

HIGH SCHOOL YEARBOOK ADVISER TRAINING GUIDE

PLAN, MANAGE AND
MARKET YOUR YEARBOOK

Looking for a comprehensive curriculum?

JOURNALISM EDUCATION ASSOCIATION CURRICULUM INITIATIVE

See how the nation's top scholastic journalism teachers can help your program align to Common Core State Standards and Partnership for 21st Century Skills!

See pages 2 and 3 for information

TABLE OF CONTENTS

As you review this guide, be aware that no two schools are alike. For this reason, we have created the Yearbook Training Guide to be a tool that can assist in the general planning, managing, and marketing of your school yearbook, no matter the size and inclusion of grades. We hope you will find this tool informative and helpful.

Here is what you will find in this publication:

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Connect with us online for additional yearbook resources.



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/BLOG



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/PICTAVO



YOUTUBE.COM
/PICTAVO

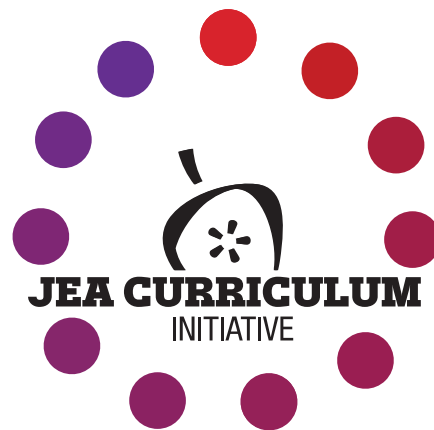


@PICTAVOYEARBOOK

DYNAMIC JOURNALISM CURRICULUM FROM TOP SCHOLASTIC EDUCATORS

TOGETHER EVERYONE ACHIEVES MORE.

Nowhere does this definition of TEAM ring truer than in education, especially scholastic journalism, where advisers and students must work collaboratively to create content that is timely, newsworthy and engaging. So it's only natural that the nation's best scholastic journalism educators and students have teamed together to support the Journalism Education Association Curriculum Initiative.



BACKGROUND

This initiative, started in 2013, was driven by JEA and 14 members identified as national leaders in their area of expertise.

The purpose: to create curriculum that aligns to Common Core State Standards and Partnership for 21st Century Skills. Accompanying these leaders were dozens of other JEA members, professionals and student journalists who volunteered their own ideas, materials and examples to benefit scholastic media advisers across the country.

TODAY

The JEA Curriculum Initiative now consists of over 200 weeks worth of lessons in 11 content areas along with learning outcomes, assessments and evaluation guides and continues to be updated with lesson plans and examples that reflect the latest trends and technology. Each module is presented in multiple timeframe options, allowing teachers to choose the configuration that best fits their circumstances and philosophies.

ACCESSING THE JEA CURRICULUM

You can tap into this curriculum for FREE with your JEA membership, reasonably priced at \$60 for a teacher/adviser. Simply go to www.jea.org to learn more about becoming a member and gaining access to:

- The most comprehensive scholastic journalism curriculum available in the U.S.
- Ongoing support from JEA members via an online directory, email distribution list, JEA Advisers Institute and two national conventions a year. At the conventions, JEA offers competitions for students in nearly 50 categories, 300 instructional sessions and many other activities for teachers and students.
- The quarterly journal Communication: Journalism Education Today (C:JET) and the Student Press Law Center Report (three times a year).
- Special prices on more than 300 books and items helpful for teaching journalism and advising student publications.
- The ability to earn Certified Journalism Educator status and Master Journalism Educator status upon demonstration of your commitment and expertise in the journalism field. Many find this certification to be a great way to validate their credibility in and outside of their school.

Whether you're an experienced yearbook adviser or just starting out, the best thing you can do for your program is check out all a JEA membership has to offer. The breadth and caliber of scholastic journalism resources you'll find will be a valuable gateway to creating a strong journalism program at your school.

THE CURRICULUM	12-week module	Six-week module	Three-week module	Two-week module
Design	Unit 1 – Units of Measurement	Unit 1 – Units of Measurement	Unit 1 – Units of Measurement	Unit 1 – Units of Measurement
Editing	Get the Point	Get the Point	Get the Point	Get the Point
Entrepreneurship	Represent Yourself	Represent Yourself	Unit 2 – Principles of Design	Unit 2 – Principles of Design
Law and Ethics	Unit 2 – Principles of Design	Unit 2 – Principles of Design	Principles of Design Basics	Principles of Design Basics
Leadership and Team Building	Principles of Design Basics	Principles of Design Basics	Principles of Design Analysis	Unit 3 – Typography
Multimedia Broadcast	Principles of Design Analysis	Principles of Design Analysis	Unit 3 – Typography	Typical Type
News Gathering	Putting the Puzzle Together	Putting the Puzzle Together	Typical Type	Anatomy of a Font
News Literacy	Principles of Design Production	Principles of Design Production	Anatomy of a Font	Unit 4 – Color
Photojournalism				I see spot...color
Web				
Writing				

- Step by step lesson plans
- Curriculum aligns to Common Core State Standards and Partnership for 21st Century Skills

TEACHING THE TRICKS OF THE TRADE

HOW JEA CURRICULUM MAKES YOUR LIFE EASIER AND YOUR YEARBOOK BETTER

Even if your teaching credentials aren't in graphic design or journalism, JEA has you covered. The lessons provided by JEA's Curriculum Initiative can be used to supplement your current lesson plan or build your own plan using modules created by industry leaders. Starting with the principles of design and expanding to lessons about building spreads, modular design, fonts and strategic use of color will result in students creating beautiful, well laid out pages your entire staff can be proud of. The Curriculum Initiative even goes as far as offering slideshows, handouts and grading rubrics to ensure success in your classroom. Engaging students in lessons created by educators that specialize in journalism guarantees that the yearbook they create will be top notch!

FEATURING: MILLARD WEST HIGH SCHOOL



Designs courtesy of:

Millard West High School, Omaha, NE
 Mark Hilburn, Adviser
 Millard West Prowler Staff

SPECIFICATIONS: BASIC INFO

Survival Tip:

Use last year's yearbook sales data to determine buy rates, number of yearbooks sold, and the price your yearbook sold for to your students.

Use a copy of last year's yearbook to determine if the number of pages in the book was adequate to represent your school year and the student population.

Notes:

You have probably already outlined the specifications for your yearbook with your yearbook provider, however this may have just been your best guess and estimates initially. If you have more time/information and want to make adjustments it is best to do so as soon as possible (major changes may change the price of the original quote). Factors to consider include the number of students and staff members, number of grades, extracurricular activities and other pages you might want in the book.

Specifications to determine:

- Book size/type: soft cover 8.5"x11", hard cover 8.5"x11" or 9"x12"
- Type of cover: stock or custom design, specialty treatments
- Type of pages: paper type, endsheets, special inserts, etc.
- Type of binding: options depends on your cover selection (see page 13-17)
- Page count: Work in increments of 4 pages unless you are ordering a Smyth sewn book. Smyth sewn books must be ordered in increments of 16 pages. Blank pages are added to the back of the book if your page count does not follow these guidelines.
- Copy count: be conservative to start—50% of your school population. You can increase or decrease the final quantity when you submit your book. (Note: major quantity changes may change the price of your yearbook.)
- Delivery date: Choose when you want the yearbook to arrive at your school.
- Proofs: If you want a proof, it may add cost and delivery time. Request details.
- Options: Ask for details about additional options/yearbook features to customize your book.

There are two basic yearbook cover styles — soft cover and hard cover. Both include a durable coating to ensure they stand the test of time and can be ordered in the standard 8.5"x11" size. Hard cover can also be ordered in the popular 9"x12" size.

As you decide your yearbook specs, make sure you take into account what has been done before, as well as if there were any yearbooks left over the year before. Your previous staff may have over ordered and had multiple books left over, or some students who paid may never have picked up their copies. Whichever the case, make sure to investigate previous decisions. The best place to start is by getting a copy of last year's yearbook, as well as a copy of your invoice from last year, so you can review specs.

If you plan to use portraits from your school photographer, contact them at the beginning of the school year. Arrange to have your portraits available on CD as early as possible (after retakes), as you will need them to begin page layouts as soon as possible. If your plan includes using candid photos taken by staff and/or students, make sure you get consistent, high-quality images to ensure better reproduction.

Current Events Pages are available as backgrounds and clip art to give you the flexibility to drag and drop them anywhere in your book. This can give your book a more historical perspective as students can look back at the year in review. These pre-designed backgrounds and clip art save you the time of having to gather or create them yourself and you can pick and choose which are relevant to your school. Just make sure to include them in your total page count since they are not separate inserts.

SPECIFICATIONS: PARTS OF A YEARBOOK

Aside from page and quantity, there are six major parts of a yearbook that can impact your budget:

- Cover Design
- Hard Cover Treatment Options
- Endsheets Specifications
- Paper Type
- Binding Type
- Special Inserts
- Add-On Options/Features

What you choose in each of these areas can raise or lower the cost of your yearbook. In each category there is usually a standard feature for the yearbook, and custom or additional cost options. The more customization you do, the more your budget will need to increase. You can approach it with a set budget and determine what you do for that amount, or you can customize to your desire and just plan for a higher yearbook price, or more advertising/fundraising efforts to offset these costs. Talk with your yearbook representative about your proposed designs and he/she can help you figure out the most cost-effective way to implement them.

COVER DESIGN

Full-Color Cover: This is a standard option and the most popular type of cover since it is easy to create and can produce stunning visual results. For a **HARD COVER** book, the design is printed in the 4-color process on a thin sheet of paper which is coated and glued to thick cover cardboard. For a **SOFT COVER** book, the design is printed in the 4-color process on a thick, rigid sheet of paper before being attached to the book.

HARD COVER TREATMENT OPTIONS

Embossing/Debossing: Embossing is a technique that uses a die to create a raised image on the cover through a combination of heat and pressure on the binder's board. Debossing uses the same technique as embossing, except the impression is heat-pressed so that the image is depressed (lowered) instead of raised. Both can be used with foil stamping to create special visual effects and textures. You can choose to design your own die to emboss/deboss, use a stock die (most affordable) or a combination of the two. Embossed and debossed covers will require a specific price quote from your yearbook representative because of their custom nature. Note: if your school creates a design (mascot or school emblem/crest) that is used year after year, some cost will be eliminated because the die can be reused.

Foil Stamping: This is the process of applying a metallic foil by heat and pressure to the cover. As with embossing and debossing, a custom or stock die is needed to stamp the foil into the cover material. Foil stamping can be combined with embossing or debossing to create a very striking 3D image. These dies cost extra and will require specific pricing from your yearbook representative. The die is, however, reusable-year after year.

Lenticular: Lenticular printing is used to produce printed images with an illusion of depth, or the ability to change or move as the image is viewed from different angles. You can create various frames of animation for a motion effect, show a set of alternate images or make an image appear 3D for a truly interactive experience!

Leatherette: Leatherette covers are made of synthetic materials that are made to look like leather, but are much more durable. Typically, leatherette yearbooks use foil stamping, embossing and/or debossing to accentuate the school name and cover design.

Die-Cutting: A die is a specialized tool that cuts specific shapes into your yearbook cover. Die-cutting allows you to cut out specific areas or shapes on your cover, allowing text or part of an image to show through from the inside.

Spot UV Treatment: Spot UV is a great treatment to use if there are specific areas (or spots) on your cover that you would like to highlight. The application can deepen the color of the area and be very shiny or flattened to a matte finish. It's a great way to add eye-catching emphasis to important areas.

Survival Tip:

Remember, the more features the yearbook publisher applies to your cover, the more expensive your cover. When dies are needed, your expenses grow quickly. Remember to get a quote for your proposed design before deciding on the selling price of your yearbook.

Notes:

SPECIFICATIONS: PARTS OF A YEARBOOK

Survival Tip:

If you decide to design your endsheets, consider using both photos and text. Treat it like a yearbook page and consider including your table of contents on the front endsheet so your readers can easily find where sections begin in your yearbook.

Notes:

ENDSHEET SPECIFICATIONS

Endsheets are the thick paper glued to both the inside front and back covers of a hard cover yearbook, and are attached to a reinforced fabric strip which in turn is glued to the flyleaves (first and last sheets in a book before and after your yearbook content). The weight of the paper is usually greater than what is used in the rest of the yearbook. Sometimes this thicker paper is left blank for autographs.

For additional fees, printing can be done on the endsheet and fly leaves of your yearbook. Some schools design their endsheets to continue the theme or add a table of contents. Remember that you have two endsheets and two flyleaves that make up your yearbook. Some schools like to design the front endsheet and flyleaf, but may choose to leave the back sheets blank. Other schools choose to repeat the same design from the front onto the back or create a new design. Review this option with your representative and he or she can walk you through all the options.

PAPER TYPE

The type of paper your yearbook is printed on can have an impact on the price of your book. Yearbooks are traditionally printed on a coated glossy paper. The paper is glossy because the coating (clay) has been calendarized—a process whereby the paper is pulled over several steel drums to polish the coating to a shiny finish. The clay coating helps give the paper opacity, which keeps the printing on either side from showing through to the other side. Standard paper weight for yearbooks is 80 lb., which provides excellent opacity and durability. 100 lb. paper is another weight option that is heavier and gives a yearbook a more distinctive, durable feel. You can request 100 lb. paper for an additional charge. Since 100 lb. is heavier paper stock, it will also cost slightly more to ship your books. Changing to heavier weight paper can go unappreciated and unnoticed by students, so make sure it is a necessary upgrade for your yearbook.

BINDING TYPE

Soft Saddle Stapled: This binding method involves gathering folded signatures over a “saddle” where they are stapled together on the spine of the yearbook. This comes standard on most soft cover books, and is very durable for books under 96 pages. It is not recommended for books over 96-pages. A new method of squaring the spine on these books makes them look similar to Perfect Binding, but they are more durable because of the staples.

Soft-Perfect Bound: Soft perfect binding uses a process similar to hard cover book binding, but instead of sewing a book’s signatures together, they are glued on the spine and, at the same time, glued to the soft cover of the book. This is a very common binding technique you see often in catalogs and directories. You can generally tell a book is perfect-bound by the soft cover and square back. This type of binding also allows the books to lie flat when opened.

Standard Hard Cover: This binding method is typically the least expensive of the hard cover binding options and works well for books with smaller page counts (as low as 24 pages). The signatures of the yearbook are gathered together into a book block and then bound into a hard case, creating your hard cover book. This type of binding is also known as Library Binding because it is very durable.

Smyth-Sewn Hard Cover: With this binding method, each signature of 16 pages is folded and sewn through the back of the fold before the signatures are gathered together and glued into the hard cover. The advantage of this binding style is a lay-flat presentation. Typically you’ll see this binding style in reference books (i.e. medical books, law books, etc.).

SPECIFICATIONS: PARTS OF A YEARBOOK

SPECIAL INSERTS

Stock Autograph Pages: Pre-designed pages for autographs can be added to your yearbook to save time and give your book a more personalized feel. These pages are pre-printed on uncoated paper to allow nearly any writing instrument to easily write on them, then bound in your yearbook along with the rest of the pages. Positioning of these inserts may be dependent on the type of binding your yearbook will have. Soft saddle-stapled books have these inserts either in the very middle of the book or the outermost sheets of the book, making them the first and last few pages of the book. Other binding styles allow them to be added anywhere, but typically they are either in the front or back of the yearbook. When designing your yearbook to include pre-designed autograph pages, consider what other insert or divider pages you have to determine the best placement.

Supplements: Page supplements are easy to create and add to your book and serve as a great way to get more of your school year included. The page count must be divisible by four and they come with a ready-to-use tape strip that makes it easy for anyone to just peel and stick them into their book. Supplements ship very quickly (in as few as two weeks) so you can get major events (graduation, regional and state competitions, spring sports) included in your yearbook. More coverage also makes the yearbook more enticing to sell. Supplements are perfect for both soft cover and hard cover yearbooks.

ADD-ON OPTIONS/FEATURES

Hard Cover Board Weight: Binder's board is the most common material used to make book covers. The heavier the board weight, the stiffer the cover will be when trying to bend it. Standard cover weight is usually 90 pt. Heavier, 120 pt. and 160 pt. board weights are also available upon request.

Headbands: This feature is available only on hard cover yearbooks. The headband is a small, ornamental band generally made of mercerized cotton or silk. In most modern publisher's trade bindings, it is glued on the head as well as the tail of the text block spine of a book. Modern headbands imitate the sewn-on headbands that functioned to protect the head and tail of early bindings. They serve only one purpose: to hide the gluing application or stitching on the spine of a yearbook. This feature is included on all Smyth sewn books and can be requested on standard hard cover books.

Personalization: For an additional fee, you can have your yearbooks personalized for individual students. with their names and/or icons foil stamped on their book, or their photo and name printed on the cover. Foil stamped names are available for any binding style, and can be placed nearly anywhere on the cover. Photo personalization is available only on soft cover books. Engraved nameplates work best on hard covers only. Instructions for personalization are available in your Yearbook Kit. Ask your representative for a full description of all available features and costs.

Survival Tip:

Offer your students the option to personalize their yearbook by selling the option to have their name on the cover. This is a great opportunity to upsell and raise a little extra money as well.

Notes:

ORGANIZING A YEARBOOK STAFF

Survival Tip:

Visit our Pinterest board ([Pinterest.com/Pictavo](https://www.pinterest.com/Pictavo)) and blog ([Pictavo.com/Blog](https://www.pictavo.com/Blog)) for tips on how to recruit members to join your yearbook staff along with other resources to help with determining roles and structuring your staff.

Notes:

Creating a yearbook can be a monumental process unless you have an organized team or staff of workers that can help you manage deadlines and milestones properly. There are about six basic positions in most yearbook teams, but how you organize the staff to best meet your style of management is up to you. Here are the most common positions as well as the most common sections of a yearbook.

POSITIONS AVAILABLE IN A YEARBOOK STAFF:

Now that you are aware of the sections of most yearbooks, be aware that most staffs have about six distinct positions. Depending on how large or small a group is available for the yearbook staff, many times there may be one or two people with the same position, or one person responsible for many positions on a staff. Here are the most common positions:



Assign one or more team members for each and every position; some team members may have two or more assignments depending on the size of your staff. The only role not listed in this section is the role of the Yearbook Adviser. Remember that you are the coordinator of the entire program. You are the ultimate production manager and finance manager who coordinates all final decisions to the yearbook publisher. Everyone on your team reports to you. It is wise to include as many people, in the decision-making process and get input from key people, but remember the yearbook is not a democracy. You will ultimately make all decisions based upon whatever information or input you have received. Here are the roles of your team members:

EDITOR(S)-IN-CHIEF: There can be one or two production editors on a staff based upon amount of work available, as well as capabilities of student(s).

- Usually acts as the assistant to Yearbook Adviser and overall editor of yearbook
- Helps develop a proper theme for the yearbook and works with section editors to incorporate theme in each section
- Organizes coverage/page allocations of the yearbook with section editors
- Establishes a system to track deadline progress
- Helps supervise staff members' progress
- Helps create a positive environment for the staff
- Responsible for selling yearbooks and advertisements
- Works with photo editor in photo selection of key images
- Edits stories, captions, headlines and layouts before page submission
- Keeps records of book submission to yearbook publisher

ORGANIZING A YEARBOOK STAFF

Survival Tip:

Of all the positions available on the yearbook staff, the most important one to fill is your business manager. You can always teach skills like desktop publishing, photography, and writing, but teaching sales and marketing as well as the tracking and reporting of both advertisement and book sales revenue is a little different. Look for a student who may have taken accounting or marketing. Ask your fellow colleagues that teach business and accounting if they could recommend a student who might do well in this role.

Notes:

BUSINESS/MARKETING MANAGER(S): There can be one or two managers on a staff based upon the amount of work available, as well as the capabilities of student(s).

- Responsible for organizing and developing multiple yearbook sales events
- Responsible for organizing and developing multiple advertisement sales events
- Responsible for developing a budget with the yearbook adviser
- Responsible for tracking and reporting financial progress of both book and ad sales to the adviser and staff
- Establishes a method for providing advertisement receipts
- Works with adviser and editor to determine ad sizes, guidelines, and rates for both businesses and personal ads
- Responsible for selling yearbooks and advertisements
- Works with advertisement editor to confirm publication of all advertisements
- Develops book distribution event with editor (when/where/how)

TECHNOLOGY MANAGER(S): There can be one or two managers on a staff based upon amount of work available, as well as capabilities of student(s).

- Responsible for the upkeep of all technology used by the staff for yearbook production
- Responsible for communication of staff needs to adviser and technology coordinator of the school
- Responsible for training page and imaging technology to entire staff
- Works closely with all editors and managers in using technology for digital imaging, as well as page creation processes
- Responsible for backing up staff data and images biweekly as outlined by editor/adviser
- Responsible for selling yearbooks and advertisements
- Organizes use of computers/scanners/printers for maximized efficiency and use by the entire yearbook staff

IMAGE/PHOTO EDITOR(S): There can be one or two editors on a staff based upon amount of work available, as well as capabilities of student(s).

- Works with section editors and yearbook editor to ensure coverage of activities
- Maintains a calendar of school events so photo opportunities are not missed
- Presents training that will assist staff members with photography
- Assigns photo requests to staff photographers (if applicable)
- Develops organization system for entire staff to ensure images are not repeated
- If using film, creates a system for local photo processing of color images
- If darkroom is available, creates an organizational and management process for use and maintains inventory of supplies
- Responsible for selling yearbooks and advertisements
- Keeps digital camera supplies stocked and batteries charged
- Maintains a process for cleaning/filing digital images from memory cards
- Responsible for teaching use of digital imaging software (if applicable) to the staff (Adobe® Photoshop®, Photo Editor, etc.)

ORGANIZING A YEARBOOK STAFF

PHOTOGRAPHER/REPORTER(S): There can be multiple photographers/reporters on a staff based upon amount of work available, as well as capabilities of student(s).

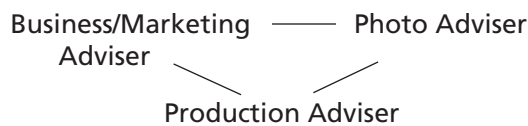
- Assumes full responsibility of all assignments, including collection of data/reporting, writing, photography, planning, and designing
- Attends all necessary school events to collect data and images of events needing coverage
- Keeps a production calendar of tasks and responsibilities as well as accomplishments for review by section editor, overall editor, and adviser
- Maintains a staff member notebook to record events, quotes, survey results and assignments
- Responsible for selling yearbooks and advertisements
- Maintains an index of all pages within their section
- Accepts coaching and advice on page completion from editors
- Becomes familiar with all production processes and timelines/deadlines that relate to their section of the yearbook

There can be many more positions on a yearbook staff filled with students, but those listed here are very common in most schools. How you organize the staff is up to you, depending on the number of students on your team as well as your management style. On some occasions, some high schools may have a volunteer staff or extracurricular class rather than a classroom of students. Here are some ideas on how to develop a team based upon numbers and responsibilities:

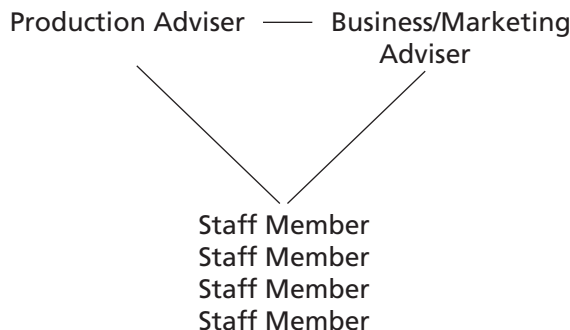
If only two advisers exist for the creation of the yearbook, we recommend the two advisers focus on the two aspects of the yearbook: Business and Production.



If only three advisers exist for the creation of the yearbook, another option could be a team of three advisers with each focusing on three areas of the program: Business, Photography, and Production.



If a small staff exists of four to six, consider having all staffers focus on all production and business responsibilities and reporting to two advisers responsible for both production and business. All staffers and sections are responsible for selling yearbooks and advertisement space.



Survival Tip:

Everyone loves to be the photographer on the staff, since it involves using a camera and attending school functions on “official” yearbook business. Make sure this position is not abused by any of your students. Create guidelines of how a student is supposed to act at school functions. Create a staff contract that must be signed by the student and their parent, recognizing that proper behavior at all school functions must be expected at all times and that a zero tolerance policy is in effect when it comes to misrepresenting your staff leaders.

Notes:

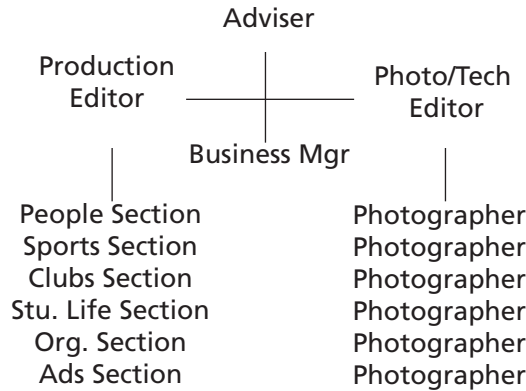
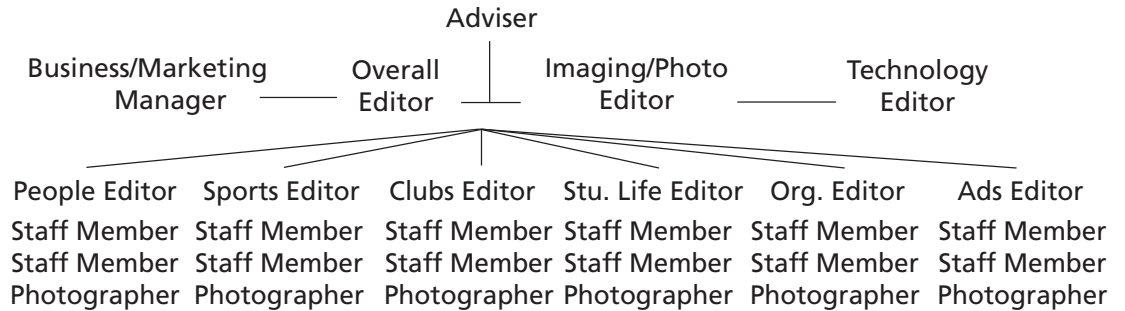
ORGANIZING A YEARBOOK STAFF

Survival Tip:

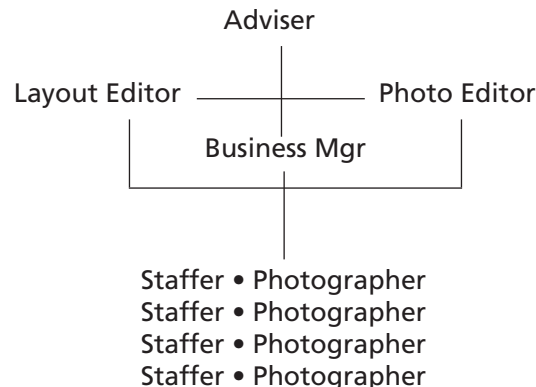
A staff manual merely lists all the responsibilities of every staffer as well as rules and expectations for production and sales performance of the team. It also outlines grading policies and addresses important subjects like how you will handle school portraits, sales processes of ads and yearbooks, or even the death of a student on campus (in the sense of the recognition of such a loss). Many sample staff manuals can be downloaded over the web at journalism association websites like www.jea.org.

Notes:

This design allows you to work with a large staff of students. It also allows for focus of development per section of the yearbook and works under a team concept. Each section is basically a mini-yearbook with a production team. All staffers and sections are responsible for selling yearbooks and advertisement space.



This type of staff design is focused on separating the team into two areas: Photography and Layout. Your staff would consist of a team of staff members that work under one editor with no section editors. Your photographers would also work under an editor but would be shared by all sections for photo coverage. All staff members and sections are responsible for selling yearbooks and advertisement space. This type of staff is popular in midsize schools.



This type of staff design is focused on combining all photo and layout responsibilities to all students. Your staff would consist of one team of staff members that report to both a production and photo editor. All staff members and sections are responsible for selling yearbooks and advertisement space as well. This type of staff is popular in small to midsize schools.

THEME DEVELOPMENT

Listed below are just a few theme ideas to consider. Take a moment to review some of these ideas for your theme, or develop your own theme. Make sure to introduce it on your cover, endsheets, title pages, division pages, and sections of the yearbook. There is no *wrong* theme; but a theme might be underdeveloped and difficult to understand. To avoid this, as you select your theme, make sure to brainstorm ideas with everyone on the staff.

Survival Tip:

The best way to plan a theme is to develop one as a team with your staff. A great resource for catch phrases is NTC's AMERICAN IDIOMS DICTIONARY, available online or from a local bookstore. This publication has thousands of everyday expressions. If an idiom book is not available, consider using a thesaurus.

Notes:

- | | | |
|-------------------------|------------------------|------------------------|
| A Cut Above | Great Expectations | Only The Finest |
| A Day in the Life | Have You Heard? | Our Time to Shine |
| A Flash from the Past | In a World of Our Own | Pardon Our Dust |
| A New Awakening | In the Making | Picture This |
| A New Point of View | Inside And Out | Piece By Piece |
| A Season of Change | Into Something New | Pieces of the Puzzle |
| A Step Above the Rest | It All Adds Up | Reach for the Stars |
| A Touch of Class | It All Begins With You | Remember This |
| Any Way You Slice It | It Goes Without Saying | Right On Target |
| Attention to Detail | It's A Small World | Road to Success |
| Between the Lines | It's About Time | Say It With Style |
| Breaking Thru | It's All in Your Mind | Seeing is Believing |
| Built to Last | It's Anyone's Guess | Seize the Day |
| Capture the Magic | It's Our Time | Signs of the Times |
| Catch the Moments | It's Your Choice | Simply the Best |
| Caught in the Act | Just Passing Through | Still the One |
| Check Us Out | Just for the Fun Of It | Sum It Up |
| Check It Out | Just Had to Be There | Take Another Look |
| Color me (school name) | Laying It on the Line | Take a Closer Look |
| Come Learn With Us | Let's Face It | Take It from the Top |
| Days of Our Lives | Lights, Camera, Action | The Best of Times |
| Deep in the Heart of... | Listen Up | The Show Must Go On |
| Destined to Be... | Living the Dream | The Future Is Now |
| Distinct Impressions | Look at The Best | The Times of Our Lives |
| Every Step of the Way | Make Your Mark | The Year to Remember |
| Expect the Best | Making the Pieces Fit | This Is Our Time |
| Face The Facts | Moving On Up | Too Good to be True |
| Find Your Place | Never Had It So Good | Turning the Page |
| First Class | Never Say Never | Unbelievable |
| For All It's Worth | New Beginnings | Under Construction |
| Forever Young | Nobody Does It Better | Unforgettable |
| From This Moment On | On Our Own | Unleashed |
| From Start to Finish | On the Edge | We've Got It All |
| Get the Picture | One and Only | What's Next? |
| Going For It | One Size Fits All | Year of the (mascot) |
| Going Places | Once in a Lifetime | You Had to Be There |
| Gotta Have It | One Last Look | |

COVER & ENDSHEETS

In an earlier section, we covered different types of covers. There are two basic yearbook cover styles that can be produced by your yearbook publisher—soft cover and hard cover. These typically include a durable coating on them to make sure they stand the test of time.

PARTS OF A HARD COVER

The hard cover is made up of three parts: the front board, spine, and back board.

The **front board** design usually includes the year and theme of the yearbook as well as any critical art/design/photo (sometimes a mascot is included).

The **spine design** usually includes the year of publication, the school name, the city, the state, and the volume number. It can, on occasion, include the publication name as well.

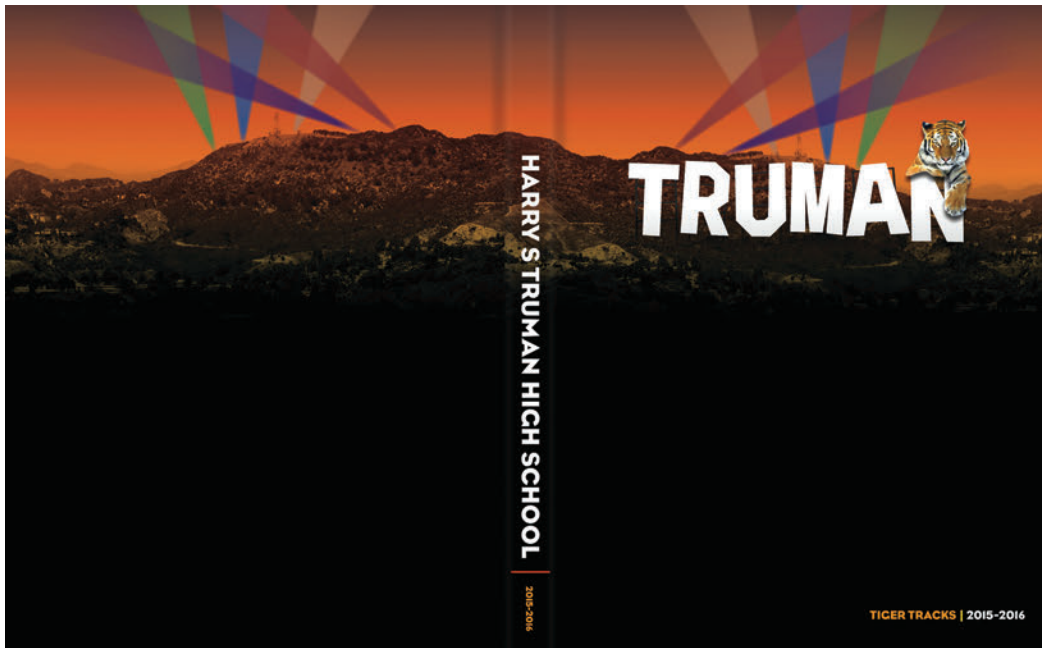
The **back board** rarely incorporates any type of embossed or foil design, but typically has art when the cover is a full-color printed cover. In this case the art design continues on from the front cover. It is also popular to simply include a small thematic element/art on the lower left corner.

Depending on the type of cover you choose, the material wrapped around the cover board will be either paper (which is full-color printed) or leatherette (leather-like) which can be foiled or embossed. You will need to select a color of the leatherette from a color chart or swatch. If you want a special material, you will need to select the color of the material from a color chart.

Hard cover books offer a wide variety of options from which to choose. See page 13 for information about some of the most popular specialty treatment options.

Survival Tip:

The cover is the most important “first impression” you will have of your entire yearbook. Take time to review as many ideas as possible. Remember—your style of taste and that of students may be completely different, so be sure to have students involved in the process. Consider a custom cover design created by students on campus. Have a cover contest with the art classes and provide them the required dimensions and content you need on the cover. Request submissions from everyone. Have a voting campaign and include the school on your selection. You can create quite a buzz and sell more yearbooks this way.



BACK

SPINE

FRONT

Notes:

COVER & ENDSHEETS

Survival Tip:

When you are planning your cover or endsheet design, nothing helps more than samples of other books. If you have any yearbooks left over from last year, consider developing an exchange program with other schools in your area. Many staffs from other schools may have extra copies from last year and may be open to trading books for educational reasons. The more samples you have, the more resources you can review when it comes to making decisions about this year's yearbook.

Notes:

A cover selection team is a good way to make a final design selection. A yearbook cover should typically include your theme title, school name and year, but it can also include a publication name, a volume number, and your city and state. Depending on the design, you may want to include the yearbook title and year on the spine. Your final design must be provided as artwork to scan or in an electronic format (PDF or JPG) at 300 dpi. Your Custom Cover Instruction Guide will have all the specific details you need to submit your cover.

Endsheets are the thick paper attached to both the inside of the cover and the printed pages of the yearbook. You will notice that this hard paper is either left blank in a choice of color or white for autographs from the student body, or it is designed in one or two inks or in full color.

If you do decide to design your endsheet, review all your offerings with your publisher. Most schools that design their endsheets usually continue their theme development, as well as a table of contents of their yearbook on the endsheet. Make sure to note that you have two endsheets that make up your yearbook—the front endsheet and the back endsheet.

Many schools like to design the front endsheet, but may choose to leave the back blank. Other schools have chosen to repeat the same design from the front onto the back. Some schools include a colophon on the endsheet or in the advertisement section that describes the specifications of the yearbook for future staffs. This colophon can include basic specs such as the name of the yearbook publisher that sold the yearbook and took photos, technology, cover specs, endsheet specs, pages, copies, sales price of book, amount of ad revenue, staff listing, and more.

Be sure to review costs for production of endsheets with your yearbook sales representative.



Custom Endsheets Design

PLANNING YOUR YEARBOOK PAGES: COVERAGE

In order to help you come up with page content ideas, use this chart for story and coverage ideas. Page content is divided into most common sections in a high school yearbook listed below.

Survival Tip:

The list of page ideas here is extensive, but not complete. At the start of the year, ask your student council or administration for a list of all club sponsors, as well as, coaches on campus. Also ask for their planning periods since you may need to speak to them regarding their team or group.

Notes:

STUDENT LIFE: Activities that usually involve everyone on campus

- | | | |
|---|--|---|
| <input type="checkbox"/> Dances | <input type="checkbox"/> Spending Habits | <input type="checkbox"/> Cars & Driving |
| <input type="checkbox"/> Lunchtime | <input type="checkbox"/> Favorites | <input type="checkbox"/> Passing Periods |
| <input type="checkbox"/> Locker Life | <input type="checkbox"/> Guest Speakers | <input type="checkbox"/> Day in the life... |
| <input type="checkbox"/> Assemblies | <input type="checkbox"/> Homecoming Events | <input type="checkbox"/> Hairstyles |
| <input type="checkbox"/> Music | <input type="checkbox"/> College Plans | <input type="checkbox"/> Hangouts |
| <input type="checkbox"/> Fads & Fashion | <input type="checkbox"/> Pep Rallies | <input type="checkbox"/> College Plans |

SPORTS: All male & female teams as well as different grade levels

- | | | |
|---|--|--|
| <input type="checkbox"/> Varsity Football | <input type="checkbox"/> JV Football | <input type="checkbox"/> Freshman Football |
| <input type="checkbox"/> Varsity Cheerleaders | <input type="checkbox"/> JV Cheerleaders | <input type="checkbox"/> 9th Grd Cheerleaders |
| <input type="checkbox"/> Varsity Volleyball | <input type="checkbox"/> JV Volleyball | <input type="checkbox"/> Freshman Volleyball |
| <input type="checkbox"/> Swimming | <input type="checkbox"/> Boys Cross Country | <input type="checkbox"/> Girls Cross Country |
| <input type="checkbox"/> Varsity Boys Basketball | <input type="checkbox"/> JV Boys Basketball | <input type="checkbox"/> Boys Freshman - Basketball |
| <input type="checkbox"/> Varsity Girls Basketball | <input type="checkbox"/> JV Girls Basketball | <input type="checkbox"/> Girls Freshman - Basketball |
| <input type="checkbox"/> Varsity Boys Soccer | <input type="checkbox"/> JV Boys Soccer | <input type="checkbox"/> Varsity Tennis |
| <input type="checkbox"/> Varsity Girls Soccer | <input type="checkbox"/> JV Girls Soccer | <input type="checkbox"/> JV Tennis |
| <input type="checkbox"/> Golf | <input type="checkbox"/> Boys Track | <input type="checkbox"/> Girls Track |
| <input type="checkbox"/> Varsity Baseball | <input type="checkbox"/> JV Baseball | <input type="checkbox"/> 9th Grd Baseball |
| <input type="checkbox"/> Varsity Softball | <input type="checkbox"/> JV Softball | <input type="checkbox"/> LaCrosse |
| <input type="checkbox"/> Drill /Dance Team | <input type="checkbox"/> Athletic Trainers | <input type="checkbox"/> Other: _____ |

PEOPLE: All the individual photos of every student & adult on campus

- | | | |
|---|--|--|
| <input type="checkbox"/> 12th Grade | <input type="checkbox"/> 11th Grade | <input type="checkbox"/> 10th Grade |
| <input type="checkbox"/> 9th Grade | <input type="checkbox"/> Library Staff | <input type="checkbox"/> Nurses |
| <input type="checkbox"/> Entire Faculty | <input type="checkbox"/> Administration | <input type="checkbox"/> Paraprofessionals |
| <input type="checkbox"/> Janitorial Staff | <input type="checkbox"/> Security Guards | <input type="checkbox"/> Cafeteria Staff |
| <input type="checkbox"/> Counselors | <input type="checkbox"/> Teacher Aides | <input type="checkbox"/> Other: _____ |

ACADEMICS: Contains curriculum electives or academic teams & competition

- | | | |
|---|---|--|
| <input type="checkbox"/> All Academic Teams (math/spelling/reading/writing/science/drama/speech/keyboards/etc.) | | |
| <input type="checkbox"/> Band (all divisions/flags) | <input type="checkbox"/> Orchestra | <input type="checkbox"/> Jazz Band |
| <input type="checkbox"/> Choir (all divisions) | <input type="checkbox"/> Speech | <input type="checkbox"/> Debate |
| <input type="checkbox"/> Building Trades | <input type="checkbox"/> ROTC (all companies) | <input type="checkbox"/> TV-Communications |
| <input type="checkbox"/> Yearbook-Journalism | <input type="checkbox"/> Newspaper-Journalism | <input type="checkbox"/> Drama |
| <input type="checkbox"/> Auto Mech/Paint Body | <input type="checkbox"/> Other: _____ | |

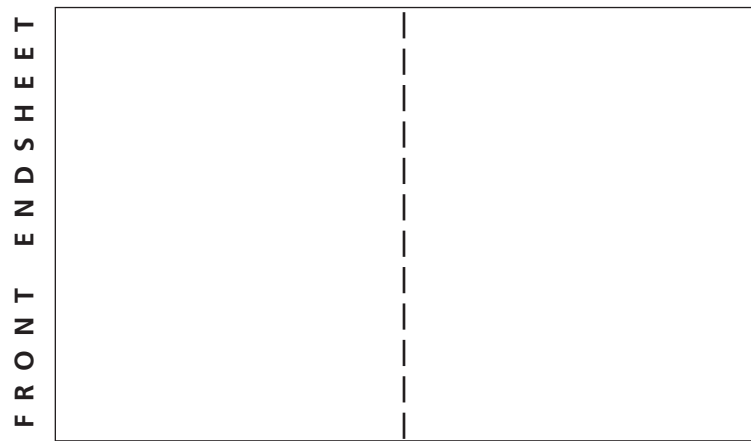
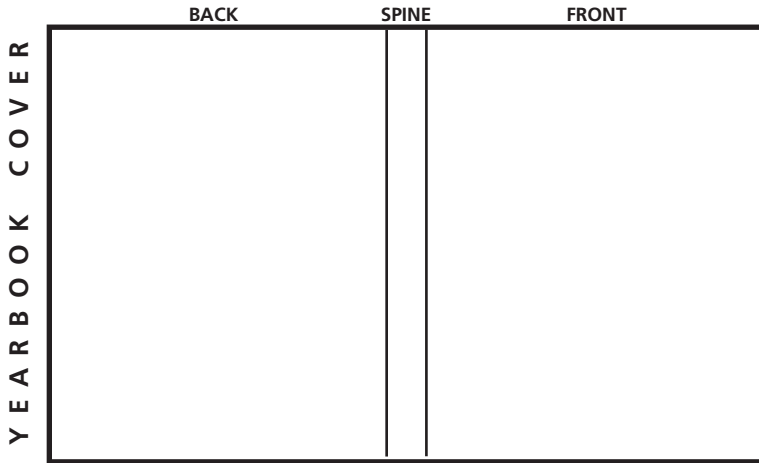
CLUBS/ORGANIZATIONS: Groups that meet before/after school or during lunch

- | | | |
|---|---|---|
| <input type="checkbox"/> Student Council | <input type="checkbox"/> National Honor Society | <input type="checkbox"/> Math Club |
| <input type="checkbox"/> Science Club | <input type="checkbox"/> French Club | <input type="checkbox"/> Spirit Club |
| <input type="checkbox"/> Spanish Club | <input type="checkbox"/> Art Club | <input type="checkbox"/> Chess Club |
| <input type="checkbox"/> 4-H Club | <input type="checkbox"/> Business Prf. America | <input type="checkbox"/> Crime Stoppers |
| <input type="checkbox"/> Key Club | <input type="checkbox"/> Future Farmers America | <input type="checkbox"/> Class Officers |
| <input type="checkbox"/> Future Educators | <input type="checkbox"/> Fellowship Chrstn Athlts | <input type="checkbox"/> Bible Club |

COMMUNITY: Usually includes advertisements (if any) as well as an index

- | | | |
|--|---------------------------------------|---|
| <input type="checkbox"/> Business Ads | <input type="checkbox"/> Personal Ads | <input type="checkbox"/> Patrons |
| <input type="checkbox"/> Principal's Message | <input type="checkbox"/> Index | <input type="checkbox"/> Club Officer Ads |
| <input type="checkbox"/> Memoriam Page | <input type="checkbox"/> Colophon | <input type="checkbox"/> Other: _____ |

PLANNING YOUR YEARBOOK PAGES: PAGE LADDER



SIGNATURE 1	1	
	2	3
	4	5
	6	7
	8	9
	10	11
	12	13
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SIGNATURE 2	17	
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SIGNATURE 8	113	
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	126	127
128		

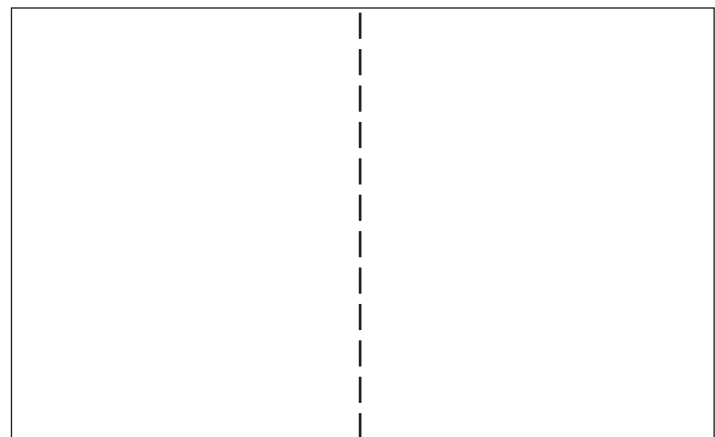
PLANNING YOUR YEARBOOK PAGES: PAGE LADDER

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132	133	
134	135	
136	137	
138	139	
140	141	
142	143	
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SIGNATURE 10		145
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SIGNATURE 11		161
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SIGNATURE 12		177
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SIGNATURE 18		273
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286	287	
288		

BACK ENDSHEET



PHOTOGRAPHY BASICS

DIGITAL PHOTOGRAPHY: Digital cameras are everywhere—including in cell phones and smart phones—but are all cameras alike? When choosing photos for your yearbook, you should consider following these guidelines.

Work with your representative to pick the appropriate equipment. It's a good idea to consult Consumer Reports or online resources like C-NET when choosing a camera. Look for these suggested camera and computer specs:

- A camera that is at least 8-10 megapixels, set at it's highest setting, will provide images suitable for print in your yearbook. The higher the megapixel number, the higher quality of image your camera will be capable of capturing.
- Zoom lens: Look for a higher optical zoom vs. digital on cameras with built in zoom functions.
- Rechargeable batteries help save money in the long run.
- Consider getting a tripod or monopod with your camera for stable shoots.
- Consider getting a camera that comes with digital imaging software that allows you to review the images as well as remove red-eye or adjust the brightness and contrast of photos. If you are a Microsoft Office user, see if your computer has Microsoft Office Picture Manager under Microsoft Office Tools. If you are a Mac user, see if your computer has iPhoto. Another program available to purchase is Adobe® Photoshop®.
- Exchangeable memory cards allow you to store lots of high-quality images.

Set your camera on the proper resolution at the highest setting. This will store large images on your camera and use lots of memory, so you should also purchase additional memory cards and an adapter for easy downloading of your images. Make it a point to read your instruction manuals for your digital cameras.

HINTS FOR GENERAL PURPOSE USE OF DIGITAL CAMERAS:

- View all action and events through the viewfinder and anticipate your shot at least one second before it happens. Remember, your camera needs about a second to react to your command and take the photo once you press the button.
- Stabilize your hand and finger when photographing. Many times when you press your shutter button, your camera is moving and your image will be blurry.
- Have a backup battery, memory card, and carrying case for every camera.
- Download all images to a computer and burn to a CD after every shoot so you have a back up image you can archive. Never store all images on one computer or server without first backing them up on a CD, DVD or other remote storage device.
- Always have the flash function turned on and not on auto-flash. Your lighting will help get cleaner color both indoors and outdoors.
- Blurry images cannot be cleaned up with software. Delete all blurry images and keep only clear images.
- Make sure to get close to your subject as you shoot. Consider shooting at least three to four shots so you can make sure you have the best photo. Delete any extra images where you know the subject has closed his or her eyes.

Survival Tip:

No two digital cameras are alike. Make sure you review all digital camera guidelines and settings with your staff. Many cameras will have the option to "store" more images on a single card if standard mode is selected on the quality. BEWARE—if you choose this option, you are reducing the quality of the image and saving smaller images that may not be usable in production. Make sure all cameras are set for high-resolution images. If space is the issue, purchase extra memory cards.

Notes:

PHOTOGRAPHY BASICS

Notes:

- Make sure students understand the importance of steady hands when taking photographs, or the images will be blurry. Encourage them to use a tripod or a monopod when possible to avoid camera movement. Gently pressing (not punching down) the shutter button is another common way to avoid blurry images.
- Ask students to think about the kind of lighting they will need to take the best photos. Direct sunlight often creates unflattering shadows. Photos taken in the shade may need a flash for proper exposure. Have them practice with different lighting situations to make sure they're ready when that important event arrives!
- If possible, stand within eight feet of any subject you wish to photograph. Try different angles to make photos more interesting. Look for expressions on people's faces or actions that would capture a reader's attention when placed in the yearbook. Encourage students to brainstorm different techniques with other staff members. The more creative photos you can include in your book the better!
- Before shooting photos at a sporting event or performance, make sure to get approval from the coaches/sponsors/referees so everyone knows why you are there.
- Have each photographer keep a journal for their shooting assignment that records subject and special camera adjustments. This can help when you discover a great photo so you will know how to adjust the camera properly.
- Label all cameras clearly on the front "YEARBOOK" so any person being photographed knows that the photograph may be for the yearbook. Get all necessary sign-off for permission to include the photos while at the event.



DEADLINE MANAGEMENT

We never plan to fail, but many of us fail to plan. Make sure to tackle each internal milestone head-on, from addressing page submission, to school portraits, to school holidays. Here are a few questions to consider as you plan for your deadlines.

Survival Tip:

Meeting your final book submission deadline can be very stressful if you don't have internal milestones to help you meet it. Make it a point to have a stress-free day where you and your staff can relax after meeting an important milestone. Order food and drink for the staff and thank them for their dedication. Let them know they are valuable to the process. You can get more accomplished with fresh minds and a carrot than with exhausted students and a stick. Remember, they have other classes too, as well as a life outside the yearbook room.

OVERALL QUESTIONS TO CONSIDER (MONTHLY/QUARTERLY)

- How many pages can you complete by the end of the month? (Look at the ladder.)
- Will school testing and holidays impact your schedule?
- Have you provided yourself time to edit and review your yearbook pages before submission to the plant?
- Have you provided time for your staff to revise any changes you are requesting on their yearbook pages?
- Have you and your staff reviewed the submission process?
- Have you allowed yourself computer time to prepare your pages for submission to the publisher?
- Do you have all necessary supplies/materials for submission?
- Have you communicated any special questions ahead of time to the publishing company, and are you awaiting an answer?
- Are you receiving proofs of your pages? If so, how long do you have to review them before your scheduled shipping date is affected?
- Have you completed your cover design? If you use foil and/or embossing you will need extra time for dies to be made, etc. Coordinate your yearbook cover submission schedule with your yearbook representative.
- Have you processed the film/photos needed for the deadlines?
- Have you completed your school picture day and retakes? If so, when are you going to receive your photo CD from your photographer?
- Do you have your club and team photo shoot scheduled? If so, will the photographer provide you images for the yearbook? When?

We know these questions can be overwhelming and stressful, but just a little planning can help you successfully address each internal milestone you have. Here are a few tips to consider:

- Review your ladder and secure/lock down your coverage for the school year.
- List a month next to every page of the ladder to indicate what month the event listed will be covered and completed.
- Set up mini-deadlines to allow you time to review pages and rough drafts.
- Develop a checklist for each month that shows what pages are due, and track the overall progress of the pages.
- Enlist the aid of parents to assist you on a work schedule where they can bring snacks/pizza refreshments every day after school the week of a deadline.
- Have a celebration every month you make your milestones. Let the staff see the importance of submitting pages on time.

Notes:

FINANCES: DEVELOPING A BUDGET

The first step to getting started with your program is setting a budget to cover your expenses. Look at the chart on this page and fill in the blanks to the best of your ability. Make sure to review this chart with all parties involved, especially your yearbook publishing company and principal.

Start with Expenses on the chart. These total figures will add up to your estimated expenses for the year. Next, begin to figure out what your income will be for your yearbook program. Please take into account that you might not use/do everything listed on the page, just make sure you complete everything on the chart.

Finally, subtract your total expenses from your projected income—you should hopefully have a positive number—this means you have balanced your budget! Make sure to pull this out every month and review to stay on track.

EXPENSES

Quote for producing your yearbook from your publisher:	\$ _____
Estimated charges for options bought by consumers:	\$ _____
Shipping Costs (if not included in your quote):	\$ _____
List estimated expenses for postage:	\$ _____
List estimated expenses for computer supplies:	\$ _____
List estimated expenses for workshops/training:	\$ _____
Other: _____	\$ _____

EXPENSE SUBTOTAL: \$ _____

YEARBOOK INCOME (book sales/ads/fundraisers/etc.)

_____ yearbooks sold at \$_____ from _____ to _____:	\$ _____
_____ yearbooks sold at \$_____ from _____ to _____:	\$ _____
_____ name stampings sold at \$_____ each:	\$ _____
Business Ads:	\$ _____
Personal Ads:	\$ _____
Patrons/Sponsors:	\$ _____
Portrait Commissions:	\$ _____
School Budget:	\$ _____
Other: _____	\$ _____
Other: _____	\$ _____

PROJECTED INCOME SUBTOTAL: \$ _____

Are you over or under budget? Does your income exceed your expenses? Do you need to make course corrections?

Survival Tip:

Developing a budget is easy if you have all the information you need. Make sure to forecast with real numbers based upon last year's publication, not a hypothetical situation that says you will sell to 100% of the school.

Survival Tip:

Check to see if your school will provide you supplies for your computer such as toner and paper. Many school budgets across the country have been cut and now require teachers to purchase their own supplies after a certain allocation of funds is exhausted. This is where bartering becomes an option.

Notes:

MARKETING: YEARBOOK SALES

Survival Tip:

Consider developing a sales brochure and order form you can leave in the front office for campus visitors to review. Many times parents come on campus to visit the nurse's office, the attendance office, or the front office. These three places are great locations for brochures so parents can learn about your yearbook sales campaign. You may want to contact the feeder middle schools and elementary schools to see if you can leave brochures on their campuses as well. Many times classmates may have a younger sibling attending one of these schools. The more exposure to parents, the better.

Notes:

When developing a sales campaign, we recommend a goal of launching up to three sales campaigns for the year. Each campaign should have a pre-planning stage, a sales timeframe stage and a closing stage. Plan out your sales accordingly so you can make sure you have all the materials necessary. Here is a game plan most schools use:

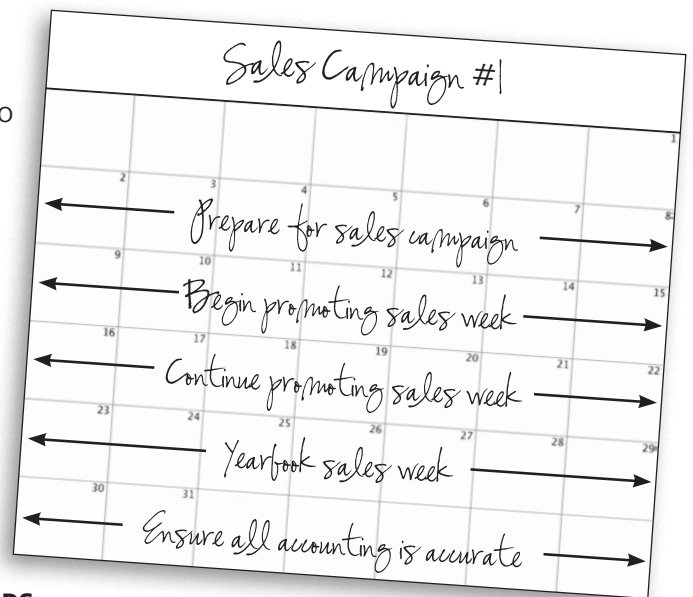
3 WEEKS BEFORE yearbook sale date(s)—create and organize the announcements, posters and other materials needed to promote yearbook sales. Make sure you take advantage of any promotional materials provided by your yearbook publisher.

2 WEEKS BEFORE yearbook sale date(s)—hang up posters and begin “creating excitement and awareness” about the yearbook.

1 WEEK BEFORE yearbook sale date(s)—continue promoting yearbook sales happening the next week. Send letters home and post info on your school marquee, website and social media accounts. Have announcements begin!

SALES WEEK—Have fun executing the sales activities you had planned and taking orders!

1 WEEK AFTER SALES—Ensure all funds have been collected and accounted for. Enter buyers' names and payment amounts into a tracking system or spreadsheet software so you know who has purchased the book, and can use that list later on when distributing books when they arrive. Also, make a deposit with a bookkeeper or bank if you have not done so already, to ensure that the yearbook funds are secured.



CONSIDER THE FOLLOWING TIPS:

- Gradually increase the cost of the yearbook for each sale campaign.
- Create special packages for buyers that can include options such as name stamping or an ad space along with the price of a yearbook.
- Consider adding options to all your offering—this can increase sales!
- Develop a system to track and report sales, as well as balances due by buyers.
- Consider offering a payment plan for students who cannot afford to pay for a yearbook at one time. Make sure you stress a nonrefundable deposit.
- Consider offering families with multiple children at your school a discount for a second or third yearbook.
- Tie in gift certificates/gift cards during the holidays.
- Consider using sales promotions in English, Spanish or other applicable languages.
- Make sure to offer Parent or Senior Ads during some of the sale campaigns.
- Use your school website and social media accounts as sales tools by posting prices and deadlines for sales.

YEARBOOK CLASS: GRADING PROCESS

If you have a yearbook class, it will be important to assign grades to your students based upon their performance and participation in class, as well as how well they interact with others and complete tasks on time. It is also important to review your state's requirements for what content needs to be taught within your yearbook class. Also check with your textbook publisher to see if additional material is available in teaching certain aspects of journalism within your yearbook class. A couple of great resources to consider are other yearbook advisers in the area, as well as professional associations like those below:

Columbia Scholastic Press Association (CSPA)

Columbia University
Mail Code 5711
2960 Broadway
New York, NY 10027-6902
212-854-9400
Fax: 212-854-9401
cspa@columbia.edu
www.cspa.columbia.edu

Journalism Education Association (JEA)

Kansas State University
103 Kedzie Hall
Manhattan, KS 66506-1505
866-532-5532
Fax: 785-532-5563
jea@spub.ksu.edu
www.jea.org

National Scholastic Press Association (NSPA)

2221 University Ave. SE, Suite 121
Minneapolis, MN 55414
612-625-8335
Fax: 612-605-0072
info@studentpress.org
www.studentpress.org/nspa

Quill and Scroll Society (Q & S)

The University of Iowa
100 Adler Journalism Bldg.
Iowa City, IA 52242-1528
319-335-3457
Fax: 319-335-3989
quill-scroll@uiowa.edu
www.quillandscroll.org

Survival Tip:

When you are working with a yearbook class that requires grades and assignments, check with your district curriculum coordinator or dean of instruction to determine if guidelines and materials exist for your class. Also, make sure what class you are scheduled to teach. Is it Journalism or is it Yearbook? Journalism classes require the coverage of all forms of journalism, including newspaper, broadcasting, radio, and more.

Notes:

YEARBOOK CLASS: GRADING PROCESS

When you have a class that is based upon performance, you need to develop grading processes that tie into performance and planning. An ideal tool to use is a daily goals and objectives log, pictured below. The plan should be to have each student complete this form daily and submit it at the end of the week.

Survival Tip:

Giving grades based on performance can be tricky if no guidelines are in place. Make sure to review your grading procedures with your administration and counselors before implementing them so everyone is in agreement with processes and procedures. Once your procedures are approved, communicate these guidelines to parents and staffers so everyone will know how success will be measured.

Notes:

Daily Goals & Objectives Log

Name _____ Week Of: _____

Directions: Complete this form and track your progress toward your assignments and responsibilities every day you are here. Turn this in to the adviser at the end of every week for a daily grade.

Major Goals for the Week: _____

Monday: ___/___/___

Activities:

Adviser Notes:

Tuesday: ___/___/___

Activities:

Adviser Notes:

Wednesday: ___/___/___

Activities:

Adviser Notes:

Thursday: ___/___/___

Activities:

Adviser Notes:

Friday: ___/___/___

Activities:

Adviser Notes:

Major accomplishment of the week: _____

Major challenge of the week: _____

Note to Adviser: _____

Rate your performance on scale of 1 (terrible)–10 (great): _____

Why? _____

YEARBOOK CLASS: GRADING PROCESS

Survival Tip:

Consider coordinating your sales efforts with the staff teaching Business Courses at your school. School classes/organizations such as DECA, FBLA and BPA may include yearbook sales for their year's projects.

Notes:

A perfect tool to use for measuring ad sales performance is the Ad Sales Progress Form pictured below. The checklist should be kept up monthly by each student and submitted at the end of the month so you can review progress. This can be counted as a test grade.

<h2 style="margin: 0;">Ad Sales Progress Form</h2>	
Name _____ Section: _____	
<p>Every month for the first semester, you are required to sell at least \$_____ of ads to the general public or businesses. This means that you must make time to contact prospects and try to sell them an ad. Team selling is allowed, but you will only receive a percent of the dollar amount of the sale & you must record the name of your team on the form. All forms are due the last Monday of the Month. If you have a difficult month, you can make up sales during another month in the semester.</p>	
September	October
Amount of ad revenue required \$ _____	Amount of ad revenue required \$ _____
Total amount sold solo: \$ _____	Total amount sold solo: \$ _____
Buyers: _____	Buyers: _____
_____	_____
Total amount sold in team: \$ _____	Total amount sold in team: \$ _____
Team Member: _____	Team Member: _____
Buyer: _____	Buyer: _____
Over/Under: \$ _____ Grade: _____	Over/Under: \$ _____ Grade: _____
November	December
Amount of ad revenue required \$ _____	Amount of ad revenue required \$ _____
Total amount sold solo: \$ _____	Total amount sold solo: \$ _____
Buyers: _____	Buyers: _____
_____	_____
Total amount sold in team: \$ _____	Total amount sold in team: \$ _____
Team Member: _____	Team Member: _____
Buyer: _____	Buyer: _____
Over/Under: \$ _____ Grade: _____	Over/Under: \$ _____ Grade: _____
<p>Important note to remember: A sale is considered final once the transaction is complete and funds are collected. You can record the contract as a sale as long as you follow up and make sure the sale is complete. Should your client fail to pay for an ad, the amount will be removed from the final month of the term and your overall grade can change. Make sure to follow up with client.</p>	<p>Semester Grade: Add Aug-Dec</p>
	<p>Amount of ad revenue required \$ _____</p> <p>Total amount sold : \$ _____</p> <p>Over/Under: \$ _____ Grade: _____</p> <p>Comments: _____</p> <p>_____</p>
Notes: _____	

YEARBOOK CLASS: GRADING PROCESS

Pictured below is a grading rubric that will allow you to review an overall grade with a staff member. This is a great one-on-one tool to review with any parent who may question any grade. The goal of this form is to provide everyone a clear picture of how a grade is issued. Share this form with staff members and parents, as well as counselors and administrators, at the start of the year.

Grading Period Rubric

Name _____ Position: _____ Grading Period: _____

Be aware that all grades issued in this class focus on performance in two key areas:

PRODUCTION OF YEARBOOK

SALE OF YEARBOOKS & ADS

Your grade will be divided as follows:

PRODUCTION WILL EQUAL ____% of your GRADE **Score:** _____

This includes the following:

- Submission of Daily Goals & Objectives Form every week
- Meeting all deadlines as outlined by adviser
- Submitting all requested forms on time
- Spot check on page productions
- Overall Section Performance
- Quizzes and Tests
- Classroom Presentations
- _____

Teacher Comments: _____

SALES OF BOOKS/ADS WILL EQUAL ____% of your GRADE **Score:** _____

This includes the following:

- Submission of Daily Goals & Objectives Form every week
- Meeting all deadlines as outlined by adviser
- Submitting all requested forms on time
- Meeting all personal yearbook sales goals
- Meeting all personal yearbook ad sales goals
- Quizzes and Tests
- Classroom Presentations
- _____

Teacher Comments: _____

Overall Score For Grading Period: _____

Student Signature: _____ Adviser Signature: _____

Student Comments: _____ Date of Review: ____/____/____

Survival Tip:

Review your grading procedures with parents—enlist their support. This can only enhance performance and support for yearbook sales. Send a fall congratulatory letter to parents of staff members, welcoming their students to the yearbook team. Invite the parents to meet with you and familiarize themselves with your plans for the year. Send a “progress” letter to parents throughout the year to let them know how well your team is meeting their progress milestones.

Notes:

MONTHLY PLANNING CALENDAR

The best way to plan for the year is by reviewing what needs to be done globally as an adviser and yearbook staff. On the next few pages, you will find a generalized list of activities involving both production and business aspects of the yearbook. Be aware that there are two delivery periods for a yearbook—either Spring or Fall. This schedule focuses on a **SPRING** delivery yearbook.

Notes:

SPRING DELIVERY

AUGUST

- Launch advertising campaign, complete predesign of ads and develop ad section.
- Finalize specifications, cost for the book, agree on how payment for the yearbook will be made, and make sure you have completed the Yearbook Sign-up Form with your yearbook representative.
- Open Yearbook Kit upon arrival and read instruction book included. Mark the **DEADLINE DATE FOR SUBMITTING YOUR YEARBOOK** to the yearbook plant on your calendar.
- Meet with portrait photographer to understand photo shoot and retake dates.
- Polish and refine theme and section plans for your yearbook.
- Plan a ladder and coverage ideas.
- Initiate back-to-school reporting and photography.
- Take inventory on all software & hardware for the year.
- Design layouts for each section to help photographers and allow for total coverage.

SEPTEMBER

- Finalize staff organization & responsibilities.
- Set up & maintain complete sports files, & survey clubs to find out their activities.
- Assign coverage for all deadlines.
- Finalize the ladder.
- Report & photograph activities & events as they happen.
- Finalize theme use throughout the book.
- Close advertising campaign sales & begin production work on the section.
- Follow through on portraits.
- Plan book sales campaign.
- Complete any billing and layout designs for any advertisers.
- Review interviewing techniques.

OCTOBER

- Report & photograph activities and events as they happen.
- Meet deadlines according to the production schedule.
- Finalize the academics and student life spreads.
- Finalize portrait photography with retakes completed this month.
- Complete theme including cover, endsheets, opening, closing, & dividers.
- Make sure each staffer knows the indexing process.
- Plan a book sales campaign.

NOVEMBER

- Report and photograph activities and events as they happen.
- Meet deadlines and check materials according to the production schedule.
- Complete fall sports coverage and the people section.
- Keep up with winter sports.
- Plan a book sales campaign.
- Finalize plans for the club section and continue work on the student life section.
- Have a deadline & Thanksgiving celebration!

