



HERITAGE HIGH SCHOOL

HERITAGE STUDENT MEDIA

Print Media

Bryn Allen
Co-Editor-in-Chief

Kayleigh Kowaleski
Co-Editor-in-Chief

Alice Delaney
Photo Editor

Abby Fedorow
Copy Editor

Alex Mealing
Copy Editor

Lauren Lewellen
Writing Coach

Bella Mendiola
Coverage Manager

Garrett Smith
Project Manager

Maddy Ladd
Marketing Manager

Tricia Rivera
Social Media Manager

Rebecca Pollard
Print Media Adviser

Digital Media

Tai Matthew Tran
Director

Jessika Hardy
Lead Producer

Madison Breeding
Online Editor

Candace Bagwell
Executive Producer

Dear Leader,

Dictionary.com defines “commitment” as “a pledge or promise.” By choosing to apply for an editor position, and accepting Pollard’s invitation to be a part of the leadership board, you are choosing to commit yourself to “a pledge or promise” of hard work, dedication and excellence. Commitment is the most vital component in becoming a leader.

Becoming a leader of a student media staff is a huge honor. Along with this prestigious honor comes many challenges and responsibilities. You have had a taste of this based off the work you have done this summer, but I want to make sure you fully understand what is ahead of you this year. Within your responsibilities, leaders will have extra time commitments, extra work and will be expected to give 120% everyday. I have very high expectations for the leadership board; you will be held to a much higher standard than your fellow staffers. This yearbook is one of the top respected publications not just in the state, but in the nation. Pollard brags about you whenever she can to whoever will listen. So you must live up to the potential she sees in you.

Please understand that being a leader requires a lot of hard work, dedication and most importantly, commitment. I will expect you to set the perfect example for the staffers to follow with your positive attitude, behavior, grades, maturity, journalistic or photographic ability, dedication and commitment to the yearbook. You must be punctual, organized, disciplined, reliable and respectful of others to be a leader. A leader never complains, sits out or misses class or work sessions. A leader may not have the answer to solve a staffer’s problem, but they will be humble enough to be honest with that staffer and learn the answer with them. A leader sets the perfect example for the staff to follow 100% of the time. I expect you to be able to get along with the other on the leadership board and present a united front to your staff at all times.

The leaders of our staff are expected to work cooperatively to raise the level of journalistic ability and increase the love for our program year after year. In order to do this, the leadership board must be supportive and respectful towards each other, set personal differences aside and always keep the best interest of the staff as their first priority.

This is a SELFLESS job. I know you must be thinking, “what have I gotten myself into?” This WILL be the most challenging year of school to date, but you are ready for this. Pollard and editors that precede you saw the potential in you to lead the ones who will make this year’s publication. But as you take your significant role on staff like you never have before, you will make new friends. You will find yourself able to help others realize how much they can do, just as someone did for you. You will inspire others without even realizing it, and will definitely be a very important person for someone you are mentoring. You will look back after this year is over and be a better person for your experience as a leader. You will be grateful you had the opportunity as it will better prepare you for life and leadership in the “real world.” Not only will that further you in college, but it will further you in front of potential job applicants once you graduate college.

Attached to this letter is the leader commitment packet containing a lot of information. You are expected to read it thoroughly, have your parents read it too. Talk about it with others, ask me questions. Make sure you know and understand your responsibilities before we are with the staff for our first meeting, and introduce ourselves as their fearless leaders. It will be at that point they see you as in charge and I take my hands off the steering wheel.

If you are committed to making our yearbook the best it can be, let’s get it started!

Mrs. Pollard

“Our chief want is someone who will inspire us to be what we know we could be.” -- Ralph Waldo Emerson

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Dear Parent,

As you know, your son or daughter has accepted a position on the Yearbook Leadership Board for the upcoming school year. Because being a yearbook leader is a great honor, I wanted to share with you more about the expectations of this truly unique opportunity.

Becoming a leader requires extra time, hard work, selfless dedication and added responsibilities. The leadership board will be expected to set a perfect example for their fellow staff members to follow 100% of the time. Because leaders have proven themselves to me prior to this year, they are held to a much higher standard than staff members, and are counted on throughout the year.

As you already know, the leadership board has started to meet and plan for the year. Because the yearbook is a business, the leadership board essentially runs the program much like a board of trustees run a company. The only difference is each year this board starts from scratch to tailor a sophisticated game plan specific to that year, to make sure our yearbook is one our community will want to purchase. In the summer, we develop policies for the staff to follow such as grading, discipline and workflow. We also spend a lot of our time coming up with our creative brand and concept for the year that the student body will love. Another piece of planning is to create your son or daughter's position so they get the best of both worlds, leadership and love. They have input on their job so they can still work on what they enjoy doing, but they also agree on leadership tasks that will stretch them beyond their comfort zone. This will be real-to-life experience.

Some students make their way to the leadership board as natural leaders, but many aren't born with those skills. I firmly believe that regardless of natural leadership ability — or not — your son or daughter should be trained on leadership skills. As part of my responsibilities as the faculty adviser, I work with the leadership board to train them to effectively lead all year long. My job is not to run the staff and publication for them, I am there to simply guide and counsel them to run their business efficiently and responsibly. This expectation on the leadership board is steep, but a more meaningful learning experience for all students involved.

Since the leadership board needs to be focused on running their company, I handle situations and settle differences much like a Human Relations department. I expect the morale of the program to be a positive one for the success of the program and the individuals within. After all, we are selling a product and are expected to pay our bills. I make sure the group stays on course to meet their long-term goals. But if someone is not doing their share to meet those long-term goals, I address these situations swiftly.

I encourage you to have a conversation with your son or daughter. Ask them what we have already accomplished, what we have decided, and what our brand is for the year. Please talk with them about leadership, what it means to you, and what it doesn't mean. You are welcome to read through this packet in its entirety and discuss with your son or daughter what it means to be a leader.

Each staff member, including leaders, will have to overcome adversity at some point this year. This will naturally occur by virtue of the task ahead of us. During the year, if you sense your son or daughter is struggling with their position, I encourage you to invite me to join the conversation. I will continually remind them to talk with me because I can help, but many times I am the last to know. I would love to help from the beginning before a situation grows unnecessarily.

I know you must be thinking, "what has my child gotten themselves into?" This WILL be the most challenging year of school for them to date, but they are ready for this. They will make new friends; find themselves able to help others just as someone did for them. They will inspire others without even realizing it, and will definitely be a very important person for someone they are mentoring. They will look back after this year is over and realize they are a better person for their experience as a leader. They will be grateful they had the opportunity as it will better prepare them for life and leadership in the "real world." Not only will that further them in college, but it will further them for potential job applicants once they graduate college.

Thank you for your commitment to your son or daughter's educational success!
Rebecca Pollard

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**let's
do
this**

leadership commitment packet & contract

this job is **WAY** more than a title

Remember last year's editors? Let's face it, you were wondering what they did to have the title of editor. This job is significantly more than bossing people around. You have your individual responsibilities, but these are expectations of ALL editors/managers:

- If yearbook pages or proofs fail to make it to the plant, it ultimately falls on the leaders' shoulders to get it done.
- Editors and managers have to care about the book way more than every other person on staff.
- They are the go-to expert on policy and procedures:
 - ◇ How equipment is checked out, workflow submission, discipline, grading and the deadline schedule
 - ◇ How to order a yearbook, how to check to see if someone is paid for a yearbook, when the price of the book goes up, and when we are out of yearbooks to sell.
 - ◇ How to purchase a senior ad, what if a buyer wants to customize an ad, how to submit pictures for senior ads, and when will they get their pictures back.
 - ◇ How someone can change their name or grade level for the official record, when seniors need to have their portraits made by, and who people call with portrait questions.
 - ◇ What our caption or story style is, what fonts we are using, point sizes, how to crop pictures properly.
 - ◇ What are the adviser and principal expectations of the staff, the unwritten staff rules, when to bring issues to the adviser, and when the leadership board needs to address correcting procedures or policy.
 - ◇ Editors need to know the module packet inside and out, where to look up answers in the staff manual, and where to get the information needed for a staff member to do their job effectively (including helpful and not-so-helpful people). And managers need to help with this process as well, as they are also looked at as leaders.
- Do you want a great yearbook experience? Do you want a book you can be proud of, and a program fellow classmates, teachers and the community will respect? Prepare to sacrifice your time and talents to benefit the organization as a whole.
- Most times, being a leader is a thankless job. They will be looked at to solve problems, answer questions and troubleshoot issues. They are also the ones that will be quick to be judged or criticized. After all, they are leading teenagers who are learning how to be mature young adults just like they are. It is human nature — after all — to focus on what is going right and wrong, and blame those who lead.
- Leaders have to help all the other staff members before they can work on their assignments. The board must make a plan in which every staffer gets an editor or leadership **contact** every work period. They do their work outside of class, because yearbook staffers fail because we don't educate them and/or support them enough.
- Leaders must be the first to arrive at staff events or work sessions and the last to leave, just after you've coordinated a room cleanup and made sure everything is back in order.
- Remember your newbies are just that. They haven't developed their yearbook passion yet. Remember to laugh with them and your passion will be contagious. Be available even when you have a ton to do and love them into it.
- Treat everyone fairly and evenly -- leaders' best friends shouldn't be treated better than anyone else. They have to break out of their comfort zone to try to make each person feel like a valued member of the staff and make an effort to know them personally and by name -- not just "that freshman."
- Plant deadlines will not take into account STAAR testing, winter or spring break, senior day, etc. It is up to the leadership board to figure out how the staff will make the micro, mini and major deadlines.
- If leaders expect the adviser to work after hours or keep the room open, they must be there to be available for any staff member.
- Leaders will not argue with fellow board members, a staffer or the adviser in front of others. It is okay if they have a difference of opinion, but it is not okay to be ugly acting to each other at any time. They will work out those differences in private, and will notify the adviser if it will affect production time.
- Leaders always speak positively about yearbook and never complain about it in front of the staff or publically outside the room. Their attitude influences the entire vibe, morale and attitude of the staff.
- Staffers look up to leaders, not only for answers to their problems, but for an example to follow. Underclassmen, too, may one day want to be a leader because they were inspired or challenged by you to realize their true potential. It is profound how leaders will be remembered years from now because of the impact they made on a staffer. Famous poet Maya Angelou once said, "People don't remember exactly what you did or what you said to them, but they remember how you make them feel." Leaders should want their staff to have positive memories of their time on staff.

this job is **WAY** more than a title

The qualities listed below are ones that don't just apply to yearbook, but in the "real world." You have exhibited some or all of these qualities at some point. Leaders are expected to continue on the ones that come natural, and to work on the ones that may be a challenge all year long.

- **Leadership:** Exceptional leadership skills in order to teach and guide the staff. They must be able to delegate and allow others to learn, and be confident in their abilities to influence the staff in a positive manner. A leader must take it upon themselves to get a job done without needing to be told.
- **Maturity:** Mature leaders conduct themselves accordingly, as they are open-minded and willing to make a change necessary. They also realize their way is not always the best way, and there is always room for self-improvement. They should strive to be adult-like in handling problems. If a fellow leader or staffer is not conducting themselves appropriately, a leader will at least try to mediate to resolve the problem quickly. If the problem becomes bigger than they can handle, they will bring it to the attention of the adviser. Additionally, leaders will know when a problem is big enough to immediately notify the board or the adviser (ex: someone threatening to quit), so the problem can be resolved effectively.
- **Organization:** Leaders must maintain initiative in keeping all aspects of the staff organized. They must be aware of staff and yearbook policies so they can keep the staffers, faculty and customers informed. They should not lose department equipment, keep up with paperless organization, and use network folders as prescribed by the adviser (not save to their desktop).
- **Responsible and Dependable:** Leaders must demonstrate a strong sense of responsibility and always be prepared. They always pull their weight, execute their assigned tasks to the best of their ability, and do so by their given deadline. A leader must maintain their grades in all classes to ensure eligibility to lead the staff outside of school hours. Leaders must also be physically and emotionally stable.
- **Role Model:** Leaders must always be excellent role models for the staff to follow and be proud of, in and out of yearbook and school. A leader must recognize themselves as a public relations representative for the yearbook and will pay specific attention to professionalism, attitude and manners.
- **Disciplined Rule Followers:** Leaders are responsible for maintaining the discipline of the staff. They must uphold all rules and policies set forth by the staff manual as they will be enforcing discipline with the staff. Leaders realize the importance of constructive criticism and therefore give it tactfully **and accept it graciously.**
- **Sense of Humor:** Leaders must have a sense of humor. A leader makes yearbook staff fun and creates laughs and smiles within the staff. They must know when it's time to have fun and when it's time to work. When it is time to play, they should be a leader in making the sure each staffer is happy, laughing and having fun.
- **Supportive:** Leaders must always support the adviser in their decisions, even if they do not personally agree with them. They should be supportive of fellow staffers, leaders and other HHS organizations.
- **Passionate:** Leaders show excitement and enthusiasm about all yearbook activities, events and classes.
- **Journalistic Ability:** Leaders are expected to be a leader in the areas of reporting, writing, photography, editing and design. Managers should be improving on this to continue building their skills. They must have a working knowledge of style, rules of journalism and copyright. Editors must develop a critical eye for errors, critiquing staff reporting, photography and design.
- **Team Player:** Leaders must not separate themselves from the staff or leadership board, and realize that everyone is a part of the same team. When work needs to be done, a leader steps up and makes sure the job is done instead of putting it off on someone else. In the event of a leader absence, a fellow leader will step in and shoulder some/all of their work that day so the staff doesn't miss production time. If they take on tasks for a fellow leader, or if they are the absent leader, they will meet as soon as possible to find out what happened.
- **Fair:** Leaders must not expect more from the staff than they do from themselves. They must always think about how they can give constructive criticism. This is the golden rule — always give a positive comment along with a negative comment. Leaders must be able to accept criticism as well as give it, this includes not giving excuses while taking criticism. Leaders must not abuse their power and use discretion in giving edits to show respect for others. They must be impartial with their peers and will not show favoritism.
- **Positive Attitude:** Leaders must always have a positive attitude. They leave their problems out of the journalism room and always maintain a happy demeanor while in front of the staff. They find the positive in each negative situation and expect the same for the staff.
- **Humble:** Leaders promise to present a united front and support their fellow leaders and adviser to the staff. Even if there is a decision they don't support, but it was decided for the health of the group or majority decided, they put their ego aside for the sake of group consistency.
- **Punctual:** Leaders will attend all agreed-upon and previously scheduled staff events, leadership meetings or work sessions. This also includes class time. If, an emergency comes up and they can't attend or will be more than 15 minutes late, they will notify the adviser as soon as possible. (An emergency is something that prevents you from coming as it is out of your control like an unexpected illness, a flat tire, death in the family, etc...) I will also stay for the full time (if not longer) unless agreed upon ahead of time with the adviser because of extenuating circumstances.

job descriptions: personalized leader responsibilities

The following is each leader itemized by their agreed-upon job responsibilities. Many jobs require delegation by the person in charge, and that is a good thing to empower others. The leader is ultimately responsible for the completion of said project.

<p>bryn co-editor-in-chief</p> <ul style="list-style-type: none"> • Overall authority for all yearbook decisions • Step 6 in workflow for overall edit • Rotate running staff meetings and room monitor • Rotate staff interaction daily • Co-Create theme concept design • Write theme copy • Create module packet and library 	<p>kayleigh co-editor-in-chief</p> <ul style="list-style-type: none"> • Overall authority for all yearbook decisions • Step 5 edit in workflow for entire spread design • Create module packet and library • Rotate running staff meetings and room monitor • Rotate staff interaction daily • Theme visuals (photos) to connect visual to verbal 	<p>alice photo editor</p> <ul style="list-style-type: none"> • Step 3 edit in workflow for photo approval, verify missing links and photo correction • Event calendar management • Event policeman • Photo Checkpoint accountability • Breaker spread design and creation
<p>abby copy editor</p> <ul style="list-style-type: none"> • Step 4 edit in workflow for all copy for A or B day, will be delegated when school starts • Breaker spread design and creation • Edit copy in social media posts 	<p>alex copy editor</p> <ul style="list-style-type: none"> • Step 4 edit in workflow for all copy for A or B day, will be delegated when school starts • Gratitude staff grades: creation, assigning, coordinating, grading 	<p>bella coverage manager</p> <ul style="list-style-type: none"> • Step 1 meeting in workflow for coverage check of topics, people, and balancing story ideas • Senior ad logging, input to workflow • Senior ad "customer service"
<p>maddy marketing manager</p> <ul style="list-style-type: none"> • NLWYD's project management • Co-create marketing strategy plan and execution • Marketing staff accountability: creation, assigning, managing, tracking • Bulletin board management 	<p>tricia social media manager</p> <ul style="list-style-type: none"> • Manage Instagram/Twitter/Facebook accounts • Create daily content for social media accounts • Social functions and calendar management 	<p>garrett project manager</p> <ul style="list-style-type: none"> • Senior ad section design • People section design • Index section design • Team picture/scoreboard design • Digital photo frame manager • Beat check-in and accountability manager • Paper trail folder setup
<p>lauren writing coach</p> <ul style="list-style-type: none"> • Step 2 edit in workflow for Pack Page stories • Work one-on-one daily with staff members to: <ul style="list-style-type: none"> • Write meaningful pieces, with accuracy and impact • Use in-depth interviews, and help them learn how to conduct in-depth interviews • Explore topics thoroughly • Teach how to use length to their advantage • Enforce caption writing formulas and alternative coverage ideas • Educate on medium choice between yearbook, Pack Page or both 	<p>all leaders are responsible to help with:</p> <ul style="list-style-type: none"> • Contest entry submissions • Mac training and troubleshooting • Provide individual help to staff members on job execution and troubleshooting (even outside of your assigned leadership areas) • If there is no one to accomplish a task, ultimately the leaders are the ones to finish it. • Help promote and mouthpiece for the staff to the school and community • Step 8—Big Page Edits • Step 9—Staff Edit/Revision Process • Step 10—Topical Index • Step 11—Name Indexing 	<p>pollard faculty adviser</p> <ul style="list-style-type: none"> • Step 7 edit in workflow for overall • Human resources for behavioral or staff issues that interfere with production • Monitor and input grades and keep track of staff performance • Communicate with parents • Communication liaison between staff, admin, and faculty, including scoreboards • Coordinate and manage professional photography needs for the school and publication • Facilitator for any staff problem solving • Manage email marketing to parents • Inventory control on all orders, ad and book sales • Faculty credit project manager

raise the bar

do you have what it takes?

As mentioned numerous times, leaders are held to a higher standard. Therefore it is necessary to have an entirely different discipline policy. Because this is a business, behavior unbecoming of a leader will not be tolerated at any time, and will be dealt with quickly.

“Put on notice” is a term used in regards to discipline. It essentially means a level of discipline has been executed.

Grades

Outside of yearbook, all leaders are expected to make a 70 average or higher for their final grade in all classes every six weeks. Leaders will need to help their staff outside of school hours. Eligibility is imperative for them to do so. In addition it also sets a positive example for others to follow.

Inside of yearbook, leaders are expected to keep an average of 80 or higher at all times. This will be checked at two points each six weeks, progress report submission and final grading period submission.

Behavior

The leadership commitment packet goes in great detail about the expectations placed on each leader. There is quite an expanded list of tips and advice to have a successful year. It will be a fun year full of challenges, and sometimes those challenges may be overwhelming. After all, leaders are learning alongside those they are leading. Those types of situations will be addressed with a one-on-one conference with the adviser. You will be given several opportunities to learn from their challenges and mistakes.

When mistakes become excessive or counterproductive, or a leader is simply not complying with leadership board policy, that is when behavior needs to be addressed. Between the wealth of information that has been provided in the leadership commitment packet, it is a basic choice for the leaders to abide and comply, or not abide or comply. Excuses will not be tolerated and it is also not okay for a leader to say they “did not know.” Because an leader’s behavior is subjective, the adviser or school principal has the final decision whether to put a leader on notice for discipline. Behavior inside the classroom and during yearbook time are obvious considerations before a leader is put on notice for discipline. But other factors are considered such as: complaints received from fellow leader(s), staffers, students, parents or faculty members; behavior during other classes; grades in ALL classes EVERY six weeks; behavior outside of school; social media behavior; anything deemed inappropriate as determined by the adviser or school principal.

Quitting or Removal of a Leader

If a leader quits, moves, or is removed from the leadership board, the position most likely will not be replaced for the duration of the school year.

Put On Notice, Step 1, Probation

A leader will be given notice of probation status. The adviser will document the transaction that must be signed by the staffer, parent and adviser. If the reason for probation is not corrected within the time frame established, the leader is subject to dismissal of the leadership board, but will remain a staffer for the rest of the year.

Final Notice, Step 2, Removal from Leadership Board

A leader will be given final notice of removal from leadership board. The adviser will document the transaction that must be signed by the staffer, parent and adviser. It will be at this time the leader, parent and adviser can make a decision as to whether the student continues to remain a staffer for the rest of the year. Any leader dismissed from the leadership board can remain on staff for the duration as long as their attitude is not counterproductive.

Dismissal From Staff, Step 3

At any time, if behavior is severe enough, a leader can be automatically removed from staff, including attitude or unprofessionalism that is deemed counterproductive for the staff. This determination is made by the adviser or school principal. If the dismissed staffer/leader is an underclassmen, they will not be eligible to apply for staff for consequent school years without approval from the adviser and principal.

let's do this

leader commitment contract

By virtue of being a leader, you are held to a higher standard. It's a hard job, but is also rewarding. Leaders must continue to prove they deserve to remain on the leadership board. If, at any time, a leader does not meet expectations, the leader discipline policy will be enforced.

- I understand the expectations outlined in "this job is way more than a title" section of this packet. I will re-read these descriptions frequently throughout the year to make sure I am following them.
- I agree the "personalized job responsibilities" that have been assigned to me will be executed to the best of my ability consistently and for the entire duration of the school year.
- I have read over the advice section of this packet and will continue to re-read this section frequently throughout the year to utilize the advice to help me in my position.
- I will show for all agreed-upon leader meetings, and I will be prepared for those meetings.
- I understand that as a member of the leadership board, my expectations are different and higher than other staff members and my evaluation, recognition and discipline will reflect that.
- I have been made fully aware that I will be asked to devote outside time in order to complete assigned leadership tasks for deadline time. I commit myself to making those times available.
- I understand that I will be asked to lead staff members in our collective financial commitment of the publications, including yearbook and advertising sales.
- I understand that my role is to nurture and guide the staff, and I will work with staff members to help them complete their tasks on time to quality standards. Part of this role is to honor the day I am in charge of the room, where: I will know where staff members are when out of the room on publications business; I will talk with every staff member and keep a collective pulse on our production, then notify the rest of the leadership board of any cause of concern.
- I acknowledge and am aware that I will be evaluated differently than the staff, and that some of my grade will come from the average of the staff's collective grades. If the staff is being guided and trained properly, their grades will reflect that. I understand that is the reason it is part of my grade. I also understand it is up to me to take advantage of the bonus opportunities to raise my grade if I or my parents are not happy with it.
- I understand the discipline policy as outlined on the "raise the bar" section of the commitment packet.

This is quite a responsibility given to you. But there is a reason you have been trusted with leading the yearbook staff, you have proven yourself. It all begins with you, and it ends with you. And, you'll have no greater satisfaction in your life (to date) than when you open that yearbook you edited for the very first time and smell the ink, see the designs, and realize, yes, you made this all happen.

I have read through the entire packet and understand and agree to what is expected of me this year as a leader.

Leader's Signature

Date

I have read and understand the leader commitment packet. I understand and agree to the additional time commitment and responsibilities required of my son or daughter as a leader.

Parent/Guardian Signature

Date

date agreement

leadership board additional meetings

By virtue of your job, you will be asked to invest in the editorial board with your time in the summer. It takes many meetings to make all the decisions and figure out the workflow, theme, and concept design for the year. All editors and adviser must be present. The following are the dates of concern:

date	time	location
June 21	6-9:30 p.m.	Chick-Fil-A at 121 and Custer in McKinney
June 25	6-9:30 p.m.	Chili's at 121 and Custer in McKinney
July 14	6-9:30 p.m.	Barnes and Noble at Stonebriar Mall in Frisco
July 16-18	7:30 a.m.-3:30 p.m.	Jostens Yearbook Workshop, University of North Texas (more info to follow)
July 20	9 a.m.-3:30 p.m.	Heritage HS (lunch will be provided)
August 8	9 a.m.-3:30 p.m.	Heritage HS (lunch will be provided)
August 9	9 a.m.-3:30 p.m.	Heritage HS (lunch will be provided)

date	time	location
August 13	8:30-5:00 p.m.	All Staff Training in the morning at Heritage HS (bring your lunch) and a staff bonding experience in the afternoon at Group Dynamix in Carrollton.
August 14	9 a.m.-12 p.m. 1:30-4 p.m.	All Staff Make-Up training, New Members training (each editor must serve one time between August 14 and 15 and it cannot be during your grade level schedule pick-up).
August 15	9 a.m.-12 p.m. 1:30-4 p.m.	All Staff Make-Up training, New Members training (each editor must serve one time between August 14 and 15 and it cannot be during your grade level schedule pick-up).

parents

Your son or daughter will be supervised by the faculty adviser during all of these meetings. If these meetings conflict, please have your son or daughter notify the adviser immediately so alternative arrangements can be made. Please make sure your son or daughter makes these meetings a priority to attend the full amount of time. Their input is important on all decisions.

additional meeting times
