

# **CONSENT**

## **Item 9D.**

# **Budget Report**

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 90
FROM:	Cynthia Windham, Finance Director	Reading
DATE:	January 14, 2014	Discuss
SUBJECT:	Monthly Budgets - Board Report	Action
		Consent X

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**OBJECTIVE:** Goal # 2: To Focus on Planning for Future Student Needs

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### SUPPORTING DATA:

Attached is the monthly Expenditure Budget Balance Report.

This report summarizes district expenditures and current encumbrances per fund.

\*The District is required to expend Maintenance and Operation dollars for grant funded positions/expenditures prior to final approval from Arizona Department of Education (ADE).

Once final approval is received from ADE, expenditures are charged back against the appropriate fund which will then relieve the budget balance.

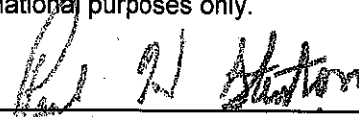
In addition, there are funds that rely on deposit collections, e.g. tuition accounts. These expenses will be charged against the appropriate account when funds are available.

*The Maintenance & Operation balance currently reflects \$582,165 that will be charged back when approval/tuition is received, placing the percentage of remaining budget balance to-date at approximately 8.8%.*

### SUMMARY & RECOMMENDATION:

No action necessary. Reports are presented for informational purposes only.

Approved for transmittal to the Governing Board:

  
Dr. Paul Stanton, Superintendent

Questions should be directed to: Cynthia Windham, Finance Director 759-4000

# Humboldt Unified School District No. 22

## Expenditure Budget Balance Report

Fiscal Year: 2013-2014

Account Number / Description



Summary Only

From Date: 7/1/2013

To Date:

12/30/2013

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
<b>Fund: 001 MAINT &amp; OPER FUNDS</b>						
<b>Fund 001 Total:</b>	\$30,068,977.00	\$12,935,532.44	\$12,935,532.44	\$17,133,444.56	\$15,044,741.35	\$2,088,703.21 6.95%
<b>Fund: 011 CLASSROOM-BASE SAL</b>						
<b>Fund 011 Total:</b>	\$846,858.58	\$134,003.70	\$134,003.70	\$712,854.88	\$0.00	\$712,854.88 84.18%
<b>Fund: 012 CLASSROOM-PERF PAY</b>						
<b>Fund 012 Total:</b>	\$881,662.96	\$0.00	\$0.00	\$881,662.96	\$0.00	\$881,662.96 100.00%
<b>Fund: 013 CLASSROOM-OTHER</b>						
<b>Fund 013 Total:</b>	\$857,065.00	\$380,120.61	\$380,120.61	\$476,944.39	\$150.00	\$476,794.39 55.63%
<b>Fund: 021 INDIAN GAMING-INSTRUCTION IMPROV</b>						
<b>Fund 021 Total:</b>	\$34,119.25	\$0.00	\$0.00	\$34,119.25	\$0.00	\$34,119.25 100.00%
<b>Fund: 024 INDIAN GAMING - INSTRUCTIONAL IMPROV</b>						
<b>Fund 024 Total:</b>	\$263,561.64	\$0.00	\$0.00	\$263,561.64	\$0.00	\$263,561.64 100.00%
<b>Fund: 110 TITLE I LEA</b>						
<b>Fund 110 Total:</b>	\$1,454,176.00	\$460,546.55	\$460,546.55	\$993,629.45	\$529,580.08	\$464,049.37 31.91%
<b>Fund: 112 TITLE 1-D NEGLECTED/DELINQUENT-LEA</b>						
<b>Fund 112 Total:</b>	\$155,980.36	\$35,909.97	\$35,909.97	\$120,070.39	\$96,871.67	\$23,198.72 14.87%
<b>Fund: 140 TITLE II - IMPROVING TEACHER QUALITY</b>						
<b>Fund 140 Total:</b>	\$220,426.59	\$56,585.23	\$56,585.23	\$163,841.36	\$40,867.92	\$122,973.44 55.79%
<b>Fund: 190 TITLE III LEP PROGRAM</b>						
<b>Fund 190 Total:</b>	\$75,844.44	\$0.00	\$0.00	\$75,844.44	\$9,070.73	\$66,773.71 88.04%
<b>Fund: 200 ESEA - TITLE IX - INDIAN EDUCATION</b>						
<b>Fund 200 Total:</b>	\$16,911.00	\$2,449.45	\$2,449.45	\$14,461.55	\$1,829.73	\$12,631.82 74.70%
<b>Fund: 220 IDEA - BASIC - ENT</b>						

# Humboldt Unified School District No. 22

## Expenditure Budget Balance Report

Fiscal Year: 2013-2014

Account Number / Description

		<input checked="" type="checkbox"/> Summary Only		From Date: 7/1/2013	To Date: 12/30/2013		
		Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
<b>Fund 220 Total:</b>		\$980,506.27	\$360,482.10	\$360,482.10	\$620,024.17	\$437,240.97	\$182,783.20 18.64%
<b>Fund:</b>	221 IDEA - PRESCHOOL GRANT						
<b>Fund 221 Total:</b>		\$31,323.63	\$13,304.00	\$13,304.00	\$18,019.63	\$13,915.32	\$4,104.31 13.10%
<b>Fund:</b>	260 CTE BASIC GRANT/FEDERAL						
<b>Fund 260 Total:</b>		\$112,812.54	\$27,454.62	\$27,454.62	\$85,357.92	\$38,220.05	\$47,137.87 41.78%
<b>Fund:</b>	261 CTE BASIC GRANT (07-01-12 thru 09-30-13)						
<b>Fund 261 Total:</b>		\$21,904.14	\$11,226.67	\$11,226.67	\$10,677.47	\$0.00	\$10,677.47 48.75%
<b>Fund:</b>	290 MEDICAID OUTREACH						
<b>Fund 290 Total:</b>		\$117,215.28	\$1,424.28	\$1,424.28	\$115,791.00	\$2,575.72	\$113,215.28 96.59%
<b>Fund:</b>	291 MEDICAID DIRECT						
<b>Fund 291 Total:</b>		\$922,088.16	\$49,789.83	\$49,789.83	\$872,298.33	\$29,468.31	\$842,830.02 91.40%
<b>Fund:</b>	301 RACE TO THE TOP - FY 12-13						
<b>Fund 301 Total:</b>		\$34,108.50	\$34,104.00	\$34,104.00	\$4.50	\$0.00	\$4.50 0.01%
<b>Fund:</b>	302 GEAR UP 08/28/13						
<b>Fund 302 Total:</b>		\$266,100.00	\$117,001.69	\$117,001.69	\$149,098.31	\$102,505.84	\$46,592.47 17.51%
<b>Fund:</b>	349 NATL FOREST FEES - FY 12-13						
<b>Fund 349 Total:</b>		\$784,767.52	\$284,099.38	\$284,099.38	\$500,668.14	\$21,263.76	\$479,404.38 61.09%
<b>Fund:</b>	374 E-RATE - FY 12-13						
<b>Fund 374 Total:</b>		\$122,804.86	\$0.00	\$0.00	\$122,804.86	\$0.00	\$122,804.86 100.00%
<b>Fund:</b>	400 CTE PRIORITY PROGRAM						
<b>Fund 400 Total:</b>		\$54,099.16	\$15,865.84	\$15,865.84	\$38,233.32	\$8,368.16	\$29,865.16 55.20%
<b>Fund:</b>	483 SAFE SCHOOLS						
<b>Fund 483 Total:</b>		\$50,853.79	\$0.00	\$0.00	\$50,853.79	\$0.00	\$50,853.79

# Humboldt Unified School District No. 22

## Expenditure Budget Balance Report

Fiscal Year: 2013-2014

Account Number / Description



Summary Only

From Date: 7/1/2013

To Date:

12/30/2013

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud	Budget Balance
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100.00%

Fund: 485	WRP						
	Fund 485 Total:	\$134,939.58	\$66,614.71	\$66,324.87	\$70,510.38	(\$2,185.51)	
						-1.62%	
Fund: 495	K-12 Center Grant						
	Fund 495 Total:	\$100,000.00	\$25,623.22	\$74,376.78	\$31,520.10	\$42,856.68	
						42.86%	
Fund: 510	FOOD SERVICE						
	Fund 510 Total:	\$4,365,673.46	\$1,028,789.37	\$3,336,884.09	\$1,205,567.01	\$2,131,317.08	
						48.82%	
Fund: 515	CIVIC CENTER						
	Fund 515 Total:	\$306,051.52	\$34,634.89	\$271,416.63	\$37,306.24	\$234,110.39	
						76.49%	
Fund: 517	BUS RENTAL						
	Fund 517 Total:	\$113,305.52	\$0.00	\$113,305.52	\$111,133.35	\$2,172.17	
						1.92%	
Fund: 520	COMMUNITY SCHOOL						
	Fund 520 Total:	\$2,999.23	\$0.00	\$2,999.23	\$0.00	\$2,999.23	
						100.00%	
Fund: 521	EXTENDED KINDERGARTEN						
	Fund 521 Total:	\$164,606.68	\$170.00	\$164,436.68	\$0.00	\$164,436.68	
						99.90%	
Fund: 522	BEFORE/AFTER SCHOOL PROGRAM						
	Fund 522 Total:	\$29,672.08	\$412.95	\$29,259.13	\$0.00	\$29,259.13	
						98.61%	
Fund: 523	BRIGHT FUTURES PRESCHOOL						
	Fund 523 Total:	\$60,146.08	\$18,000.74	\$42,145.34	\$19,987.21	\$22,158.13	
						36.84%	
Fund: 525	AUX OPERATIONS						
	Fund 525 Total:	\$455,452.12	\$167,520.37	\$287,931.75	\$85,272.76	\$202,658.99	
						44.50%	
Fund: 526	ACT FEES TAX CRED						
	Fund 526 Total:	\$419,249.03	\$86,548.03	\$332,701.00	\$38,263.21	\$294,437.79	
						70.23%	

# Humboldt Unified School District No. 22

## Expenditure Budget Balance Report

Fiscal Year: 2013-2014

Account Number / Description

		<input checked="" type="checkbox"/> Summary Only		From Date: 7/1/2013	To Date: 12/30/2013		
		Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
Fund: 530	GIFTS & DONATIONS						
	Fund 530 Total:	\$56,533.80	\$9,168.80	\$9,168.80	\$47,365.00	\$11,933.59	\$35,431.41 62.67%
Fund: 532	GIFTS, DONATIONS, PRIVATE GRANTS						
	Fund 532 Total:	\$0.42	\$0.00	\$0.00	\$0.42	\$0.00	\$0.42 100.00%
Fund: 534	SCHOLARSHIPS						
	Fund 534 Total:	\$2,288.98	\$250.00	\$250.00	\$2,038.98	\$0.00	\$2,038.98 89.08%
Fund: 540	FINGERPRINT						
	Fund 540 Total:	\$15,347.18	\$4,126.00	\$4,126.00	\$11,221.18	\$8,374.00	\$2,847.18 18.55%
Fund: 550	INSURANCE PROCEEDS						
	Fund 550 Total:	\$172,870.77	\$9,506.12	\$9,506.12	\$163,364.65	\$2,891.31	\$160,473.34 92.83%
Fund: 551	INSURANCE - AEI						
	Fund 551 Total:	\$30,232.19	\$375.00	\$375.00	\$29,857.19	\$425.00	\$29,432.19 97.35%
Fund: 555	TEXTBOOKS						
	Fund 555 Total:	\$15,638.58	\$60.00	\$60.00	\$15,578.58	\$0.00	\$15,578.58 99.62%
Fund: 565	LITIGATION RECOVERY						
	Fund 565 Total:	\$2,100.97	\$0.00	\$0.00	\$2,100.97	\$0.00	\$2,100.97 100.00%
Fund: 570	INDIRECT COSTS						
	Fund 570 Total:	\$983,099.62	\$106,670.63	\$106,670.63	\$876,428.99	\$191,517.59	\$684,911.40 69.67%
Fund: 575	UNEMPLOYMENT INSURANCE						
	Fund 575 Total:	\$170,712.56	\$16,064.30	\$16,064.30	\$154,648.26	\$0.00	\$154,648.26 90.59%
Fund: 590	GRANT/GIFT TEACHER						
	Fund 590 Total:	\$21,035.43	\$0.00	\$0.00	\$21,035.43	\$0.00	\$21,035.43 100.00%
Fund: 591	GRANTS AND GIFTS TO TEACHERS						

# Humboldt Unified School District No. 22

## Expenditure Budget Balance Report

Fiscal Year: 2013-2014

Account Number / Description

☒ Summary Only

From Date: 7/1/2013

To Date:

12/30/2013

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
<b>Fund 591 Total:</b>	\$0.60	\$0.00	\$0.00	\$0.60	\$0.00	\$0.60 100.00%
<b>Fund: 595 SCHOOL BUS ADVERTISEMENT</b>						
<b>Fund 595 Total:</b>	\$6,495.03	\$0.00	\$0.00	\$6,495.03	\$0.00	\$6,495.03 100.00%
<b>Fund: 596 JTED - MTN. INSTITUTE</b>						
<b>Fund 596 Total:</b>	\$186,832.70	\$83,630.58	\$83,630.58	\$103,202.12	\$47,322.67	\$55,879.45 29.91%
<b>Fund: 610 CAPITAL OUTLAY</b>						
<b>Fund 610 Total:</b>	\$5,693,240.07	\$737,398.99	\$737,398.99	\$4,955,841.08	\$702,763.17	\$4,253,077.91 74.70%
<b>Fund: 630 BOND BUILDING</b>						
<b>Fund 630 Total:</b>	\$2,356,794.29	\$333,689.15	\$333,689.15	\$2,023,105.14	\$3,425.56	\$2,019,679.58 85.70%
<b>Fund: 650 GIFTS &amp; DONATIONS</b>						
<b>Fund 650 Total:</b>	\$26,788.39	\$0.00	\$0.00	\$26,788.39	\$0.00	\$26,788.39 100.00%
<b>Fund: 665 ENERGY REBATES</b>						
<b>Fund 665 Total:</b>	\$43,947.49	\$3,500.00	\$3,500.00	\$40,447.49	\$5,000.00	\$35,447.49 80.66%
<b>Fund: 695 NEW SCH FACILITIES</b>						
<b>Fund 695 Total:</b>	\$75,455.87	\$74,901.31	\$74,901.31	\$554.56	\$0.00	\$554.56 0.73%
<b>Fund: 700 DEBT SERVICE FUNDS</b>						
<b>Fund 700 Total:</b>	\$3,552,420.00	\$0.00	\$0.00	\$3,552,420.00	\$0.00	\$3,552,420.00 100.00%
<b>Fund: 850 STUDENT ACTIVITIES</b>						
<b>Fund 850 Total:</b>	\$82,718.06	\$20,990.52	\$20,990.52	\$61,727.54	\$11,792.84	\$49,934.70 60.37%
<b>Fund: 855 EMPLOYEE INSURANCE</b>						
<b>Fund 855 Total:</b>	\$2,118,130.04	\$1,644,431.34	\$1,644,431.34	\$473,698.70	\$418,175.27	\$55,523.43 2.62%

# Humboldt Unified School District No. 22

## Expenditure Budget Balance Report

Fiscal Year: 2013-2014

Account Number / Description

<input checked="" type="checkbox"/> Summary Only	From Date: 7/1/2013	To Date: 12/30/2013	Budget Balance
	YTD	Encumbrance	% Remaining Bud
Budget	Range To Date	Balance	
\$60,138,945.01	\$19,392,977.38	\$40,745,967.63	\$21,366,116.76
			35.53%

Grand Total:

End of Report

# CONSENT

## Item 9E.

# Student Activities

## Report

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 9E
FROM:	Cynthia Windham, Finance Director	Reading
DATE:	January 14, 2014	Discuss
SUBJECT:	Student Activities - Board Report	Action
		Consent X

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OBJECTIVE: Goal # 2 To Focus on Planning for Future Student Needs

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### SUPPORTING DATA:

Attached is the monthly Student Activities Report.

This report summarizes student activities (club) expenditures and current encumbrances per fund.

### SUMMARY & RECOMMENDATION:

No action necessary. Reports are presented for informational purposes only.

Approved for transmittal to the Governing Board:



Dr. Paul Stanton, Superintendent

Questions should be directed to: Cynthia Windham, Finance Director 759-4000

# Humboldt Unified School District No. 22

## 850 STUDENT ACTIVITIES BOARD REPORT

From Date: 7/1/2013 To Date: 12/31/2013

Fiscal Year: 2013-2014

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☐ Filter Encumbrance Detail by Date Range

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
850.100.1000.6000.110.1319	GENERIC EXPENSE	\$11,262.60	\$0.00	\$0.00	\$11,262.60	\$0.00	\$11,262.60	100.00%
850.100.1000.6000.110.1319	GENERAL SUPPLIES	\$0.00	\$60.64	\$60.64	(\$60.64)	\$38.06	(\$98.70)	0.00%
850.610.1000.6532.110.1319	OTHER COMM SVCS	\$0.00	\$16.56	\$16.56	(\$16.56)	\$0.00	(\$16.56)	0.00%
850.610.1000.6610.110.1319	GENERAL SUPPLIES	\$0.00	\$2,303.01	\$2,303.01	(\$2,303.01)	\$85.48	(\$2,368.49)	0.00%
850.610.1000.6610.110.1319	COURSE: STUDENT COUNCIL - 1319	\$11,262.60	\$2,380.21	\$2,380.21	\$8,882.39	\$103.54	\$8,778.85	77.95%
	UNIT: LVES - 110	\$11,262.60	\$2,380.21	\$2,380.21	\$8,882.39	\$103.54	\$8,778.85	77.95%
850.100.1000.6000.120.1319	GENERIC EXPENSE	\$2,632.83	\$0.00	\$0.00	\$2,632.83	\$0.00	\$2,632.83	100.00%
850.400.2710.6510.120.1319	STUDENT TRANS SVS	\$0.00	\$152.37	\$152.37	(\$152.37)	\$0.00	(\$152.37)	0.00%
850.610.1000.6610.120.1319	GENERAL SUPPLIES	\$0.00	\$815.82	\$815.82	(\$815.82)	\$176.91	(\$992.73)	0.00%
850.610.1000.6610.120.1319	MISC EXPENDITURES	\$0.00	\$0.00	\$0.00	\$0.00	\$150.00	(\$150.00)	0.00%
850.610.1000.6890.120.1319	TECHNICAL SERVICES	\$0.00	\$200.00	\$200.00	(\$200.00)	\$0.00	(\$200.00)	0.00%
850.610.2190.6340.120.1319	COURSE: STUDENT COUNCIL - 1319	\$2,632.83	\$1,168.19	\$1,168.19	\$1,464.64	\$326.91	\$1,137.73	43.21%
850.100.1000.6000.120.1362	GENERIC EXPENSE	\$941.59	\$0.00	\$0.00	\$941.59	\$0.00	\$941.59	100.00%
850.610.1000.6610.120.1362	GENERAL SUPPLIES	\$0.00	\$340.80	\$340.80	(\$340.80)	\$159.20	(\$500.00)	0.00%
850.610.1000.6610.120.1362	COURSE: NATIONAL HONOR SOCIETY - 1362	\$941.59	\$340.80	\$340.80	\$600.79	\$159.20	\$441.59	46.90%
850.100.1000.6000.120.1385	GENERIC EXPENSE	\$246.54	\$0.00	\$0.00	\$246.54	\$0.00	\$246.54	100.00%
850.100.1000.6000.120.1385	COURSE: SCIENCE - 1385	\$246.54	\$0.00	\$0.00	\$246.54	\$0.00	\$246.54	100.00%
850.100.1000.6000.125.1319	GENERIC EXPENSE	\$3,820.96	\$1,508.99	\$1,508.99	\$2,311.97	\$486.11	\$1,825.86	47.79%
850.100.1000.6000.125.1319	UNIT: BMMS - 120	\$3,820.96	\$1,508.99	\$1,508.99	\$2,311.97	\$486.11	\$1,825.86	47.79%
850.100.1000.6000.125.1319	GENERIC EXPENSE	\$8,784.09	\$0.00	\$0.00	\$8,784.09	\$0.00	\$8,784.09	100.00%
850.400.2710.6510.125.1319	STUDENT TRANS SVS	\$0.00	\$169.31	\$169.31	(\$169.31)	\$146.91	(\$316.22)	0.00%
850.610.1000.6610.125.1319	GENERAL SUPPLIES	\$0.00	\$195.03	\$195.03	(\$195.03)	\$2,421.28	(\$2,616.31)	0.00%
850.610.1000.6810.125.1319	DUES AND FEES	\$0.00	\$100.00	\$100.00	(\$100.00)	\$0.00	(\$100.00)	0.00%
850.610.1000.6890.125.1319	MISC EXPENDITURES	\$0.00	\$293.00	\$293.00	(\$293.00)	\$230.00	(\$523.00)	0.00%
850.610.1000.6890.125.1319	COURSE: STUDENT COUNCIL - 1319	\$8,784.09	\$757.34	\$757.34	\$8,026.75	\$2,798.19	\$5,228.56	59.52%
850.100.1000.6000.125.1362	GENERIC EXPENSE	\$222.39	\$0.00	\$0.00	\$222.39	\$0.00	\$222.39	100.00%
850.610.1000.6610.125.1362	GENERAL SUPPLIES	\$0.00	\$60.00	\$60.00	(\$60.00)	\$4.76	(\$64.76)	0.00%
850.610.1000.6610.125.1362	COURSE: NATIONAL HONOR SOCIETY - 1362	\$222.39	\$60.00	\$60.00	\$162.39	\$4.76	\$157.63	70.88%
850.100.1000.6000.131.1319	GENERIC EXPENSE	\$1,005.13	\$0.00	\$0.00	\$1,005.13	\$0.00	\$1,005.13	100.00%
850.100.1000.6000.131.1319	GENERAL SUPPLIES	\$0.00	\$93.16	\$93.16	(\$93.16)	\$0.00	(\$93.16)	0.00%
850.100.1000.6000.131.1319	COURSE: STUDENT COUNCIL - 1319	\$1,005.13	\$93.16	\$93.16	\$911.97	\$0.00	\$911.97	90.73%
850.100.1000.6000.131.1319	UNIT: HES - 131	\$1,005.13	\$93.16	\$93.16	\$911.97	\$0.00	\$911.97	90.73%
850.100.1000.6000.132.1319	GENERIC EXPENSE	\$2,158.99	\$0.00	\$0.00	\$2,158.99	\$0.00	\$2,158.99	100.00%
850.100.1000.6000.132.1319	COURSE: STUDENT COUNCIL - 1319	\$2,158.99	\$0.00	\$0.00	\$2,158.99	\$0.00	\$2,158.99	100.00%
850.100.1000.6000.133.1319	GENERIC EXPENSE	\$567.44	\$0.00	\$0.00	\$567.44	\$0.00	\$567.44	100.00%
850.100.1000.6000.133.1319	COURSE: STUDENT COUNCIL - 1319	\$567.44	\$0.00	\$0.00	\$567.44	\$0.00	\$567.44	100.00%
850.100.1000.6000.133.1319	UNIT: CSES - 133	\$567.44	\$0.00	\$0.00	\$567.44	\$0.00	\$567.44	100.00%

# Humboldt Unified School District No. 22

## 850 STUDENT ACTIVITIES BOARD REPORT

Fiscal Year: 2013-2014

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

From Date: 7/1/2013

To Date: 12/31/2013

☐ Print accounts with zero balance

☐ Filter Encumbrance Detail by Date Range

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
850.100.1000.6000.134.1319	GENERIC EXPENSE	\$2,945.34	\$0.00	\$0.00	\$2,945.34	\$0.00	\$2,945.34	100.00%
	COURSE: STUDENT COUNCIL - 1319	\$2,945.34	\$0.00	\$0.00	\$2,945.34	\$0.00	\$2,945.34	100.00%
UNIT: LTS - 134		\$2,945.34	\$0.00	\$0.00	\$2,945.34	\$0.00	\$2,945.34	100.00%
850.100.1000.6000.135.1319	GENERIC EXPENSE	\$286.08	\$0.00	\$0.00	\$286.08	\$0.00	\$286.08	100.00%
	COURSE: STUDENT COUNCIL - 1319	\$286.08	\$0.00	\$0.00	\$286.08	\$0.00	\$286.08	100.00%
UNIT: GRANVILLE ELEMENTARY SCHOOL - 135		\$286.08	\$0.00	\$0.00	\$286.08	\$0.00	\$286.08	100.00%
850.100.1000.6000.230.1316	GENERIC EXPENSE	\$18,482.93	\$0.00	\$0.00	\$18,482.93	\$0.00	\$18,482.93	100.00%
	GENERAL SUPPLIES	\$0.00	\$2,286.73	\$2,286.73	(\$2,286.73)	\$0.00	(\$2,286.73)	0.00%
850.610.1000.6890.230.1316	MISC EXPENDITURES	\$0.00	\$4,956.00	\$4,956.00	(\$4,956.00)	\$144.00	(\$5,100.00)	0.00%
	COURSE: HOSA - 1316	\$18,482.93	\$7,242.73	\$7,242.73	\$11,240.20	\$144.00	\$11,096.20	60.03%
850.100.1000.6000.230.1319	GENERIC EXPENSE	\$19,798.05	\$0.00	\$0.00	\$19,798.05	\$0.00	\$19,798.05	100.00%
850.400.2710.6510.230.1319	STUDENT TRANS SVS	\$0.00	\$313.47	\$313.47	(\$313.47)	\$279.12	(\$592.59)	0.00%
850.610.1000.6610.230.1319	GENERAL SUPPLIES	\$0.00	\$1,482.58	\$1,482.58	(\$1,482.58)	\$2,336.17	(\$3,818.75)	0.00%
850.610.1000.6731.230.1319	Furn & Equip > \$1000	\$0.00	\$1,485.30	\$1,485.30	(\$1,485.30)	\$0.00	(\$1,485.30)	0.00%
850.610.1000.6890.230.1319	MISC EXPENDITURES	\$0.00	\$2,125.00	\$2,125.00	(\$2,125.00)	\$1,465.45	(\$3,590.45)	0.00%
850.610.2190.6340.230.1319	TECHNICAL SERVICES	\$0.00	\$1,500.00	\$1,500.00	(\$1,500.00)	\$0.00	(\$1,500.00)	0.00%
850.610.2660.6160.230.1319	SPORTS-Co Curr - CLASSIFIED	\$0.00	\$106.02	\$106.02	(\$106.02)	\$0.00	(\$106.02)	0.00%
850.610.2660.6221.230.1319	SOC SEC - OASDI	\$0.00	\$6.57	\$6.57	(\$6.57)	\$0.00	(\$6.57)	0.00%
850.610.2660.6222.230.1319	MEDICARE-HOSP INS	\$0.00	\$1.54	\$1.54	(\$1.54)	\$0.00	(\$1.54)	0.00%
850.610.2660.6231.230.1319	STATE RETIREMENT	\$0.00	\$11.98	\$11.98	(\$11.98)	\$0.00	(\$11.98)	0.00%
850.610.2660.6232.230.1319	LNG-TRM DISABILITY	\$0.00	\$0.26	\$0.26	(\$0.26)	\$0.00	(\$0.26)	0.00%
850.610.2660.6260.230.1319	WORKERS' COMP	\$0.00	\$3.34	\$3.34	(\$3.34)	\$0.00	(\$3.34)	0.00%
850.610.2660.6340.230.1319	TECHNICAL SERVICES	\$0.00	\$360.00	\$360.00	(\$360.00)	\$0.00	(\$360.00)	0.00%
	COURSE: STUDENT COUNCIL - 1319	\$19,798.05	\$7,396.06	\$7,396.06	\$12,401.99	\$4,080.74	\$8,321.25	42.03%
850.100.1000.6000.230.1320	GENERIC EXPENSE	\$163.29	\$0.00	\$0.00	\$163.29	\$0.00	\$163.29	100.00%
850.610.1000.6890.230.1320	MISC EXPENDITURES	\$0.00	\$0.00	\$0.00	\$0.00	\$85.00	(\$85.00)	0.00%
	COURSE: UPWARD BOUND WARRIORS - 1320	\$163.29	\$0.00	\$0.00	\$163.29	\$85.00	\$78.29	47.95%
850.100.1000.6000.230.1361	GENERIC EXPENSE	\$1,254.95	\$0.00	\$0.00	\$1,254.95	\$0.00	\$1,254.95	100.00%
850.610.1000.6610.230.1361	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	(\$500.00)	0.00%
	COURSE: MU ALPHA THETA - 1361	\$1,254.95	\$0.00	\$0.00	\$1,254.95	\$500.00	\$754.95	60.16%
850.100.1000.6000.230.1362	GENERIC EXPENSE	\$1,585.23	\$0.00	\$0.00	\$1,585.23	\$0.00	\$1,585.23	100.00%
850.610.1000.6610.230.1362	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	\$0.00	\$1,360.29	(\$1,360.29)	0.00%
	COURSE: NATIONAL HONOR SOCIETY - 1362	\$1,585.23	\$0.00	\$0.00	\$1,585.23	\$1,360.29	\$224.94	14.19%
850.100.1000.6000.230.1363	GENERIC EXPENSE	\$351.86	\$0.00	\$0.00	\$351.86	\$0.00	\$351.86	100.00%
	COURSE: ART - 1363	\$351.86	\$0.00	\$0.00	\$351.86	\$0.00	\$351.86	100.00%
850.100.1000.6000.230.1364	GENERIC EXPENSE	\$2,583.24	\$0.00	\$0.00	\$2,583.24	\$0.00	\$2,583.24	100.00%
850.610.1000.6610.230.1364	GENERAL SUPPLIES	\$0.00	\$390.93	\$390.93	(\$390.93)	\$10.00	(\$400.93)	0.00%
	COURSE: AVID - 1364	\$2,583.24	\$390.93	\$390.93	\$2,192.31	\$10.00	\$2,182.31	84.48%
850.100.1000.6000.230.1368	GENERIC EXPENSE	\$2,734.96	\$0.00	\$0.00	\$2,734.96	\$0.00	\$2,734.96	100.00%
850.610.1000.6890.230.1368	MISC EXPENDITURES	\$0.00	\$477.00	\$477.00	(\$477.00)	\$0.00	(\$477.00)	0.00%
	COURSE: DECA - 1368	\$2,734.96	\$477.00	\$477.00	\$2,257.96	\$0.00	\$2,257.96	82.56%

# Humboldt Unified School District No. 22

## 850 STUDENT ACTIVITIES BOARD REPORT

From Date: 7/1/2013 To Date: 12/31/2013

Fiscal Year: 2013-2014 ☐ Subtotal by Collapse Mask ☐ Include pre encumbrance ☐ Print accounts with zero balance ☐ Filter Encumbrance Detail by Date Range

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
850.100.1000.6000.230.1373	GENERIC EXPENSE	\$349.38	\$0.00	\$0.00	\$349.38	\$0.00	\$349.38	100.00%
850.610.1000.6610.230.1373	GENERAL SUPPLIES COURSE: DRAMATHEATER - 1373	\$0.00	\$377.29	\$377.29	(\$377.29)	\$0.00	(\$377.29)	0.00%
850.100.1000.6000.230.1375	GENERIC EXPENSE	\$1,213.85	\$0.00	\$0.00	\$1,213.85	\$0.00	\$1,213.85	100.00%
850.610.1000.6610.230.1375	GENERAL SUPPLIES COURSE: INTERACT - 1375	\$0.00	\$687.02	\$687.02	(\$687.02)	\$350.00	(\$1,037.02)	0.00%
850.100.1000.6000.230.1377	GENERIC EXPENSE	\$261.96	\$0.00	\$0.00	\$261.96	\$0.00	\$261.96	100.00%
850.610.1000.6610.230.1377	COURSE: S CLUB (SOROPTIMIST) - 1377	\$261.96	\$0.00	\$0.00	\$261.96	\$0.00	\$261.96	100.00%
850.100.1000.6000.230.1378	GENERIC EXPENSE	\$33.48	\$0.00	\$0.00	\$33.48	\$0.00	\$33.48	100.00%
850.610.1000.6610.230.1378	COURSE: FRENCH CLUB - 1378	\$33.48	\$0.00	\$0.00	\$33.48	\$0.00	\$33.48	100.00%
850.100.1000.6000.230.1398	GENERIC EXPENSE	\$724.72	\$0.00	\$0.00	\$724.72	\$0.00	\$724.72	100.00%
850.610.1000.6610.230.1398	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	\$0.00	\$10.00	(\$10.00)	0.00%
850.610.1000.6890.230.1398	MISC EXPENDITURES COURSE: SKILLS CLUB - 1398	\$0.00	\$0.00	\$0.00	\$0.00	\$480.00	(\$480.00)	0.00%
850.100.1000.6000.230.1403	GENERIC EXPENSE	\$1,697.63	\$0.00	\$0.00	\$1,697.63	\$0.00	\$1,697.63	100.00%
850.610.1000.6610.230.1403	GENERAL SUPPLIES	\$0.00	\$630.13	\$630.13	(\$630.13)	\$219.87	(\$850.00)	0.00%
850.610.1000.6730.230.1403	FP&E < \$1,000 COURSE: P.A.L.S. - 1403	\$0.00	\$0.00	\$630.13	\$0.00	\$150.00	(\$150.00)	0.00%
850.100.1000.6000.230.1405	GENERIC EXPENSE	\$20.11	\$0.00	\$0.00	\$20.11	\$0.00	\$20.11	100.00%
850.610.1000.6610.230.1405	COURSE: BASEBALL - 1405	\$20.11	\$0.00	\$0.00	\$20.11	\$0.00	\$20.11	100.00%
850.100.1000.6000.230.1432	GENERIC EXPENSE	\$215.67	\$0.00	\$0.00	\$215.67	\$0.00	\$215.67	100.00%
850.610.1000.6610.230.1432	COURSE: GIRLS BASKETBALL - 1432	\$215.67	\$0.00	\$0.00	\$215.67	\$0.00	\$215.67	100.00%
850.100.1000.6000.230.1469	GENERIC EXPENSE	\$152.69	\$0.00	\$0.00	\$152.69	\$0.00	\$152.69	100.00%
850.610.1000.6610.230.1469	COURSE: G.O.A.L.S. CLUB - 1469	\$152.69	\$0.00	\$0.00	\$152.69	\$0.00	\$152.69	100.00%
850.100.1000.6000.230.1469	UNIT: BMHS - 230	\$51,624.00	\$17,201.16	\$17,201.16	\$34,422.84	\$7,389.90	\$27,032.94	52.37%
<b>Grand Total:</b>		\$82,677.02	\$22,000.86	\$22,000.86	\$60,676.16	\$10,782.50	\$49,893.66	60.35%

End of Report



# CONSENT

## Item 9F.

### Student Travel

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # <b>9F</b>
FROM:	Julie Rodriguez, Glassford Hill Middle School	Reading
DATE:	January 14, 2014	Discuss
SUBJECT:	Approval for Youth Education Series Program	Action
OBJECTIVE:	Goal #1- To Raise the Level of Student Achievement	Consent X

---

### **Standard 9: Understands the sources and properties of energy**

#### **Grades 6-8**

- Knows that energy is a property of many substances
- Understands that energy cannot be created or destroyed only changed from one form to another
- Knows that most chemical and nuclear reactions involve a transfer of energy (e.g., heat, light, mechanical motion, electricity)

### **Standard 10: Understands forces and motion**

#### **Grades 6-8**

- Understands general concepts related to gravitational force (e.g., every object exerts gravitational force on every other object; this force depends on the mass of the objects and their distance from one another; gravitational force is hard to detect unless at least one of the objects, such as the Earth, has a lot of mass)
- Understands effects of balanced and unbalanced forces on an object's motion (e.g., if more than one force acts on an object along a straight line, then the forces will reinforce or cancel one another, depending on their direction and magnitude; unbalanced forces, such as friction, will cause changes in the speed or direction on an object's motion)
- Knows that an object that is not being subjected to a force will continue to move at a constant speed and in a straight line

### **Standard 11: Understands the nature of scientific knowledge**

#### **Grades 6-8**

- Knows that all scientific ideas are tentative and subject to change and improvement in principle, but for most core ideas in science, there is much experimental and observational confirmation

### **Standard 12: Understands the nature of scientific inquiry**

#### **Grades 6-8**

- Designs and conducts a scientific investigation
- Uses appropriate tools and techniques to gather, analyze, and interpret scientific data
- Establishes relationships based on evidence and logical argument

### **SUPPORTING DATA: (Key Learning Points)**

During this interactive field study, students will:

- Apply problem-solving techniques to everyday situations.
- Identify, define and illustrate potential and kinetic energy.

- Identify, define and discuss speed, velocity and acceleration.
- Discuss and illustrate inertia and horizontal forces.
- State and illustrate the Law of Conservation of Energy.
- State and illustrate Newton's First and Third Laws of Motion.
- Articulate various forms of energy.
- Discuss various careers that result with the study of physics.
- Discuss physical factors that may influence the roller coaster design process.
- Discuss the utilization of pneumatics and magnets in relation to roller coaster lift systems.

#### **SUMMARY & RECOMMENDATION:**

During this interactive learning experience, students in grades seven and eight will learn the role of mechanical physics at Disney California Adventure® Park. Students will study Newton's Laws of Motion and use the scientific method to explore the practical uses of magnetism, friction, gravity and different forms of energy. On Thursday, May 15, 2014, with the Park as their learning lab, students will use hands on experiments to see and test the relationship between physics and their favorite Disney attractions.

#### **Sample Motion:**

I move to approve the Youth Education Series - Disneyland field trip for Glassford Hill Middle School as presented.

Approved for transmittal to the Governing Board:

  
Dr. Paul Stanton, Superintendent

*Questions should be directed to:*

Julie Rodriguez, Glassford Hill Middle School  
928-759-4600

## REQUEST FOR BOARD AGENDA ITEM

Requested Meeting Date: Jan 14th 2013

Person / Organization Submitting Request: Julie Rodriguez @ Glassford Hill Middle School

Date Submitted: Friday December 20th

Please indicate under which Agenda Item your request will be listed. Items will be discussion before action whenever possible.

Student / Staff Recognition: \_\_\_\_\_

Consent Items: Out of State/ Overnight field trip approval

Discussion Items: \_\_\_\_\_

Action Items: \_\_\_\_\_

*Include all supporting materials when submitting to building administrator*

Materials include:

- ☒ Information about the project, position, etc.
- ☒ Justification for the request and/or academic standard that will be met
- ☒ Financial costs and funding source
- ☒ Number of students if applicable
- ☐ Approval by legal council if applicable

Administrative Approval: [Signature] Date: 10/15/13

District Administrative Approval: [Signature] Date: 12/17/13

Finance Administrative Approval: [Signature] Date: 12-16-13

(participant funded)

- ☐ Accepted for placement on agenda for: [Signature] 1-14-13 meeting
- ☐ Denied \_\_\_\_\_

Superintendent's Office: [Signature]

Received by Mary 12/16/13  
To: Danny 12/16/13  
Mary 12/17/13  
Paul 12/17/13  
Mary 12/17/13  
Kaye finance approval  
12/16/13

Requestor Notified by Mary 12/31/13

## REQUEST TO BOARD FOR STUDENT OUT-OF-STATE OR OVERNIGHT TRAVEL

Please provide the following information in your request along with any supporting materials such as brochures or itineraries.

**Organization taking Field Trip** Glassford Hill Middle School

**Date of Field Trip** May 15 th 2014

**Place of Field Trip** Youth Education Series - Main Entrance Esplanade at Disney California Adventure® Park

**Approximately how many students:** 50

**Where are you staying? What is the cost of hotel/lodging? Is there security at the hotel/lodging? If not, how are the students going to be supervised?**

Students will travel on HUSD transportation during the night on Wednesday May 14<sup>th</sup>. They will arrive to Anaheim in time to eat breakfast at a central restaurant just outside the park. Denny's 1610 S harbor Blvd. Anaheim 1-714-776-3300. The park experience will involve a lot of walking. We recommend that students wear comfortable shoes, dress appropriately for the weather conditions, and bring water bottles. The group will have the opportunity to visit a few attractions during the experience.

This field study takes place throughout Disneyland Park and includes visits to the following attractions:

- The Twilight Zone Tower of Terror™
- Goofy's Sky School
- California Screamin'

The event will include three instructors from *Disneyland Imagineers* and a ratio of chaperones of 10 students to 1 chaperone or 5 chaperones. Students will again travel on HUSD transportation during the night on Thursday May 15<sup>th</sup> to arrive in Prescott Valley the morning of Friday May 16<sup>th</sup> in time to eat breakfast at a local restaurant.

HUSD driver will have lodging after the students are dropped off at the park at a Disneyland® Resort Good Neighbor Hotel (America's Best Inn Anaheim 414 West Ball Road – Anaheim California \$90.00) just outside of the park and will return to the park after their required rest time in order to transport the students back to Prescott Valley.

**How is the trip being funded?**

Monies will be raised through student fundraising. If the students do not choose to fundraise or do not raise enough money to cover their cost, then parent payment will cover the cost. Since this is an educational trip, payment through tax credit would allow parents to receive their monies back from the state of Arizona at tax time.

**What is the cost for the trip (lodging/registration/transportation, etc.)?**

Transportation

**HUSD** –We will take 1 bus which will cost a total of \$1606.50 or \$33.00 per student (\$10 shipping fee for tickets to be shipped included)

**Program****\$3350.00**

\$66 per student plus \$1 each to cover cost of bus driver lodging

Chaperones are no cost and I can also bring 1 certified teacher at no additional cost  
(1 instructor per every 30 students)

Total cost not including meals is \$5046.50

(Students will be responsible for the additional costs of their meals, etc.)

**What is the cost for each student?**

\$100 plus meals

**Chaperones (student/adult ratio):**

Minimal chaperone requirement is one per every ten students. Chaperones are no cost and I can also bring 1 certified teacher at no additional cost

(1 instructor per every 30 students)

**What determines the student's eligibility for attending?**

GHMS 7<sup>th</sup> and 8<sup>th</sup> grade students enrolled in leadership course/clubs – Science Olympiad Yearbook, Panthers in Action, National Junior Honor Society, Student Council and the Amusement Park Math enrichment course will be invited. Students who demonstrate poor character during the year may be excluded pending coordinator discretion since a trip of this magnitude requires students have a high sense of responsibility.

**How does the trip benefit the students and the teacher? What state standard is met with this activity?**

Teachers will design a project for the students that bring them together through teamwork and determination. Students will break up into groups and have designated responsibilities to create a unique experience in completing their project after the guided instruction for independent application facilitated by HUSD chaperones/staff.

Because it takes a combination of both imagination and engineering, Imagineers come in all forms. Artists, writers, architects, landscapes architects, engineers, model builders, construction managers, technicians, designers and a whole range of other talents make up the Imagineering team. It takes a lot of teamwork between all of these different specialists to be able to make dreams come true. Students will learn the value of each other's talents while collaborating in order to complete their project.

**Student Outcomes:****Vocabulary List**

- **Energy** – The cause of any change
- **Waves** – A disturbance that moves energy from one place to another
- **Potential Energy** – Energy that is captured in an object; stored energy that is waiting to be used
- **Kinetic Energy** – The cause of any energy that results of its motion
- **Gravity** – The force of attraction between massive particles
- **Momentum** – The product of the mass and velocity of an object
- **Mass** – The property of a physical object that quantifies the amount of mass and energy
- **Speed** – The rate of motion or distance moved per unit time
- **Velocity** – Speed in reference to a particular direction

- **Acceleration** – The rate of change of velocity
- **Inertia** – An object's amount of resistance to change in velocity
- **Atom** – The smallest unit of a chemical element
- **Electron** – A subatomic particle that carries an electric charge
- **Proton** – A subatomic particle that carries a positive electric charge
- **Neutron** – A subatomic particle that has no electric charge or mass

#### **Laws**

- **The Law of Conservation of Energy** – Energy cannot be created nor destroyed just transferred.
- **Newton's 1st Law of Motion** – An object in motion will stay in motion unless acted upon from an outside force. An object at rest will stay at rest unless acted upon from an outside force.
- **Newton's 3rd Law of Motion** – For every action there is an equal and opposite reaction.

#### **Historical Figures**

- **Galileo Galileo** – An Italian physicist, astronomer and philosopher and is referred to the "father of modern astronomy." Galileo invented the telescope. He dropped balls that differed in mass off of the Leaning Tower of Pisa to demonstrate that their descents were independent of their mass.
- **Sir Isaac Newton** – An English physicist, astronomer, mathematician, alchemist and philosopher. He wrote the Principia which states the three universal laws of motion and used the Latin word "gravitas" which would later be known as gravity.
- **Albert Einstein** – A theoretical physicist who formulated special and general theories of relativity. He is best known for his Theory of Relativity which states these theories.

#### **7 Forms of Energy**

- Mechanical
- Radiant
- Light
- Heat
- Electrical
- Nuclear
- Chemical

#### **Questions**

- How many steps are in the Scientific Method?
- Define observation?
- Define hypothesis?
- Define experiment?
- Define research?
- Define conclusion?

#### **Group Project**

- Design your own roller coaster by using the following steps: observation, hypothesis, experiment, research and conclusion.

#### **Type and cost of Transportation:**

**HUSD transportation holds 56 passengers a bus \$1606.50 for 1 bus**

# HUMBOLDT UNIFIED SCHOOL DISTRICT #22

## STUDENT OVERNIGHT TRIP

### FINANCIAL INFORMATION

School: Glassford Hill Organization/Group: Leadership Groups/Clubs/Courses  
 Sponsor's Name: Julie Rodriguez Phone: 928 7594 6000  
 Trip Date: 5-15-13 Trip Location: California Adventure Land Theme Park  
 Number of Attendees: 23 # Female Students, 27 # Male Students, 6 # Adults

for Youth Education Series

Cost of Trip	
Event Registration	\$ 3350.00
Transportation	\$ 1606.50
Lodging	\$ 90.00
Meals	\$
Per Diem	\$
Other (specify)	\$
Other (specify)	\$
<b>Total Cost</b>	<b>\$ 5046.50</b>

Funding for Trip	
Auxiliary	\$
Student Club <u>Fundraising</u>	\$ 5046.50
Tax Credit	\$
Booster Club	\$
Grant	\$
Other (specify) <u>tax credit * Parents</u>	\$
Other (specify) <u>may make a payment to pay credit to cover cost not</u>	\$
<b>Total Funding</b>	<b>\$ 5046.50</b>

Fundraised for their child (\$100 per student)

Name of \*Chaperone(s):

Julie Rodriguez, Emilio Rodriguez Diana Campbell, Rebecca Robison, Sandra Clark and up to 1

\*Recommended chaperone/student ratio 1:10 - (Chaperones must be fingerprinted) more adult

This document must accompany the Request for Trip Approval Packet

STUDENT OVERNIGHT FINANCIALS

that is fingerprint/ volunteer cleared for overnight

# program description

## PROPERTIES OF MOTION PHYSICS LAB

### APPLIED SCIENCES

**Designed for Students:**  
Grades 6th-12th  
Ages 11-18

**Program Length:**  
3 hours

**Park:**  
Disney California Adventure<sup>®</sup> Park  
in California

#### OVERVIEW

Learn the role of mechanical physics at Disney California Adventure Park. Students will study Newton's Laws of Motion and use the scientific method to explore the practical uses of speed, velocity, friction, gravity and different forms of energy. With the Park as their learning lab, students will use hands-on experiments to see and test the relationship between physics and their favorite Disney attractions.

This field study takes place throughout Disneyland Park and includes visits to the following attractions:

- The Twilight Zone Tower of Terror<sup>™</sup>\*
- Goofy's Sky School
- California Screamin'

#### LEARNING OUTCOMES

After completing *Properties of Motion Physics Lab*, students will have increased potential to do the following:

- Apply problem-solving techniques to everyday situations
- Identify, define, and illustrate potential and kinetic energy
- Identify, define, and discuss speed, velocity, acceleration and friction
- Discuss and illustrate inertia
- Discuss and illustrate horizontal forces
- State and illustrate The Law of Conservation of Energy
- Articulate various forms of energy
- State Newton's First and Third Laws of Motion
- Articulate various careers associated with the study of physics
- Discuss the precise terminology of physics
- Discuss factors that may influence the roller coaster and attraction design process
- Discuss the utilization of magnets as compared to traditional roller coaster lift systems

#### GROUP LEADER RESOURCES

A **video overview** of *Properties of Motion Physics Lab* is available on the Disney Youth Programs YouTube Channel.

**National Standards** aligned with this program are available at [DisneyYES.com](http://DisneyYES.com).



Disney Youth Education Series programs are accredited by the  
Northwest Accreditation Commission.

\*The Twilight Zone Tower of Terror<sup>™</sup> The Twilight Zone<sup>®</sup> is a registered trademark of CBS, Inc. and is used with permission pursuant to a license from CBS, Inc. ©Disney/CBS, Inc.

All programs subject to availability. Program content, times, attractions, and locations subject to change due to inclement weather, availability, or group dynamics. Students must meet minimum age/grade requirements.

**Start planning today! Call 800-854-8671 • Visit [DisneyYES.com](http://DisneyYES.com) • [DL.Youth.Education.Series@Disney.com](mailto:DL.Youth.Education.Series@Disney.com)**



© Disney

# national standards

## PROPERTIES OF MOTION PHYSICS LAB

### APPLIED SCIENCES

**Designed For Students:**  
Grades 6th-12th  
Ages 11-18

**Program Length:**  
3 hours

**Park:**  
Disney California Adventure® Park  
in California

#### **Standard 9 Understands the sources and properties of energy**

##### **Grades 6-8**

- Knows that energy is a property of many substances
- Understands that energy cannot be created or destroyed only changed from one form to another
- Knows that most chemical and nuclear reactions involve a transfer of energy (e.g., heat, light, mechanical motion, electricity)

##### **Grades 9-12**

- Knows that all energy can be considered kinetic energy, potential energy, or energy contained by a field

#### **Standard 10 Understands forces and motion**

##### **Grades K-2**

- Knows that things near the Earth fall to the ground unless something holds them up
- Knows that the position and motion of an object can be changed by pushing or pulling
- Knows that things move in many different ways

##### **Grades 3-5**

- Knows that when a force is applied to an object, the object either speeds up, slows down, or goes in a different direction
- Knows the relationship between the strength of a force and its effect on an object
- Knows that the Earth's gravity pulls any object toward it without touching it
- Knows that an object's motion can be described by tracing and measuring its position over time

##### **Grades 6-8**

- Understands general concepts related to gravitational force (e.g., every object exerts gravitational force on every other object; this force depends on the mass of the objects and their distance from one another; gravitational force is hard to detect unless at least one of the objects, such as the Earth, has a lot of mass)
- Understands effects of balanced and unbalanced forces on an object's motion (e.g., if more than one force acts on an object along a straight line, then the forces will reinforce or cancel one another, depending on their direction and magnitude; unbalanced forces, such as friction, will cause changes in the speed or direction on an object's motion)
- Knows that an object that is not being subjected to a force will continue to move at a constant speed and in a straight line

# national standards

## PROPERTIES OF MOTION PHYSICS LAB

### APPLIED SCIENCES

**Designed For Students:**  
Grades 6th-12th  
Ages 11-18

**Program Length:**  
3 hours

**Part:**  
Disney California Adventure® Park  
in California

#### Grades 9-12

- Knows that laws of motion can be used to determine the effects of forces on the motion of objects (e.g., objects change their motion only when a net force is applied; whenever one object exerts force on another, a force equal in magnitude and opposite in direction is exerted on the first object; the magnitude of the change in motion can be calculated using the relationship  $F=ma$ , which is independent of the nature of the force)

#### Standard 11 Understands the nature of scientific knowledge

##### Grades K-2

- Knows that scientific investigations generally work the same way in different places and normally produce results that can be duplicated

##### Grades 3-5

- Knows that although the same scientific investigation may give slightly different results when it is carried out by different persons, or at different times or places, the general evidence collected from the investigations should be replicable by others
- Knows that good scientific explanations are based on evidence (observations) and scientific knowledge

##### Grades 6-8

- Knows that all scientific ideas are tentative and subject to change and improvement in principle, but for most core ideas in science, there is much experimental and observational confirmation

##### Grades 9-12

- Understands how scientific knowledge changes and accumulates over time (e.g., all scientific knowledge is subject to change as new evidence becomes available; some scientific ideas are incomplete and opportunity exists in these areas for new advances; theories are continually tested, revised, and occasionally discarded)

# national standards

## PROPERTIES OF MOTION PHYSICS LAB

### LIBERAL ARTS

**Designed For Students:**  
Grades 6th-12th  
Ages 11-18

**Program Length:**  
3 hours

**Park:**  
Disney California Adventure<sup>®</sup> Park  
in California

### Standard 12 Understands the nature of scientific inquiry

#### Grades K-2

- Knows that learning can come from careful observation and simple experiments
- Knows the tools that can be used to gather information and extend the senses

#### Grades 3-5

- Plans and conducts simple investigations
- Uses simple tools to gather scientific data and extended senses
- Knows that good scientific explanations are based on evidence and scientific knowledge
- Knows that different people may interpret the same set of observations differently

#### Grades 6-8

- Designs and conducts a scientific investigation
- Uses appropriate tools and techniques to gather, analyze, and interpret scientific data
- Establishes relationships based on evidence and logical argument

#### Grades 9-12

- Understands the use of hypotheses in science
- Uses technology and mathematics to perform accurate scientific investigations and communications
- Knows that scientists conduct investigations for a variety of reasons

### Standard 13 Understands the scientific enterprise

#### Grades K-2

- Knows that in science it is helpful to work with a team and share findings with others

Start planning today! Call 800-854-8671 • Visit [DisneyYES.com](http://DisneyYES.com) • [DLYouthEducation.Series@Disney.com](mailto:DLYouthEducation.Series@Disney.com)



MYYES

# supplemental materials

## PROPERTIES OF MOTION PHYSICS LAB

### APPLIED SCIENCES

**Designed For Students:**  
Grades 6th-12th  
Ages 11-18

**Program Length:**  
3 hours

**Park:**  
Disney California Adventure® Park  
in California

## HELLO EDUCATOR!

Disney Youth Education Series is pleased to be able to provide you with these supplemental materials to gauge your students' progress as they prepare for and complete their Disney Y.E.S. experience.

This information is designed to help you, the teacher or group leader, prepare your class or group for their Disney Youth Education Series experience. All of this information will be covered during the program. It can also serve as a tool after the experience to help your students recap what they've learned.

These tools are sure to get your students moving in the right direction and help ensure a learning experience that is relevant, inspiring, and thought-provoking!

We look forward to hosting you at the Disneyland® Resort where iconic settings, imagination, and storytelling come together to create a unique learning environment and life-long memories. See you soon!

# supplemental materials

## PROPERTIES OF MOTION PHYSICS LAB

### APPLIED SCIENCES

**Designed For Students:**  
Grades 6th-12th  
Ages 11-18

**Program Length:**  
3 hours

**Park:**  
Disney California Adventure® Park  
in California

### Vocabulary List

- **Energy** - The cause of any change
- **Waves** - A disturbance that moves energy from one place to another
- **Potential Energy** - Energy that is captured in an object; stored energy that is waiting to be used
- **Kinetic Energy** - The cause of any energy that results of its motion
- **Gravity** - The force of attraction between massive particles
- **Momentum** - The product of the mass and velocity of an object
- **Mass** - The property of a physical object that quantifies the amount of mass and energy
- **Speed** - The rate of motion or distance moved per unit time
- **Velocity** - Speed in reference to a particular direction
- **Acceleration** - The rate of change of velocity
- **Inertia** - An object's amount of resistance to change in velocity
- **Atom** - The smallest unit of a chemical element
- **Electron** - A subatomic particle that carries an electric charge
- **Proton** - A subatomic particle that carries a positive electric charge
- **Neutron** - A subatomic particle that has no electric charge or mass

### Laws

- **The Law of Conservation of Energy** - Energy cannot be created nor destroyed just transferred.
- **Newton's 1st Law of Motion** - An object in motion will stay in motion unless acted upon from an outside force. An object at rest will stay at rest unless acted upon from an outside force.
- **Newton's 3rd Law of Motion** - For every action there is an equal and opposite reaction.

# supplemental materials

## PROPERTIES OF MOTION PHYSICS LAB

### APPLIED SCIENCES

**Designed For Students:**  
Grades 6th-12th  
Ages 11-18

**Program Length:**  
3 hours

**Park:**  
Disney California Adventure® Park  
in California

### Historical Figures

- Galileo Galilei - An Italian physicist, astronomer and philosopher and is referred to the "father of modern astronomy." Galileo invented the telescope. He dropped balls that differed in mass off of the Leaning Tower of Pisa to demonstrate that their descents were independent of their mass.
- Sir Isaac Newton - An English physicist, astronomer, mathematician, alchemist and philosopher. He wrote the Principia which states the three universal laws of motion and used the Latin word "gravitas" which would later be known as gravity.
- Albert Einstein - A theoretical physicist who formulated special and general theories of relativity. He is best known for his Theory of Relativity which states these theories.

### 7 Forms of Energy

- Mechanical
- Radiant
- Light
- Heat
- Electrical
- Nuclear
- Chemical

### Suggested Questions

- How many steps are in the Scientific Method?
- Define observation?
- Define hypothesis?
- Define experiment?
- Define research?
- Define conclusion?
- Design your own roller coaster by using the following steps: observation, hypothesis, experiment, research and conclusion.

# supplemental materials

## PROPERTIES OF MOTION PHYSICS LAB

### APPLIED SCIENCES

**Designed For Students:**  
Grades 6th-12th  
Ages 11-18

**Program Length:**  
3 hours

**Park:**  
Disney California Adventure® Park  
in California

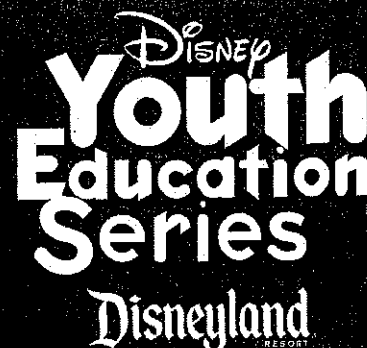
### Create Your Own Imagineers

Design a project for your students that bring them together through teamwork and determination. Break up into groups and designate different responsibilities to create a unique experience.

Here is a brief description of the Walt Disney Imagineers that have impacted the growth and development of the Disney brand:

- Recognizing how the various talents of many different people can come together so powerfully is one of the great lessons a student can take away from a visit to the Disneyland® Resort.
- Walt Disney Imagineering is the business unit under The Walt Disney Company that is responsible for bringing big ideas to life through the Disney Parks around the world.
- The term "Imagineering" is simply a combination of the words "imagination" and "engineering." Without imagination and creativity, the Disney Parks wouldn't be very magical and without the engineering and sound construction, the Parks wouldn't function very well. It takes both parts working together to create the most magnificent attractions, shows, and parades in the world.
- The Walt Disney Imagineers are best known for designing and building the five world famous Disney theme parks all over the world:
  - ✓ Disneyland® Resort, Anaheim, CA
  - ✓ Walt Disney World® Resort, Lake Buena Vista, Florida
  - ✓ Tokyo Disney Resort, Urayasu, Chiba, Japan
  - ✓ Disneyland Resort Paris, Marne-la-Vallée, France
  - ✓ Hong Kong Disneyland, Lantau Island, Hong Kong
- Because it takes a combination of both imagination and engineering, Imagineers come in all forms. Artists, writers, architects, landscapes architects, engineers, model builders, construction managers, technicians, designers and a whole range of other talents make up the Imagineering team. It takes a lot of teamwork between all these different specialists to be able to make dreams come true for all our guests around the world.

# Frequently Asked Questions



## **What is the *Disney Youth Education Series*?**

The Disney Youth Education Series are educational programs held in *Disney California Adventure*® Park and *Disneyland*® Park.

## **What programs do you offer in *Disney California Adventure*® Park?**

*Disney's World of Physics: Properties of Motion* (grades 6th-12th; ages 11-18)

*Disney's World of Physics: Energy and Waves* (grades 6th-12th; ages 11-18)

*Disney's Animation Magic* (grades 3rd-12th; ages 8-18)

*California, Here I Come!* (grades 3rd-5th; ages 8-11)

## **What programs do you offer in *Disneyland*® Park?**

*Disney Leadership in Action: Pursuit of Excellence* (grades 6th-12th; ages 11-18)

*Disney's World of Physics: Energy and Waves* (grades 3rd-5th; ages 8-11)

## **What are the lengths of the programs?**

All of the educational programs are 2.5 to 3 hours in length. You will need additional time for parking, trams and picking up tickets, if applicable.

## **Do we have to be affiliated with a school to participate?**

No, we work with various organizations that meet our qualifications.

## **How do I qualify to participate in the *Disney Youth Education Series* at the *Disneyland*® Resort?**

Programs are available for youth groups from grades 3rd-12th, ages 8-18 with 10 or more students.

## **If I have a group of 9 youths or less, can I still participate?**

Yes, groups of 9 or less may participate in our experiences during designated "Individual Enrollment" days. Visit our website at [www.disneyyouth.com/individual-enrollment/](http://www.disneyyouth.com/individual-enrollment/) or call (800) 234-4723.

## **What is "Individual Enrollment"?**

Individual Enrollment days are designated dates throughout the year where groups of 9 or less and/or individuals (ages 8-18) are combined with other groups/individuals to participate in our *Disney Youth Education Series* at the *Disneyland*® Resort.

## **When is the *Disney Youth Education Series* at the *Disneyland*® Resort available?**

The *Disney Youth Education Series* at the *Disneyland*® Resort is available seven days a week with limited block out dates.

## **How can we sign up?**

Apply at "Register Now" or download the Disney Youth Education Series Program Request Form at [www.disneyyes.com](http://www.disneyyes.com). The Program Request Form may be submitted via email, mail or fax at least four (4) weeks prior to your selected arrival date.

## **How will I know when we are signed up for our requested education program(s)?**

Once your group has been booked for a Disney Youth Education Series program you will receive a Program Itinerary and Confirmation letter via email or mail.

## **What are the expectations for youths, teachers, and chaperones?**

All youths, teachers, and chaperones must stay with the program at all times and may not break away to purchase merchandise, food, or ride an Attraction. All teachers and chaperones must be aware of Disney policies and assist the *Disney Youth Education Series* Facilitator.

**Are there any pre/post materials for teachers?**

Yes, materials are available. Contact a Pre-production Specialist for more details.

**What provisions are made for teachers?**

For groups of 15 or more, one (1) complimentary teacher ticket is provided for every thirty (30) youth tickets purchased.

**What provisions are made for our chaperones?**

One (1) complimentary chaperone ticket is provided for every ten (10) youth tickets purchased.

**What provisions are made for parking?**

For groups of 15 or more, you may receive 1 parking pass for every 49 youth tickets purchased.

**What if the number of additional chaperones exceeds the above guidelines?**

The additional Guests may purchase a *Disney Youth Education Series* Guest ticket at the same discounted rate as the youth ticket. However, additional Guests will not be allowed to participate in the program.

**What is the required number of teacher and chaperones on the experience?**

Each group must be accompanied by at least one teacher or chaperone for every 10 youths.

**What if the number of youths attending changes?**

Contact our office immediately. We may need to update the details of your program.

**Is there an additional fee for buses that drop and go at the *Disneyland® Resort* Parking structures?**

Yes, all buses are subject to an additional fee. Buses may request to have this fee waived by contacting our Shuttle Program at (714) 781-1229 or (714) 781-3098. Buses must provide the required insurance prior to their arrival to the *Disneyland® Resort*.

**What methods of payment are accepted?**

We accept credit cards and organizational checks. We do not accept purchase orders or personal checks.

**What is your ticket policy?**

Payment must be received one month prior to the group's arrival for Ticket Mail Orders, or the day of arrival for Ticket Pickup Orders. There is a \$10.00 shipping fee within the continental United States, \$20.00 for Alaska and Hawaii, and \$30.00 for international shipping.

**What is your return policy?**

You may return all unused *Disney Youth Education Series* tickets to your Facilitator the day of your program or mail them to our P.O. Box for a refund. If there is a change in the number of youths, your group may be charged for any additional chaperones that exceed our complimentary ticket policy.

**How can I find out more?**

To find out more contact a *Disney Youth Education Series* Pre-Production Specialist or visit our website.

Phone: 800-854-8671

Phone: 714-781-3417

Fax: 714-781-1351

Email: [dl.youth.education.series@disney.com](mailto:dl.youth.education.series@disney.com)

Website: [www.disneyyes.com](http://www.disneyyes.com)

Mailing Address:

*Disneyland® Resort*

*Disney Youth Education Series* DL 619B \*

PO Box 3232

Anaheim, CA 92803-3232

Office Hours are Monday through Friday, 9am - 4:30pm. The *Disney Youth Education Series* Pre-Production Specialist office is closed on Saturday, Sunday and Holidays.

# INSTRUCTIONS & GUIDELINES

## STEP 1: Fill in the group name and date(s) of program(s) on both pages.

- Please type or print clearly.

## STEP 2: Order Participant packages.

- Fill in the quantity and type of Participant packages.
- All participants must purchase a Disney Youth Education Series package to participate in the Disney Youth Education Series program. Packages include park admission, and one or two programs.
- Guests who select a One-Day Disney Youth Education Series Package (One-Day, One-Park, or *Park Hopper*®), may qualify for discount pricing. Please refer to the Value Day Calendar to see applicable dates.
- When purchasing ticket packages for Participants with Annual Passports, for each program day, please ensure the participant's Annual Passport is valid for admission. They will need to purchase a Disney Youth Education Series Program Only Package, to participate in the program. Speak with a Disney Youth Education Series representative for further information.
- One-Day One-Park tickets must be used in the same Theme Park as the Disney Youth Education program.
- You must use your Disney Youth Education Series tickets for Theme Park admission on your program date(s).
- One-Day One-Park and One-Day *Park Hopper*® options are valid for entry through December 20, 2014.
- Ticket prices are valid January 1, 2014 through December 31, 2014. Subject to change without notice.

## STEP 3: Order Complimentary Teacher/Group Leader packages.

- Fill in the quantity of Teacher/Group Leader packages (one complimentary Teacher/Group Leader package per 30 Participant packages purchased).
- Teacher/Group Leader package type is based on the type of package purchased by the majority of the participants.

## STEP 4: Order Complimentary Chaperone packages.

- Chaperones receive complimentary admission (one complimentary Chaperone package per 10 Participant packages purchased).
- Chaperone package type is based on the type of package purchased by the majority of the participants.

## STEP 5: Fill in Program Add-ons.

- Additional Program Add-ons must be purchased for each Participant as applicable. It can be used for additional programs on multi-day tickets.

## STEP 6: Fill in any Additional Guest Tickets.

- An "Additional Guest" is a Guest visiting the Park at the same time as the group, but who is not a Disney Youth Education Series Participant, Chaperone or Teacher/Group Leader. Tickets for "Additional Guests" are intended for use on the same dates as the Group's visit.

# INSTRUCTIONS & GUIDELINES

## STEP 7: Fill in any Additional Options.

- Please note that credit cards are not accepted for purchase of Disney Dollars.

## STEP 8: Fill in Payment and Delivery/Pick-up Options.

- Fill in the method in which you would like to receive your Disney Youth Education Series Packages.
- Package Mail Order is recommended. Package Mail Order cannot be rushed. Please allow at least two full weeks for us to receive your order, process payment and ship your tickets to you. Please complete the mailing address section on the bottom of the form. Tickets are sent via FedEx and must be signed for upon delivery.
- If you wish to pick up the tickets at the *Disneyland*® Resort please provide the date of purchase/pick-up, as well as the name of the person completing the transaction. Government issued Photo I.D. will be required to pick up tickets.
- The *Disneyland*® Resort cannot replace lost or stolen tickets; additional tickets must be purchased for participation.
- Methods of Payment
  - Visa, MasterCard, American Express, Discover (complete the Credit Card Authorization Form enclosed).
  - Organizational check, cashier's check or money order (make payable to the "*Disneyland*® Resort").
  - Sorry, personal checks and purchase orders are not accepted.
  - Cash is accepted only when picking up tickets at the *Disneyland*® Resort.

## STEP 9: Calculate the Grand Total.

## STEP 10: Return Package Order Form with payment (if applicable).

- These documents can be returned by fax, scanned and e-mailed, or by mail (in the enclosed Business Reply Envelope).
- For questions, please contact a Disney Youth Education Series Pre-Production Specialist (Monday-Friday, 9:00am-4:30pm PST):

**Phone:**

(800) 854-8671 or (714) 781-3417

**Fax:**

(714) 781-1351

**US Mail:**

*Disneyland*® Resort  
Disney Youth Education Series  
DL619B  
Post Office Box 3232  
Anaheim, CA 92803-3232

**Email:**

dl.youth.education.series@disney.com

**Overnight or Express Delivery:**

*Disneyland*® Resort  
Disney Youth Education Series  
DL619B  
1020 W. Ball Rd.  
Anaheim, CA 92802-1804

# Disney Youth Education Series

## Disney Youth Education Series Ticket Package Order Form

# 2014

Group Name: \_\_\_\_\_

Program Date: \_\_\_\_\_

First Date of Ticket Use: \_\_\_\_\_

### Participant Package Options

	Number	Total
<b>One-Day, One-Park Package<sup>1</sup> \$75 (\$66 Value Day Pricing)</b> <small>Includes one-day admission to either Disneyland® or Disney California Adventure® Park, with one Disney Youth Education Series Program in the same Theme Park. Value Day pricing is only available on certain days, see calendar for details.</small>	<div>VALUE DAY</div> <div>REGULAR</div>	\$
<b>One-Day Park Hopper® Package<sup>1</sup> \$95 (\$85 Value Day Pricing)</b> <small>Includes one-day admission to both Theme Parks, with one Disney Youth Education Series Program. Value Day pricing is only available on certain days, see calendar for details.</small>	<div>VALUE DAY</div> <div>REGULAR</div>	\$
<b>Two-Day Park Hopper® Package<sup>2</sup> \$143</b> <small>Includes two-day admission to both Theme Parks, with one Disney Youth Education Series Program.</small>		\$ 0
<b>Three-Day Park Hopper® Package<sup>2</sup> \$161</b> <small>Includes three-day admission to both Theme Parks, with two Disney Youth Education Series Programs.</small>		\$ 0
<b>Four-Day Park Hopper® Package<sup>2</sup> \$194</b> <small>Includes four-day admission to both Theme Parks, with two Disney Youth Education Series Programs.</small>		\$ 0
<b>Five-Day Park Hopper® Package<sup>2</sup> \$204</b> <small>Includes five-day admission to both Theme Parks, with two Disney Youth Education Series Programs.</small>		\$ 0
<b>Disney Youth Education Series Program Only Package<sup>3</sup> \$37</b> <small>Includes admission only for the duration of the Disney Youth Education Series Program, and to the same Theme Park. Restrictions apply. Speak with a Disney Youth Education Series representative for more information.</small>		\$ 0
<b>Teacher/Group Leader Package</b> <small>Type of Director tickets will depend on the majority of Participant tickets purchased. One per 30 Participants.</small>		\$ 0
<b>Chaperone Tickets</b> <small>Chaperone tickets are offered one per every 10 Participants. Type of Chaperone tickets will depend on the majority of Participant tickets purchased.</small>		\$ 0

### Program Add-ons

<b>Additional Program Add-on (per Participant) \$20</b> <small>Add another Disney Youth Education Series program to your visit with the purchase of a Disney Youth Education Series multi-day ticket.</small>		\$ 0
<b>Sub-Total (This Side)</b>		\$ 0

<sup>1</sup> One-Day, One-Park and One-Day Park Hopper® tickets are valid for entry from January 1 - December 20, 2014.

<sup>2</sup> Two-Day, Three-Day, Four-Day and Five-Day Park Hopper® tickets are valid for first entry from January 1 - December 31, 2014, with no block out dates.

<sup>3</sup> Block out dates will apply to Annual Passholders using their pass for entry in conjunction with a Program Only Package.

§ Tickets expire 13 days after first use or on January 13, 2015, whichever occurs first.

Group Name: \_\_\_\_\_

Program Date: \_\_\_\_\_

First Date of Ticket Use: \_\_\_\_\_

## Additional Guest Tickets

An "Additional Guest" is a Guest visiting the Park at the same time as the group, but who is not a Youth Education Series Participant, Chapter One or Teacher/Group Leader. Tickets for "Additional Guests" are intended for use on the same dates as the Group's visit.

### One-Day, One-Park Ticket \$75 (\$66 Value Day Pricing)

Includes one day admission to either *Disneyland®* or *Disney California Adventure®* Park.  
Value Day pricing is only available on certain days, see calendar for details.

### One-Day Park Hopper® \$95 (\$85 Value Day Pricing)

Includes one-day admission to both Theme Parks.  
Value Day pricing is only available on certain days, see calendar for details.

### Two-Day Park Hopper® \$143

Includes two-day admission to both Theme Parks.

### Three-Day Park Hopper® \$161

Includes three-day admission to both Theme Parks.

### Four-Day Park Hopper® \$194

Includes four-day admission to both Theme Parks.

### Five-Day Park Hopper® \$204

Includes five-day admission to both Theme Parks.

### Disney Youth Education Series Program Only Package³ \$37

Includes admission only for the duration of the Disney Youth Education Series Program and to the same Theme Park.  
Restrictions apply. Speak with a Disney Youth Education Series representative for more information.

## Additional Options

### Disney Dollars

Credit Cards not accepted for purchase of Disney Dollars

\$1

\$5

\$10

\$ 0

### Disneyland® Resort Gift Cards

Accepted at select Resort food, beverage and merchandise locations. Other restrictions apply.

\$10

\$15

\$20

\$ 0

### Disneyland® Resort Meal Coupons

Accepted at any dining location within Theme Parks and Resort Hotels. Not valid at Downtown Disney or merchandise locations. No change will be given. Other restrictions apply.

\$10

\$15

\$ 0

## Payment & Delivery/Pick-up Options

### ☐ Package Mail Order: \$10 - Continental USA; \$20 - Alaska/Hawaii; \$30 - International

Enclose full payment including shipping and handling with order. Please complete the Mailing Address box below.

\$10 \$20 \$30

\$ 0

### ☒ Pre-paid Packages to be **picked up** at the Guest Services Window at the *Disneyland®* Resort

Enclose full payment, indicate the date the tickets will be picked up, and the name of the person who will retrieve them.

### ☐ Packages to be **picked up and paid for** at the Guest Services Window at the *Disneyland®* Resort

Indicate the date the tickets will be picked up, and the name of the person who will retrieve them.

Pick-up Name

Pick-up Date

Mailing Address (No P.O. Boxes) Please note that tickets are sent via FedEx and must be signed for.

Name

Phone

Address

Sub-Total  
(This Side)

\$ 0

Sub-Total  
(Other Side)

\$ 0

**GRAND  
TOTAL**

\$ 0

# DISNEY YOUTH EDUCATION SERIES VALUE DAY CALENDAR 2014

## JANUARY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## FEBRUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

## MARCH

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## APRIL

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

## MAY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## JUNE

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

## JULY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

## AUGUST

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## SEPTEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

## OCTOBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## NOVEMBER

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30						

## DECEMBER

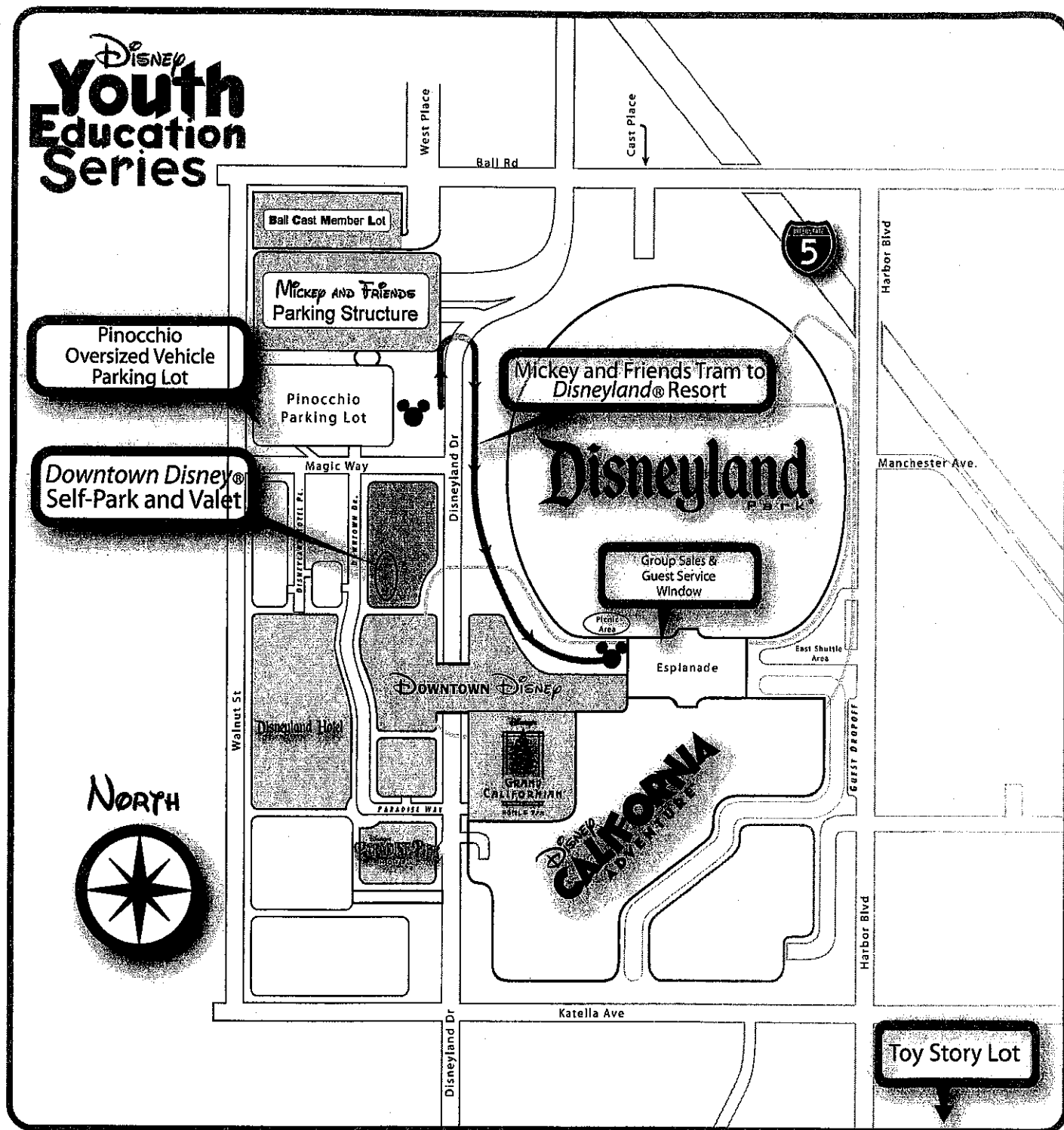
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VALUE  
DAYS

Purchase a 1-Day Park Hopper® or a 1 Day - 1 Park package on a Value Day and receive a discounted rate. Please contact a Disney Youth Education Series Pre-Production Specialist with questions: 800-854-8671 or 714-781-3417 or E-mail [dl.youth.education.series@disney.com](mailto:dl.youth.education.series@disney.com)

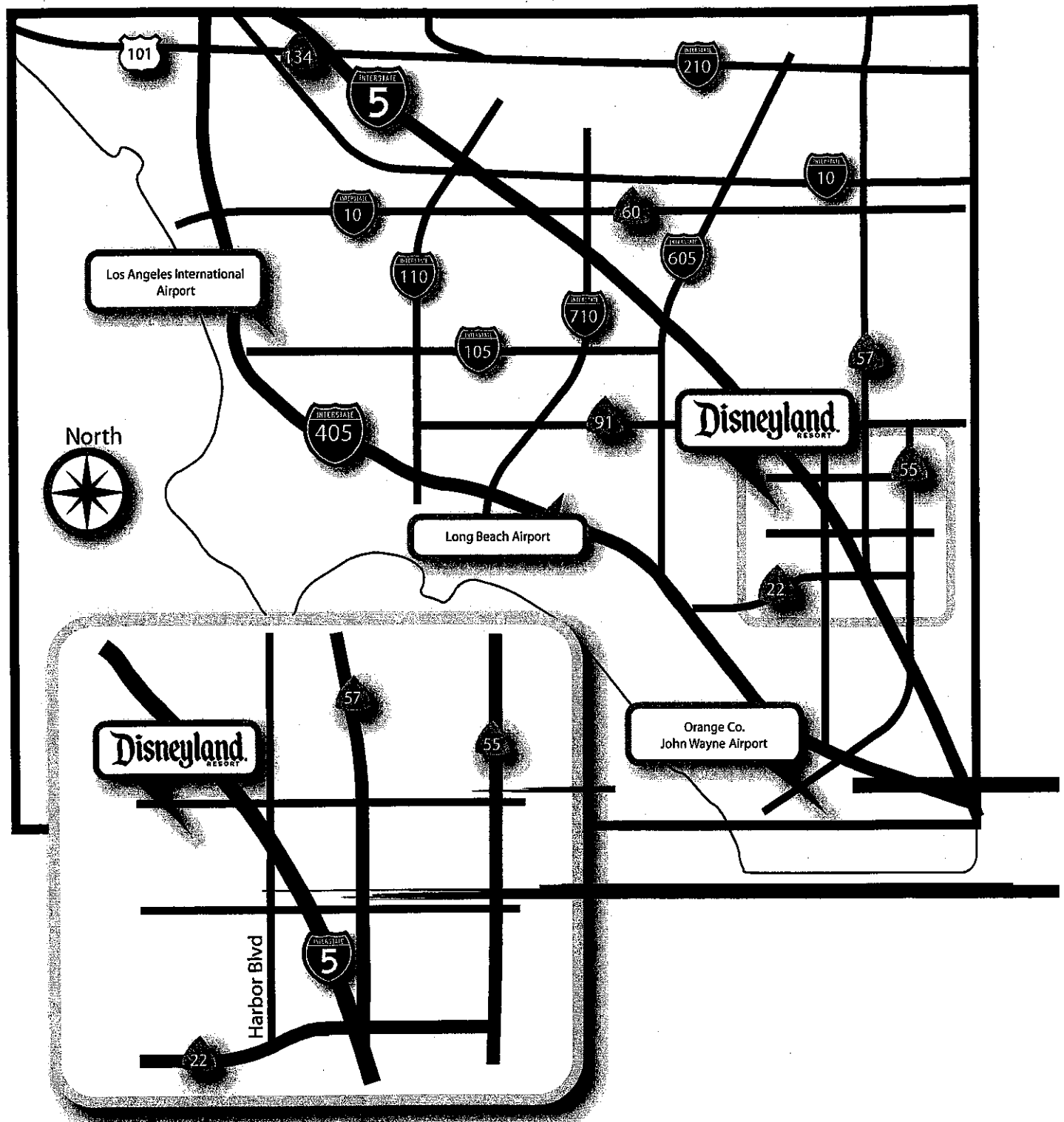
The Disney Youth Education Series Experience Only and Multi-day tickets are available. The 1-Day 1-Park and the 1-Day Park Hopper® are blocked from December 21-31, 2014.

# Arrival Map



Vehicles should park in the **Mickey and Friends Parking Structure**, unless instructed otherwise. Your group will board a *Disneyland® Resort* tram to the **Main Entrance esplanade**. Please plan to arrive at the Resort at least 60 minutes prior to your experience start time.

# Southern California



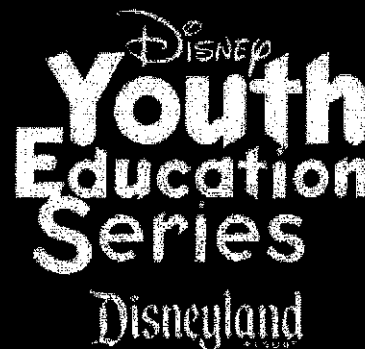
Please allow ample time to reach your destination.

Traffic can be quite heavy, particularly during the morning and evening rush hours.

To reach the *Disneyland*® Resort from Los Angeles International Airport (LAX) plan on at least a 60-90 minute drive, from John Wayne Airport (Orange County) plan on a 20-40 minute drive.

©Disney

# Disneyland Resort Youth Education Series (Y.E.S.) Checklist



## As Soon As Possible

- ☐ Review the Event Itinerary
- ☐ Check your Arrival Date
- ☐ Experience Date
- ☐ Type of Experience
- ☐ Group Numbers to Ensure Accuracy

Contact a Pre-Production Specialist immediately with any updates or changes to your event.

## Four Weeks Prior to your Disneyland® Resort Y.E.S. Experience

- ☐ Finalize your Group Numbers

Students/Youth

Teachers

(1 per 30 students)

Chaperones

(1 per 10 students)

Additional Guests

(not attending experience)

- ☐ Mail or Fax in your Participation Agreement and Ticket Order Form  
*Payment is not required at this point, but it is recommended*

## Three Weeks Prior to your Disneyland® Resort Y.E.S. Experience

- ☐ Contact a Pre-Production Specialist to finalize the details of your experience  
*Your experience will not be confirmed until we have received your Participation Agreement and Ticket Order Form*
- ☐ Discuss special requests, needs or requirements
- ☐ Fill in the following information during your Confirmation Call:

Arrival date to the Disneyland Resort® \_\_\_\_\_

Date of Experience \_\_\_\_\_

Park hours: Disneyland® \_\_\_\_\_ Disney California Adventure® \_\_\_\_\_

Parking/Arrival Time \_\_\_\_\_

Meet Time \_\_\_\_\_ Meet Location \_\_\_\_\_

End Time \_\_\_\_\_ End Location \_\_\_\_\_

# Things to Remember...

## Completing Your Y.E.S. Paperwork:

- Disneyland® Resort Y.E.S. Participation Agreement
  - Initial the front page and sign the back
- Disneyland® Resort Y.E.S. Ticket Order Form & Payment
  - Include date that tickets will be first used
  - Accepted forms of payment:
    - Organization checks, money orders, cashier's check or credit card (Visa, Master Card, Diners Club, AMEX and Disney Credit Card)
  - Purchase Orders are not accepted
  - If you are planning on having your tickets mailed to you, please make sure the shipping is included in the payment, and that payment is received at least four weeks prior to your experience.

**Your event times and experience will not be confirmed until we have received your Participation Agreement and Ticket Order Form**

## Helpful Hints for the day of your Experience

- Plan on arriving to the Disneyland® Resort at least one hour before the start of your experience
- Be sure to have all of your tickets with you upon arrival and treat them as cash
- Allow additional time if you are picking up your tickets at the Guest Service Window
- Dress for the weather, wear comfortable shoes, clothing, and sunscreen
- Bring a water bottle and a snack (granola bar, trail mix, etc.)
- Create a chaperone cell phone contact sheet and distribute it to all adults in your group
- Be prepared to be broken up into smaller groups
- During the experience there will not be time to stop for lunch or souvenir shopping
- Please have students use the restroom before your meet time

Please contact our office with any questions. We look forward to your visit!

## Disneyland® Resort Pre-Production Specialist Contact Information

Phone: 800-854-8671  
Phone: 714-781-3417  
Fax: 714-781-1351  
Email: [dl.youth.education.series@disney.com](mailto:dl.youth.education.series@disney.com)  
Website: [www.disneyyouth.com](http://www.disneyyouth.com)

Mailing Address:  
Disneyland® Resort  
Disney Youth Education Series DL 619 B  
PO Box 3232  
Anaheim, CA 92803-3232

## **Disney's World of Physics: Properties of Motion**

### **Program Description**

Disney's World of Physics: Properties of Motion is a three hour program through Disney California Adventure™ Park where sixth through twelfth graders gain an understanding of the real world application of physics in a theme park setting. Students will identify and define potential energy, kinetic energy, speed, velocity and acceleration. They will have the opportunity to make observations, hypothesize, experiment and come to a conclusion by exploring Grizzly River Run, The Twilight Zone Tower of Terror™ (The Twilight Zone Tower of Terror™: The Twilight Zone® is a registered trademark of CBS, Inc., and is used with permission pursuant to a license from CBS, Inc. ) and California Screamin'. Disney's World of Physics: Properties of Motion is sure to unlock their imagination and send adrenaline pumping as they go "Screamin'" through the principles of physics.

### **Learning Objectives**

After completing Disney Leadership in Action: Pursuit of Excellence, students are able to do the following:

- Apply a problem-solving technique to everyday situations
- Identify, define, and illustrate potential and kinetic energy
- Identify, define, and discuss speed, velocity, acceleration and friction
- Discuss and illustrate inertia
- Discuss and illustrate horizontal forces
- State and illustrate The Law of Conservation of Energy
- Articulate various forms of energy
- State Newton's First and Third Laws of Motion
- Articulate various careers associated with the study of physics
- Discuss the precise terminology of physics
- Discuss factors that may influence the roller coaster and attraction design process
- Discuss the utilization of magnets as compared to traditional roller coaster lift systems

### **Learning Guide**

This information is designed to help you, the teacher or group leader, prepare your class or group for their Disney Youth Education Series experience. All of this information will be covered during the program. It can also serve as a tool after the experience to help your students recap what they've learned.

### **Vocabulary List**

- Energy – The cause of any change
- Waves – A disturbance that moves energy from one place to another
- Potential Energy – Energy that is captured in an object; stored energy that is waiting to be used
- Kinetic Energy – The cause of any energy that results of its motion
- Gravity – The force of attraction between massive particles
- Momentum – The product of the mass and velocity of an object
- Mass – The property of a physical object that quantifies the amount of mass and energy

- Speed – The rate of motion or distance moved per unit time
- Velocity – Speed in reference to a particular direction
- Acceleration – The rate of change of velocity
- Inertia – An object's amount of resistance to change in velocity
- Atom – The smallest unit of a chemical element
- Electron – A subatomic particle that carries an electric charge
- Proton – A subatomic particle that carries a positive electric charge
- Neutron – A subatomic particle that has no electric charge or mass

### **Laws**

- The Law of Conservation of Energy – Energy cannot be created nor destroyed just transferred.
- Newton's 1<sup>st</sup> Law of Motion – An object in motion will stay in motion unless acted upon from an outside force. An object at rest will stay at rest unless acted upon from an outside force.
- Newton's 3<sup>rd</sup> Law of Motion – For every action there is an equal and opposite reaction.

### **Historical Figures**

- Galileo Galilei – An Italian physicist, astronomer and philosopher and is referred to the "father of modern astronomy." Galileo invented the telescope. He dropped balls that differed in mass off of the Leaning Tower of Pisa to demonstrate that their descents were independent of their mass.
- Sir Isaac Newton – An English physicist, astronomer, mathematician, alchemist and philosopher. He wrote the Principia which states the three universal laws of motion and used the Latin word "gravitas" which would later be known as gravity.
- Albert Einstein – A theoretical physicist who formulated special and general theories of relativity. He is best known for his Theory of Relativity which states these theories.

### **7 Forms of Energy**

- Mechanical
- Radiant
- Light
- Heat
- Electrical
- Nuclear
- Chemical

### **Suggested Questions**

- How many steps are in the Scientific Method?
- Define observation?
- Define hypothesis?
- Define experiment?
- Define research?
- Define conclusion?
- Design your own roller coaster by using the following steps: observation, hypothesis, experiment, research and conclusion.

### **Create Your Own Imagineers**

Design a project for your students that bring them together through teamwork and determination. Break up into groups and designate different responsibilities to create a unique experience.

**Here is a brief description of the Walt Disney Imagineers that have impacted the growth and development of the Disney brand:**

Recognizing how the various talents of many different people can come together so powerfully is one of the great lessons a student can take away from a visit to the Disneyland® Resort.

Walt Disney Imagineering is the business unit under The Walt Disney Company that is responsible for bringing big ideas to life through the Disney Parks around the world.

The term "Imagineering" is simply a combination of the words "imagination" and "engineering." Without imagination and creativity, the Disney Parks wouldn't be very magical and without the engineering and sound construction, the Parks wouldn't function very well. It takes both parts working together to create the most magnificent attractions, shows, and parades in the world.

The Walt Disney Imagineers are best known for designing and building the five world famous Disney theme parks all over the world:

- Disneyland® Resort, Anaheim, CA
- Walt Disney World® Resort, Lake Buena Vista, Florida
- Tokyo Disney Resort, Urayasu, Chiba, Japan
- Disneyland Resort Paris, Mame-la-Valle, France
- Hong Kong Disneyland, Lantau Island, Hong Kong

Because it takes a combination of both imagination and engineering, Imagineers come in all forms. Artists, writers, architects, landscapes architects, engineers, model builders, construction managers, technicians, designers and a whole range of other talents make up the Imagineering team. It takes a lot of teamwork between all these different specialists to be able to make dreams come true for all our guests around the world.

### **NATIONAL SCIENCE STANDARDS**

#### **Standard 9 Understands the sources and properties of energy**

##### **Grades 6-8**

- Knows that energy is a property of many substances
- Understands that energy cannot be created or destroyed only changed from one form to another
- Knows that most chemical and nuclear reactions involve a transfer of energy (e.g., heat, light, mechanical motion, electricity)

##### **Grades 9-12**

- Knows that all energy can be considered kinetic energy, potential energy, or energy contained by a field

#### **Standard 10 Understands forces and motion**

##### **Grades K-2**

- Knows that things near the Earth fall to the ground unless something holds them up
- Knows that the position and motion of an object can be changed by pushing or pulling
- Knows that things move in many different ways

**Grades 3-5**

- Knows that when a force is applied to an object, the object either speeds up, slows down, or goes in a different direction
- Knows the relationship between the strength of a force and its effect on an object
- Knows that the Earth's gravity pulls any object toward it without touching it
- Knows that an object's motion can be described by tracing and measuring its position over time

**Grades 6-8**

- Understands general concepts related to gravitational force (e.g., every object exerts gravitational force on every other object; this force depends on the mass of the objects and their distance from one another; gravitational force is hard to detect unless at least one of the objects, such as the Earth, has a lot of mass)
- Understands effects of balanced and unbalanced forces on an object's motion (e.g., if more than one force acts on an object along a straight line, then the forces will reinforce or cancel one another, depending on their direction and magnitude; unbalanced forces, such as friction, will cause changes in the speed or direction on an object's motion)
- Knows that an object that is not being subjected to a force will continue to move at a constant speed and in a straight line

**Grades 9-12**

- Knows that laws of motion can be used to determine the effects of forces on the motion of objects (e.g., objects change their motion only when a net force is applied; whenever one object exerts force on another, a force equal in magnitude and opposite in direction is exerted on the first object; the magnitude of the change in motion can be calculated using the relationship  $F=ma$ , which is independent of the nature of the force)

**Standard 11 Understands the nature of scientific knowledge****Grades K-2**

- Knows that scientific investigations generally work the same way in different places and normally produce results that can be duplicated

**Grades 3-5**

- Knows that although the same scientific investigation may give slightly different results when it is carried out by different persons, or at different times or places, the general evidence collected from the investigations should be replicable by others
- Knows that good scientific explanations are based on evidence (observations) and scientific knowledge

**Grades 6-8**

- Knows that all scientific ideas are tentative and subject to change and improvement in principle, but for most core ideas in science, there is much experimental and observational confirmation

**Grades 9-12**

- Understands how scientific knowledge changes and accumulates over time (e.g., all scientific knowledge is subject to change as new evidence becomes available; some scientific ideas are incomplete and opportunity exists in these areas for new advances; theories are continually tested, revised, and occasionally discarded)

**Standard 12 Understands the nature of scientific inquiry**

**Grades K-2**

- Knows that learning can come from careful observation and simple experiments
- Knows the tools that can be used to gather information and extend the senses

**Grades 3-5**

- Plans and conducts simple investigations
- Uses simple tools to gather scientific data and extended senses
- Knows that good scientific explanations are based on evidence and scientific knowledge
- Knows that different people may interpret the same set of observations differently

**Grades 6-8**

- Designs and conducts a scientific investigation
- Uses appropriate tools and techniques to gather, analyze, and interpret scientific data
- Establishes relationships based on evidence and logical argument

**Grades 9 –12**

- Understands the use of hypotheses in science
- Uses technology and mathematics to perform accurate scientific investigations and communications
- Knows that scientists conduct investigations for a variety of reasons

**Standard 13 Understands the scientific enterprise**

**Grades K-2**

- Knows that in science it is helpful to work with a team and share findings with others

# Disney's Animation Magic

## Program Description

Disney's Animation Magic is a three hour program through Disney California Adventure™ Park led and taught by a Disney facilitator. Students discover and learn about the history, creativity and innovation of the animation process and how the vision of Walt Disney influenced the history of animation. Students have the opportunity to create a kineograph, plan and design their own storyboard, and explore their creativity in the Sorcerer's Workshop. They also discuss, observe and participate in character development at the Animation Academy and see how technology has influenced animation in Turtle Talk with Crush. (Turtle Talk with Crush is inspired by Disney · Pixar's "Finding Nemo".)

## Learning Objectives

After completing Disney's Animation Magic, students are able to do the following:

- Articulate various elements of the animation process
- Draw a Disney character using simple geometric shapes
- Demonstrate storyboarding
- Create a kineograph
- Create a thaumatrope
- Articulate the physical process of persistence of vision
- Calculate the number of frames needed in a 60-minute animated film

## Learning Guide

This information is designed to help you, the teacher or group leader, prepare your class or group for their Disney Youth Education Series experience. All of this information will be covered during the program. It can also serve as a tool after the experience to help your students recap what they've learned.

## Vocabulary List

- Persistence of vision – The perceptual processes of the brain or the retina of the human eye retains an image for a brief moment
- Thaumatrope – A popular Victorian toy where a card with a picture on each side is attached to two pieces of string
- Phenakistoscope – An early animation device with a series of pictures similar to frames of an animated feature
- Zoetrope – An early animation device that produces an illusion of action from a rapid succession of static pictures
- Kineograph – A flip book
- Animation – A sequence of drawings that helps to create an illusion of movement
- Hero – The main character, which is considered good and encounters obstacle along their journey; the protagonist.
- Villain – The bad character or "heavies" of the story, who strives against the hero; the antagonist.
- Companion – A character that listens and travels with other characters

- Fool – The comic relief
- Parent – A character who acts like a father or mother figure.
- Mentor – A character that acts as the conscience and gives wise counsel to the hero

#### **Animation Pipeline (Look-up the following)**

- Story
- Musical Score
- Script
- Storyboard
- Voices
- Layout and Background
- Effects Animation
- Character Animation
- Clean-up
- Computer Animated Production System (CAPS)
- Sound Effects

#### **Create Your Own Story**

Use the following characters to begin your own animated feature: Hero, Villain, Companion, Fool, Parent, or Mentor. REMEMBER, these characters can have a combination of characteristics.

- First, brainstorm.
- Second, draw or write out a brief description of your story.
- Third, break up your story into chapters. Fourth, begin the storyboard process.
- Finally, begin to create a series of drawings which illustrate every chapter.
- Remember there is no wrong answer and your drawing does not have to be perfect!

#### **BONUS!**

Take the idea a step further by using the Animation Pipeline.

For example: Describe the type of music you would use for a spooky scene or what type of special effects would you add to an exciting scene!

Here's a brief biography of Walt Disney, an important California figure, who has drastically impacted and influenced the animation process and the Disneyland® Resort:

- Walt Disney dared to dream bigger than anyone else could have imagined. His dreams and his desire to impact the future led him to build the Disneyland Resort and Walt Disney World Resort in Florida where millions of people have been able to share in his dream.
- Walt's ancestors emigrated from Ireland to the United States after failing at farming in Canada. Walt's father moved all over the United States before settling down in Chicago, IL where Walter Elias Disney was born on December 5, 1901.

- In 1906, Walt's family moved to Marceline, MO where Walt developed his love for trains. The Disney family only stayed in Marceline for four years then moved again to Kansas City. Finally, Walt decided to migrate to California where he would continue to pursue his animation, movie, and theme park dreams.
- In 1934, Walt began his first animated feature length film, Snow White and the Seven Dwarfs. Walt put all of his hopes, dreams, and money into this film and the future of the Walt Disney studios rested on this film. Fortunately it became the most successful motion picture of 1938 and allowed Walt to build a new business site in Burbank where The Walt Disney Company corporate offices are still located.
- Walt began drawing his plans for a theme park in 1949. He said that he wanted this place to look like nothing else in the world and that it should be surrounded by a train. In 1955, Walt's theme park dreams came true when he opened the gates of Disneyland.
- Over 50 years of Disneyland magic now fill the history books and we owe everything to the man that started it all, the one who dared to follow his dreams: Walt Disney.

## **NATIONAL STANDARDS FOR ARTS EDUCATION**

### **THEATRE (K-4)**

Content Standard #8: Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life.

Achievement Standard: Students identify and compare the various settings and reasons for creating dramas and attending theatre, film, television, and electronic media productions.

### **VISUAL ARTS (K-4)**

Content Standard #1: Understanding and applying media, techniques, and processes.

Achievement Standard: Students use different media, techniques, and processes to communicate ideas, experiences, and stories.

Achievement Standard: Students use art materials and tools in a safe and responsible manner.

Content Standard #2: Using knowledge of structures and functions.

Achievement Standard: Students know the differences among visual characteristics and purposes of art in order to convey ideas. Students describe how different expressive features and organizational principles cause different responses.

Content Standard #4: Understanding the visual arts in relation to history and cultures.

Achievement Standard: Students know that the visual arts have both a history and specific relationships to various cultures.

Content Standard #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Achievement Standard: Students understand there are various purposes for creating works of visual art.

Students describe how people's experiences influence the development of specific artworks.

### **VISUAL ARTS (5-8)**

Content Standard #1: Understanding and applying media, techniques, and processes.

Achievement Standard: Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.

Content Standard #2: Using knowledge of structures and functions.

Achievement Standard: Students select and use the qualities of structures and functions of art to improve communication of their ideas.

Content Standard #4: Understanding the visual arts in relation to history and cultures.

Achievement Standard: Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.

Content Standard #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Achievement Standard: Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures.

Content Standard #6: Making connections between visual arts and other disciplines.

Achievement Standard: Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

### **VISUAL ARTS (9-12)**

Content Standard #1: Understanding and applying media, techniques, and processes.

Achievement Standard, Proficient: Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Content Standard #2: Using knowledge of structures and functions.

Achievement Standard, Proficient: Students evaluate the effectiveness of artworks in terms of organizational structures and functions.

Content Standard #3: Choosing and evaluating a range of subject matter, symbols, and ideas.

Achievement Standard, Advanced: Students describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others.

Content Standard #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Achievement Standard, Proficient: Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Content Standard #6: Making connections between visual arts and other disciplines.

Achievement Standard, Proficient: Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

# Disney Leadership in Action: Pursuit of Excellence

## Program Description

*Disney Leadership in Action: Pursuit of Excellence* is three hour leadership experience through Disneyland® Park where sixth through twelfth grade students discover Walt Disney's "secret of making dreams come true." Students will be challenged to dwell in the possibilities, have the courage to step out of their comfort zone and understand the importance of diversity. Throughout this program students will also learn how to work together through a team building experience, become confident in how to accomplish their goals and be motivated to achieve the impossible.

## Learning Objectives

After completing Disney Leadership in Action: Pursuit of Excellence, students are able to do the following:

- Understand their personal leadership skills and how to apply them to a team setting
- Discuss the importance of diversity
- Brainstorm for creative ideas and solutions
- Apply different ideas to a project
- Explore and approach a project from different perspectives
- Gain the confidence to overcome obstacles
- Find courage and determination to accomplish goals and believe in their dreams
- Lead a project to completion while maintaining a positive attitude

## Learning Guide

This information is designed to help you, the teacher or group leader, prepare your class or group for their Disney Youth Education Series experience. All of this information will be covered during the program. It can also serve as a tool after the experience to help your students recap what they've learned.

## Vocabulary List

- Courage - Mental or moral strength to venture, persevere and withstand danger, fear and difficulty
- Curiosity - A desire to investigate and learn
- Confidence - Faith or belief that one will act in a right, proper or effective way
- Constancy - Steadfastness of mind under duress
- Diverse - Differing one from another
- Imagination - The ability to form mental images of things or events
- Reputation - The position one occupies or the standing that one has in the opinion of others
- Character - The combination of moral and other traits which make one the kind of person one is
- Brainstorming - Stimulating creative thinking by spontaneous participation in discussion
- Leadership - The ability to lead
- Teamwork - Cooperative or coordinated effort of a group of persons acting together as a team

- Trust - Reliance on the integrity, strength, ability or surety of a person or thing
- Communication - The act or process of communicating
- Perspective – A mental view or outlook
- Collaborate - To work with another; to cooperate
- Plan – To make plans for
- Delegate - To commit or entrust to another
- Motivate - To move someone to action
- Active Listening – A way of listening and responding to another person that improves mutual understanding
- Respect - Esteem for or a sense of the worth or excellence of a person

### **Suggested Questions**

- What does it mean if you are willing to “think out of the box” or “dwell in the possibilities?”
- What is the benefit of doing this?
- What is leadership?
- What makes a good leader?
- Who has influenced you the most throughout your lifetime?
  - Why?
  - What qualities do they exemplify?
- Who is Walt Disney?
- What adversity/challenges did Walt Disney overcome as a child?
- What challenges have you had throughout your lifetime?
- What adversity/challenges did Walt Disney overcome as a young adult?
- What adversity/challenges did Walt Disney overcome when building Disneyland?
- Why is it important to be an active listener?
- Compare and contrast the difference between character and reputation?

### **Important Historical Figures to Investigate**

- Walt Disney
- John Wooden
- Eleanor Roosevelt
- Sir Isaac Newton
- John Quincy Adams

### **Design Your Own Brainstorming Session**

Is there an up and coming project, event or activity that your students/youth groups are working on?

Let's begin the brainstorming process

1. Place poster boards/easel pads around the room
2. Title each poster board/easel pads  
(For example – Are you planning an event? Title each poster board easel pad with location, activities, food and theme.)
3. Break your students or youth group up into groups of 2 to 4

4. Explain the rules of engagement
  - Quickly write your ideas down
  - Don't worry about the mechanics
  - Don't judge- there are no wrong answers
  - Don't Problem Solve
5. Rotate the groups from each location for 1 to 2 minutes. Each group should rotate twice so they can build upon each other's ideas
6. Discuss the ideas with your students/youth group
7. Get the details (Hint – The students/youth groups will only write one to two words down per idea. Ask them to elaborate on their thoughts. Record everything.)
8. At the end of your brainstorming session you will have multiple ideas
9. Following your brainstorming session you and/or your students/youth group should create an outline of your ideas. This document should be saved for reference throughout your project, event or activity.

**Creative Block: Here are some helpful hints...**

- Change your environment
- Bring food
- Have multiple brainstorming sessions
- Re-cap your thoughts within 24hrs of your session

**Continue Your Brainstorming through Backwards Time-lining**

Take your brainstorming outline a step further and create a timeline for your project, event or activity.

1. ASK: What do we want to accomplish on the day of the project, event or activity?
2. Break your project, event or activity into different time frames.  
For Example:
  - Day of the project, event or activity
  - Day before the project, event or activity
  - Week before the project, event or activity
  - Two weeks before the project, event or activity
3. Decide what steps do you need to take to accomplish this project, event or activity?  
When does this task need to be completed by?
4. Be pro-active! Begin to anticipate what challenges you may encounter before it happens. What steps do you need to take to solve any challenges that may arise during your project, event or activity?
5. Delegate who will accomplish this task and when it needs to be completed by.
6. Follow-up that the task is completed by the projected date.  
Remind your students/youth group to communicate if they need help accomplishing the task. Remember it's a team effort. It takes everyone in your class or youth group to participate and create a successful project, event or activity.

**"... I can't believe there are any heights that can't be scaled by a man [or woman] who knows the secret of making dreams come true. This special secret ... can be summarized in four C's. They are Courage, Curiosity, Confidence and Constancy ...."**

**- Walt Disney**

Walt Disney had a willingness to adapt, clear motivation, and no tolerance for low expectations. He led by example and cared for others. His leadership style helped him to excel in everything that he did. He developed a unique working environment where he encouraged his cast members to take risks and believe in their dreams. He also created a magical place where family and friends could share in the joy of being a kid. He took the time to listen to his cast members and knew that it was okay to make a mistake.

### **Leadership Style Challenge**

- Challenge your students/youth groups to ask themselves what their personal leadership style is. Have them create a journal at the beginning of the year or season on what makes a leader. Ask who inspires them? Why?
- Throughout the year or season have them add different entries on how they were a leader. What challenges did they encounter? How did they solve it? At the end of the year or season have them re-visit what they thought makes a good leader? Ask the question again. See how their answers have evolved.
- Have them share their personal leadership style with their youth group/class. Create a class/team poster at the end of year or season on your class/team leadership styles. Decorate it and place it in your class or meeting location to share with family, friends and future classes/youth groups.

Note – Remember, everyone has the ability to lead, whether it's taking care of younger sibling or teaching a teammate how to pitch a ball, we have all lead in one way or another.

### **NATIONAL STANDARDS**

#### **Standard 1 - Contributes to the overall effort of a group**

##### **Level IV (Grades K-12)**

- Knows the behaviors and skills that contribute to team effectiveness
- Works cooperatively within a group to complete tasks, achieve goals, and solve problems
- Demonstrates respect for others' rights, feelings, and points of view in a group
- Identifies and uses the individual strengths and interests of others to accomplish team goals
- Helps the group establish goals, taking personal responsibility for accomplishing such goals
- Contributes to the development of a supportive climate in groups
- Actively listens to the ideas of others and asks clarifying questions
- Takes the initiative in interacting with others

#### **Standard 2 - Uses conflict-resolution techniques**

##### **Level IV (Grades K-12)**

- Communicates ideas in a manner that does not irritate others.
- Identifies goals and values important to opponents and demonstrates the ability to compromise.

**Standard 3 - Works well with diverse individuals and in diverse situations**

**Level IV (Grades K-12)**

- Works well with those of the opposite gender, of differing abilities, and from different age groups
- Works well with those from different ethnic groups, of different religious orientations, and of cultures different from their own
- Understands the concept of customer service

**Standard 4 - Displays effective interpersonal communication skills**

**Level IV (Grades K-12)**

- Demonstrates appropriate behaviors for relating well with others (e.g., empathy, caring, respect, helping, friendliness, politeness)
- Exhibits positive character traits towards others, including honesty, fairness, dependability, and integrity
- Uses nonverbal communication such as eye contact, body position, and gestures effectively
- Demonstrates attentive listening by clarifying messages received (e.g., paraphrasing, questioning)
- Responds to speaker appropriately

**Standard 5 - Demonstrates leadership skills**

**Level IV (Grades K-12)**

- Understands one's own role as a leader in various situations
- Knows the qualities of good leaders
- Knows a variety of leadership strategies
- Demonstrates and applies leadership skills and qualities

# California, Here I Come!

## Program Description

*California, Here I Come!* is a two and a half hour historical journey through Disney California Adventure™ Park lead and taught by a Disney facilitator. Students uncover what they have learned in the classroom including the four regions of California, Native Americans, the Gold Rush and California Missions. They also look at important figures in California history such as Chuck Yeager, Howard Hughes, John Muir and Walt Disney. Throughout this journey students will get to discover the Redwood Creek Challenge Trail, explore the people, events, hopes and dreams that have shaped California in the Golden Dreams movie (available for Early Morning), and finish their journey by Soarin' Over California.

## Learning Objectives

After completing *California, Here I Come!* students are able to do the following:

- Discuss three famous aviators of California history
- Point out the four regions
- Compare and contrast Immigration and Migration
- Articulate the Who, What, Where, When and Why of the Gold Rush
- Discuss the California Mission
- Discuss two Native American Tribes of California
- Explore and share their hopes and dreams

## Learning Guide

This information is designed to help you, the teacher or group leader, prepare your class or group for their Disney Youth Education Series experience. All of this information will be covered during the program. It can also serve as a tool after the experience to help your students recap what they've learned.

### **California State Facts**

- State Capital – Sacramento
- State Animal – Grizzly Bear
- State Flower – California Poppy
- State Motto – Eureka
- State Nickname – Golden State
- State Marine Mammal – Grey Whale
- State Tree – California Redwoods

### **The Four Regions of California**

- Mountains
- Desert
- Coast
- Central Valley

### **Historical Figures in California History**

- Chuck Yeager – Aviator who flew faster than the speed of sound in the Bell X-1.
- Amelia Earhart – The first aviator to fly from Hawaii to the American Mainland.
- Howard Hughes – Aviator and Entrepreneur who helped to pioneer new technology and revolutionized aviation.
- Walt Disney – A leading movie maker and pioneer in the development and creation of Animated Features and Theme Parks.
- Ansel Adams – An environmentalist. His photographs recorded many national parks.
- John Muir – A Scottish immigrant and naturalist who helped to save the Redwood and Sequoia trees in Yosemite.
- John Sutter – Established Sutter's Fort in an area that would later become the capital of California, Sacramento.
- James Wilson Marshall – Discovered gold in California at Sutter's Mill.
- Father Junipero Serra – Began planting Missions along the California coast in 1769.
- Cesar Chavez – Founded the National Farm Workers Association (NFWA.) He is known for supporting farm workers' rights and is a strong proponent of nonviolence.
- Dorothea Lange – Photographer who captured people migrating to California during the Great Depression.
- Sally Ride – First woman in space.

### **California Native American Tribes**

- Miwok – A group of Native Americans living in Northern California. The word Miwok means people in the Miwok language. The Miwoks were hunter-gatherers who believed in animal spirits as their ancestors. Coyote was seen as their ancestor and creator god.
- Paiute – A member of either the Northern Paiute or Southern Paiute related to the Aztecs. The Northern Paiute lived in Great Basin and moved freely between bands. The Southern Paiute lived in Colorado basin and the Mojave Desert.
- Chumash – A Native American tribe, mainly located in the southern coastal regions of California in what is now known as Santa Barbara and Ventura. The Chumash were hunter-gatherers, who specialized in fishing. Some settlements built plank boats called tomols, which facilitated the distribution of goods, and could even be used for whaling.

### **Vocabulary List**

- Topography – Lay of the land
- Naturalist – A biologist knowledgeable about natural history
- Migrate – Move from one part to another part of the same country
- Immigrate – Move from one country to another country
- Emigrate – Move from one country to another country due to political or economical reasons
- Eureka – I have found it!
- Legend – A story about mythical or supernatural beings or events
- Agriculture – The practice of cultivating the land or raising stock
- Dream – A long-term hope

- Missions – A series of settlements established by Spanish Catholic Franciscans
- Presidio - A place of defense

### **Suggested Questions**

- What is the Bell X-1?
- What is one of the largest and most notable mountain ranges in California?
- What is the “Range of Light?”
- Compare and Contrast the difference between the Coastal Redwoods and the Giant Sequoias.
- When was gold discovered?
- When did the Gold Rush begin?
- During the Gold Rush, how did people migrate to California?
- During the Gold Rush, why did people migrate to California?
- What was the first roadway called that connects the California Missions?
- How many Missions were built in California?
- Describe what life would be like on a Mission?
- What new things did the Spanish missionaries bring to California?
- What state is the world leader in agriculture?
- Which region grows most of California crops?
- Why do people migrate and immigrate/emigrate to California?
- Give an example of a person that migrated or immigrated to California.
- Why did he or she move to California?
- What are your dreams?

### **Class Exercise**

Here is a great class exercise to put your students’ learning into practice.

Instruct your students to:

1. Fold a piece of paper in half.
2. Write a paragraph about a historical figure in California on one half of the page.
3. Then draw a picture of the historical figure on the other half of the page.

Once you’ve gathered your students’ papers, place them in a three-ring binder, add a cover sheet and an ending sheet. Now you have your own book of California historical figures for your classroom.

Here’s a brief biography of Walt Disney, an important California figure, who has drastically impacted and influenced the Disneyland® Resort:

- Walt Disney dared to dream bigger than anyone else could have imagined. His dreams and his desire to impact the future led him to build the Disneyland® Resort and Walt Disney World® Resort in Florida where millions of people have been able to share in his dream.
- Walt’s ancestors emigrated from Ireland to the United States after failing at farming in Canada. Walt’s father moved all over the United States before settling down in Chicago, IL where Walter Elias Disney was born on December 5, 1901.

- In 1906, Walt's family moved to Marceline, MO where Walt developed his love for trains. The Disney family only stayed in Marceline for four years then moved again to Kansas City. Finally, Walt decided to migrate to California where he would continue to pursue his animation, movie, and theme park dreams.
- In 1934, Walt began his first animated feature length film, Snow White and the Seven Dwarfs. Walt put all of his hopes, dreams, and money into this film and the future of the Walt Disney studios rested on this film. Fortunately it became the most successful motion picture of 1938 and allowed Walt to build a new business site in Burbank where The Walt Disney Company corporate offices are still located.
- Walt began drawing his plans for a theme park in 1949. He said that he wanted this place to look like nothing else in the world and that it should be surrounded by a train. In 1955, Walt's theme park dreams came true when he opened the gates of Disneyland.
- Over 50 years of Disneyland magic now fill the history books and we owe everything to the man that started it all, the one who dared to follow his dreams: Walt Disney.

### **California History - Social Science Content Standards**

*California, Here I Come!*

#### **Grade 2**

2.2-3 Locate on a map where their ancestors lived, telling when the family moved to the local community and how and why they made the trip.

2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in their lives.

#### **Grade 3 Continuity and Change**

(Emphasis is on the physical and cultural landscapes of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.)

3.1-1 Identify geographical features in their local region (e.g. deserts, mountains, valleys, hills, coastal areas, oceans, lakes.)

3.2 Students describe the American Indian nations in their local region long ago and in the recent past.

3.2-1 Describe national identities, religious beliefs, customs, and various folklore traditions.

3.2-4 Discuss the interaction of new settlers with the already established Indians of the region.

3.3-1 Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.

#### **Grade 4 California: A Changing State**

4.1-3 Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.

4.1-4 Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes.

4.2 Students describe the social, political, cultural and economic life and interactions among people of California.

- 4.2-5 Describe the daily lives of people, native and nonnative, who occupied the presidios, missions, ranchos and pueblos.
- 4.4-2 Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g. Sacramento, San Francisco), and economic conflicts between diverse groups of people.
- 4.4-3 Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came, the countries of origin and their relative locations, conflicts, and accords among the diverse groups (e.g. the 1882 Chinese Exclusion Act).
- 4.4-4 Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g. Los Angeles).
- 4.4-5 Discuss the effects of the Great Depression, the Dust Bowl, World War II on California.
- 4.4-9 Analyze the impact of twentieth-century Californians on the nation's artist and cultural development, including the rise of the entertainment industry (e.g. Louis B. Mayer, Walt Disney, John Steinbeck, Ansel Adams, Dorothy Lange, John Wayne).



# CONSENT

## Item 9G.

### Gifts & Donations

## **GIFTS & DONATIONS**

Ms. Karen Fay

568 Wrangler Way, Dewey

Donated 50 sets of new toddler plates/tray/cups,  
three boxes (50/box) of new toddler onsies,  
50 boys shirts, and 50 girls dresses with the donor's value of \$2,850  
to Bright Futures Preschool

# DISCUSSION

## Item 10A.

### LTS Update



The Humboldt Schools.  
*Motivating achievement since 1906.*

January 2014

To: HUSD Board

Subject: Liberty Traditional School

Liberty Traditional School is truly a learning community. Through a standards-based and open-traditional approach to instruction, students and teachers alike are mastering content and preparing to innovate and excel in the rapidly changing world we call education. Improving how we look at school data has been a top priority at Liberty, as well as keeping our high expectations for staff, students, and parents. This is followed by a school climate which creates an active learning environment that supports all participants.

Teachers set goals based on student data and work in smaller groups towards accomplishing those goals in the way they deem appropriate. One of the roles, as an administrator is just like the role of the classroom teacher, it's to facilitate and help those groups, either with resources, or in keeping everyone moving toward student achievement improvement. I think that it has increased the conversations around learning, with teachers and parents, between teachers and parents, and with students taking ownership of their learning.

How we continue to grow as a school is in building stronger relationships with our Liberty families through the many different avenues we now have in communicating, providing professional development for teachers, and interventions and support services for students, and having better behavior and engagement in the classroom. As much as this is about the kids, the teachers are still an important focus of our work. We want to continue to be creative, as simple as a t-shirt day, or a larger event such as the 'Walk-a-thon,' to help teachers get what they need to feel supported and to be able to focus on quality and innovative instruction.

We work on bolstering students' adaptability and communication skills through projects such as the Living Museum Night, the Around the World Evening, and 'Classical Art Display'. It is also found in developing classes that connect students to not only other learners, but to be open to experiences and understanding beyond their immediate world view; such as science inquiry lab, Beginning Latin, or Shakespeare for Today.

At Liberty we want it to be about student learning and to create an environment that is most conducive to their overall educational experience. When our students are promoted to Bradshaw Mountain High School, we want them to have a skill-set that allows them to be successful in all areas of a high school experience, with a keen eye towards continuation at the college or university level.

Sincerely,

Michael DeRois, Principal

# DISCUSSION

## Item 10B.

Ed. Svcs. Update

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # 108  
FROM: Danny Brown, Director of Federal Programs/School Improvement Reading  
DATE: January 14, 2014 Discuss X  
SUBJECT: Educational Services Update Action  
Consent

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OBJECTIVE: Goal #1: To Raise the Level of Student Achievement

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### SUPPORTING DATA:

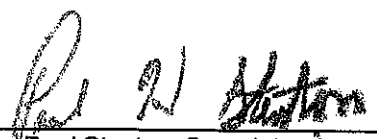
Mr. Brown's January Monthly Summary will include:

- I have invited our instructional specialists (Diane Lerette, Pam Clark, Danette Derickson, and Mike Tannehill) to speak about their roles within the AZ K-12 Center grant.

Topics will include:

- Role as a mentor
- Master Teacher Cohort involvement
- AZ K-12 Ctr. professional development participation

Approved for transmittal to the Governing Board:

  
Dr. Paul Stanton, Superintendent

Questions should be directed to: Danny Brown (759-4010)

# **DISCUSSION**

## **Item 10C.**

### **GHMS**

#### **Use of Data**

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # 100

FROM: Dr. Terri Matteson, Principal Glassford Hill MS Reading

DATE: January 14, 2014 Discuss X

SUBJECT: Using Galileo data for RtI and prediction of AIMS performance Action

Consent

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**OBJECTIVE:** To share with the HUSD Governing Board how GHMS uses the data from our district assessments and Galileo to drive instruction in our *iChoose* program and to predict our Letter Grade Performance.

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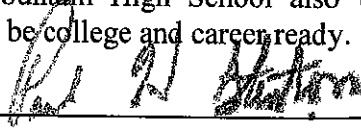
To the HUSD Governing Board and Dr. Paul Stanton, Superintendent:

Glassford Hill Middle School administers the Galileo assessments in August, November, and February, as do all the schools in HUSD. Using the data from Galileo, we prepare our Data Wall and Intervention Alerts to identify those students who need additional assistance to master the grade level standards prior to the AIMS/State Assessments in April. Our teachers begin with the Intervention Alert to create Tier I interventions and reteach in their classes during the school day. Further analysis of the Intervention Alert Reports as well as our data wall then identifies those students who require Tier II interventions during the *iChoose* class period. An in-depth analysis of those individual students then identifies students who would benefit from further assistance in a Tier III intervention during our extended day on Mondays for Math, and Tuesdays for Language Arts.

An additional tool we have created is our letter grade Predictor. Using the percentage of students who Meet or Exceed on the Galileo CBAS I in November, as well as calculating our Median Percentile for Growth, we can plug these numbers into our Predictor form to determine where we should be if we continue to use our RtI program effectively. We will use this Predictor again in February and will have an accurate, data-based prediction of our AIMS performance. This will enable us to focus our AIMS GEAR UP strategies in March on those students who will need the greatest supports to be successful.

The letter grade Predictor for GHMS – CBAS I is attached. This process of using data to drive instruction is part of our goal of Panthers Stalking Success and using the innovative *iChoose* program to provide services to our students that will help them achieve success. Bradshaw Mountain Middle School and Bradshaw Mountain High School also use *iChoose* and together we are preparing HUSD students to be college and career ready.

Approved for transmittal to the Governing Board: \_\_\_\_\_

  
Dr. Paul Stanton, Superintendent

Questions should be directed to: Dr. Terri Matteson (759-4600)

A-F AIMS 2013			A-F AIMS 2014 Galileo Predictor		
2013 % Passing			% Passing		
Grade	Reading	Math	Grade	Reading	Math
7	91%	69%	7	97.5%	72.6%
8	72%	56%	8	79.9%	63.3%
Percent Passing – All Students		72%	Percent Passing – All Students		78.3%
Median Percentile Ranking			Median Percentile Ranking		
Grade	Reading	Math	Grade	Reading	Math
7	40	34	7	59	47
8	39	33	8	57	41
Median Growth Percentile – ALL		37	Median Growth Percentile – ALL		51
Median Growth Percentile – Bottom 25%		45.25	Median Growth Percentile – Bottom 25%		59.25
Overall Growth		41	Overall Growth		55
Composite Score Components			Composite Score Components		
Composite Score Components		Points	Composite Score Components		Points
Percent Passing AIMS		72	Percent Passing AIMS		78
ELL Bonus		0	ELL Bonus		0
<FFB% G8 Math		3	<FFB% G8 Math		3
Total Composite Points		75	Total Composite Points		81
All Points			All Points		
Composite Points		75	Composite Points		81
Growth Points (+ 1 points)		42	Growth Points (+ 1 points)		56
Total Points (Composite + Growth Points)		117	Total Points (Composite + Growth Points)		137
Percent Tested		98%	Percent Tested		100%
Final A-F Letter Grade		C	Final A-F Letter Grade		B



# **ACTION**

## **Item 11A.**

### **Stipends**

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # 11A  
FROM: Danny Brown, Director of Federal Programs/School Improvement Reading  
DATE: January 14, 2014 Discuss X  
SUBJECT: AZ K-12 Center Stipends Action X  
Consent

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OBJECTIVE: Goal #4 - Attract and Retain Highly Effective Employees

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### **SUPPORTING DATA:**

The AZ K-12 Center provides high quality, research-based professional development opportunities for our staff. We are in the final year of a three year grant that helps support our mentoring program and also to support teachers who pursue Master Teacher status. As part of this program we have identified four of our instructional specialists who lead this initiative: Pam Clark, Diane Lerette, Danette Derickson, and Michael Tannehill. Each of our instructional specialists is assigned to two Master Teacher candidates and work individually with each teacher outside of the regular contract time. We meet every month with the Master Teacher cohorts (nine total) after school to provide additional support. The grant also helps pay for professional development opportunities for our Master Teacher candidates, helps defer the cost of two of our instructional specialists, and has helped support teachers pursuing National Board Certification.

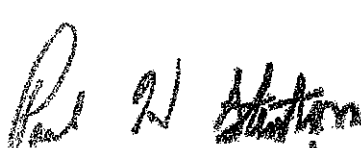
### **SUMMARY & RECOMMENDATION:**

As part of our grant these four people are each eligible for a \$1,000 stipend. We are requesting that the Governing Board approve these stipends of \$1,000 each for a total of \$4,000. The stipends are funded through our AZ K-12 Center grant.

### ***Sample Motion:***

***I move to approve four stipends of \$1,000 each to be paid from the AZ K-12 Center grant to district instructional specialists for working outside of contract time with district Master Teacher candidates.***

Approved for transmittal to the Governing Board:

  
Dr. Paul Stanton, Superintendent

Questions should be directed to: Danny Brown @ 759-4010

# **ACTION**

## **Item 11B.**

### **Teacher Evaluation System**

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # 113  
FROM: Dan Streeter, Director of Human Resources Reading  
DATE: January 14, 2014 Discuss X  
SUBJECT: Statement of Assurance for Teacher Evaluation System Action X  
Status

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OBJECTIVE: Goal #1 To Raise the Level of Student Achievement  
Goal #4 To Attract and Retain Highly Effective Employees

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### SUPPORTING DATA:

A.R.S. 15-952.A.3 specifies that local governing boards must submit evidence to the State Board of Education that the evaluation system originally approved by the Board continues to meet all requirements set forth in A.R.S. 15-537. The attached Statement of Assurance form will be used as the basis for submitting an aggregated list of participating districts to the State Board of Education in February of 2014. The Board approval will signify that participating districts may continue the 1.25% budget level (expended solely for teacher compensation as specified in A.R.S. 15-952, Paragraph C) initially approved by the state legislature.

The requirements of A.R.S. 15-537 (attached) were approved as revisions to Policy GCO (attached) at the regularly scheduled Board meeting held on August 13, 2013. These revisions were accepted as presented by ASBA with inserted language from HUSD.

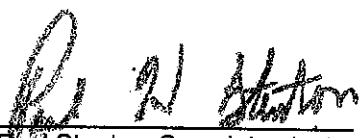
### SUMMARY AND RECOMMENDATION:

It is recommended that the Governing Board approve and sign the Statement of Assurance for the Teacher Evaluation System Status.

### Sample Motion:

*I move to approve the signing of the Statement of Assurance for the Teacher Evaluation System Status.*

Approved for transmittal to the Governing Board:

  
Dr. Paul Stanton, Superintendent

*Questions should be directed to: Dan Streeter, Director of Human Resources (759-4006)*



State of Arizona  
Department of Education

TO: District Superintendents

FROM: Todd Petersen, Deputy Associate Superintendent

SUBJECT: REFERENCE: A.R.S. §15-952.A.3  
Teacher Evaluation System Verification – FY 2014-2015

A.R.S §15-952.A.3 specifies that local governing boards must submit evidence to the State Board of Education that the evaluation system originally approved by the Board continues to meet all requirements set forth in A.R.S §15-537. (Note: local governing board approved modifications are considered part of the original document)

The Statement of Assurance form will be used as the basis for submitting an aggregated list of participating districts to the State Board of Education at the regularly scheduled meeting in February 2014. The Board approval will signify that participating districts may continue the 1.25% budget level (expended solely for teacher compensation as specified in A.R.S. §15-952, Paragraph C) initially approved by the state legislature.

**Please complete the Statement of Assurance form and submit through ALEAT by February 1, 2014.**

Please contact Beth Driscoll, 602-364-2191 or [beth.driscoll@azed.gov](mailto:beth.driscoll@azed.gov) with any questions.

Thank you,

Todd Petersen  
Deputy Associate Superintendent  
Educator Excellence Section  
Arizona Department of Education





State of Arizona  
Department of Education

## STATEMENT OF ASSURANCE

### TEACHER EVALUATION SYSTEM STATUS – (FY 2014-2015)

A.R.S. §15-952.A & A.R.S. §15-537

SCHOOL DISTRICT: \_\_\_\_\_

**Directions:** Each statement below needs to be checked and the statement signed by the district Governing Board President or designee. Statements must be submitted to the Arizona Department of Education by February 1, 2014.

\_\_\_\_\_ The district system is in compliance with A.R.S. §15-537.

\_\_\_\_\_ Monies have, or will be expended solely for teacher compensation as specified in A.R.S. §15-952, Paragraph C.

PRINT: \_\_\_\_\_  
(Governing Board President or designee)

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

**RETURN TO:**

**Submit through ALEAT**



1535 West Jefferson Street, Phoenix, Arizona 85007 • (602) 542-4361 • [www.azed.gov](http://www.azed.gov)

15-537. Performance of certificated teachers; evaluation system; confidentiality

A. The governing board of a school district shall establish a system for the evaluation of the performance of certificated teachers in the school district that meets the requirements prescribed in section 15-203, subsection A, paragraph 38 and that results in at least one evaluation of each certificated teacher by a qualified evaluator each school year. The objectives of the teacher performance evaluation system are to improve instruction and maintain instructional strengths. The governing board shall involve its certificated teachers in the development and periodic evaluation of the teacher performance evaluation system.

B. The school district governing board shall adopt teacher evaluation policies in a public meeting. Before the adoption of teacher evaluation policies, the school district governing board shall provide opportunities for public discussion on the proposed policies. The policies shall describe:

1. Incentives for teachers in the highest performance classification, which may include multiyear contracts not to exceed three years. The policies shall specify that the offer and acceptance of a multiyear contract does not exclude that teacher from the application of section 15-538.01, 15-540, 15-541 or 15-549 and that the teacher may accept a multiyear contract offer or decline and accept a one year contract.
2. Incentives for teachers in the two highest performance classifications to work at schools that are assigned a letter grade of D or F pursuant to section 15-241.
3. Protections for teachers who are transferred to schools that are assigned a letter grade of D or F pursuant to section 15-241.
4. Protections for teachers if the principal of the school is designated in the lowest performance classification.

C. By school year 2015-2016, the policies prescribed in subsection B of this section shall describe:

1. Performance improvement plans for teachers designated in the lowest performance classification.
2. Dismissal or nonrenewal procedures pursuant to section 15-536 or 15-539 for teachers who continue to be designated in the lowest performance classification. The procedures shall require that the school district issue the preliminary notice of inadequacy of classroom performance no later than the second consecutive year that the teacher is designated in one of the two lowest performance classifications unless the teacher is in the first or second year of employment with the school district or has been reassigned to teach a new subject or grade level for the preceding or current school year.

D. A teacher who has been employed by the school district for the major portion of three or more consecutive school years and who is currently designated in the lowest performance classification for two consecutive school years shall not be transferred as a teacher to another school in that school district unless the school district has issued a preliminary notice of inadequacy of classroom performance and approved a performance improvement plan for the teacher pursuant to section 15-539 and the governing board has approved the new placement as in the best interests of the pupils in the school. A teacher who continues to be designated in one of the two lowest performance classifications shall not be permitted to transfer to another school. A teacher shall not be transferred more than once pursuant to this subsection.

E. The governing board shall prescribe specific procedures for the teacher performance evaluation

15-952. Additional monies for teacher compensation; definitions

A. The governing board of a school district may calculate its revenue control limit and district support level for the budget year using the base level prescribed in section 15-901, subsection B, paragraph 2 increased by 1.25 per cent if granted approval by the state board of education according to the following procedure:

1. If the governing board did not receive approval to increase the school district's base level as provided in this section for the current year:

(a) The governing board shall submit evidence to the state board by May 1 that the school district has met the following requirements:

(i) The school district's teacher performance evaluation system meets the standards recommended by the state board as prescribed in section 15-537.

(ii) The persons evaluating teachers for retention decisions meet the minimum qualifications for evaluators recommended by the state board as prescribed in section 15-537.

(b) The state board shall notify the governing board by June 1 whether it has met the requirements and has preliminary approval to increase the school district's base level for the budget year.

(c) If the governing board receives preliminary approval to increase the school district's base level as prescribed in subdivision (b) of this paragraph for the budget year and wishes to receive final approval, the governing board shall prepare and submit to the state board by June 15 two proposed budgets as follows:

(i) One proposed budget showing the amount budgeted for teacher compensation if final approval to increase the school district's base level is not granted.

(ii) One proposed budget showing the amount budgeted for teacher compensation if final approval to increase the school district's base level is granted.

(d) If the school district's proposed budgets demonstrate that the governing board has budgeted the additional monies for additional teacher compensation as provided in this section, the state board shall give final approval to the governing board to increase the school district's base level as provided in this section and shall notify the governing board of the approval by July 1.

2. If the governing board received approval to increase the school district's base level as provided in this section for the current year but not for the year before the current year:

(a) The governing board shall submit evidence to the state board by February 1 that the school district:

(i) Continues to meet the requirements prescribed in paragraph 1, subdivision (a) of this subsection.

(ii) Adopted the budget for the current year which it submitted to the state board as provided in paragraph 1, subdivision (c), item (ii) of this subsection.

(b) The state board shall notify the governing board by March 1 whether its application to increase the base level is approved for the budget year.

3. If the governing board received approval to increase the school district's base level as provided in this section for the current year and for the year before the current year:

(a) The governing board shall submit evidence to the state board by February 1 that the school district continues to meet the requirements prescribed in paragraph 1, subdivision (a) of this subsection.

(b) The state board shall notify the governing board by March 1 whether its application to increase the base level is approved for the budget year.

B. The state board shall prescribe the methods for demonstrating that the requirements in subsection A of this section have been met.

C. For any fiscal year in which a governing board receives approval to increase the school district's base level as provided in this section, the governing board may only expend the additional monies for additional teacher compensation.

D. In this section:

1. "Additional monies" means the amount of the increase in the base support level produced by increasing the base level as provided in subsection A of this section.

2. "Teacher compensation" means salaries and employee fringe benefits and other nonsalary benefits for certificated teachers.

## EVALUATION OF PROFESSIONAL STAFF MEMBERS

The process and purpose of evaluation for certificated professional staff members is to result in improvement of the quality of instruction and the strengthening of the abilities of the professional staff.

### Definition of Terms

In this policy:

- ***Certificated teacher*** means a person who holds a certificate from the State Board of Education to work in the schools of this state and who is employed under contract in a position that requires certification, except a psychologist or an administrator devoting less than fifty percent (50%) of his time to classroom teaching.
- ***Inadequacy of classroom performance*** means the definition of inadequacy classroom performance adopted by the Governing Board
- ***Performance classifications*** means the four (4) performance classifications for teachers and principals under the law and defined by the State Board of Education.
- ***Qualified evaluator*** means a school principal or other person who is trained to evaluate teachers and who is designated by the Governing Board to evaluate certificated teachers.

### Evaluation of Classroom Teachers and Other Certificated Non- administrative Staff Members

The District evaluation instrument will:

- Utilize the required elements of the model framework for a teacher and principal evaluation instrument adopted by the State Board of Education;
- Include quantitative data on student academic progress that accounts for between thirty-three percent (33%) and fifty percent (50%) of the evaluation outcomes;
- Include four (4) performance classifications, designated as highly effective, effective, developing, and ineffective;
- Meet the data requirements established by the State Board of Education to annually evaluate individual teachers and principals.

Performance classifications for teachers shall be the same four performance classifications adopted by the State Board of Education. The performance classifications are to be applied to the evaluation instruments in a manner designed to improve principal and teacher performance. At

least annually, the Governing Board will discuss at a public meeting its aggregate performance classifications of principals and teachers.

The District will involve its certificated teachers in the development and periodic evaluation of the teacher performance evaluation system. The following elements will be a part of the evaluation system:

- It will meet the requirements prescribed in statute and provide at least one (1) evaluation of each certificated teacher by a qualified evaluator each school year.
- A copy of the evaluation system shall be given to each teacher in the District.
- Specific training requirements for qualified evaluators, approved by the Board, will be included which may involve local or national educator training resources recommended by the Superintendent.
- The Superintendent will recommend qualified evaluators to the Board prior to naming evaluators.
- The Board will designate qualified evaluators.
- Best practices for professional development and evaluator training adopted by the State Board of Education will be considered.
- The system will include incentives for teachers in the highest performance classification.
- The system will include a plan for the appropriate use of quantitative data of student academic progress in evaluations of all certificated teachers. The plan may make distinctions between certificated teachers who provide direct instruction to students and certificated teachers who do not provide direct instruction to students. The plan may include data for multiple school years and may limit the use of data for certificated teachers who have taught for less than two (2) complete school years.

The Governing Board may waive the requirement of a second classroom observation for a continuing teacher whose teaching performance based on the first classroom observation places the teacher in one (1) of the two (2) highest performance classifications for the current school year, unless the teacher requests a second observation.

Either the qualified evaluator or another Board designee shall confer with the teacher to make specific recommendations as to the areas of improvement in the teacher's performance and to provide professional development opportunities for the certificated teacher to improve performance and follow up with the teacher after a reasonable period of time for the purpose of ascertaining that the teacher is demonstrating adequate performance.

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By school year 2015-2016, the District teacher evaluation will address the following items to be inserted in this location after adoption by the Board.

***Item 1***

The Board shall describe performance improvement plans for teachers designated in the lowest performance classification and dismissal or nonrenewal procedures pursuant to section 15-536 or 15-539 for teachers who continue to be designated in the lowest performance classification.

***Item 2***

The Board's dismissal or nonrenewal procedures shall require that the District issue the preliminary notice of inadequacy of classroom performance no later than the second consecutive year that the teacher is designated in one (1) of the two (2) lowest performance classifications unless the teacher is in the first or second year of employment with the District or has been reassigned to teach a new subject or grade level for the preceding or current school year.

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**Inadequacy of Classroom Performance**

A teacher's classroom performance is inadequate if:

The teacher is designated in the lowest performance classification rating of *ineffective* pursuant to A.R.S. 15-203 in one (1) or more of the components/indicator statements set forth in the District's teacher evaluation system.

A teacher's classroom performance *may* be inadequate if:

A teacher's classroom performance is designated in the second lowest performance classification rating of *developing* pursuant to A.R.S. 15-203 in three (3) or more of the components/indicator statements set forth in the District's teacher evaluation system.

The teacher is designated in the lowest or second lowest performance classification rating of *ineffective* or *developing* pursuant to A.R.S. 15-203 in the summative evaluation section in the District's teacher evaluation system.

The Superintendent is authorized to issue preliminary notices of inadequacy of classroom performance prior to Governing Board approval. The Superintendent, in consultation with the principal or supervisor of the classroom teacher, will consider any mitigating circumstances before issuing such notices to a classroom teacher who is new to the profession or who was recently reassigned to a new grade level or content area. The Board will be notified within ten (10) school days of such issuance.

A teacher whose evaluation is used as a criterion for establishing compensation and who disagrees with the evaluation may make a written appeal. The teacher shall have the burden of proof in the appeal. The appeal shall go to the Superintendent.

### **Evaluation of Principals, other Administrators and Psychologists**

The Board authorizes the Superintendent to establish a system for the evaluation of principals, other administrators, and certificated school psychologists. Advice will be sought from those to be evaluated in the development of the performance evaluation system for each of these employee classifications.

### **Evaluation of Principals**

The evaluation system for the evaluation of the performance of principals may include the over-all instructional program, student progress, personnel, curriculum, and facilities. Principals will be given a review of evaluation procedures prior to beginning the process.

The evaluation system for principals may include the following:

- Alignment of professional development opportunities to the principal evaluations.
- Incentives for principals in one (1) of the two (2) highest performance classifications, which may include multiyear contracts and incentives to work at schools assigned a letter grade of "D" or "F".
- Transfer and contract processes for principals designated in the lowest performance classification.
- Subject to statutory limitations, the Board shall make available the evaluation and performance classification pursuant to A.R.S. 15-203 of each principal in the District to school districts and charter schools that are inquiring about the performance of the principal for hiring purposes.

### **Evaluation of Other Administrators**

The format for the evaluation system for other administrators (other than the Superintendent) will be developed under the leadership of the Superintendent, focusing on the responsibilities and outcomes which support the over-all instructional program and needs of the District. Evaluation procedures, timelines, and methods to be used for the communication of evaluation results will be reviewed with each employee prior to beginning the process.

### **Evaluation of Certificated School Psychologists**

The evaluation system for certificated school psychologists shall include the following:

- Recommendations as to areas of improvement in the performance of the certificated school psychologist if the performance warrants improvement.
- After transmittal of an assessment, a Board designee shall confer with the certificated school psychologist to make specific recommendations as to areas of improvement in performance.
- The Board designee shall provide assistance and opportunities for the certificated school psychologist to improve his performance and shall follow up after a reasonable period of time for the purpose of ascertaining that adequate performance is being demonstrated.
- Appeal procedures for certificated school psychologists who disagree with the evaluation of their performance, if the evaluation is for use as criteria for establishing compensation or dismissal.

### **Contracts of Certificated Employees**

The Governing Board may transmit and receive contracts of certificated employees in an electronic format and may accept electronic signatures on those contracts. The Superintendent will develop procedures for the implementation of this discretionary process.

The Governing Board may adopt requirements that require electronic signatures to be followed by original signatures within a specified time period.

*Adopted:* August 13, 2013

LEGAL REF.: A.R.S. 15-203	15-538-01
15-502	15-539 <i>et seq.</i>
15-503	15-544
15-536	15-549
15-537	15-918.02
15-537.01	15-977
15-538	
A.A.C. R7-2-605	

CROSS REF: GCF - Professional Staff Hiring

GCJ - Professional Staff Noncontinuing and Continuing Status

GCK - Professional Staff Assignments and Transfers

GCMF - Professional Staff Duties and Responsibilities

GCQF - Discipline, Suspension, and Dismissal of Professional Staff Members

GDO - Evaluation of Support Staff Members

# **ACTION**

## **Item 11C.**

### **BMHS**

## **Signature Program**

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item #	11C
FROM:	Kort Miner	Reading	
DATE:	January 14, 2014	Discuss	
SUBJECT:	BMHS AP Academy	Action	X
		Consent	

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**OBJECTIVE:** Goal # 1 To Raise the Level of Student Achievement in HUSD

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### **SUPPORTING DATA:**

Currently, BMHS has a silver and gold diploma that students can receive by maintaining their grades as well as by taking AP courses. BMHS currently offers the most AP courses in Yavapai County; however, we do not offer any AP science courses. The AP Academy at BMHS will allow students to come to BMHS and follow a "school within a school" model, following their peers through rigorous AP courses and graduating with a state or nationally recognized AP diploma. The only AP courses BMHS would need to add are the AP science courses, which would require new text books the first year, teacher training, and the annual purchase of science lab kits.

AP Academy students would start as eighth graders, coming into the high school taking honors and Pre-AP courses. At the end of their freshman year, students would go through an application process to enter the AP Academy. The process and expectations would be explained during the students ECAP (four-year year plan) with their parent and academic advisor. Below is an example of the AP Academy student's schedule:

### **Freshman Year**

- ☐ Pre-AP English 9
- ☐ Pre-AP Geometry, Algebra II or Pre-AP Algebra 1/Geometry
- ☐ Pre-AP Biology

### **Sophomore Year**

- ☐ Pre-AP English 10
- ☐ AP World history
- ☐ Pre-AP Algebra II or Pre-AP Pre-Calculus
- ☐ AP Biology

### **Junior Year**

- ☐ AP Language and Composition
- ☐ AP United States History
- ☐ AP Chemistry
- ☐ Pre-AP Pre-Calculus or AP Calculus

### **Senior Year**

- ☐ AP English Literature
- ☐ AP Government/Economics
- ☐ AP Calculus or AP Statistics
- ☐ AP Physics
- ☐ Capstone Community Service Project

The AP Academy provides our students with a rigorous curriculum, AP teacher mentor support, and a state/nationally recognized diploma. BMHS is willing to pay for each AP Academy students' AP test (\$86) as long as the student remains in the AP Academy. We want to provide all of our students this AP opportunity as long as they are willing to work for it.

#### Additional positive benefits of the AP Academy:

- AP courses help hundreds of thousands of high school students achieve their college dreams each year.
- Built-in peer and teacher support in electives designed specifically for AP Academy students.
- Stand out in college admissions.
- Earn college credits.
- Graduates will receive a diploma with AP scholar recognition.
- ALL AP test fees will be waived for AP academy students.
- Recognition at BMHS scholarship and awards night.
- School within a comprehensive high school.
- AP Academy will cover all PSAT fees and either the SAT or ACT fee.
- Recognition Nationally by the College Board as an AP Scholar.

AP students will have an AP advisor class period where the AP advisor (teacher) will work with the students on organization skills, writing skills, computer skills, Socratic seminars, academic questions, etc. This class period will provide academic support for the arduous AP curriculum. Enrollment will dictate whether this is a period during the teacher's school day, or if this will have to be an overload. Secondly, BMHS will pay for all costs of the AP tests as long as the student remains in the AP Academy. If a student is removed from the AP Academy, the student will pay for future AP tests.

#### Costs

Purchase of AP text books for the first year of the program, and costs to send our teachers to AP trainings. The only other cost would be the annual purchase of AP lab kits (\$900). The labs are important because they align to the AP tests that are taken in May of each year.

#### Estimated cost breakdown for the AP tests:

1 <sup>st</sup> year	Approximately 100 students. no AP tests, no cost = \$0 = 0\$
2 <sup>nd</sup> year	Approximately 100 students. no AP tests, no cost = \$0 Approximately 75 students x 2 AP tests (\$86/each) = \$12, 900 = \$12,900
3 <sup>rd</sup> year	Approximately 100 students. no AP tests, no cost = \$0 Approximately 75 students x 2 AP tests (\$86/each) = \$12, 900 Approximately 50 students x 3 AP tests (\$86/each) = \$ 12,900 = \$25,800
4 <sup>th</sup> year	Approximately 100 students. no AP tests, no cost = \$0 Approximately 75 students x 2 AP tests (\$86/each) = \$12, 900 Approximately 50 students x 3 AP tests (\$86/each) = \$ 12,900 Approximately 25 students x 3 AP tests (\$86/each) = \$6, 450 = \$32,250

#### ALL costs for the next four years:

1 <sup>st</sup> year	Books	\$ 9,411	(AP Bio books – 2 sets)
	Training	\$ 1,500	(AP Bio teacher)
	Lab kits	\$ 900	
	AP Tests	\$ 0	
	<b>TOTAL</b>	<b>\$11,811.00</b>	
2 <sup>nd</sup> year	Books	\$ 8,675.15	(AP Chemistry books – 1 set)
	Training	\$ 1,500	(AP Chemistry teacher)
	Lab Kits	\$1,800	
	AP Tests	\$12,900	
	<b>TOTAL</b>	<b>\$24,875.15</b>	

3 <sup>rd</sup> year	Books	\$ 7,091	(AP Physics book – 1 set)
	Training	\$ 1,500	(AP Physics teacher)
	Lab Kits	\$ 2,700	
	AP Tests	\$25,800	
	<b>TOTAL</b>	<b>\$32,091.00</b>	

4 <sup>th</sup> year and every year after	Books	\$ 0	
	Training	\$ 1,500	(possible AP trainings for new teachers to the district)
	Lab Kits	\$ 2,700	
	AP Tests	\$32,250	
	<b>TOTAL</b>	<b>\$36,450.00</b>	

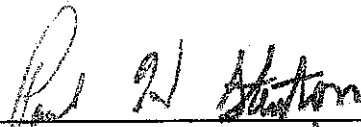
**SUMMARY & RECOMMENDATION:**

It is recommended that governing board approve the implementation of the BMHS AP Academy starting with the 2014-15 school year.

***Sample Motion:***

I move to approve the BMHS AP Academy for the 2014-15 school year.

Approved for transmittal to the Governing Board:

  
Dr. Paul Stanton, Superintendent

Questions should be directed to: Kort Miner (759-4100)

## Advantages to the AP Academy

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### Choose Excellence!

- ◆ AP courses help hundreds of thousands of high school students achieve their college dreams each year.
- ◆ Built in peer and teacher support in electives designed specifically for AP Academy students.
- ◆ Stand out in college admissions.
- ◆ Earn college credits.
- ◆ Graduates will receive a diploma with AP scholar recognition.
- ◆ ALL AP test fees will be waived for AP academy students.
- ◆ Recognition at BMHS scholarship and awards night.
- ◆ School within a comprehensive high school.
- ◆ AP Academy will cover all PSAT fees and either the SAT or ACT fee.
- ◆ Recognition Nationally by the College Board as an AP Scholar.

Bradshaw Mountain High School  
6000 Long Look Dr.  
Prescott Valley, AZ 86314

Jeremy Hendrix  
Assistant Principal of Student Services  
928-759-4124  
BMHSAPAcademy@humboldtunified.com



# AP College Prep Academy

## Why Advanced Placement Academy?

- ◆ With AP, you don't have to wait for college to start contributing, because AP is college level material in a high school setting.
- ◆ In AP's immersive courses, you don't just read about things, you get to learn how things really work.
- ◆ In AP classes, just like in college, you not only learn by doing, but by sharing and speaking.
- ◆ With AP, you'll explore new ideas side-by-side with your classmates and AP teachers.
- ◆ In AP classes, you can set bigger goals for yourself, and find yourself doing things you never thought possible. By doing college-level work in high school, AP students can test themselves and take risks in a familiar setting, gaining confidence and a rewarding experience in addition to college.

Source: Collegeboard.org

## The Core Curriculum

### Freshman Year

- Pre-AP English 9
- Pre-AP Geometry, Algebra II or Pre-AP Algebra I/Geometry
- Pre-AP Biology

### Sophomore Year

- Pre-AP English 10
- AP World History
- Pre-AP Algebra II or Pre-AP Pre-Calculus
- AP Biology

### Junior Year

- AP Language and Composition
- AP United States History
- AP Chemistry
- Pre-AP Pre-Calculus or AP Calculus

### Senior Year

- AP English Literature
- AP Government/Economics
- AP Calculus or AP Statistics
- AP Physics
- Capstone Community Service Project

## Elective Offerings

The master schedule is set up to provide students with choices for their electives:

- AVID
- Band
- Choir
- Computer Networking
- Broadcast TV & Film
- Drama
- Physical Education
- Culinary Arts
- Fine Arts
- Welding
- Automotive Technology
- AP Psychology
- AP Studio Art
- AP Physics 2
- Aviation
- Marketing
- C.N.A.
- Anatomy
- Medical Professions

# **ACTION**

## **Item 11D.**

### **Bus Driver Position**

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item #
FROM:	Dan Streeter, Director of Human Resources	Reading
DATE:	January 14, 2014	Discuss X
SUBJECT:	Bus Driver Position	Action X

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**OBJECTIVE:** Goal # 4 To Attract and Retain Highly Effective Employees

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### SUPPORTING DATA:

In 2010 the Transportation Department started a bus route for the Prescott and Chino Valley areas to accommodate students attending Humboldt Schools under the Open Enrollment Policy. Initially this route served six (6) students. Due to the low numbers, and initial trial run of this route, the Transportation Department handled this route with a substitute bus driver. Today, this route is serving twenty-seven (27) students. This route has seen consistent growth over the three year trial period. The addition of a bus driver position in this case would add an additional cost to the budget. This route has been consistently held by a long term substitute bus driver since 2011 who has been paid at a bus driver rate based on the approved wage scale. The additional cost would be for benefits.

### SUMMARY AND RECOMMENDATION:


Due to the continued growth and need for this route, the administration recommends making this a permanent route. The required time to complete this run in the morning and the afternoon, including a mid-day shuttle run for CTEC students in the JTED program is eight (8) hours.

It is recommended that the Governing Board approve the addition of one bus driver.

### Sample Motion:

*I move to approve the addition of one eight-hour per day Bus Driver Position.*

Approved for transmittal to the Governing Board: \_\_\_\_\_

  
Dr. Paul Stanton, Superintendent

*Questions should be directed to: Dan Streeter, Director of Human Resources (759-4006)*

# **ACTION**

## **Item 11D.**

**Policy Advisories**  
**493 – 496**

**Second Reading**

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item #	110
FROM:	Paul Stanton, Superintendent	Reading	X
DATE:	January 14, 2014	Discuss	X
SUBJECT:	Policy Review-Second Reading of Policy Advisories: # 493 - 496 (various sections)	Action	X
<hr/>			
OBJECTIVE:	Board Governance		

### **SUPPORTING DATA:**

To insure compliance with State Statutes the attached Policy Advisories (493 - 496) have been submitted by the Arizona School Boards Association (ASBA) relating to Section B – Board Governance, Section C – General School Administration, Section D – Fiscal Management , and Section J – Students for Board review.

(Person Responsible: CW-Cynthia Windham, DB-Danny Brown, PS-Paul Stanton)

CW	493	BCB	Board Member Conflict of Interest
PS	494	CBI	Evaluation of the Superintendent
CW	495	DJE	Bidding/Purchasing Procedures
DB	496	JICH	Drug and Alcohol Use by Students

### **SUMMARY & RECOMMENDATION:**

The First Reading was held at the December 10, 2013 governing board meeting.

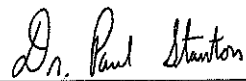
Information regarding these advisories has been provided by ASBA to assist the Board in understanding legislation and is included along with the proposed draft policies. ASBA summaries and HUSD administrative recommendations are included and located at the front of each individual advisory.

Upon approval these policies will become effective immediately and will be added to the current Policy Manual.

### **Sample Motion:**

I move to adopt revisions to Policy BCB – Board Member Conflict of Interest, Policy CBI – Evaluation of the Superintendent, Policy DJE – Bidding/Purchasing Procedures, and Policy JICH – Drug and Alcohol Use by Students as presented by Arizona School Boards Association.

Approved for transmittal to the Governing Board:

  
\_\_\_\_\_  
Dr. Paul Stanton, Superintendent

Questions should be directed to the person responsible as indicated above:

Cynthia Windham – 759-4000  
Danny Brown – 759-4000  
Paul Stanton – 759-5007

**Policy Advisory No. 493. Policy BCB — Board Member Conflict of Interest.**

A new procurement bid threshold for school districts has been adopted by the State Board of Education from \$50,000 to \$100,000. These dollar amounts are included in Policy BCB (in the section labeled *Purchases from Governing Board Members for Districts with Fewer than 3,000 Students*). This updated policy includes the new dollar amounts.

**It is the recommendation of administration to accept this advisory as presented by ASBA.**

## **Policy Advisory Discussion**

**Policy Advisory No. 493. Policy BCB — Board Member Conflict of Interest.**  
See the discussion under Policy Advisory No. 495 (DJE).

**B-0800**

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**BCB**

### **BOARD MEMBER CONFLICT OF INTEREST**

#### **Voting Restrictions**

Notwithstanding any other provision of law, a Governing Board member shall be eligible to vote on any budgetary, personnel, or other question that comes before the Board, except that it shall be unlawful for a member to vote on a specific item that concerns the appointment, employment, or remuneration of such member or any person related to such member as a dependent as defined in A.R.S. 43-1001. [LEGAL REF.: A.R.S. 15-323]

#### **Employment Limitation**

No dependent, as defined in Section 43-1001, of a Governing Board member may be employed in the District, except by consent of the Board. [LEGAL REF.: A.R.S. 15-502]

No employee of the District or the spouse of such employee may hold membership on the Governing Board of the District. [LEGAL REF.: A.R.S. 15-421]

#### **Conflict of Interest**

Any Board member or employee of the District who has, or whose relative has, a substantial interest in any contract, sale, purchase, or service to the District shall make known that interest in the official records of the District and shall refrain from voting upon or otherwise participating in any manner as a Board member or employee in such contract, sale, or purchase. [LEGAL REF.: A.R.S. 38-503]

Any Board member or employee who has, or whose relative has, a substantial interest in any decision of the District shall make known such interest in the official records of the District and shall refrain from participating in any manner as a Board member or employee in such a decision. [LEGAL REF.: A.R.S. 38-503]

*Note:* This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

Page 3 of 12

### **Purchases from Governing Board Members for Districts with 3,000 or More Students**

School district procurement rules are required for all purchases of service from Governing Board members, regardless of the dollar amount. Purchases of supplies, materials, and equipment from Board members are subject to the following:

- Purchases for goods or services are limited to three hundred dollars (\$300) per transaction;
- Total purchases within any twelve (12) month period are limited to one thousand dollars (\$1,000);
- The purchases comply with the Uniform System of Financial Records (USFR) guidelines for oral and written quotations.
- The Board has, by majority vote, adopted or reconfirmed a policy authorizing such purchases within the preceding twelve (12) month period.

[LEGAL REF.: A.R.S. 38-503; 15-323; A.G.O. I84-012; I06-002]

### **Purchases from Governing Board Members for Districts with Fewer than 3,000 Students**

School district procurement rules are required for all purchases of service from Governing Board members, regardless of the dollar amount. Purchases of supplies, materials, and equipment from Board members are subject to the following:

- Purchases less than ~~fifty~~ one hundred thousand dollars (\$~~5~~100,000) comply with the USFR guidelines for oral and written quotations;
- Purchases of ~~fifty~~ one hundred thousand dollars (\$~~5~~100,000) and above comply with the school district procurement rules for public competitive bidding;
- Each purchase is approved by the Governing Board;
- The amount of the purchase is included in the Board's meeting minutes.

[LEGAL REF.: A.R.S. 15-323; A.G.O. I06-002]

### **Filing of Disclosures**

The District shall maintain for public inspection in a special file all documents necessary to memorialize all disclosures of substantial interest made known pursuant to the statutory conflict-of-interest provisions. [LEGAL REF.: A.R.S. 38-509]

*Adopted:* date of Manual adoption

*Note:* This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

LEGAL REF.: A.R.S. 15-213  
15-323  
15-421  
15-502  
38-481  
38-503  
38-509  
43-1001  
A.G.O. I84-012  
I88-013  
I06-002

CROSS REF.: BBBA - Board Member Qualifications  
DJE - Bidding/Purchasing Procedures

*Note:* This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

**Policy Advisory No. 494. Policy CBI — Evaluation of Superintendent.**

The language conflict pertaining to the issuance of a contract to a superintendent who has a multi-year contract is eliminated.

**It is the recommendation of administration to accept this advisory as presented by ASBA.**

## **Policy Advisory Discussion**

**Policy Advisory No. 494. Policy CBI — Evaluation of Superintendent.** The language conflict pertaining to the issuance of a contract to a superintendent who has a multi-year contract is eliminated.

**C-0600**

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**CBI**

### **EVALUATION OF SUPERINTENDENT**

The Governing Board shall evaluate the Superintendent at least once each year.

The evaluation(s) shall relate to the Superintendent's duties, responsibilities, and progress toward established goals.

The Superintendent shall provide each member of the Board a copy of the evaluation instrument not later than November 10. The Board President shall schedule a meeting not later than December 18, when the Board will devote an executive session to the evaluation of the Superintendent's performance, to discuss working relationships between the Superintendent and the Board, and to review the Superintendent's contract (with the Superintendent present). If the Superintendent's contract is in its first year, this initial evaluation will not be a comprehensive evaluation, but will be used to allow the Board to communicate its perspective on the Superintendent's performance to date and to allow the Board and the Superintendent to communicate on performance matters. Additional first-year evaluations may be completed by the Board at the Board's discretion or upon invitation by the Superintendent; however, the first fully comprehensive evaluation will be that which occurs in November of the Superintendent's second year.

Any meetings of the Board to compile evaluations, or meetings to discuss the evaluations with the Superintendent, shall be held in executive session unless the Superintendent requests that any such meeting be held in open session. Board members shall have the opportunity to discuss with the Superintendent any item(s) on which the Board member fails to achieve consensus.

A copy of any written evaluation shall be given to the Superintendent. If in disagreement with such evaluation, the Superintendent may respond in writing to the Governing Board.

<p><i>Note:</i> This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.</p>
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Page 6 of 12

Upon the conclusion of the evaluation, the Governing Board may determine whether any changes in the compensation and benefits or contract term of the Superintendent are warranted, subject to the following:

If the Superintendent's contract with the School District is for multiple years, the School District shall not offer to extend or renegotiate the contract until ~~May of the year preceding the final year~~ no earlier than fifteen (15) months before the expiration of the contract.

~~If the Superintendent's contract with the School District is for more than one (1) year, but not exceeding three (3) years, no earlier than fifteen (15) months before the expiration of the contract, the Board shall offer a contract for the next school year to the Superintendent unless on or before April 15 the Board gives notice to the Superintendent of the Board's intention not to offer a new administrative contract.~~

If the Superintendent's contract with the School District is for a single year, on or before May 15 of each year the Board shall offer a contract for the next school year to the Superintendent unless on or before April 15 the Board gives notice to the Superintendent of the Board's intention not to offer a new administrative contract; this contract may or may not be for the position of Superintendent.

The evaluation and any comments by the Superintendent shall become a part of the Superintendent's personnel file.

*Adopted:* date of Manual adoption

LEGAL REF.: A.R.S. 15-503

CROSS REF.: CBA - Qualifications and Duties of Superintendent

*Note:* This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

**Policy Advisory No. 495. Policy DJE – Bidding/Purchasing Procedures.**

Policy DJE has been updated due to the adoption by the State Board of Education on October 28, 2013, of the proposed rule for R7-2-1002, regarding the school district procurement bid threshold which is now one hundred thousand (\$100,000) dollars. (This is following the statutory change brought by Laws 2013, Chapter 190 (HB2599).) The Auditor General has also released new ranges for oral and written price quotations for purchases below the one hundred thousand (\$100,000) dollars threshold. (Three written quotes for \$50,000 to \$100,000; three oral quotes for \$10,000 to \$50,000, and; no competitive bidding below \$10,000.) The new ranges have been placed in the Uniform System of Financial Records (USFR, VI-G-9 and 10) and the Uniform System of Financial Records – Charter Schools (USFR-CS, VI-G-1 and VI-G-6 and 7).

**It is the recommendation of administration to accept this advisory as presented by ASBA.**

## Policy Advisory Discussion

**Policy Advisory No. 495. Policy DJE – Bidding/Purchasing Procedures.** Policy DJE has been updated due to the adoption by the State Board of Education on October 28, 2013, of the proposed rule for R7-2-1002, regarding the school district procurement bid threshold which is now one hundred thousand (\$100,000) dollars. (This is following the statutory change brought by Laws 2013, Chapter 190 (HB2599).) The Auditor General has also released new ranges for oral and written price quotations for purchases below the one hundred thousand (\$100,000) dollars threshold. (Three written quotes for \$50,000 to \$100,000; three oral quotes for \$10,000 to \$50,000, and; no competitive bidding below \$10,000.) The new ranges have been placed in the Uniform System of Financial Records (USFR, VI-G-9 and 10) and the Uniform System of Financial Records – Charter Schools (USFR-CS, VI-G-1 and VI-G-6 and 7).

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DJE

### BIDDING / PURCHASING PROCEDURES

The Superintendent shall be responsible for all purchasing, contracting, competitive bidding, and receiving and processing of all bid protests, in accordance with the Arizona school district procurement rules, including A.A.C. R7-2-1141 *et seq.* A contract shall not be awarded to an entity that does not verify employment eligibility of each employee through the E-verify program in compliance with A.R.S. 23-214 subsection A. Each contract shall contain the warranties required by A.R.S. 41-4401 relative to the E-verify requirements.

The Superintendent shall prepare regulations to assure the District conforms to proper procedures and practices.

#### Purchases Not Requiring Bidding

Purchases of five less than ten thousand dollars (\$5 10,000) ~~or less~~ may be made at the discretion of the Superintendent. Such procurements are not subject to competitive purchasing requirements, however reasonable judgment should be used to ensure the purchases are advantageous to the District.

Verbal price quotations will be requested from at least three (3) vendors for a transactions ~~in excess of~~ at least five ten thousand dollars (\$5 10,000) but less than ~~twenty-five~~ fifty thousand dollars (\$25 50,000). The price quotations should be shown on, or attached to, the related requisition form. If three (3) verbal quotations cannot be obtained, documentation showing the vendors contacted that did not offer price quotations, or explaining why price quotations were not obtained, shall be maintained on file in the District office.

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Page 8 of 12

Written price quotations will be requested from at least three (3) vendors for transactions of at least ~~twenty-five~~ fifty thousand dollars (\$25 50,000) but not more than one hundred thousand dollars (\$100,000). If three (3) written price quotations cannot be obtained, documentation showing the vendors contacted that did not offer written price quotations, or explaining why written price quotations were not obtained, shall be maintained on file in the District office.

The District is not required to engage in competitive bidding in order to place a student in a private school that provides special education services if such placement is prescribed in the student's individualized education program and the private school has been approved by the Department of Education Division of Special Education pursuant to A.R.S. 15-765. The placement is not subject to rules adopted by the State Board of Education before November 24, 2009 pursuant to A.R.S. 15-213.

The District may, without competitive bidding, purchase or contract for any products, materials and services directly from Arizona Industries for the Blind, certified nonprofit agencies that serve individuals with disabilities and Arizona Correctional Industries if the delivery and quality of the goods, materials or services meet the District's reasonable requirements.

Intergovernmental agreements and contracts between school districts or between the District and other governing bodies as provided in A.R.S. 11-952 are exempt from competitive bidding under the procurement rules adopted by the State Board of Education pursuant to A.R.S. 15-213.

The District is not required to engage in competitive bidding to make a decision to participate in insurance programs authorized by A.R.S. 15-382.

The District is not required to obtain bid security for the construction-manager-at-risk method of project delivery.

Unless otherwise provided by law, contracts for materials or services and contracts for job-order-contracting construction services may be entered into if the duration of the contract and the conditions of renewal or extension, if any, are included in the invitation for bids or the request for proposals and if monies are available for the first fiscal period at the time the contract is executed. The duration of contracts for materials or services and contracts for job-order-contracting construction services shall be limited to no more than five (5) years unless the Board determines that a contract of longer duration would be advantageous to the District. Once determined, the decision should be memorialized in meeting minutes and in the contract/bid file. Payment and performance obligations for succeeding fiscal periods are subject to the availability and appropriation of monies. The maximum dollar amount of an individual job order for a job-order-contracting construction service shall be one million dollars (\$1,000,000) or as determined by the Board.

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## Online Bidding

Until such time as the State Board of Education adopts rules for the procurement of goods and information services by school districts and charter schools using electronic, online bidding, the District may procure goods and information services pursuant to A.R.S. 41-2671 through 2673 using the rules adopted by the Department of Administration in implementing 41-2671 through 2673.

## Purchases Requiring Bidding

Sealed bids and proposals shall be requested for transactions to purchase construction, materials, or services costing more than one hundred thousand dollars (\$100,000). All transactions must comply with the requirements of the Arizona Administrative Code and the Uniform System of Financial Records.

## Registered Sex Offender Prohibition

All purchase orders, agreements to purchase, and contracts for services to be provided by personnel other than District employees must include the following statement on the document:

***Registered Sex Offender Restriction.*** Pursuant to this order, the named vendor agrees by acceptance of this order that no employee of the vendor or a subcontractor of the vendor, who has been adjudicated to be a registered sex offender, will perform work on District premises or equipment at any time when District students are, or are reasonably expected to be, present. The vendor further agrees by acceptance of this order that a violation of this condition shall be considered a material breach and may result in a cancellation of the order at the District's discretion.

Adopted: date of Manual adoption

LEGAL REF.: A.R.S. 11-952	15-382	38-503
15-213	15-765	38-511
15-213.01	15-910.02	39-121
15-213.02	23-214	41-2632
15-239	34-101 et seq.	41-2636
15-323	35-391 et seq.	41-4401
15-342	35-393 et seq.	
A.G.O. I83-136	I87-035	I06-002
A.A.C. R7-2-1001 et seq.		
USFR VI-G-8 et seq.		

CROSS REF.: BCB - Board Member Conflict of Interest  
DJG - Vendor/Contractor Relations  
GBEAA - Staff Conflict of Interest  
JLIF - Sex Offender Notification

*Note:* This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

**Policy Advisory No. 496. Policy JICH — Drug and Alcohol Use by Students.**

Policy JICH is adjusted to eliminate the phrase "to a person under eighteen (18) years of age" in order to avoid inconsistencies or confusion in interpretation and the possible application of disciplinary consequences.

**It is the recommendation of administration to accept this advisory as presented by ASBA.**

## Policy Advisory Discussion

**Policy Advisory No. 496. Policy JICH — Drug and Alcohol Use by Students.** Policy JICH is adjusted to eliminate the phrase "to a person under eighteen (18) years of age" in order to avoid inconsistencies or confusion in interpretation and the possible application of disciplinary consequences.

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JICH

### DRUG AND ALCOHOL USE BY STUDENTS

Students on school property or at school events shall not knowingly breathe, inhale or drink a vapor-releasing substance containing a toxic substance, nor shall a student sell, transfer or offer to sell or transfer a vapor-releasing substance containing a toxic substance ~~to a person under eighteen (18) years of age.~~

The nonmedical use, possession, distribution or sale of

- alcohol,
- drugs,
- synthetic drugs,
- counterfeit drugs, or
- imitation drugs,

on school property or at school events is prohibited. *Nonmedical* is defined as "a purpose other than the prevention, treatment, or cure of an illness or disabling condition" consistent with accepted practices of the medical profession.

Students in violation of the provisions of the above paragraph shall be subject to removal from school property and shall be subject to prosecution in accordance with the provisions of the law.

Students attending school in the District who are in violation of the provisions of this policy shall be subject to disciplinary actions in accordance with the provisions of school rules and/or regulations.

For purposes of this policy, "drugs" shall include, but not be limited to:

- All dangerous controlled substances prohibited by law.
- All alcoholic beverages.

*Note:* This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

Page 11 of 12

- Any prescription or over-the-counter drug, except those for which permission to use in school has been granted pursuant to Board policy.
- Hallucinogenic substances.
- Inhalants.
- Synthetic, counterfeit or imitation drugs.
- A compound or substance, regardless of its contents, compound or substance, that produces in the user an experience, effect and/or display of effects that mimic the experience, effect and/or display of effects produced by substances controlled or prohibited by law, or that is represented as producing in the user such experiences or effects.

### **Medical Marijuana**

The conditions which follow are applicable to a District student who holds an identification as a medical marijuana cardholder issued by the Arizona Department of Health Services for the medical use of marijuana as set out in the Arizona Revised Statutes (A.R.S.).

The District will not refuse to enroll a student or otherwise penalize a student for being a medical marijuana cardholder unless failure to do so would cause the school to lose a monetary or licensing benefit under federal law or regulations.

A student medical marijuana cardholder shall not possess or engage in the use of marijuana on District property, in a District vehicle, or at a District-sponsored event.

A student medical marijuana cardholder is subject to, without bias, the same code of conduct and disciplinary standards applicable to all District students.

If District officials have a reasonable belief a student may be under the influence, in possession of or distributing medical marijuana in a manner not authorized by the medical marijuana statutes law enforcement authorities will be informed.

*Adopted:* date of Manual adoption

LEGAL REF.: A.R.S. 4-101  
                   4-241  
                   4-244  
                   13-3401 through 13-3461  
                   15-345  
                   36-2801 *et seq.*, Arizona Medical Marijuana Act  
                   20 U.S.C. 7101 *et seq.*, Safe and Drug-Free Schools and  
                   Communities Act

CROSS REF.: JLC - Student Health Services and Requirements  
                   JLCD - Administering Medicines to Students

*Note:* This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

# **PERSONNEL**

## **Item 12A.**

### **Superintendent Evaluation Report**

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # 12A  
FROM: Richard Adler, Governing Board President Reading  
DATE: January 14, 2014 Discuss  
SUBJECT: Report of Superintendent Stanton's annual evaluation Action X  
Consent

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OBJECTIVE: Board Governance

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### **SUPPORTING DATA:**

President Adler will present a report of Superintendent Stanton's annual evaluation which was held in executive session at the December 10, 2013 governing board meeting.

### **SUMMARY & RECOMMENDATION:**

#### ***Sample Motion:***

I move to accept the report of Superintendent Stanton's annual evaluation for fiscal year 2013-14 as presented by President Adler.

Approved for transmittal to the Governing Board: Dr. Paul Stanton  
Dr. Paul Stanton, Superintendent

Questions should be directed to: Richard Adler ([richard.adler@humboldtunified.com](mailto:richard.adler@humboldtunified.com))

# PERSONNEL

## Item 12B.

### Superintendent Performance Pay

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item #	12B
FROM:	Richard Adler, Governing Board President	Reading	
DATE:	January 14, 2014	Discuss	X
SUBJECT:	Superintendent's Performance Pay	Action	X
		Consent	
<hr/>			
OBJECTIVE:	Board Governance		

### **SUPPORTING DATA:**

Legislation mandates that pay for performance be added to superintendents' contracts.

The HUSD Governing Board approved the Superintendent's Performance Pay Plan at their regular scheduled meeting held on November 13, 2012.

### **METHOD OF PERFORMANCE ASSESSMENT:**

The Superintendent shall be deemed to have earned Performance Pay if a majority of the Governing Board members present and voting on the day of the Performance Pay Assessment agree that the Superintendent has met the Performance Pay criteria.

Fifty percent (50%) of the Performance Pay amount shall be reviewed and determined in December of each year, during the same time that the Board conducts the Superintendent's annual evaluation under Board Policy CBI. If after the Board has conducted its annual evaluation of the Superintendent, a majority of the Board finds that the Superintendent's performance is rated satisfactory or better, then the Superintendent shall receive one-half (1/2) of his Performance Pay. If a majority of the Governing Board does not rate the Superintendent's performance as satisfactory or better, then the Superintendent will receive none of this one-half (1/2) of the Performance Pay.

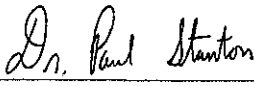
### **SUMMARY & RECOMMENDATION:**

The Superintendent's evaluation was held December 10, 2013. It is recommended that the Board approve payment of this portion of the Superintendent's Performance Pay Plan.

### ***Sample Motion:***

*I move to approve payment of the Superintendent's Performance Pay Plan pertaining to the superintendent's annual evaluation.*

Approved for transmittal to the Governing Board:

  
Dr. Paul Stanton, Superintendent

Questions should be directed to: Richard Adler at [richard.adler@humboldtunified.com](mailto:richard.adler@humboldtunified.com)