

Headline Writing

2014 KSPA STATE CONTEST

Assignment

You are to write a headline for each of the five stories provided. Headlines #1-4 will be straight sentence-style news headlines and headline #5 will be a feature headline using a title-style teaser laid out above an explanatory sentence-style subheadline. Headlines should be computer-generated and must fit the required space. All headlines should be printed on an 8.5- by 11-inch sheet of paper.

Example Sentence-style: Campus comedienne breaks up lunchtime crowd (capitalize only first word and proper nouns)

Example Title-style: Lady HaHa

Specifications

Headlines #1 and #2: Write 24-point Helvetica or Arial headlines, 6 inches wide, with only one line for articles #1 and #2. Then write 12-point Helvetica or Arial one-line subheads under the main headlines that give more detail without repeating words.

Headline #3: Write an 18-point Times headline, 4 inches wide, two lines long for Story #3. No subheadline needed.

Headline #4: Write a 30-point Times headline, 8 inches wide, one line long for Story #4, which is an opinion piece. No subheadline needed.

Headline #5: Write a feature headline, 6 inches wide by 3 inches high for article #5. Headline may incorporate graphics, art or other treatments to reflect the current design trends for feature headlines. Color may be used for this headline only. Any artwork and/or images used in the headline must be the original work of the student. Students may not use copyrighted or non-copyrighted art or other graphics taken from the Internet or other non-original sources.

Description

You are a member of Sunflower High School's journalism staff. Your editor has asked you to write headlines for the five attached articles.

School Info

Name: Sunflower High School

Location: Clinton, Kansas

Mascot: Mighty Buffalo

Enrollment: 800 (grades 9-12)

School colors: yellow and brown

Yearbook: The Sunflower

Newspaper: Sunflower News

Contest Info

This is a carry-in contest.

Designs should be computer generated.

In ink, please write your assigned contest number to the upper right-hand corner on the back of your entry. Do not put your name on the entry. If you do, your entry will be disqualified.

Students must not request help or advice from any person other than the KSPA Executive Director. All work must be solely that of the contestant.



Story #1

Sunflower High School formally announced that Angela Sweeny has been appointed as a school nurse for the 2014-2015 school year. SHS does not currently have a nurse on staff.

In accordance with the fulfillment of the district's 2012-2016 Strategic Plan, SHS addressed the need to promote "student wellness and support systems." According to the principal Nan Bone, the nurse will take care of physical health-related needs as well as mental needs.

"We want to do certainly the regular school nurse kinds of things, but we are also looking for someone who would pick up some wellness initiatives with things like nutrition, CPR and work with our counseling team," Bone said. "So if a student is coming to the counselors about an eating disorder for example, the counselor can give them advice, but the nurse can talk about nutrition and what you put into your body."

Though the location of the future nurse's office is uncertain, the vacant classroom next to the main office seems like the best location to Bone. She also thinks that Sweeny's job will not be a full time position, but she would

Story #2

Administrators are now enforcing a stricter parking policy in order to address students parking in spots not designated to them.

On Wednesday, Feb. 16, vice principal Scott Parseghian sent out the following email to all juniors and seniors regarding parking regulations:

"Dear Juniors and Seniors, It has come to our attention that students are parking in the visitor lot when returning to campus. If you park in the visitor lot starting on Thursday you will be towed. FYI- A tow will cost you \$200"

Parseghian sent this email after receiving reports of students parking in places other than their assigned spots.

"I hate towing and did it way back when we were doing the school's construction, and it was the worst part of my job, but somebody is going to be towed after vacation," Parseghian said.

Due to the rising amount of complaints from parents and students, Parseghian and school officer Kenneth Cobb will be checking the security cameras more often.

"We try to check [the cameras] every day. Are we great about it? No, but Mr. Cobb and I are checking more and more frequently now that we got all these complaints," Parseghian said.

Junior John Cocce didn't park in his regulated parking spot because of insufficient snow plowing in the junior lot.

"I usually park in [my regulated parking spot], but there's a huge snowbank in it. I blame the town for that,"

be at school every day.

Administrative assistant Julia Berardi, who currently acts as a health caretaker for students, says having to handle students with medical emergencies at school could make her feel uncomfortable.

"It didn't really bother me unless it was something big like an allergic reaction and someone needed an epi pen," Berardi said. "That was stressful, or if I needed to call an ambulance."

Bone and Berardi both that having a registered nurse on staff will make parents feel more comfortable, especially those of students with serious illnesses or medical emergencies. Additionally, Berardi says she will feel less stressed with having to juggle her administrative duties and taking care of sick students.

"I think having a trained person is a good idea," Berardi said. "I'll feel like I can get my work done during the day, whereas now it is sometimes hard to keep up with sick people and calling parents and waiting on parents to pick their kids up."

Cocce said.

Junior Kaitlyn Haase thinks parking closer to the school is a good choice.

"I think it's smart because people are probably parking closer to the school, so it's a shorter walk. There are so many spots, so you can just pick one of the other hundred if someone takes yours," Haase said.

Senior Josh O'Neil disagrees and thinks students should park in their own spots.

"It's stupid. Park in your own spot. I park in my regulated spot; why wouldn't I? If you can afford a car, you can definitely afford a parking spot. One person has parked in my spot three times," O'Neil said.

Junior Iain Brogan, who doesn't have a parking spot, thinks otherwise.

"I think it's fine [to park elsewhere.] Who wants to pay \$220 for a parking spot?" Brogan said.

Many students believe there should be little or no consequences for parking in non-regulated spots, and first time offenders should only be given warnings.

Cocce believes a student should have a valid excuse to park in a spot other than his or her regulated spot.

"Punishment should only be a warning telling students that they should park in their spot and make an announcement reminder that only juniors who have snow in their spot or have a good excuse can park in the senior lot," Cocce said.

Story #3

District Superintendent Erroll Davis announced that an internal investigation had concluded that 14 players on SHS's football team and their families used false addresses in order to attend SHS. Thirteen other football players remain under investigation. Davis announced the findings at a community meeting in the SHS theater on March 5 and later released personnel changes among Grady employees and coaches.

"I am stunningly amazed by the inappropriate behavior of adults involved in this situation," Davis said to members of the Grady community. "In many instances there was a failure, and, once again, young people get to pay the price."

FRAUDULENT FINDINGS

A document review was conducted for each of the 58 student athletes on the football team. Investigators reviewed student permanent record folders, proof of residency documents, enrollment history, attendance reports, returned mail, address history, athletic certification and property and tax records. At first, the review was limited to the enrollment records of the 21 students identified in the anonymous complaint.

"This is quite frankly disturbing—the lengths that parents went to falsify documents, signed affidavits," Davis said. "... You had to be impressed, unfortunately, with the masterful job of forgeries and fake documents."

According to the published report of the investigation findings, of the 21 named students 11 were verified as having committed address fraud. Five students named in the complaint are still being investigated. A review of the enrollment records of players not named specifically in the complaint found three to be guilty of address fraud.

Among the 14 found guilty of fraudulent enrollment, four students were previously zoned for Willowig

Heights High School, a member of the neighboring Caney school district. The report said that investigators also found that several of these 14 students used the addresses of their grandparents, aunts and uncles, "godparents" and other relatives but did not actually reside at the address they supplied. Most of the parents found guilty of document fraud falsified leases and power/cable bills. Ten parents admitted to committing address fraud or falsifying documents. Three different students' parents claimed they falsified enrollment documents because they were homeless during the school year.

Davis said that of the 14 students found to be out of district, some voluntarily withdrew from SHS, while others were asked to withdraw. A few parents moved into the SHS attendance zone shortly after or in the midst of the investigation. The superintendent said the district is weighing possible civil as well as criminal actions against parents who submitted fraudulent documents.

RECRUITMENT INVESTIGATION "INCONCLUSIVE"

The investigation did not find conclusive evidence of athletic recruiting. Despite this conclusion, both Davis in his March 5 press conference and SHS athletic director Jeff Beggs in an interview with investigators said that the low number of players from SHS's feeder school, Inman Middle, should have raised questions.

Davis said that a third of the players on the football team came from Inman. Beggs said that six or seven of the football players came from Inman. Despite the contradiction, both Davis and Beggs agreed that the low number should have prompted concern.

EMPLOYEE INVOLVEMENT

In addition to Davis's public condemnation of the parents guilty of

address fraud, Davis also said he was shocked by the extent of SHS employee involvement.

An assistant coach to the football team supplied SHS with two different addresses to enroll his children at Inman Middle School and SHS. The investigation concluded that the coach committed address fraud and both of his children have withdrawn from their respective schools.

"That disappoints me very much," Davis said, "because we worked over the last three years very hard to make sure that we establish an atmosphere where people understood that unethical violations would not be tolerated."

CONSEQUENCES OF THE INVESTIGATION

Ralph Swearingtin, executive director of KSHSAA, sent a letter to principal Vincent Murray outlining the penalties for violations of eligibility regulations on the football team. According to a March 18 SHS press release, SHS must forfeit all victories in the 2013 season because KSHSAA found that ineligible students played in all of the games that the team won. Another penalty is a \$1,000 fine for "a lack of administrative oversight in regards to the large-scale irregularities." KSHSAA placed the team on probation for next season, so it will be ineligible for playoffs but will play in the regular season.

Superintendent Davis announced on March 21 that SHS will have a new football coach and athletic director for the 2014-15 school year. SHS alumnus and former NFL player Earthwind C. Moreland has been assigned as interim physical education teacher and football coach.

"I do believe in winning, I do believe in competition, but I strongly believe in winning with integrity," Davis said.

Story #4

Six times a year, students get up early on a Saturday morning and make the commute to school to take the American College Testing exam, otherwise known as the ACT. The test consists of an English, mathematics, reading and science section, in that order.

The last section, though, seems to be the most challenging for students, according to annual statistics.

For me, the science section of the ACT was always one of the hardest, and I blew through several practice tests before I got a decent score. But the problem applies to many students who take the test. According to research findings published by ACT, only 36 percent of test takers met the ACT College Readiness Benchmark for science as of 2013.

These findings indicate that more than two-thirds of students did not have the scientific knowledge they needed to do well in college, and this was after these individuals had graduated from four years of high school education.

This raises a red flag for all American education systems. The U.S. education system is in dire need of a reform, from top to bottom. There are many ways teachers can do their part to help their students learn better; change always starts small, but it needs to start somewhere.

According to a study by The Journal of Effective Teaching, “active techniques do aid in increasing learning as in-class activities led to higher overall scores while lecture led to the lowest overall scores.” The study, titled “Learning by Doing: An Empirical Study of Active Teaching Techniques,” tested four different types of teaching tech-

niques: lectures, demonstrations, in-class activities, and discussions.

The report concluded that in-class activities tend to cause better retention of information in students, and lectures often led to the worst performance in students. But along with these conclusions, the study also stressed that a perfect balance of the four methods of teaching are needed for a successful classroom experience. A good teacher would use multiple strategies in order to ingrain the course material into his or her students’ brains.

In order to boost the nation’s scientific capabilities, teachers should change the structure of their lesson plans in a way that incorporates more hands-on activities that directly correspond with class notes and lectures.

This way, teachers can enforce the information students learn through traditional learning methods, such as reading textbooks and taking notes, with experiences the students are more likely to remember further on down the road. During tests, students will then be more likely to recall the information they learned through enjoyable activities, because lectures that they find boring might not be effective at embedding the necessary course material into their heads.

Another reason students cannot learn science efficiently just by memorizing formulas and random facts is because science is much more than learning a few pieces of information through this method of rote memorization; science is an ever-changing entity. It is not comparable to subjects like English or history, because science does not

require students to know the role of the British in the French and Indian War, or how to properly use a proverb in a sentence. Although scientists rely on a knowledge of scientific facts from which they can base their thinking off of, they usually apply what they know to the current task at hand.

Scientists don’t spit out the information they learned in high school on a regular basis; they are thinking people who challenge old theories and test out new ideas of their own. If those skills are needed in a science-related career, then our education systems should be stressing their importance.

The U.S. has the potential to develop the minds of the next generation’s top scientists. It has all the right ingredients for it; all it needs now is the right recipe. By changing the way our science instructors enforce learning through an increase in hands-on activities available to students, our nation will be one step closer to becoming comparable to the caliber of science education in other nations. In this manner, the U.S. can reform the curriculum of its school systems efficiently.

On an international scale, it is entirely possible for American students to eventually overtake the current achieving countries, and their excellence in science education can not only bring up the prominence of the U.S. on a global scale, but it can also prepare our youth for the technologically-advanced future. But in order for this reform to happen, we must take initiative. This reform can only start if instructors change the way in which they teach, with their students’ best interests in mind.

Story #5

When most little kids are asked what they want to be when they grow up, answers almost always repeat themselves. Rock star, athlete, princess, teacher. Yet, some have different aspirations, even from a young age. Take SHS alumni, Jackie Chelales, for instance who, from a young age, aspired to go into the fashion industry and recently, her dreams have been coming true.

“I have always been very creative, and once I learned to crochet, knit, and sew, I applied my skills to make garments and accessories,” Chelales said. “When I sewed my first dress completely by hand in 7th grade, I knew I wanted to continue to make clothes and have been since then.”

Studying in the BFA program at Parsons The New School for Design in New York City, Chelales has begun to live her dream. Just this past weekend, Chelales was one of 15 designers, chosen from over 200 freshmen and sophomores, given the opportunity to compete against The Fashion Institute of Technology for a runway competition.

“In a way, this is our version of a college football game,” Chelales said. “Each designer creates a 5 look collection to present in a big show. This year it was judged by the Creative Director of Elle Magazine Joe Zee, the Fashion Market Editor of Teen Vogue Mary Kate Steinmiller, Creative Director of Speigel Richard Lowe, Art Director of Style.com/Print Regina Rourke, and Editor in Chief of Scene Magazine Peter Davis, which was very exciting.”

Being at a world renowned design school has also helped Chelales’ career flourish, creating experiences unknown to a majority of college students. In the end however, all the hard work pays off creating lasting, tangible evidence of the talent Parsons is known for. “I’m most proud of finishing my Fusion collection,” Chelales said. “I made 5 looks and 4 leather bags including hand and machine knitting, macramé, hand weaving and embroidery, and lacing. It took a really long time to finish everything, but it was so worth it, and I learned a lot in the process.”

Living in New York City, one of the fashion hubs of the entire world, Chelales also got the opportunity to experience Mercedes Benz Fashion Week for the Autumn/Winter 2014 shows earlier this year.

“Fashion Week can very hectic especially when you are a student balancing volunteering backstage and school work,” Chelales said. “I did not volunteer this season since I was busy working on my Fusion collection, but I did attend the Josie Natori show, which was lovely. My favorite trend is definitely oversized-it’s so chic and fashion with comfort is always amazing.”

Due to these incredible experiences and the of the frenzied environment of the city that never sleeps, design ideas comes from her incredibly vast inspiration base to draw from.

“I can take inspiration from literally anything,” Chelales said. “I’ve designed garments based on broad ideas like proportion or singular odd visual inspirations

such as a tree and grapefruit. I also really love a hands-on approach to research as I like to design with interesting shapes and textures or prints.”

Apart from tangible things, inspiration also comes from other designers who helped shape the kind of designer Chelales is becoming.

“My favorite designer is Miuccia Prada. I also love Christopher Kane. The way they push fashion forward and the way Christopher Kane manipulates his textiles and designs in new, modern ways is definitely an inspiration for me,” Chelales said.

The inspiration Chelales pulls from has also helped her accomplish feats she would have never imagined had it not been for her incredible college experience thus far.

“One of my recent accomplishments besides Fusion was making my own shoe design from scratch including carving a wooden heel,” Chelales said. “It was extremely challenging and I don’t plan on hand-making a shoe again, but it was a great learning experience.”

Chelales was drawn to the fashion industry due to her creativity and commitment, but when she got to Parsons, she realized that it was her true calling, creating not only beautiful, but innovative pieces that can actually be worn.

“My favorite part of the fashion world is the transformation of ideas from a concept to paper to reality and to life with actual wear,” Chelales said.

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The address the assistant coach used to enroll his son at Grady was the same address used by six

other football players. In an interview with investigators, the assistant coach denied knowing that six other players were using that address. According to the investigation report, the property owner of the house was a retired Grady coach.

According to the investigation report the retired Grady coach's wife explained that there were multiple leases with the same address because of an error on the lease, and the other students resided in another apartment. A review of enrollment data, however, showed that all six players used the same apartment number in their enrollment documents.

Beggs told investigators that athlete verification, including a review of residency and transcripts, is a job that should be completed by the athletic director of each high school. Grady's athletic director is Kathleen Washington.

"Ms. Washington indicated that she did not verify any student information," the investigation report said. "She obtains the information from the registrar and submits the packet to GHSA [Georgia High School Association]."

In interviews with investigators, both Millen and Washington claimed they had no knowledge of any students on the team living out of district.

Also outlined in the report of the investigation was how APS dean of student discipline Chantell Mullen provided a copy of the anonymous complaint to Beggs on

Nov. 11. Mullen instructed Beggs not to provide the complaint or any specific details of the complaint to the Grady football coaches when he met with them on Nov. 14. Beggs met with the coaches to ask them about their knowledge of football players living out of district or of any possible recruitment. Within days of the meeting, however, some parents of football players living out of the district began moving inside of the Grady district, according to the investigation report.

Attachment-1The report noted that a parent told investigators that Millen had given a copy of the complaint to multiple parents and told them to "get their affairs in order." Beggs, however, denied giving Millen the complaint. APS received a letter from Millen's attorney stating that Beggs had given Millen the anonymous complaint. In a second interview, Beggs admitted that he had in fact given the complaint to Millen.

CONSEQUENCES OF THE INVESTIGATION

Ralph Swearingtin, executive director of GHSA, sent a letter to Principal Vincent Murray outlining the penalties for violations of eligibility regulations on the football team. According to a March 18 APS press release, Grady must forfeit all victories in the 2013 season because GHSA found that ineligible students played in all of the games that the team won. Another penalty is a \$1,000 fine for "a lack of administrative oversight in regards to the large-scale irregularities." GHSA placed the team on proba-

tion for next season, so it will be ineligible for playoffs but will play in the regular season. These penalties also rule out Millen's 100th win against North Clayton on Sept. 6.

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