policy: EHS Media (Pirateer, PirateTV, Pirate Log Yearbook, Facebook page and Twitter) are the official student-produced media of news and information published/produced by EHS Media students. EHS Media have been established as designated public forums for student editors to inform and educate their readers as well as for the discussion of issues of concern to their audience. It will not be reviewed or restrained by school officials prior to publication or distribution. Advisers may – and should coach and discuss content – during the writing process.

Because school officials do not engage in prior review, and the content of EHS Media is determined by and reflects only the views of the student staff and not school officials or the school itself, its student editorial board assume complete legal and financial liability for the content of the publication.

EHS Media adheres to all applicable statutes applicable to scholastic media. Specifically, the First Amendment to the US Constitution, as well as the [Colorado Student Free Expression Law](#).

EHS Media will strive to present information in a fair, impartial, accurate, and truthful manner. The media will function in accord with all applicable laws, both in regards to the rights and restrictions of journalism. The Society of Professional Journalists Code of Ethics serves as the basis for the publication's ethical standards. The Pirateer and its staff are protected by and bound to the principles of the First Amendment and other protections and limitations afforded by the Constitution. The basis for the publication's legal positions include the Englewood Schools policy and regulations pertaining to school publications and Colorado Rev. Stat. 22-1-120, Student Exercise of Free Expression.

The Pirateer will not avoid publishing a story solely on the basis of possible dissent or controversy.

I. FREEDOM OF THE PRESS

As it is essential to preserve the freedom of the press in order to preserve a free society,

1. The media will serve the best interest of the students and faculty of Englewood High School, keeping itself free from any commercial obligations distracting from this purpose; this is defined by the media itself;
2. Any decisions affecting the publications on all levels will be made by the editorial board, the adviser is allowed to give legal advice and his/her opinion, but the final decision rests in the hands of the editorial board;
3. Only the editorial board may prevent material it judges to be in violation of the media editorial policy, from being printed;
4. All media will vigorously resist all attempts at censorship, particularly pre-publication censorship;
5. All media retain the right to publish any and all material attained through an interview by a staff member of the publications staff, holding that the interviewee was made aware that the information could be published in any form at any time;
6. All student media referenced in this editorial policy are designated public forums;
7. Student journalists may use print and electronic media to report news and information, to communicate with other students and individuals, to ask questions of and consult with experts and to gather material to meet their newsgathering and research needs;
8. EHS Media and its staff are protected by and bound to the principles of the First Amendment and other protections and limitations afforded by the Constitution and the various laws and court decisions implementing those principles;
9. EHS Media will not publish any material determined by student editors or the student editorial board to be unprotected, that is, material that is libelous, obscene, materially disruptive of the school process, an unwarranted invasion of privacy, a violation of copyright or a promotion of products or services unlawful (illegal) as to minors as defined by state or federal law;
10. Definitions and examples for the above instances of unprotected speech can be found in Law of the Student Press published by the Student Press Law Center.

The Editorial Board retains the right to choose all content and to determine story priority. This Board consists of representative student editors from each of EHS Media publications — with the adviser a non-voting member of the Board.

Staff of the Pirateer include students enrolled in the Journalism (1, 2, 3) class, Broadcast Journalism 1, 2 class, Yearbook (1, 2, 3) class, or enrolled in Independent Study Journalism (with adviser approval). Prospective staff members are strongly encouraged to enroll in Beginning Journalism; however, students may also be enrolled in Journalism with adviser approval.

Commentaries and columns, on the other hand, will be signed and reflect the views of the writer alone. They are not the official position of the Pirateer. Editorial cartoons fall into the same categories as commentaries.

Any person with an interest in the Englewood community who has an opinion to be voiced is encouraged to submit letters to the editor. All letters must be signed, but anonymity may be requested. It will be granted only if deemed necessary by the Editorial Board. Each request will be reviewed on a case by case basis. Letters may be submitted to the adviser's mailbox in the main office, brought to room 2119, mailed to the Pirateer, care of Englewood High School, or emailed to the publication. All signatures will be verified through a phone call or personal interview.

Letters should be fewer than 400 words in length. If excessive editing is needed, the letter will be returned for corrections. It is preferred that letters be typed, although handwritten copies will be accepted, if legible. The Pirateer reserves the right to edit any letter for grammatical errors, libelous content or space limitations.

Media Editorial Policy

EHS/JEA (Journalism Education Association)

**Detailed with local and national by-laws

REVISED 5/20/2018 (FROM <http://www.jeadigitalmedia.org/2011/07/11/sample-combined-editorial-policy-for-high-school-student-media/>)

“Congress shall make no law...abridging the freedom of speech, or of the press...”

-The First Amendment to the Constitution of the United States of America

“The vigilant protection of constitutional freedoms is nowhere more vital than in the community of American schools.”

-Tinker v. Des Moines Independent Community School District

The EHS Media Editorial Policy pertains to all EHS media, including the newsmagazine, the Pirateer; the yearbook, the Pirate Log; the website, thepirateer.com; and the broadcast division, PirateTV, and all social media platforms (Facebook (EnglewoodHighSchool), Twitter (@TECPirates), Instagram (ehs_pirates_media)).

EHS Media is the official student-produced media of news and information published/produced by EHS Media students. EHS Media have been established as designated public forums for student editors to inform and educate their readers as well as for the discussion of issues of concern to their audience. It will not be reviewed or restrained by school officials prior to publication or distribution. Advisers may – and should coach and discuss content – during the writing process.

Because school officials do not engage in prior review, and the content of WHS Media is determined by and reflects only the views of the student staff and not school officials or the school itself, its student editorial board and responsible student staff members assume complete legal and financial liability for the content of the publication.

I. FREEDOM OF THE PRESS

As it is essential to preserve the freedom of the press in order to preserve a free society,

The media will serve the best interest of the students and faculty of Englewood High School, keeping itself free from any commercial obligations distracting from this purpose; this is defined by the media itself;

Any decisions affecting the publications on all levels will be made by the editorial board, the adviser is allowed to give legal advice and his/her opinion, but the final decision rests in the hands of the editorial board;

Only the editorial board may prevent material it judges to be in violation of the media editorial policy, from being printed;

All media will vigorously resist all attempts at censorship, particularly pre-publication censorship;

All media retain the right to publish any and all material attained through an interview by a staff member of the publications staff, holding that the interviewee was made aware that the information could be published in any form at any time;

All student media referenced in this editorial policy are designated public forums;

Student journalists may use print and electronic media to report news and information, to communicate with other students and individuals, to ask questions of and consult with experts and to gather material to meet their newsgathering and research needs;

EHS Media and its staff are protected by and bound to the principles of the First Amendment and other protections and limitations afforded by the Constitution and the various laws and court decisions implementing those principles;

EHS Media will not publish any material determined by student editors or the student editorial board to be unprotected, that is, material that is libelous, obscene, materially disruptive of the school process, an unwarranted invasion of privacy, a violation of copyright or a promotion of products or services unlawful (illegal) as to minors as defined by state or federal law;

Definitions and examples for the above instances of unprotected speech can be found in Law of the Student Press published by the Student Press Law Center.

II. THE EDITORIAL BOARD

The editorial board will consist of all student staff editors.

The editorial board decides on all decisions that pertain directly to the EHS media and their interests.

No member of the editorial board shall have more than one vote on the board.

All members of the editorial board and the adviser will elect a replacement for board members who have been dismissed.

All members of the editorial board are expected to know their duties and jobs in the room and must understand the consequences of not fulfilling said jobs.

The student editor and staff who want appropriate outside legal advice regarding proposed content – should seek attorneys knowledgeable in media law such as those of the Student Press Law Center. Final content decisions and responsibility shall remain with the student editorial board.

The duly appointed editor or co-editors shall interpret and enforce this editorial policy.

III. THE ADVISER

The adviser is a professional teaching staff member and is in charge of the class just as in a conventional classroom situation.

Is a certified journalism teacher that serves as a professional role model, motivator, catalyst for ideas and professionalism, and an educational resource.

Provides a journalistic, professional learning atmosphere for students by allowing them to make the decision of content for the media and ensuring the media will remain an open forum.

Guides the newspaper staff in accordance with approved editorial policy and aids the educational process related to producing the newspaper.

May caution, act as legal consultant and educator in terms of unprotected speech, but has no power over censorship or veto except for constitutionally valid reasons.

Will keep abreast of the latest trends on journalism and share these with students.

Will submit the school newspaper, yearbook, podcast, and online content produced by the students to rating services and contests in order for the school publications staff to receive feedback.

Will forward any received correspondence and/or information to the appropriate editors.

Will provide information to the staff about journalism scholarships and other financial aid, and make available information and contacts concerning journalism as a career.

Will work with the faculty and administration to help them understand the freedoms accorded to the students and the professional goals of the school publications.

The adviser will not act as a censor or determine the content of the paper. The adviser will offer advice and instruction, following the Code of Ethics for Advisers established by the Journalism Education Association as well as the Canons of Professional Journalism. School officials shall not fire or otherwise discipline advisers for content in student media that is determined and published by the student staff

IV. THE BUILDING ADMINISTRATION

The Englewood High School administration will provide the students of EHS with a qualified journalism instructor to serve as a professional role model, adequate classroom equipment, and space for a sound journalism program.

EHS administration will offer equal opportunity to minority and/or marginalized students to participate in journalism programs.

EHS administration is not required to view and approve publication content before publishing.

V. CONTENT OF EHS MEDIA

A. INTRODUCTION

All content decisions will be made in occurrence to the following provisions, while keeping in mind that the overall purpose, role and goal of all EHS Media is to

Inform, interpret, and entertain their viewers through accurate and factual reports, where information has been thoroughly gathered and information has been completely verified;

Serve as an educational laboratory experience for those on staff;

Be accurate, fair, and impartial in its coverage of issues that affect the school community;

EHS Media will not avoid publishing a story solely on the basis of possible dissent or controversy;

Cover the total school population as effectively and accurately as possible;

The staff of EHS Media will strive to report all issues in a legal, objective, accurate and ethical manner, according to the Canons of Professional Journalism developed by the Society for Professional Journalists. The Canons of Professional Journalism include a code of ethics concerning accuracy, responsibility, integrity, conflict of interest, impartiality, fair play, freedom of the press, independence, sensationalism, personal privacy, obstruction of justice, credibility and advertising.

B. REGARDING PROFANITY

The media will not print unnecessary profanity.

The editorial board will make the decision on whether content is considered profane or whether it is a cultural or non-vulgar slang term.

The editorial board reserves the right to edit quotes for unnecessary profanity or unnecessarily offensive words, quotes that have been edited will be noted accordingly when published.

Any edited quote will be read back to the source prior to publishing and sources will have a chance to make changes.

Staff interviewers have the right to ask a source when necessary to repeat a quote without the use of profane language.

C. REGARDING STAFF WRITING

All writing in the media, other than letters to the editor in the newsmagazine, will be written by students of the journalism program and will not be accepted otherwise.

EHS students outside of the media staff will have the opportunity to submit writing to the media.

Any writing submitted from an outside source for use will be accepted upon request of the editorial board or when open opportunities arise, and will be viewed by EICs and the adviser for verification.

Any material submitted from an outside source can be edited by the editorial board and must comply with this policy.

Writing must be the original work of the writer and not previously published in any publication. Plagiarism is unacceptable under any circumstances and will be grounds for class failure and removal from the staff. (see "Staff Dismissal")

If a journalist is using a primary source or resource word-for-word as part of, or a sidebar to an original story, proper attribution must be placed visibly on or near the content.

D. REGARDING EDITORIALS

All editorials printed will be bylined as: “on behalf of Editorial Staff”.

Editorial ideas may be submitted to the editorial board by all members of the appropriate staff.

All printed editorial subject matter will be determined by the editorial board.

The media will not publish any material for which there is evidence that the author is using the paper for inappropriate personal gain.

The media will endeavor to provide a chance for comment on all sides of a critical issue in the same edition.

The editorial board, which consists of the staff’s student editors, will determine the content, including all unsigned editorials. The views stated in editorials represent that of a majority of the editorial board. Signed columns or reviews represent only the opinion of the author.

E. REGARDING CONTROVERSIAL ISSUES

All coverage of controversial issues will occur upon a timely subject.

All sides of the issue will be presented and reviewed so as to refrain from any bias, with exception of opinions.

In news, all sides of a school, community, city, state, national, or international political issue will be presented factually so as to inform rather than promote or endorse.

The media will not publish material that is obscene, libelous, or unwarranted invasion of privacy.

The media will not attack

If question on the veracity of publication persists, the issue will be brought to the editorial board who must consider the following questions before publication of the piece:

- Why is it a concern?
- What is it’s journalistic purpose?
- Is the information accurate and complete?
- Are any important POV omitted?
- How would we feel if the story was about ourselves or someone we know?
- What are the consequences’ of the publication?
- Is there a logical explanation to anyone who challenges the issue?
- Is it worth risking our credibility?
- What are the alternatives?

F. REGARDING BYLINES

All articles, graphics, photos, art, columns, pages, reviews, and other material creatively conceived, with exception to staff editorials, mug shots and cut-outs will be bylined with the name of the EHS Media student journalist who created it.

All bylined writers will be held accountable for their work.

When more than one person has contributed creatively to a piece of work, any person who has contributed to the work must be bylined as a producer.

G. REGARDING NEWS AND FEATURES

The media will specialize in and emphasize on informing their readers of school news and unique students of

the Englewood High School community.

The media will cover community, state, national, and international news if it is directly relevant to the school community, and includes a local angle.

The media will strive to provide coverage to all school organizations and functions.

When faced with the undesirable news such as student or staff or faculty crimes, the publications will endeavor to publish the facts correctly, explain the issue, and put a stop to any speculative stories that inevitably develop.

Major district issues and news will be priority over school news (these major issues will be decided by the editorial board).

H. REGARDING DEATHS

Any current student, staff member, faculty member or building administrator that dies during the year will be recognized in the school media (with cooperation from the family).

The media will publish factual information (date of birth, date of death, survivors, organizations, hobbies, interests) in a 300-word obituary including one photo (if possible) in the Pirateer print issue and www.thepirateer.com.

The school media will work to obtain permission from the deceased's family before publishing any information regarding the cause of death, if permission is not granted, the editorial board reserves the final say in publication of cause of death. Suicide will not be listed as a cause of death.

The school media will treat all deaths in a tasteful, respectful way.

An issue, or portion of an issue, should not be dedicated to or in memory of the deceased.

Any current student, staff member, faculty member, or building administrator that dies during the year will be recognized in the school yearbook.

The school yearbook will publish factual information (date of birth, date of death, survivors, organizations, hobbies and interests) and one 1" x 2" mug shot (if possible) in a 1/8 page space.

J. REGARDING ILLUSTRATIONS, PHOTOGRAPHS, GRAPHICS, ETC.

All cutlines will record the who and other necessary information in the photo.

All photographs must be captioned and bylined, with the exception of mugs and cutouts.

Bylines are required on all online photos and galleries.

Any photographs that contain any inappropriate attire or actions, as outlined in the Englewood High School Student Handbook, will not be used and must be reshot.

Artwork represents the interpretations of the artist, not necessarily of the staff or EHS.

The publications will not publish any photos, illustrations etc. that ridicule, demean, or misleadingly represent any individual or group.

Electronic manipulations changing the essential truth of the photo or illustration will be clearly labeled if used.

Any visual elements used that are not the original work of a staff member must be used with written permission

from the copyright owner and given proper attribution when published.

If PirateTV uses any music or graphics, the publication will be written permission and cite proper attribution in the broadcast (as a lower third graphic). This includes materials used under the Creative Commons licenses.

K. REGARDING ERRORS

Concerns about errors in the school media may be submitted through the adviser, the phone number to the publication room is 303-806-2266, email is karla_shotts@engschools.net.

The editorial board retains the right to determine whether, in fact, an error has been made.

Known and or found errors that are brought to the attention of EHS Media will be addressed. Staff members will strive to correct errors prior to publication; however, if the editorial board determines a significant error is printed, the editorial board will determine the time and manner of a correction.

If changes are made to a story (online or broadcast) once a story has been posted, the change will be noted along with the date and time the change was made. Changes and corrections to social media posts will be corrected as soon as the error is identified. The word "UPDATED" or "CORRECTED" will be placed at the top of the new social media post.

L. REGARDING ADVERTISING

The publications will not accept advertising for products that are illegal for minors to purchase and/or use.

Students not of legal age whose photographs appear in an advertisement of the publications are required to sign a model release form, as well as their legal guardian.

The publications will not run advertising without a proper signature on the advertising contract which explains terms of payment, content, size, publishing dates, includes attached layout which explains the terms of payment, content, size.

The publications will not accept personal or classified advertising.

All ads need to be approved by the editorial board.

The publications will cease to publish advertising of any advertiser that does not meet payment obligations specified in school contract.

If a published advertisement is incorrect in substantive content, a reduced price or corrected run will be negotiated.

Web ads appear in a specific section of the website and randomly rotate through the area each time the page is refreshed.

Advertising that appears in the media is not necessarily endorsed by the media or its staff members, editorial board or adviser.

All ads are billed after each print issue unless alternative arrangements are made with the adviser.

Potential advertisers can obtain copies of the EHS Media advertising packet and contract for each media within EHS Media, by writing to karla_shotts@engschools.net

M: REGARDING DISTRIBUTION AND CIRCULATION

The paper will begin at no less than 16 pages in magazine format unless it is a special edition. The number of pages can however be altered if need be under the decision of the adviser and/or editorial board.

Weekly updates will be made to the website throughout the week during the school year. While less frequent, updates will be made to the site during breaks.

The school newspaper will be distributed free of charge to all students according to a distribution schedule approved by the adviser and editors. Newspapers will be distributed every 4-6 weeks, unless specified otherwise by the adviser and editorial board.

Current copies of the school newspaper will also be displayed in the library, main office, guidance office and in room 2119.

Advertising revenues and fundraising are to be used to pay for the school media printing costs, supplies and other media expenses.

All budget surpluses are to be used for future production of the school media.

The paper will be distributed during first hour on day of publication

The school newspaper will accept subscriptions for the price of \$15 for the entire year.

Total press run each issue is approximately 300 unless specified otherwise by adviser or editorial board.

Exchange publications are received and displayed in the journalism classroom (2119).

Exchange publications are mailed to other media rooms across the US.

The school yearbook will come out during a distribution event at the end of the current school year. (usually the second Friday in May) unless specified otherwise by the adviser and editorial board.

The school yearbook (Pirate Log) will be sold for a posted amount from the first day of school until the last day of school. Parent ads in the Pirate Log will be sold from the first day of school until December 1 (or the time appointed by the adviser as to not miss the publication date.

Total press run each issue of the yearbook is approximately 200.

N: INDIVIDUAL PORTRAIT POLICY

Senior portraits must be submitted to the yearbook staff.

All senior portraits must arrive to the yearbook staff by the posted date given to the yearbook staff by the senior portrait photographer.

Any senior who fails to get their yearbook portrait submitted in time will have their student ID picture in the yearbook senior section.

Portraits provided by the school photographer will be used for students in grades 9-12 and for the faculty members. Because of plant deadlines and the possibility of students missing portrait day, the yearbook staff is not responsible for unavailable portraits of students.

The section/grade placement of student portraits will be determined by the student's first semester status.

Grade designations will only be changed with written permission by a student, student's parent, and a member

of the administration.

Photo omissions will only occur for students or faculty with written permission by the student and a member of the administration.

Editorial board reserves the right to review or omit questionable or inappropriate portraits.

Names in the mug section will appear as supplied by the student during portrait day unless otherwise requested.

Portraits will consist of one individual only. No other persons or props are permitted.

O: GROUP PORTRAIT POLICY

Any groups with school sponsors are eligible to take a group photo for the yearbook.

Yearbook will cover school sponsored, board approved, and established clubs/sports. All other sports or clubs will be reviewed by the editorial board.

Editorial board reserves the right to review or omit questionable or inappropriate portraits.

Portraits will consist of group members and sponsors only. Props are not permitted without prior approval.

Face painting in group portraits is not permitted.

P: REGARDING LETTERS TO THE EDITOR AND ONLINE COMMENTS

Letters to the editor will be printed in the opinion section of the newspaper or on the website.

Guidelines to write letters to the editor will be printed every issue in the opinion section of the paper and available online at thepirateer.com.

Letters to the editor may be submitted to Ms. Shotts at karla_shotts@engschools.net

Letters to the editor should not exceed 300 words, must be signed and must include the writer's address and phone number for verification.

Letters to the editor will be verified by a member of the editorial board to determine the authenticity of the writer.

No material will be printed where content is obscene, invasive of others' privacy, encouraging physical disruption of school activities, and/or implies libel.

The EHS Media editorial board reserves the right to withhold a letter or column or other submission and/OR return it for revision if it contains unprotected speech or grammatical errors that could hamper its meaning. Deadlines for letters and columns will be determined by each year's student staff, allowing sufficient time for verification of authorship prior to publication.

The Pirateer will only publish one letter, per author, per issue.

All letters to the editor become the property of the school newspaper upon receipt and will not be returned to the author.

Online comments will require a name and email address submitted that are verifiable.

Online comments will automatically post.

Alerts will be sent to staff editors each time a comment is posted to the site.

Online comments that are found in violation of the editorial policy will be removed as quickly as possible.

Personal attacks are not allowed.

Q: REGARDING REVIEWS

The reviewer must have experience in the area in which they are reviewing.

All reviews will be bylined and all reviews will be expressed opinions of authors, the editorial board and newspaper staff does not express opinions on the subject matter.

All reviews will be to evaluate and inform, not to promote.

Evaluative criteria used will be determined by the editorial board depending on whether the event or item being reviewed is professional or amateur in nature.

Review ideas may be submitted to the editorial board by all members of the EHS media.

All reviews must first be reviewed by the opinions editor prior to publishing.

All reviews need to be reviewed and printed in a current and timely manner.

R: SOCIAL MEDIA

Operating as: Facebook (EnglewoodHighSchool), Twitter (@TECPirates), Instagram (ehs_pirates_media)

Social media platforms (listed above) will be used to promote the EHS Media, to promote published content and to engage the EHS community.

The Editorial Board reserves the right to remove posts that violate any provisions hitherto outlined by this policy.

Information posted on social media platforms should be held to the same standard as all other reporting in terms of information gathering and fact checking.

The official social media accounts should avoid biased promotion of events and remain objective, reporting what is fact. Content posted by specific clubs' accounts promoting events may be shared by the EHS Media accounts on a fair basis.

Information gained through social media channels should be verified through multiple channels or by confirming a source's validity before passing it along on a social media account. In breaking news situations, extreme caution will be exercised and speculation will never be published. Staff members posting from these accounts should make every effort to have a school administrator as a source in a situation where a breaking news event pertains directly to the school.

Audience engagement through social media should be done in a professional manner.

Mistakes made on social media posts should be corrected as soon as possible and any deleted posts should be acknowledged in subsequent postings. In the event that a personal post is inadvertently posted from a Media account, it will be immediately deleted. It will be acknowledged if deemed necessary by the Editorial Board.

Social media posts used for publication elsewhere must be verified to be a valid user. Permission must be granted from the author of the social media post before publication in the EHS Media.

Staff members using applications to post updates to social media accounts should have separate applications for their personal account and for the school media accounts. This will limit the chance of a post being sent from the wrong account.

Transparency is important. Mistakes made on social media posts should be corrected as soon as possible and any deleted posts should be acknowledged in subsequent postings.

S: PUBLICITY

The goal of media marketing is to promote and expand the media viewing audience.

The publicity team will work with all aspects of the media.

Contests are run by members of the Pirater staff and regulated by the school's marketing team and EICs.

Every contest must have its own set of rules which will be posted in a place visible to the student body and contest participants.

All contest rules will be posted online.

All contest rules are to be tailored and agreed upon by the editorial board before the start of contest.

Members of media staff will not be allowed to enter or win contests put on by the publicity team.

T: PRIOR REVIEW POLICY

Sources will be able to have quotes read back at the time of interview or at reporter's initiative.

Sources will not be able to arbitrarily demand to read the reporters completed story and then perform editing tasks on that story.

The media reporters will endeavor to include the name and identity of all sources if the reporter believes that doing so will not result in endangerment, harassment or any other form of undue physical, mental, emotional anguish for the source.

The media reporters will not, within all boundaries of law, reveal a source who asks to remain nameless.

All media interviewers will respect the interviewees rights to have information remain "off the record" if the fact is known before giving the information to the interviewer.

The media will not be reviewed by anyone outside of the editorial board aside from the adviser prior to its release to the public, the adviser is allowed to review the publication, but not required to, for the sole purpose of

acting as legal consultant and educator in terms of unprotected speech; the adviser reading content is not considered prior review unless he/she makes changes or directs changes.

U: STUDENT & STAFF PUBLICATION POLICY

All students and staff of Englewood High School are eligible for publication in the EHS student media.

Any student or staff member wishing to 'opt out' of being published in the student media needs to fill out the appropriate 'opt out' form with the guidance office and alert the student media adviser of plans to 'opt out.'

All efforts will be made to keep students and staff who have 'opted out' of coverage from publication in the EHS Media

VI: STAFF POLICY FOR SELECTION AND DISMISSAL

A. EDITOR AND STAFF SELECTION PROCESS

Editor in chief(s) and other editor level positions are chosen by the faculty adviser, with input from the previous year's editorial board.

New and returning staff are judged by application, previous work, potential and prerequisite class work.

Applicants are not turned down because of age, race, sex, religion, mental or physical handicap that do not impair editorial responsibilities.

Staff applications are due in January of each year prior to registration.

The staff and editors are selected prior to registration each January. The adviser reserves the right to make changes to the list as he/she deems necessary after the registration deadline.

Editor titles and positions are not named until after all media have finalized publication for the previous year.

B. REGARDING STAFF DISMISSAL

All individuals involved with EHS Media are considered a team, each member is expected to complete all assigned stories, pages, photos, etc. on or before the assigned deadline. Staff members, including editors, may be dismissed from their positions and/or the publications staff itself if any of following violations occur:

Continuously missed deadlines (dismissal procedures will take place by choice of adviser and EICs)

Plagiarism

Quote falsification

Vandalism or theft of publication equipment

Continuous negative or pessimistic attitude toward staff member or adviser

Submitting an advanced page design, story, photo or other publishable item to anyone outside the media staff without approval by the editorial board

Two suspensions in one academic year

Failing to fulfill job as outlined in job description

Major infractions will result in immediate dismissal from staff duties and dismissal from class and staff at the end of semester(major infractions include but are not limited to following: plagiarism, vandalism, theft).

Minor infractions will be given a written warning for the first one. The second one is immediate dismissal from staff duties and dismissal from class and staff at the end of semester.

Warnings will be written and signed by the adviser and editor-in-chief, as well as staff member in question.

An editor will be stripped of his/her title if suspended.

Each member of the editorial board and adviser will attend a meeting with potentially dismissed student to discuss the issue, and the adviser will make the final decision.

The academic nature of the school newspaper class allows removal of editors or staff members when school and or established media policy is violated.

The above list infractions could all result in dismissal however, staff dismissals are not limited to the listed infractions.

A dismissed staff member receiving academic credit may be given a grade of F and will not be allowed to register for any other journalism courses (will not preempt school policy).

Dismissal procedures are reviewed and approved by the editorial board

The dismissed staff member may appeal their dismissal in writing to the editorial board within three school days following dismissal

All dismissal appeals will be directed to the editorial board, and possibly to the building principal as final arbiter

VII. QUERIES

Questions or complaints concerning material published in the media should be made in writing to the editor in chief(s) who will present the concern at the next scheduled editorial board meeting.

Complaints and suggestions may be emailed to karla_shotts@engschools.net

Resolutions will be made within limits of deadlines.

VIII. PROFESSIONAL AFFILIATION

The EHS media should be a member of state, national, and/or international organizations.

The EHS media will work to be in contact with professional media such as the Englewood Herald, the Denver Post, local TV stations as well as other individuals and companies in the communications field ranging from public relations and advertising to promotions and copy writing.

- Colorado Student Media Association
- JEA-Journalism Education Association
- NSPA-National Student Press Association

Articles and Sections from the
: (July 2019)

CONSTITUTION AND BY-LAWS OF COLORADO HIGH SCHOOL ACTIVITIES ASSOCIATION that
relate to
Englewood High School Journalism Activities

CHSAA Media Contacts:

Bert Borgmann, Assistant Commissioner

bborgmann@chsaa.org

Laikyn Cooper, Executive Administrative Assistant

lcooper@chsaa.org

For Media Information: CHSAANow.com

CHSAA Media Handbook:

http://www2.chsaa.org/media/pdf/Media_Outlet_Handbook_19_20.pdf

Credential Request form:

<https://chsaanow.com/credential/>

HIGH SCHOOL PRESS PASSES:

Press passes can be secured for high school journalists when their school has a team competing in a State Athletic Contest.

Englewood High School (typically) is allowed two (2) CHSAA press passes for out of district activities.

PHOTOGRAPHER/SIDELINE MEDIA RESTRICTION RECOMMENDATIONS

(Recommendations from CHSAA Media Department and Sports Medicine Committee)

BASEBALL, SOFTBALL

In accordance with National Federation Rules, photographers may shoot on the field ONLY from designated areas. These areas must be marked as dead ball areas on the field. If no designation has been made, photographers will not be allowed on the field. Foul balls are the greatest danger here and learning to anticipate those is important.

BASKETBALL

Photos may be shot from the ends of the court (if room is available). Photographers should be a minimum of 10 feet off the playing court to allow both officials and players enough room to maneuver. No photographing of play may occur between the free throw lines extended or sidelines.

CROSS COUNTRY

Photos may be taken at any point during the race. However, when shooting the start, the photographers must give the field a minimum of 50 yards (100 yards is recommended) to give time to shoot the start and move to the side. Additionally, photographers may shoot the finish from either side, but may **NOT** be in the finish chute with the runners.

FOOTBALL, SOCCER, LACROSSE, FIELD HOCKEY

Photographers may shoot from any point on the sidelines, with the exception of the team boxes, (approximately 40-yard line to 40-yard line). Photographers must remain a minimum of 2 yards off the sideline to accommodate the game.

GOLF

Photographers should observe the etiquette of golf and observe quiet during all shots. Shooting photos from the side is allowed and photographers may shoot putting if they remain off the green. Be sensitive to the sounds and distraction motor drives on cameras can create and do not use if they distract the golfer.

GYMNASTICS

Always give the competitors a minimum of 10 feet from each apparatus and mat. Judges sight lines may not be broached.

ICE HOCKEY

Photographers may not shoot on the ice. When shooting from the seating area, please take care not to interfere with sight lines of others.

SKIING

Photographers may shoot at any point on the side of the course, including the start and finish. Photographers must remain off the course at all times.

SPIRIT

Photographers must remain 10 feet off the competitors' mat and may not shoot between the mat and judges, reserving uncluttered sight lines.

SWIMMING AND DIVING

Photographers may shoot from the corners of the bulkhead. They must be careful to provide officials with access to walk both sides of the pool. Photographers may only shoot from the awards stand or behind the officials' lines.

TENNIS

Photographers may shoot on the court at either side of the net. They may not move from that position until the players change sides. Shooting areas also include the corners of the court. Photographers at the net must not be standing.

TRACK & FIELD

Photographers may shoot all events, giving consideration to the safety of both participants and photographers. In the sprints and hurdles, photographers may shoot the finish head on as long as they provide a minimum of 50 meters cushion. For the field events, at no time will photographers be allowed on the shot or discus fields. Photographers should give a reasonable cushion to all competitors.

VOLLEYBALL

Photographers may shoot on the court, but must allow a 10-foot cushion off the playing court. Photographers must remain behind officials if shooting at the net.

WRESTLING

A minimum of 4 feet must be given from the mat. Photographers may not shoot from the team corners or interfere with any sight lines. Photographers should be seated or kneeling

AWARDS AND CONTESTS FOR STUDENTS

All Journalism activities and contests sponsored by the CSMA, JEA, & NSPA

A. HIGH SCHOOL PRESS JOURNALISM DAY Date: EACH OCTOBER

JOURNALISM (J-DAY) DAY is held each October at Colorado State University in Fort Collins.

Activities include:

- Sessions for students and advisers
- All-State Journalist staff meeting
- Announcement of the winners in the 2017-18 Annual Publications Contests for Newspapers, Yearbooks, Newswriting and Journalistic Photography
- Writing Contests in News Writing, Journalistic Photography, Feature Writing, and Yearbook

Design.

Registration deadline – October 1st of each year

B. ANNUAL PUBLICATIONS CONTESTS

Newspaper Contest Deadline – ~April 15

Yearbook Contest Deadline – ~April 15

News Writing Contest Deadline – ~April 15

Journalistic Photography Contest Deadline – ~April 15

The results from the above contests will be announced during J-Day.

NEWSPAPER AND ONLINE NEWSPAPER CONTEST

- **SCOPE OF CONTEST:** This contest is limited to school newspapers and news magazines.
- **SCORING AND RATINGS:** Awards will be based on the following scoring and ratings: Superior
Excellent Honorable Mention

- The following are types of newspapers accepted for the Newspaper Contest. Newspapers in this category are judged on such criteria as: News and feature coverage, editorials, sports, photography, in depth reporting, column writing, headlines, page design and layout, and advertising, if applicable.
 1. OFFSET NEWSPAPERS: Papers that are reproduced on an offset printing press but are not a page in the community newspaper.
 2. ALL SELF-PUBLISHED NEWSPAPERS: Papers that are reproduced on in-house copiers (i.e. photocopy machines, risographs, etc.).
 3. PAGE IN THE LOCAL NEWSPAPER: Papers that are a page or two published in the community newspaper.
 4. ONLINE NEWSPAPER: Papers that are published only online will be entered into this category. The judges will review the newspaper site during the judging period.
- Judges for the Newspaper Contest will be selected by the CSMA based on professional expertise in the field of newspaper.
- “NEWSPAPER BALLOT”
Newspaper entries will be evaluated using the “Newspaper Ballot” which is available on the CSMA “Journalism” website.
- SUBMITTING SCHOOL NEWSPAPERS
A newspaper entry must consist of four successive issues from the school year.
- CSMA guidelines for contests are outlined on the website <https://colostudentmedia.com/>

Graduation Honors and Cords:

Quill and Scroll-Member since 11/17/1947

Quill and Scroll International Honorary Society for High School Journalists was organized April 10, 1926, at the University of Iowa by renowned pollster George H. Gallup and a group of high school advisers for the purpose of encouraging and recognizing individual student achievement in journalism and scholastic publication.

Since its founding, school charters have been granted to more than 11,300 high schools in all 50 states, the District of Columbia and 29 foreign countries. Media advisers in chartered schools are eligible to recommend outstanding high school journalism students for membership in Quill and Scroll International Honorary Society.

Members of Quill and Scroll Honor Society must be chosen from students enrolled in the high school who, at the time of their recommendation, meet the following requirements:

- *They must be of sophomore, junior or senior classification.*
- *They must have the equivalent of a B grade average, or be in the upper third of their class in general scholastic standing, either for the year of their election or for the cumulative total of all high school work.*
- *They must have done superior work in some phase of journalism or school media work. They may be staffers of a magazine, newspaper, yearbook, news organization, online site or radio/television station at the school, or one conducted by an external organization.*
- *They must be recommended by the supervisor or by the committee governing the media.*

- *They must be approved by the Quill and Scroll Executive Director.*
- *Induction Ceremony scripts: Candle Lighting Induction, Non-Candle Induction or listen to our podcast recording of the Induction Ceremony here.*

Media (Online, Technology, and Equipment) Code of Conduct

Why a Code of Conduct? We've got a lot of fun toys, and you need to use them responsibly!

You (the student) can take advantage of (and be creative with) many types of technology and equipment at Englewood High School. This includes laptops, desktops, TV studio operations technology, cameras, microphones, recording devices, and tripods. All of these tools can promote a positive school culture if used in a safe and responsible way.

We are excited to help you learn how to be a responsible member of the school community in person and on the world wide web.

The International Society for [Technology in Education](#) (ISTE), says students who know the rules of the technology road, "recognize the rights, responsibilities, and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical."

A tech-responsible student can:

- engage in positive, safe, legal, and ethical ways when using technology, media, and equipment
- manage their personal data to maintain digital privacy and security

You can take an active role in creating a safe space in the school and online with a little bit of knowledge.

Taking Care of Devices and Equipment

I will:

- Not have food or drinks near computers or other technology
- Take care of the District loaned equipment (laptop) and inform the [IT department](#) immediately if it doesn't work, or breaks.
- I will follow classroom procedures for checking technology out and in (use QR code)
- I will tell the teacher immediately if a piece of equipment or computer is not working or is broken
- If I use a piece of equipment at a sporting event or other after-school activity, I will return it to the classroom the following day (Monday if it is the weekend).

I understand that:

- The technology I use is expensive to replace and I will be careful when I use it
- I have a very specific assignment to do when I am using the equipment and will only use it for that purpose.

Login and Passwords

I will:

- Keep my login and password to myself
- Not share passwords to digital online programs (Yearbook, student website, etc)
- Stay on the app or tab my teacher says is safe
- Tell a teacher if something doesn't feel right
- Remember that my teacher and school administration can see my work online



Digital Citizenship - Do's and Don'ts of Online Behavior

As a good Digital Citizen, I will:

- Treat everyone with respect.
- Keep my conversations appropriate.
- Report anyone who tries to hurt me or others online to my teacher, principal, or another trusted adult.
- ALWAYS credit the sources I use while I do research

Policies

There are many policies you should be aware of when it comes to technology and the use of media at Englewood Schools.

Journalism Online and Social Media Code	 3 Social Media Policy
District/Board Technology Policy	Student Handbook - Page 81
Employee Social Media Policy	 Shotts Social Media Guidance for Engle...
ISTE Technology Guidance	Standards for students
Common Sense Media	Resources for families

Addressing infractions to the code

- Damage or loss of school technology could result in a fine up to the total replacement cost of the item in question.
- Inappropriate behavior online is addressed in the school handbook linked above (Pg 81) and could result in detention, suspension, or expulsion.

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Social Media Policy

EHS Media encourages students to use social networking sites such as Instagram, TikTok, Facebook, and Twitter, which are valuable reporting tools and promotional and distribution channels for content. To ensure the highest journalistic standards, students in EHS Media must abide by the following standards for social media use, which reflect the [Society of Professional Journalists' Code of Ethics core principles](#).

Act Independently

- Recognize that your actions involving social networking sites, including those taken when you aren't working, affect the credibility of yourself, the Englewood High School media program, and other journalists.
- Avoid posting information to social networking sites or blogs that could call into question your ability to act independently as a journalist. This includes expressing political views, sports fandom, or opinions about newsmakers or sharing internal communications.
- Refrain from posting information to social networking sites or blogs that could discredit you, the Englewood School, or its professional programs. Avoid creating or sharing posts, images, or quotes that contain nudity or sexualized content, recreational alcohol and drug use, and other content that could be considered inappropriate. In profiles and in the use of privacy settings, restrict access to any information that could be interpreted as conveying a bias.
- Aggressively manage "friends" and followers and their comments. Delete or hide comments that call into question your ability to act independently as a journalist and, if necessary, remove "friends" or followers who make such comments.

Be Accountable and Transparent

Journalists should take responsibility for their work, including their social media presence and messaging. Acknowledging errors in a timely manner, responding to questions, and encouraging discourse about news and media are important elements of journalists' social media activity.

- Recognize that a post you intend as humorous or ironic may not be perceived that way. Be mindful that tone and sarcasm don't easily translate online and don't post content that can be easily misinterpreted or considered insensitive or offensive.
- Recognize that actions taken for journalistic reasons can be misinterpreted, such as signing on as a "fan" of a political campaign or interest group in order

to follow updates. When appropriate, tell the group that you have signed on to look for story ideas or to understand issues or points of view. If identifying yourself as a follower of a campaign, interest group, or political party, seek to follow sites of the other candidate/s or other political parties or groups on the other side of the issue.

Seek Truth and Report It

Journalists should be honest, fair, and courageous in gathering, reporting, and interpreting information. Social media helps journalists find sources, engage audiences, and develop story ideas as well as make personal and professional connections.

- Recognize that the use of social networking sites is just one way of gathering information. It is no substitute for face-to-face interviews and other research methods.
- Work offline to confirm information gathered via social networking sites. Seek through every means possible to interview sources in person or by phone to verify identities, claims, and statements.
- Be transparent with your instructors, supervisors, editors, and audience when using information drawn exclusively from a social networking site or messaging through a social networking site. Let them know how and in what context you contacted sources and gathered information and how you verified that information or sought to verify it.
- Seeking diversity is an ethical principle as well as a journalistic goal, and social networking sites used exclusively or predominantly as a way to report news can limit the inclusion of diverse views.

Minimize Harm

Journalists should treat sources, subjects, and colleagues as human beings deserving of respect. Because social media emphasizes immediacy, access, and personal sharing it is particularly important to minimize harm to your audience, your sources, your colleagues, and yourself.

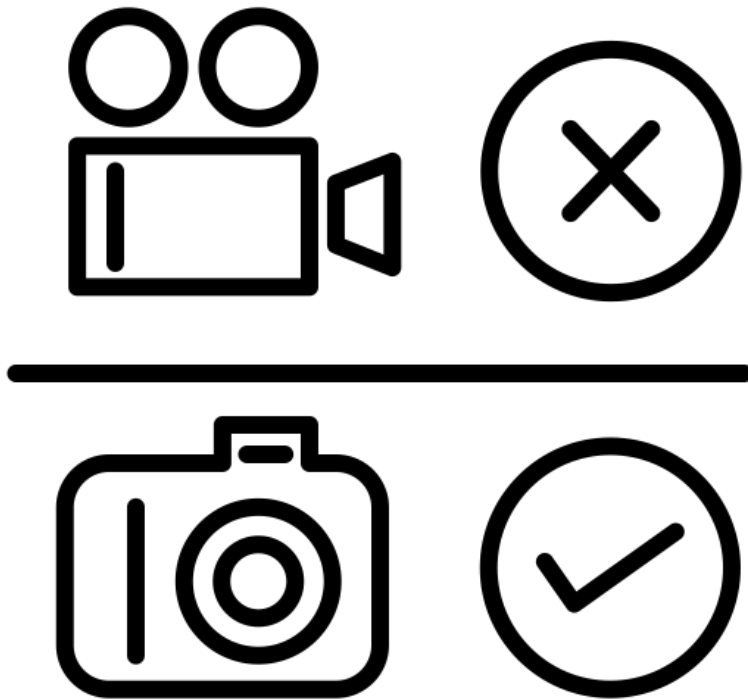
- The informality of social networking sites makes it easier for potential sources to misunderstand your intentions and the impact of cooperating. Be clear with your sources: Disclose who you are, what you are seeking, and where your story will and/or could run.
- Understand that media elements (e.g. photos, video) contained within social media posts are in many cases the property of the poster, and removing or “ripping” these elements from posts may violate the use terms of social media

platforms. “Fair use” is a cornerstone of trademark law that permits the limited use of copyrighted material without permission for purposes such as news reporting, criticism, teaching, scholarship, or research. If you’re not sure whether extracting a particular media element from a social media post constitutes fair use, consult a faculty member for approval. When in doubt, embed the post rather than extracting the media element. Always credit images, videos, and other media that you do not own or did not create yourself.

- Take care when dealing with minors and other vulnerable people who might not fully understand the consequences of cooperating with a journalist. If contacting a child through a social networking site, make sure he or she connects you with a responsible adult before proceeding.
- Journalists sometimes become the target of critical or inflammatory remarks about their work or the topics they cover. Do not respond to or address such remarks; instead, notify a faculty member immediately of any remarks you feel contain threatening, racist, misogynistic, or otherwise personal attacks.

•
Source: Guidelines formed with resources and information from: <https://cronkite.asu.edu/degree-programs/admissions/student-resources/social-media-guidelines>

EHS Media Procedures



Created by Creative Mania
from Noun Project

January
2023

WHAT YOU SHOULD KNOW:

Using Names and Pronouns in
School-Sponsored Student Media



NOTICE

Matters surrounding preferred names and pronouns in student media can be very fact-specific, and the policy landscape is changing rapidly. We strongly encourage you to bring your questions to the SPLC's [free, confidential legal hotline](#). Content here is purely informational and should not be construed as legal advice.

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Executive Summary

The first question in any interview is supposed to be the easiest one: What is your name? For students — and student journalists — across the country, the answer to that question has become increasingly complicated. Student journalists have always interviewed students who use chosen names, whether that is because they use a nickname, an Anglicized name, or are transgender. Recent interventions by school officials and state legislatures have left many middle and high school student journalists unsure as to which names, pronouns, and other information they can use to identify other students in yearbooks, school newspapers, broadcast, and other forms of school-sponsored media. Some student journalists have been told there are laws or school policies mandating these decisions; others have been told it is the decision of a school administrator. In all cases, student journalists are dealing with complicated questions — and have questions of their own.

This mini-guide will answer some of these questions and provide some best practices for you to follow. The information in this guide is not intended to be comprehensive, but there are certain guidelines you can rely on as you make your editorial decisions.

Any student or adviser who has questions should contact the Student Press Law Center's [free, confidential legal hotline](#) to talk through your specific situation.

Among the information inside this document:

- The Student Press Law Center believes that decisions as to the use of names and pronouns in school-sponsored student media are primarily editorial in nature, and should be made by student editorial staff.
- All student media publications should develop a written editorial policy regarding the use of names, pronouns, and other identifying information in their publication. Whenever possible, advisers should not be involved in deciding those policies.
- As of December 2022, SPLC is aware of no state or federal law that mandates the name or pronoun by which a student is to be identified by another student in school-sponsored student media.
- Schools and school districts that treat some students differently than others because of their gender identity may be violating federal anti-discrimination laws.
- Any student journalist or adviser who is told there is a law, policy, or regulation mandating the use of a specific name or pronoun for a student should ask for a copy of that law, policy or regulation in writing.

The landscape regarding these questions is fact-specific, and in flux. Students at private schools may face additional restrictions. SPLC can help all student journalists and advisers with these and other student media questions. SPLC works with volunteer attorneys across the country to provide state-specific pro bono legal advice and intervention when necessary.

Write the story; we've got your back.

Best Practices in Journalism, Journalistic Ethics, and Education

Journalists make myriad decisions every single day about all sorts of tiny details. But journalists do not make them in a vacuum. Student media is bound by the tenets of good journalism, of journalistic ethics, and of good education. These guardrails are far less in flux than the policy landscape regarding student name and pronoun use. Thus, they may be helpful as you make your editorial decisions.

Style Guides

[AP Style Guide](#)

The AP Style Guide is the go-to guide for journalists to make uniform choices in everything from grammar and punctuation to the structure of an article (and, yes, how a person should be identified). You are likely already using AP Style in your newsroom.

The most recent AP Style Guide advises journalists to “use a transgender person’s previous name [i.e. “deadname”] very rarely and only if required to understand the news, or if requested by the person.” The guide also cautions against assuming a person’s pronouns, and using “they/them/their” pronouns when the person uses those pronouns.

[Diversity Style Guide](#)

Supported by the Society of Professional Journalists, the Diversity Style Guide is sourced from more than two dozen style guides and journalism organizations in order to help journalists navigate stories “with accuracy, authenticity and sensitivity.” The Diversity Style Guide advises journalists to “use the name and personal pronouns that are consistent with how the individual lives publicly. When possible, ask which term the source prefers.”

Several LGBTQ+ organizations, including groups of LGBTQ+ journalists, have also developed style guides in order to provide guidance when covering LGBTQ+ issues or individuals. These include:

[Stylebook on LGBTQ Terminology](#)

Put out by NLGJA: The Association of LGBTQ Journalists, this guidance includes: “[U]se the language and terminology your subjects use. They are the best source for how they would like to be identified.”

[Style Guide](#)

From the Trans Journalists Association, this guidance includes:

- “Don’t identify someone as trans unless it’s relevant,”
- “Don’t make a big deal about” someone’s gender or pronouns,
- “Never out your sources,” and
- “If a trans person contacts a newsroom or reporter asking for a story to be updated with their new name or to remove information that outs the person as trans, newsrooms

should always make those changes when possible.”

[GLAAD Media Reference Guide](#)

GLAAD’s guidance includes:

- “[Trans people] should be afforded the same respect for their chosen name as anyone else who uses a name other than their birth name (e.g., Lady Gaga, Demi Moore, Cardi B)” and,
- “If it is not possible to ask a transgender person which pronoun they use, use the pronoun that is consistent with the person’s gender expression.”

Ethics

Like style guides, codes of ethics provide uniform guardrails for the myriad ethical decisions journalists make in their work. Here the guidance is going to be less prescriptive, and allows for you as a journalist to weigh the nuances of every person’s experience and needs.

[Code of Ethics](#)

The most widely-referenced code of ethics comes from the Society of Professional Journalists. Among the core tenets of this Code of Ethics are to “minimize harm.”

Among other things, the Code of Ethics holds that ethical journalists:

- “treat[] sources, subjects, colleagues and members of the public as human beings deserving of respect,”
- “boldly tell the story of the diversity and magnitude of the human experience,” and
- “realize that private people have a greater right to control information about themselves than public figures ... weigh the consequences of publishing or broadcasting personal information.”

[Code of Ethics](#)

Scholastic journalism has its own complementary Code of Ethics, put out by the National Scholastic Press Association, that takes into account the unique ethical issues that arise when covering or interviewing students. This Code of Ethics also emphasizes minimizing harm, and requires that student journalists:

- “determine if full disclosure of information may jeopardize student welfare unnecessarily” and,
- “reject unreasonable intrusion by student media” in the lives of people in distress.

A note on the ethical requirement to minimize harm: The extent to which a name or pronoun choice may harm someone can seem different from person to person. But, as the GLAAD Media Guide notes: “[Research](#) from the Trevor Project shows that youth who reported having their correct pronouns used by the people they lived with had half the rate of attempted suicide compared to those who did not have their pronouns respected.” You can also learn more about studies from the Journal of Adolescent Health and Pediatrics at [ChildTrends](#).

Education

In general, media law is silent as to the names and pronouns you use to accurately identify people in media. These are and should be editorial decisions, guided by the best practices and ethics we have already discussed. But in the context of student media, there are some education laws and policies to consider. These will be particularly important as you think about the role a student media adviser should play in guiding or abiding by these editorial decisions, as they are paid employees of your school — and, if you are a public school, of the government.

Education law will be covered in more detail below. However, in June 2021 the federal Department of Education [published a resource](#) on supporting transgender students recommending, among other things, that schools adopt policies to “use the name a student goes by, which may be different from their legal name, and pronouns that reflect a student’s gender identity — and ... policies to safeguard students’ privacy.”

Federal, State and Local Education Laws

Title IX (20 U.S.C. ch. 38 § 1681 et seq.)

Title IX protects students from discrimination in public schools on the basis of sex, and that includes transgender students. Any situation where transgender or gender non-conforming students are treated differently than other students, including limiting the right to choose the name or pronoun listed in the yearbook to non-transgender students, may constitute discrimination under Title IX.

A [federal advisory](#) currently implemented in a majority of states, for instance, indicates that, in light of the Supreme Court's findings in [Bostock v. Clayton County](#), Title IX protections are affirmed for transgender students, prohibiting "discrimination on the basis of sex in any education program or activity offered by a recipient of Federal financial assistance." As a result, using a name other than that which a transgender student requests — especially when other nicknames and variations on names are allowed (see below) — may constitute a discriminatory practice under Title IX.

A 2021 federal advisory affirmed that prohibited sex-based discrimination in federally-funded schools includes discrimination on the basis of sexual orientation and gender identity, citing the Supreme Court's ruling in [Bostock vs. Clayton County](#). [The federal advisory](#) is implemented in all but twenty states, where implementation is currently paused due to a legal challenge. Student media editors in states where implementation is paused are free to adhere to the advisory.

Where the advisory is implemented, the Department of Education is actively [investigating complaints](#) of LGBTQ+-related discrimination. The conclusion of an ongoing Title IX rule-making is expected to [further cement nondiscrimination protections](#) for LGBTQ+ young people in schools in 2023.

Using a name other than that which a transgender student requests — especially when other

nicknames and variations on names are allowed (see below) — is discriminatory and may constitute a violation under Title IX or a state law (as discussed below).

All student media editors, regardless of home state, are free to make decisions as to what names and pronouns are used in student media and should craft an editorial policy to best support the goals of individual student media newsrooms and yearbook staff, all in the practice of ethical journalism.

FERPA (Family Education Rights and Privacy Act, (20 U.S.C. § 1232g)

The federal Family Education Rights and Privacy Act, among other things, prohibits schools from releasing confidential educational information to certain individuals. FERPA does NOT restrict or govern the use of names or pronouns in the yearbook or other student media. FERPA only creates rules for agents of the school district; students working on student-edited media are not bound by the rules of FERPA.

Yearbooks, in particular, are neither educational nor legal records covered by FERPA. They are [repositories of “directory information,”](#) which is “information that is generally not considered harmful or an invasion of privacy if released, [which] can also be disclosed to outside organizations without a parent’s prior written consent”.

If you are told that you must use a specific name or pronoun for a student because of FERPA, ask for the specific part of FERPA that your administration feels applies and contact the Student Press Law Center.

State and Local Laws

As of December 2022, we are aware of no state law governing the use of student names or pronouns in anything other than legal documents. Contact the SPLC’s [legal hotline](#) for the most accurate and up-to-date information.

There may be laws governing what names teachers can use to address students in the classroom, and this may extend to student media if the adviser has a heavy hand in creating the media.

If you are told that state law requires you to use a specific name or pronoun for a student, ask for a copy of that law AND the appropriate legal citation, and contact the Student Press Law Center.

Some student journalists have been told that there is state law under consideration that would require the use of certain names and pronouns, and that their schools are preparing to follow that law. A potential law is not the same thing as a law. Laws can take many years to pass, and go through many language changes before they are finalized. You are not required to follow laws that have not yet passed in your state.

Using a name other than that which a transgender student requests may constitute a violation of [state nondiscrimination laws](#), in addition to [federal laws](#).

School or School District Policies

Some school districts may have begun to pass policies regarding the use of names and pronouns in some situations. Generally, these situations have not included student-edited media.

If you are told there is a regulation or policy, you should be provided a citation to the regulation or given a copy of the written policy to see if it really impacts the decisions that you as a student-edited publication can make. At a public school, these policies are also public records and you can request them using the Student Press Law Center's [public records letter generator](#). If no policy exists that is responsive to your request, they have to tell you.

As with laws, you do not need to proactively follow a policy that has not yet been formally adopted by your school board.

Why You Should Have a Policy and How to Craft One

Having a written editorial policy in place is a great way for your student media to think through these issues before they happen, to codify what you have already done, to protect against allegations of bias or discrimination, and to save yourself tons of time and effort when these issues do come up. Passing these policies along from year to year also ensures that students whose chosen names differ from their legal names will know what to expect every time they pose for a yearbook photo.

An editorial policy does not have to be complicated. It should address any circumstances you may encounter, and ensure that all students are being treated equally.

For example, you may choose to adopt the following language:

"It is the policy of (student media name) that (student media) will ask the name and pronouns of each person interviewed, profiled or depicted. (Student media) will respect and use the name and pronouns by which a person so identifies. When there are questions as to the use of a name, (student media) will follow the guidelines put forth by the AP Style Guide, SPJ Code of Ethics and NSPA Code of Ethics."

You should have this discussion each school year as a newsroom, discuss any new questions that may have come up, and adopt them as a team. Whenever possible, student media advisers should not weigh in on these editorial policy decisions.

Important Considerations for Advisers

State law or local policy may restrict the names you — a school employee — are allowed to use for students. Decisions you make with regard to student names may constitute an action on behalf of the school and be used as evidence in any allegation by a student of discriminatory treatment. Contact the Student Press Law Center for help in determining what laws apply to you, and under what circumstances.

There are generally three models of editorial control when publishing student media in a public high school setting: **1) student-edited**; **2) school-edited** (e.g. a district policy indicating that the principal or another designee of the superintendent is content editor); and **3) hybrid-edited where editing duties may be shared**, requiring a deeper dive into the factual basis (the need to look at the full circumstances on the ground) for determining control. At a public school, the space your program inhabits among these three models can determine the [First Amendment protection available](#) to student editors who wish to challenge a district's preferred name or pronoun policy. (The legal protections for students at private schools are different and can vary significantly by school. You should contact the SPLC to discuss further.)

The Student Press Law Center is not aware of any law requiring student editors to use a student's "legal name" (eg, the name on their birth certificate or driving license) in student-edited media. It is primarily an editorial decision and whenever possible, students should have editorial independence to make these decisions and formulate newsroom policies.

The Student Press Law Center strongly encourages each student media newsroom, class or club to have an editorial policy in place. You can also discuss with your administration that student control over these decisions may protect your school from discrimination allegations down the line.

Whenever possible, the Student Press Law Center recommends that students — and not advisers or administrators — be the ones to determine the editorial policy of the yearbook or newspaper with regard to name and pronoun use.

If you are asked by your school to overrule any student decisions regarding name use, pronoun use or gender identification, get as much as you can in writing and keep notes on any verbal conversations you have. Contact the Student Press Law Center's legal hotline immediately with any questions or concerns.

Nicknames

Even if you have never had a student request to change their name or be identified by a different first name in school-sponsored student media, you have almost certainly encountered students asking to be identified by a nickname. You can use your prior editorial decisions regarding nicknames to guide your editorial decisions regarding chosen names.

Remember that nicknames may have included shortened versions of a person’s legal name (e.g. Jon for Jonathan), or entirely different names by which a student is generally known (e.g. Slay for Mike). Recall that both journalistic ethics and federal education law require you and your school to bring a viewpoint-neutral thought process to these decisions. If your school allows for the use of nicknames for students but restricts the use of a chosen name specifically for transgender students, they may face allegations of sex discrimination under federal law. Ensuring that all students are treated equally and that student journalists — not the school or school district — makes these editorial decisions may better protect everyone involved.

You may also have encountered students choosing or being required to use an Anglicized version of their name in the yearbook, newspaper, or other student media. Consider if there is a difference between how these name changes were addressed and what you are doing or being asked to do now.

Even if you do not have a formal editorial policy, it is a good idea to write down decisions you have made in the past or pull past examples of nickname use so that future student editors know what was done in the past and so you have evidence to support decisions you make in the future.

Parent Involvement

In some areas of the country, students and teachers have been told that parents must sign off on any changes to a child’s name in their educational or legal record, that they have veto power over their child’s name use, or that they are to be alerted if a student uses a name that differs from what is on their legal documents. Contact the Student Press Law Center’s legal hotline if you face any of these situations.

Students have the legal right to tell their own stories, even when they are minors and their parents disagree. Further, student-edited media are not educational or legal records, and student journalists are neither employees of nor extensions of the school.

Additionally, if you are not required to get parent permission every time any student is identified in student-edited media but are required to get permission before identifying trans students, your school may face allegations of discrimination under Title IX and other state anti-discrimination laws.

Further, the Student Press Law Center has both a [guide](#) to covering minors and a sample [interview consent form](#) you can use to ensure that all students are consenting to use whatever name they choose to use in your student media.

FAQS



Does state or federal law dictate what names and/or pronouns to use for students?

No. As of January 2023, we are aware of no state or federal laws that dictate what name and/or pronouns to use for students in a student-edited yearbook, newspaper, or other form of school-sponsored student media.



Is a student-edited yearbook a legal educational record?

Generally no. According to the Student Privacy Office with the US Department of Education, yearbooks are not legal educational records. It is likely more appropriate to consider student-edited yearbooks to be historical records.

There are some yearbooks — particularly in middle/elementary schools — that are entirely the creation of school employees and focus mostly on class photos and employee-captured images of school events. These might be considered educational records. Still, they are clearly not the same as student-edited yearbooks, where students have been given primary responsibility for their creation.



Are we violating FERPA by using a student's chosen name or preferred pronoun?

No. Student-edited yearbooks are not educational records, so nothing in them is covered by FERPA. Further, student yearbook staff are not agents of the school, and therefore cannot violate FERPA.



Can our school require us to use the name and/or pronoun listed on a student's education record or birth certificate?

Your school may have a policy governing the use of a student's names or pronouns. However, that policy may violate federal law, especially if the student has given their consent to be identified by a specific name. If you are told there is such a policy, you should ask for a written copy and contact the Student Press Law Center immediately.



If the law changes between now and when our yearbook is printed, can they make us reprint it?

It depends. If you are concerned about this happening, you should contact the Student Press Law Center immediately.

FAQS (CONT.)



Can a student's parents require us to use a specific name or gender?

Students have the legal right to truthfully tell their own stories even when parents object. And student editors should have the editorial right to tell those students' stories accurately. As mentioned above, however, legal protections against censorship can vary significantly from school to school.



We've previously printed student's nicknames at their request. Can we still do that, even if we're being told to use the name on their educational record?

This is a fact-specific question that may be influenced by the state you are in and other factors. If your school or district has a policy that allows for the printing of nicknames but singles out transgender or gender non-conforming students as needing to use the name on their educational record or birth certificate, that could be a violation Title IX and executive administration guidance.

If you would like to honor nicknames but have been told not to honor the certain students' chosen names, ask your school administrator if you are still permitted to print nicknames, and then contact the Student Press Law Center.



Can we be required by the school to use given names even if we want our editorial policy to be chosen names?

At a public school, the First Amendment always protects your right not to speak. Even where a student editor has been told they cannot publish a student's preferred name, they can never lawfully be forced to publish something they believe is inaccurate, unlawful or that they feel would cause harm to another student. Ask for the source of the directive — is there a board-passed policy, or is this coming from your principal alone? — and then contact the Student Press Law Center.



Can our editorial process allow for parents to approve a name different from what is on the educational record?

Yes. While it's not legally necessary in most cases, obtaining written parental consent shores up protections for your editorial decision and memorializes their intent. That could come in handy if you or the parent and student challenge any contrary policy issued by the district.

ADDITIONAL RESOURCES

- [AP Style Guide \(Associated Press\)](#)
- [Diversity Style Guide \(Society of Professional Journalists\)](#)
- [Stylebook on LGBTQ Terminology \(NLGJA: The Association of LGBTQ Journalists\)](#)
- [Style Guide \(The Trans Journalists Association\)](#)
- [Media Reference Guide \(GLAAD\)](#)
- [Code of Ethics \(Society of Professional Journalists\)](#)
- [Code of Ethics \(National Scholastic Press Association\)](#)

ACKNOWLEDGEMENTS

With special thanks to the Gay, Lesbian & Straight Education Network ([GLSEN](#)) for their work in reviewing these materials and for their support of such worthwhile causes.



ABOUT THE STUDENT PRESS LAW CENTER

The Student Press Law Center (SPLC) is a non-partisan 501c(3) which works at the intersection of law, journalism and education to promote, support and defend the First Amendment and press freedom rights of student journalists and their advisers at the high school and college level. SPLC uses the law to help students of all ages meaningfully participate in civic life and learn essential skills, ethics and values through the vehicle of journalism. SPLC provides information, training and legal assistance at no charge to student journalists and the educators who work with them.

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EHS PRESS – CODE OF CONDUCT

POLICIES & PROCEDURES

- Refer to Englewood High School's student handbook concerning policies on late work, attendance, tardies, exemptions, and academic dishonesty
- Remember Ms. Shotts has rules to follow too and will enforce all EHS discipline policies

IN THE CLASSROOM

- **Professionalism:** Act in a professional manner at all times... you are representing yourself, our school, and me.
 - Do not curse, slander, provoke, or use any other language that is not becoming of a professional. Keep open communication with the adviser, editors, and other staff members. Respect, maintain, and be safe with: each other, yourself, materials, and equipment. Stay on task and work during the time provided. Be an active listener. Interviews are to be held in person unless otherwise okayed by the adviser. Use the truth always. Do not cause drama. Do not misspell names!!!!!!! Check every single name every single time. Check the No-photo list.
- **Classroom Computers:** Classroom computers are for journalism use only; do not alter the computers' settings. Do not play games or stream music at any time on the computers. Students should use proper login to gain access to computers in the lab and should log out after each use. Please keep your passwords private. Keep all food and drinks away from computers.
- **Be neat and tidy:** Always check out equipment and report its condition to the adviser/equipment manager. Keep all journalism materials in the classroom and in order. Constantly clean and maintain the journalism room.
 - Push in your chair @ the end of class.
 - NO FOOD near computers! Just. Use. The. Tables.
 - The tables are not for sitting on. They break. A lot.
 - Please use the TRASH bins!
 - Do not draw on the whiteboards unless you have permission from Ms. Shotts
- **Personal Technology:** Use your music player and earbuds only when appropriate. Phones should be in your pocket, purse, or backpack during instructional time and meetings. Phones should NOT be out during instructional time, staff meetings, presentations, and other important times when you should be paying attention
- **Lunch Bunch:** *If you have the same lunch period as Ms. Shotts, you are welcome to eat in the journalism room.*

LEAVING THE ROOM

- Pick up and sign out ONE Press Pass before the event you are about to cover. Press Pass must be worn in plain sight at any time the student is out of the classroom. Replacements are \$1.
- Repeat: **Sign out** when you go and **sign in** when you return.
- Remember you should be working and NOT disrupting classes, visiting with friends, or cafeteria.
- If it is necessary for you to leave the room to take a photo that's what you should be doing — working. It's not break/snack time.
- You are expected to have your Staff Press Pass with you during each class. If you do not have it you will not be allowed to leave the room.
- Journalism Press Passes allow you to leave the room after you have checked with Ms. Shotts and guarantees you safe passage in the halls while on Newspaper business. This badge DOES NOT guarantee you entry into other classes. That permission can only come from the classroom teacher.
- Journalism Press Passes allow you free entry into most school events. You must sign up for the event ahead of time, as most events require notification from Ms. Shotts for entry.
 - For games at Pirate Stadium, you must also obtain a CHSAA pass and display it along with your EHS Press Pass while shooting on the field.
- This Press Pass is a privilege, not a right. Misuse of this privilege will result in loss of privilege and disciplinary action, including the possibility of being removed from staff.

- **I have a one-strike policy on this. If you break the rule, the privilege will be taken away, and you may be removed from the staff.**

OUTSIDE THE CLASSROOM

- **Professionalism:** Act in a professional manner at all times... you are representing yourself, our school, and me. Do not curse, slander, provoke, or use any other language that is not becoming of a professional. Do not cause drama. Do not interrupt another teacher for non-journalism business. Do not interrupt a teacher's class period more than once in a class period! Dress professionally when representing journalism – wear toed-shoes, and ladies, do not wear a skirt and attempt to take pictures at an event. Give up personal time to work on our publications...you may be asked to work after school, on weekends and even holidays. Do not post journalism photos on social media or blog sites without the instructor's approval; all use of journalism work on social media should be planned by the staff and/or adviser. Know the proper way to enter another teacher's classroom:
 - Introduce yourself
 - Ask if it's a good time to interview (a particular student)?"
 - Be speedy
 - Thank the teacher and the student
- **Preparedness:** Always carry your camera. Always carry your journalism folder or a small notebook: use it for quotes and coverage notetaking
- **Covering sporting events:** Covering a game/match means: arriving before it starts, staying the entire game, separate from the student section/other fans/your boyfriend or girlfriend, not participating in student cheering, and staying after it ends to get after-game shots and interviews. You must have a proper press badge, as well as your student ID and your journalism badge – NO EXCEPTIONS EVER. You also must adhere to the guidelines set forth by the coaches and stadium officials. Do NOT embarrass the journalism program by acting inappropriately while covering an event. You will not like the outcome.

In the real, copyrighted world, it is NOT acceptable/legal to copy-paste graphics from internet into your work

Publishing a photo/graphic copy-pasted from the internet without permission violates copyright- even when we state the URL.

COPYRIGHT RULES

Bowie can use the photo/graphic when:

1. We took the pic ourselves
2. We designed the graphic ourselves
3. We received permission because we asked the owner
4. We used a Creative Commons approved license
5. We faithfully credited photographers



EXAMPLE: You're doing 2 stories on:

- (1) A story on Ellen.**
- (2) Over-the-counter pregnancy tests**

YES to any of these:

1. Shoot a photo yourself of the P-Test on a Walmart shelf
2. Order a sketch from a cartoonist
3. Create a photo-illustration that collages MANY graphics and photos
4. Search Google for a rights-approved Ellen photo
5. Use web info to contact the owner of the photo and request permission to use the photo in our HS pub

NO to all of these:

1. Copy-paste a photo of pregnancy test/ Ellen from internet and write the URL below it
2. Skip any photo/graphic because it's too much extra work to get one- then Bowie excellence suffers
3. Use clip-art as decoration

GETTING PERMISSION is easy

Write an email to the source, stating who we are, what we are using the photo for, and when it will run. If you gain permission, write the author's name and "Photo courtesy of" in the photo credit.

Seven Key Ethics Points

- 1 Be Responsible.
- 2 Be Fair.
- 3 Be Honest.
- 4 Be Accurate.
- 5 Be Independent.
- 6 Minimize Harm.
- 7 Be Accountable.

Reprint permission is granted for educational use.

The NSPA

Members of the Dispatch staff are introduced to the NSPA Code of Ethics during their introductory year in Journalism 1 or Photojournalism. Multiple lessons are presented to make sure that when they become staff members, they understand their role as a scholastic journalist.

Throughout their career on staff, there are many discussions about these ethical rules and how they impact the decision making process from writing, designing, editorials, and more.

Key components of the Code include, from the introduction:

Another challenge for beginning journalists involves their scope of awareness. As they gain news media experience, their competence improves, their vision broadens and they develop a more panoramic understanding of their craft — including the ethics of journalism. As their insight expands, students become more adept at avoiding errors, misjudgment and other deficiencies caused by inexperience and an undeveloped ethical compass.

Developing a sense of ethics is essential for student journalists, who learn to distinguish right from wrong and good from bad in their work. The power of news media can be used in good or bad ways, and young journalists must be nurtured to develop the self-discipline to choose what's right and good — even when the right choice may cost something in the short run.

The term ethics comes from the Greek word “ethos,” which means character. An ethical person is a person of good character who strives to make “right” choices. Those “right” choices are self-determined by each individual. Ultimately, ethics is voluntary conduct that is self-enforced.

Although ethics is related to law, it differs from law in that law is socially determined and socially enforced. Law tells us what we can do; ethics, what we should do. What is legal may not be what is ethical. Having the right to say something doesn't make it right to say it.

Ethical choices often are not easy. Dilemmas occur when two “right” moral obligations conflict. For example, suppose a yearbook staff member lies to the editor about why she needs an extension on an important deadline. The editor comes to you, the staff member's friend, seeking confirmation of the excuse that was given. Two moral virtues collide: loyalty to a friend and commitment to truth. It is time to weigh your values.

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, & to petition the government for a redress of grievances.

RULED:

Students do not shed their constitutional rights “at the school house gate.”



**The
Tinker Case**
Tinker vs. Des
Moines (1968)

Hands graphic Creator: TonTonic Credit: Depositphotos. Used with permission
Key graphic made by Cianna Chariez. Used with permission

High school journalism scored its most historical legal victory when the 1968 Supreme Court wrote the above opinion, which establishes that adults cannot strip students of unalienable rights such as their First Amendment free speech.

Specifically, Mary Beth and John Tinker sued their Iowa high school when it suspended them for expressing their opinion with armbands about the Vietnam War.



Freedom of Speech made by Kamryn Bryce. Used with permission

Choosing the person

1. **NO NEPOTISM!** (favoritism shown to relatives or friends) It undermines our credibility as a professional, detached fair source of information. The Dispatch is not our private affair.
2. Don't write the story if you are involved as a participant. Someone else can write it.
3. Don't print inside staff jokes. What happens in F203 stays in F203.
4. **DO** reach underrepresented groups and topics. Let their voices be heard!

Before the Interview

1. Be **PREPARED**. Find out all you can about the person/event. Have at least five questions ready, but make it a conversation.
2. Don't ask questions that could have been discovered beforehand.
3. Gather statements ahead of time that the person can comment on. For example: "Some have said _____. Do you have a comment about that?"
5. Know what you are going to ask, so you can watch your subject for reactions.
6. Have your phone/recording device charged ahead of time.

During the Interview

1. Be **ON TIME**. Most people have other things to do, so the worst thing you can do is arrive late.
2. **EXPLAIN** your story and purpose. Don't start questioning without giving the person the big picture.
3. **ASK PERMISSION TO RECORD** the interview.
And record a statement that protects us legally: "Please state your name and that you know you are being recorded for this interview..."
5. Start **EASY**. "Softball" Save the hardest questions after a warm-up period. Save your toughest question for last.
6. **Smile**. People tend to feel more comfortable if they see that you aren't out for blood.
7. **DO** the **NOD-and-wait**: The person will keep talking as you nod but say nothing - as the questions get harder.



Photos from Creative Commons

"The better I treat people, the better the information I get. I remember that just because I wear a Press card, it gives me no special claim. People have no obligation to let me into their time and life to ask probing questions."

Ray Saurez, "Wait, Wait... Don't Tell Me!"

GOT A TOUGH INTERVIEW?

1. Talk **PAST** the "no comment" or the banal remark. Try "Can you confirm ___?" even after the person has dug his/her heels in.
2. Stroke their ego with additional questions that refer to their position, achievement, power. You're greasing the wheel.
3. Start a new vein because the old one isn't going anywhere.
4. Seek out the **CONFLICT** the person understands/faces. Try to understand their understanding of the conflict at hand.
5. Ask him/her: "What would you **LOVE** to see printed in this story? What would you **HATE** to see printed?"

Expert Tips

1. **ATTEND**: Go to the game/practice/performance before the interview. Or research the topic ahead. You'll have triple the count of things to ask.
2. **DRAMA IS A GREAT VEIN**: Peck around until you have discovered it. The fear, the challenge, the irony, the revenge, etc. Drama makes a good feature and good sports.
3. **GET THE STORY THAT HASN'T BEEN TOLD**: Don't interview so you can write the obvious story. Interview so you can tell the **UNTOLD**. You might want to share this purpose with the person, perhaps.

You must understand libel principles since libel is probably the most dangerous mess your writing can create. Dispatch has printed a libelous fact if the sentence is:

- 1) Untrue
- 2) Malicious intent
- 3) Reflects reckless reporting

Courts have ruled in favor of libel claims when two or more of the above conditions have been met.

Case studies: Are these libelous?

1. Student newspaper prints headline + story:

Police Nab Drug Dealer

“In a sweep across campus yesterday, police arrested several students, charging them with dealing drugs. Arrested were Bill Jones, sophomore and a student from community college, John Renshaw.”

2. The Dispatch prints headlines + story:

JBHS shocked by suicide

“Junior Amanda Cota ended her own life Mar. 8, 2009 at approximately 3 p.m. It was revealed that Cota shot herself while wearing her prom dress and holding notes pertaining to a recent relationship.”

Libel:

Your First Amendment freedom of speech as a writer becomes unprotected when you cross the libel line.

Yes, Dispatch can be [sued in a court of law](#) for libel printed on our pages.

The best defense when a reporter is accused of libel and/or untrue printed material?

- A printed retraction.

What are some things reporters can do in advance to protect themselves?

- Take meticulous notes
- Record interviews and save them carefully.

The Dispatch staff and editors has to ask itself what is worthy of being printed among the many choices we face each cycle. Are we writing what people want to read? What they SHOULD read?

Develop a sense for what makes a story **newsworthy**. This is called “a nose for news.”

These themes are classically WORTHwhile...

Hard News Themes

1. Conflict

Is this story a struggle between two opposing sides? Student vs. student? Admin. vs. students? A cop vs. a criminal? Political struggles?

2. Progress

Will the story cover something that has been improved or something that should be fixed?

3. Disaster

Will the story cover something that happened out of our control? Car accident? Fire? Earthquake? Death?

4. Consequence

Does this story cover an issue that affects many people or a few people very deeply? Food prices raised? Immigration issues? Student Services being cut?

Soft News Themes

5. Human interest/emotional factors

Does it pull on heartstrings? Is it “Titanic” status? Will it make us angry, happy, sad?

6. Prominence

Is the story about a popular/prominent student, teacher or celebrity? Student/teacher win an award?

7. Novelty

Something unusual? A wrestler with no legs? A girl with a walking disability in marching band?

8. Romance and relationships

Humans find interest in these topics. Did a teacher get married? Blind date is a perfect example.

9. Pop Culture

TikTok dance trend, Snapchat, language changes, new apps, the latest on the Bachelor, and other mass appeal stories are always great.



Localizing

Connect your reporting to our JBHS community to establish NEWSWORTHINESS.

For instance:

1. Compare your larger topic to a similar event locally
2. Get a local voice to comment about your topic
3. Conduct a survey showing local opinion about your topic
4. Find + interview a student who has had a similar experience
5. Find + interview a teacher or administrator for perspective
6. Always bring it back to Bowie

A reporter must favor objective, realistic details. Do not be a cheerleader, an evaluator, or salesperson.

1. Avoid first person except opinion pieces. Third is best.
2. Remove words that suggest your opinion.
3. Choose **objective, realistic, factual** words free from added meaning/connotation.
4. Clarify your wording with “s/he said” so origin is clear.
5. Shorten your sentence counts - shorter is less biased.
6. No editorializing or cheer-leading. End with a quote.

Objective reporting

“Objectivity in journalism aims to help the audience make up their own mind about a story, providing the facts alone and then letting audiences interpret those on their own. To maintain objectivity in journalism, journalists should present the facts whether or not they like or agree with those facts. Objective reporting is meant to portray issues and events in a neutral and unbiased manner, regardless of the writer’s opinion or personal beliefs.”

Roy Peter Clark

“The Pyramid of Journalism
Competence: What Journalists Need to Know”



Pointer. 2014. Web. 28 Sept. 2015.

You must limit and often strip your writing of its subjective or imprecise words as a journalist that limit the factual realism.

	YES	NO
1	When Jessica tosses her red cap this June, the University of Texas will be gaining an aspiring guitarist.	When Jessica graduates from JBHS, the University of Texas will be gaining one incredibly cool girl.
2	Sam sets weekly expectations for himself hoping to someday write for a magazine.	Sam sets great expectations for himself hoping to someday write for a magazine.
3	See Teixeira walking by on campus? She says she'll be glad to talk more.	So if you find yourself standing nonchalantly around during lunch or nutrition, and Ms. Teixeira just happens to walk by, take it upon yourself to approach her and engage in a conversation.

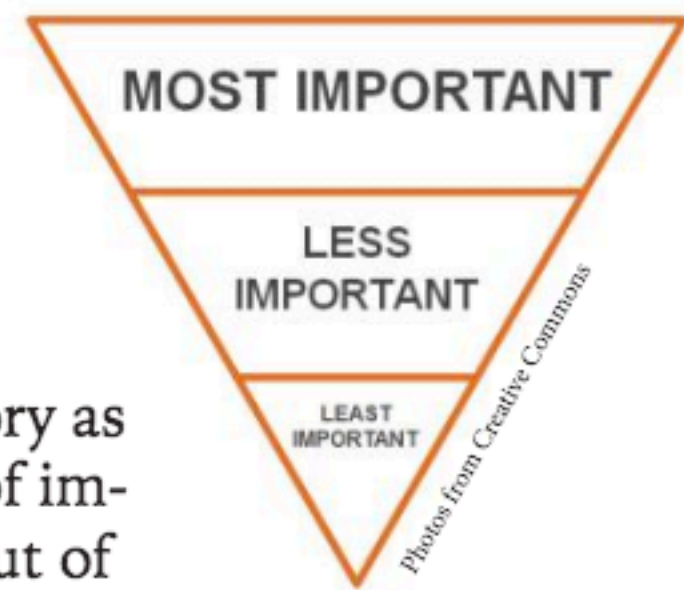
THE INVERTED PYRAMID

Best for: News briefs, stories about breaking news

Not recommended for: Anything else.

How it works:

Summarize the key facts in a concise lead. Then organize the story as logically as possible, arranging paragraphs in descending order of importance. End the story when you run out of facts (or you run out of room on the page).



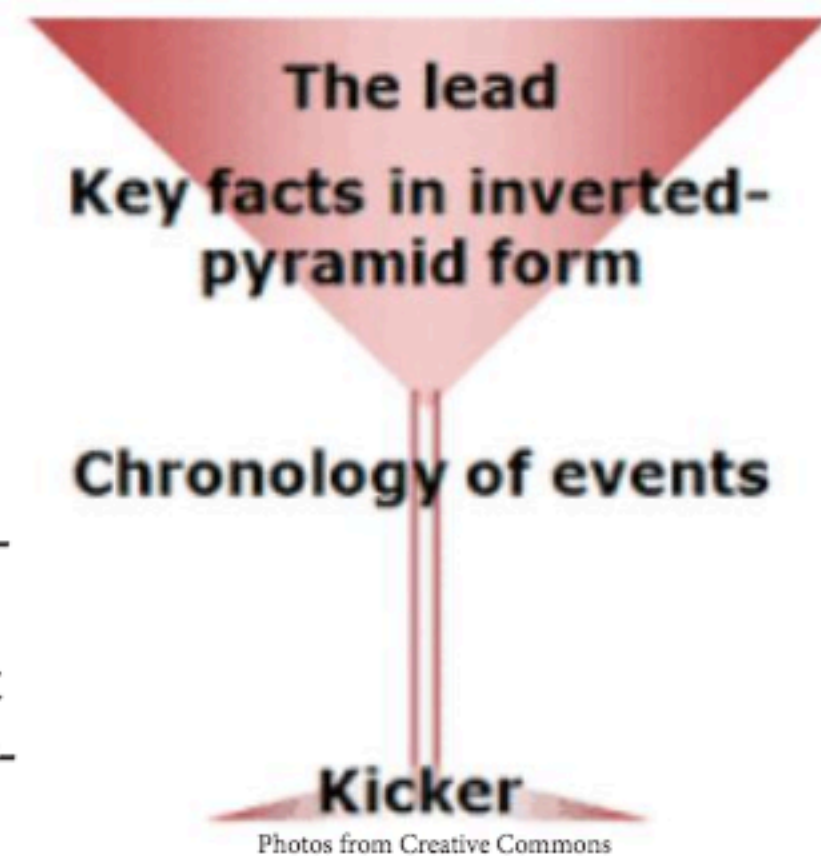
THE MARTINI GLASS

Also known as: The hourglass.

Best for: Crimes, disasters, or other dramatic news stories where you want to include a chronology to explain how events unfolded.

How it works:

Begin with an inverted-pyramid summary of the story's most important facts. Once that's done, shift into a chronological narrative. (Try setting it up with a phrase such as 'Police gave this account of the accident:'). Then detail what happened, step by step. If possible, end with a kicker (a surprise twist or strong closing quote).



THE KABOB

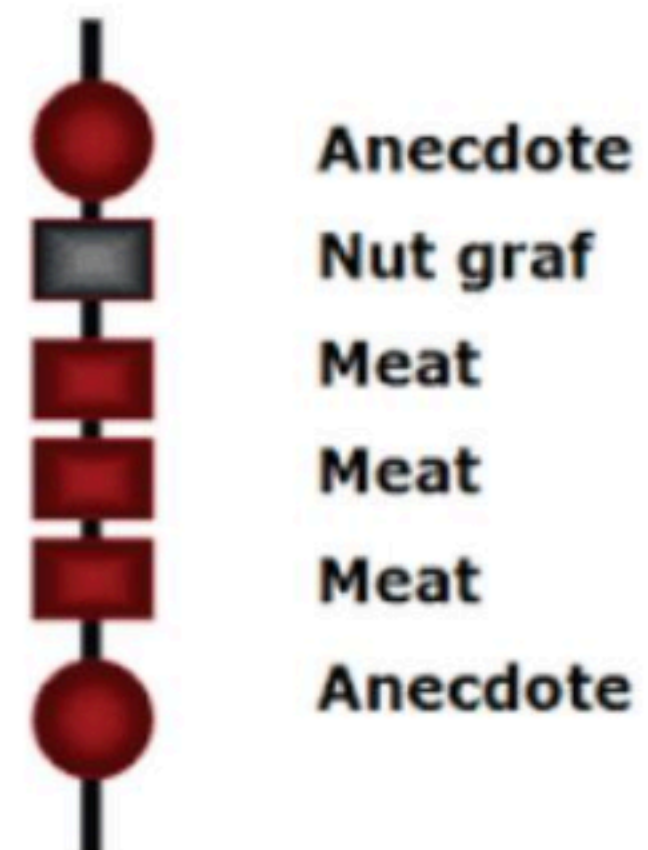
Also known as: The Wall Street Journal formula or the circle.

Best for: Stories on trends or events where you want to show how actual people are affected or involved.

How it works:

The story begins with a quote or anecdote about a specific person. Then it broadens into a general discussion of the topic. It ends by returning to that specific person again.

Think of it as arranging meat and veggies on a shish-kabob skewer: start with a juicy red tomato (an anecdote). Follow that with a nut graf. Then add meat - chunk after chunk after chunk - until you reach the end, where you reprise with another tomato (a final anecdote).



Photos from Creative Commons

The Wall Street Journal is well known for writing stories this way.

Dissecting the attribution

“The tennis courts have really benefited the team because on top of looking nice, we are able to have our own space to play and for spectators to watch away from distractions,” junior Cristina Canepa said. “The only downside I would say is that the fences are not any higher than regular courts, so it is easy to lose balls into the parking lot.”

- Always start with a quotation mark.
- If you have more than one sentence, place the attribution between the sentences.
- There is a comma before the closing quotation mark of the 1st sentence.
- The attribution will always be: Title name said. Always.
- Once you give someones title and first name, you will use their last name from then on.
- Start the second sentence with a quotation mark and punctuate normally until the end quotation mark.
- The Dispatch style for individuals with the same last name who are related is to revert to first names, once you introduce the second person, you revert to first names from that point forward.
- For individuals who have the same last name who are not related is to use both first and last name throughout the article.
- Only capitalize titles that are proper nouns. English teacher, but not math teacher. President Joe Biden, but not junior Sarah Smith.

Quote/Transition Formula

Side Notes

1. Each box is a new paragraph.

Linked

2. Story should flow from most important to least important information.

Linked

3. Leading statements tell the reader what the source is going to say next. Don't do this.

Linked

4. Always end all news & feature stories with a quote
Exception: briefs

Lead:

Hard News: 5 W's 1H

Feature writing: Narrative, storytelling. Paint the picture from the start.

Nutgraf:

Hard News: may or may not appear
Feature writing: Continue the narrative, or 5 W's 1H

Direct Quote:

Connects to nutgraf or lead
Use more than one sentence
Feelings and emotions

Transition/Statement:

Next important fact
Indirect quote or partial quote, okay
No “leading” statements

Direct Quote:

Connects to the first transition
Use more than one sentence
Feelings and emotions

Transition:

Next important fact
Indirect quote or partial quote, okay
No “leading” statements

Direct Quote:

Connects to the first transition
Use more than one sentence
Feelings and emotions

And so on,
until the story is told

The Brainstorm



- Bring us awesome ideas.
- Be creative.
- Be informed.
- Brainstormed ideas for print and web must be incredible.
- They are the secret to our success.
- Eliminate stale, predictable projects printed in other publications.
- Localize your idea to JBHS.

The Pitch Process

1. Pitch your story or project ideas in our Brainstorm sessions. Share them outside the meeting with the EiC's.
2. Inform yourself beyond your first ideas. View inspiring publications in **ISSUU** to deepen your ideas. What are other leading papers covering from scholastic publications to professionals?
3. Love your community; What they need to know? Read, ask, think, and be creative. Bring ideas passionately. Believe in your ideas. **LOCALIZE** so that they have a connection to the story
4. Start visualizing **DESIGN & PHOTO DETAILS NOW** that will support your story pitches. Plan packaged layout, web stories, or photos. Envision the final product.
5. The Editorial Board will approve, amend, or deny proposals during lunch or a class session.

TELL STORIES

Narrate it step-by-step. Show it happening with your words. Take the reader there. Be a storyteller.

You'll do this best if you observe details perceptively and find the perfect words to capture them.

Observation

To bring news stories to life, you need to engage your senses - and the reader's too.

There's an old expression that editors and reporters love to quote over and over: show, don't tell.

Suppose you're covering a dorm fire. You talk to the fire chief, the cop, the students. They tell you all about the alarm, the response, the damage - but where's the drama? The realism? The sense of tragedy?

Show, don't tell.

When you're at the fire scene, engage your eyes, your ears, your journalistic radar. Who are the victims? What are they doing? What are they wearing? Are they clutching pets? Possessions? Each other?

As a reporter, you're not simply a stenographer. You're an eyewitness, a spectator with a front-row seat. You're the eyes, the ears, the senses of the reader who visits the scene through the power of your words.

The ability to observe accurately - to record events so faithfully that details jump right off the page - is the secret to great reporting. In fact, it's the key to success in any kind of writing, which explains why so many successful novelists - Mark Twain, Stephen Crane, Dorothy Parker, Ernest Hemingway, Willa Cather - began as reporters.



How can you narrate the game, the event, the student's skills, the teacher's style unless you carve out time to WATCH AND OBSERVE?



SIGHT

Yes, it's time to use your eyeballs to notice the little things: the bald spot on the back of a man's head; the tattoos on a woman's hands' the exit wound behind the dictator's ear. The more vividly the visual details, the more they capture what the reporter is sees, the more you will capture your readers. The attention to detail lets you view the scene as if you're looking through the reporter's eyes.

SOUND



Capturing sounds on the printed page isn't easy. In fact, you'll find some stories (say, a profile of a comic who does celebrity impressions) may be better suited for a podcast or a video if they're dependent on sound for their success.

Still, skilled writers employ all their senses to capture the smells, tastes and (yes) sounds of their stories.

EMOTION



It's not easy. Capturing the moods and emotions of strangers, without adding inappropriate goo or schmaltz, is terrifically difficult to do. And it's usually best reserved for the right moment in the right feature story. But notice, in these examples, how the writers show you the scene, in simple and direct language, without telling you how to feel.

ACTION



Why are so many news stories so dull? In part, it's because nothing ever happens. There's just no action. If you want to write a dull sports story, for example, just quote the coach and spout some statistics. But if you want to bring that story to life, describe how the big play unfolded, how the touchdowns got scored, how the players celebrated and the fans went nuts.

Editorial

- Staff editorials represent the opinion of the editorial board arrived at by discussion and will not be bylined. Bylined articles are the opinion of the individual writer and do not necessarily reflect the views of the Dispatch staff or administration as a whole.
- The current editorial board is comprised of all page editors, plus the online editorial staff. The editorial board changes yearly and is determined by the editor(s)-in-chief, managing editor(s) and the adviser.
- The editorial will be accompanied by a political cartoon that may or may not take the same stance as the editorial. The content of the editorial cartoon is at the discretion of the staff artist assigned to create the piece.

Personal Opinion Stories

- Personal opinion stories are written by staff members and are their personal views on a topic. They do not represent the entire Dispatch staff, the school, or AISD.
- Personal opinion stories will be labeled and there will be a photo of the writer, and contact information provided to reach the writer.
- The general format for all personal opinion stories is as follows:

Paragraph 1 - summarize the issue

Paragraph 2 - state a stance on the topic

Paragraph 3 - support your stance with one reason why you think you are right

Paragraph 4 - support your stance with a second reason why you think you are right

Paragraph 5 - support your stance with a third reason why you think you are right

Paragraph 6 - refute the other side - this means to prove and provide evidence why they are wrong

Paragraph 7 - come up with a solution and provide it here

Paragraph 8 - restate your stance



Art by Samin Kim. Used with permission.

You may include 1 extra summary paragraph at the beginning if necessary

You may also include 1 extra support paragraph

You may also include 1 extra paragraph to refute the other side

You may also include 1 more paragraph to give your solution.



Art by Amarah Schultz. Used with permission.

Personal Column

- On a yearly basis, Dispatch staff members are given the option to apply to write a personal column in multiple sections across the paper. These columns will appear on a regular basis in print or online.
- The format of the column is up to the writer and may be very specifically focused on one select topic, i.e. sports, politics, entertainment, etc.
- Personal columns will be labeled and there will be a photo of the writer, and contact information provided to reach the columnist.

Letters to the editor

8 LI 4EKVIV [IPG SECH W WRTYX 4PIEWI WX RIG EIRJ PG S XQVIX W SFSW S SVV
 OEVPECWLSXXW\$IRK V GJFS S E W RIXO SX X W X V QYWX FI WMKRIH I E RIMZVQ EVM SF
 FIJ\$VYFP M G E X M B R R;SX RIGI W WEV M P G T W F P R M W X E R P V S X X H M W JSV PIRKXL E

JOB DESCRIPTIONS

ALL STAFF	ALL EDITORS
<ul style="list-style-type: none"> • Works on assigned stories, layouts, and spreads • Makes sure the proper design elements are used and that any adjustments to the template are approved by the editors • Interviews, secures quotes and establishes the background for the story or photo caption • Notes number of photos needed and how many are vertical or horizontal • Communicates photographic needs to the event photographer • Helps brainstorm coverage ideas • Responsible for taking his/her own photo assignment • Writes complete captions. On dominant and action/reaction/emotion photos, secures a quote to go with the caption • Works on special coverage; if the spread requires head-and-shoulder shots and a quote collection, that should begin immediately 	<p>Uphold all Staff Responsibilities in addition to:</p> <ul style="list-style-type: none"> • Manage the publication's content and quality • Manages a staff of peers • Plan staff parties and outings, special holiday activities and birthday celebrations • Actively involved in creating the sales campaign • Develop coverage with staff members • Assign pages

YEARBOOK EDITORS	NEWS MAGAZINE/PIRATE TV ROLES
<p>Editor-in-Chief (EIC)</p> <ul style="list-style-type: none"> • Designs or oversees the cover and endsheet design and all theme-related content • Writes the colophon and Letter from the editor • Conducts staff meetings to review deadlines, as well as upcoming photo and copy coverage • Compiles the ladder diagram with the Adviser and approves any changes to the ladder • Checks and prepares all spreads for submission to the publisher • Establishes all deadlines, including staff rough and final deadlines • Edits and approves section spreads with Adviser 	<p>Editor-in-Chief (EIC)</p> <ul style="list-style-type: none"> • Designs and oversees the cover design, font and color choices and ensures adequate implementation in each issue • Conducts staff meetings to review deadlines, as well as upcoming coverage • Compiles the ladder diagram with the Adviser and approves any changes to the ladder • Checks and prepares all spreads for submission to printer • Establishes all deadlines, including staff rough and final deadlines • Edits and approves all content prior to publication • Ensures all advertising is placed in each issue
<p>Design Editor</p> <ul style="list-style-type: none"> • Creates all layouts in the book (with input from other editors) • Approves all changes in design to ensure they are in line with the theme • Helps to train new staff about design standards • Maintains design stylesheet • Checks and prepares all spreads for submission to the publisher 	<p>Advertising Editor</p> <ul style="list-style-type: none"> • Manages advertising sales for all print and online editions • Plans ad space with EIC and Adviser • Coaches and trains staff for ad design with Adviser • Communicates with purchasers for approval prior to publication • Sends ad proofs to purchasers • Follows up with purchaser with handwritten thank you note and supplies print copy
<p>Copy Editor</p> <ul style="list-style-type: none"> • Edits all stories, captions, and secondary coverage in the book • Helps to train new staff about journalistic writing (interviewing, captions, quote format, etc.) • Checks and prepares all copy prior to submission to adviser & publisher • Maintains staff stylesheet 	<p>Copy Editor</p> <ul style="list-style-type: none"> • Edits all stories, captions, and sidebars in the paper • Helps to train new staff about journalistic writing (interviewing, captions, quote format, etc.) • Checks and prepares all copy prior to submission to adviser & publisher • Maintains staff stylesheet
<p>Photography Editor</p> <ul style="list-style-type: none"> • Approves all photography in the book • Helps to train new staff about photography • Coordinates photo assignments with staff • Checks and prepares all spreads for submission to the publisher 	<p>DIRECTORS/PRODUCERS</p> <ul style="list-style-type: none"> • SPORTS - Build relationships with coaches to gather content and ensure adequate coverage, maintain schedules/scores • ONLINE - Manage online content publishing, maintain publishing calendar, coach staff on the website • ORGANIZATIONS - Build relationships with sponsors and student leadership to gather content and ensure adequate coverage, maintain the event calendar • SOCIAL MEDIA - Ensure social coverage of all stories, general school news, interact with the community • PIRATE TV PRODUCER - Organize stories collected by PirateTV staff into newscast format (stacking, editing, writing teases)

STAFF NORMS

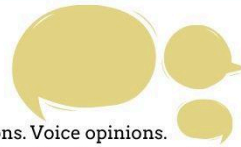
1. DO ALL THE THINGS

Everyone is a staffer first.
Be comfortable grabbing a camera, conducting an interview, writing copy, fine tuning a spread design and being an ambassador for the Highlander yearbook staff.



2. COMMUNICATION

Know you have a voice. Use it. Ask questions. Voice opinions.
Be proactive to troubleshoot concerns before they become problems.
Keep up to date on GroupMe, Google Classroom.
Clear is kind. Have courage to hear the truth with feedback.



3. ACCOUNTABILITY

This is a learning lab. Grow with the experience.
Model expectations.
Own those deadlines.
Know the staff manual.



4. STEP UP

Take initiative.
Be confident.
Don't complain. Voice concerns. Offer new solutions.
Be a journalist. Tell the story of Highland Park HS.



5. WORK HARD, PLAY HARD

Being a journalist for the Highlander yearbook is tough and takes a lot of energy. Be proud.
Celebrate your hard work.
Laugh. Play. Love.



Editor-in-Chiefs: _____
Managing Editors: _____
Junior Editors: _____

EHS Press Equipment Contract

You will be working with expensive equipment in and out of school.
Please carefully read the following release and initial each statement.

_____ I understand that part of this journalism class involves the use of equipment including cameras, lenses, camera bags, batteries, scanners, computers, microphones, and other equipment.

_____ I understand that it is my responsibility to care for any equipment in my possession or that I use and that I am responsible for any damage that occurs due to my negligence.

_____ I understand that equipment may be checked out for specific assignments, following department procedures.

_____ I understand that all equipment must be returned to the journalism department on the due date or a deduction from grade may be imposed for failure to return the equipment.

_____ I understand that I am responsible for any damage to or loss of equipment.

_____ I understand that the cost to repair equipment such as a camera is not fixed, rather depends on the damage done. I understand that if I damage or lose equipment, it is my obligation to pay for repairs or replacement of the item.

_____ I understand that when I return equipment to the room, I am to return it to its proper home.

_____ I understand that department equipment left lying around the room or other areas in the school may result in the loss of checkout privileges, temporarily or permanently which could lower my grade.

_____ I understand that failure to return equipment will result in a referral to the assistant principal, along with a bill for the cost of the equipment.

_____ I understand that I may use my own DSLR camera at any time rather than borrowing the journalism department's, but the instructor must have a record of all serial numbers, make and model of all equipment in order to avoid confusion of equipment.

STUDENTS

My signature below signifies that I have read all statements listed and will abide by such.

Student Name (Print): _____

Student Signature: _____

Date: ____/____/____

PARENTS

My signature below signifies that I have read all statements listed and will abide by such.

Parent or Guardian Name (Print): _____

Parent or Guardian Signature: _____

Date: ____/____/____