



The Humboldt Schools.  
*Motivating achievement since 1906.*

## GOVERNING BOARD MEETING

Tuesday, February 5, 2019

Bradshaw Mountain High School  
6000 E. Long Look Drive  
Prescott Valley, AZ

**Organizational Meeting & Regular Session @ 6:30**

Mr. Daniel Streeter, Superintendent

Ryan Gray, President  
Richard Adler, Vice President  
Corey Christians, Member  
Suzie Roth, Member  
Paul Ruwald, Member



## HUMBOLDT UNIFIED SCHOOL DISTRICT #22

*"To provide a comprehensive, world-class education for all students"*

### NOTICE OF COMBINED PUBLIC MEETING AND EXECUTIVE SESSION OF THE GOVERNING BOARD OF EDUCATION

Notice is hereby given that the Governing Board of the Humboldt Unified School District #22 will convene during a meeting open to the public on **February 5, 2019**, at **Bradshaw Mountain High School**, located at **6000 E. Long Look Drive, Prescott Valley, Arizona**.

- If authorized by a majority vote of the members of the Governing Board, any matter on the Open Meeting Agenda may be discussed in executive session for the purpose of obtaining legal advice thereon, pursuant to A.R.S. 38-431.03 (A)(3). The Board may also vote to convene in executive session to review and discuss issues marked with an asterisk (\*). These sessions are not open to the public; however, Board decisions will be made in open public assembly.
- Members of the HUSD Governing Board who are not able to attend in person may participate via an electronic medium.
- The Agenda may be revised up to twenty-four (24) hours prior to the meeting. Revisions will be posted at the HUSD District Office located at 6411 N. Robert Road, Prescott Valley, Arizona, and on the district website [www.humboldtunified.com](http://www.humboldtunified.com) and go to the School Board tab.
- Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Becky Cooley at (928)759-5007 or [rebecca.cooley@humboldtunified.com](mailto:rebecca.cooley@humboldtunified.com). Requests should be made as early as possible to arrange the accommodation.
- Members of the public wishing to address the Board are requested to complete a Public Participation Form provided at the entrance of the meeting area.
- Discussion by the Board is limited to items posted on the agenda.

### AGENDA

#### 6:30 REGULAR SESSION

1. **WELCOME AND CALL TO ORDER**
2. **PLEDGE OF ALLEGIANCE/FLAG CEREMONY**
3. **ROLL CALL**
4. **AGENDA REVIEW/ACCEPT**
5. **CURRENT EVENTS**
  - A. Board
  - B. Superintendent
6. **CELEBRATING SUCCESSES**  
Pages 1-3
  - A. HUSD VIPs – Kort Miner, Bradshaw Mountain High School Principal
    1. Certified – Francisco Ortiz
    2. Classified – Dawn Williams
    3. Volunteer – Becky Renfroe
7. **PUBLIC PARTICIPATION**

Participation is reserved for members of the public who have submitted a completed Public Participation Form. Total length of time shall not exceed 30 minutes. Individual times shall not exceed 5 minutes (Policy BEDH). When addressing the Board, speakers are to state their name and subject into the microphone so that their statements may be properly recorded.

Members of the Board may not discuss items that are not specifically on the agenda. Therefore, pursuant to A.R.S. §38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism or scheduling the matter for further consideration and decision at a later time.

**8. CONSENT ITEMS**

This section includes approval of items such as minutes, routine warrants, purchase orders, travel claims, employee leave requests, employee transfer requests and resignations, gifts to the District, and student and/or staff travel. Documentation concerning the matters on the Consent Agenda may be reviewed at the District office. Upon the request of a Board member, a topic on the Consent Agenda may be removed from this segment of the meeting and discussed as a Regular Agenda item.

Pages 4-7 **A. Personnel Recommendations**

Pages 8-11 **B. Governing Board Meeting Minutes of January 8, 2019** (audio recordings are posted on the District's website at [www.humboldtunified.com](http://www.humboldtunified.com))

Pages 12-164 **C. Financial/Business**

1. Approval of Accounts Payable voucher(s) in the amount of \$ 718,666.43
2. Approval of Payroll voucher(s) in the amount of \$ 2,433,487.92

Pages 165-172 **D. Monthly Budget Report**

Pages 173-177 **E. Monthly Student Activities Report**

Pages 178-180 **F. Approval of Cooperative Purchasing Contracts Revision**

Pages 181-192 **G. Discussion and possible action to approve a Memorandum of Understanding (MOU) with Yavapai Regional Medical Center/Partners for Healthy Students to provide accessible healthcare services to school age children and their siblings**

Pages 193-231 **H. Request for approval to dispose of obsolete equipment**

Pages 232-233 **I. Gifts and donations**

**9. DISCUSSION ITEMS (no action will be taken)**

Pages 234-243 **A. School update from Bradshaw Mountain High School Principal Kort Miner to include:**

- BMHS Learning System
- BMHS Successes

Pages 244-245 **B. Report from HUSD teachers regarding the grants they received from the Yavapai Community Education Foundation:**

- Jamy Myrmel, Humboldt Elementary School
- Viola Jensen, Liberty Traditional School
- Amanda Maxwell, Bradshaw Mountain Middle School

Pages 246-247 **C. Humboldt Elementary School Field Update by Assistant Superintendent Cole Young, to include progress thus far, proposal to remediate water pooling, improvement options and timeline.**

**10. ACTION**

Pages 248-252 **A. Discussion and possible action to approve new course (Spanish 102) at Bradshaw Mountain High School beginning in the 2019-2020 school year.**

Pages 253-258 **B. Discussion and possible action to approve a new course (Cybersecurity Principles) at Bradshaw Mountain High School beginning in the 2019-2020 school year.**

Pages 259-262 **C. Discussion and possible action to approve a new course (Guitar 2) at Bradshaw Mountain High**



School beginning in the 2019-2020 school year.

Pages 263-407 **D.** Discussion and possible action to approve the 2019-20 Bradshaw Mountain High School Course Description Guide (includes fees)

Pages 408-430 **E.** Discussion and possible action to approve the 2019-2020 Bradshaw Mountain Online Academy Course Description Guide .

Pages 431-436 **F.** Request to approve Waiver of Conflict between Yavapai County Free Library District and Humboldt Unified School District, regarding Services of Yavapai County Attorney's Office

Pages 437-446 **G.** Request to approve Cooling Tower Replacement Bid Award to United Technologies, Inc.

Pages 447-458 **H.** Request and possible action to approve a Memorandum of Understanding (MOU) between Boys to Men and Humboldt Unified School District for mentoring services.

**11. PERSONNEL**

Pages 459-460 **\*A.** The Board may vote to move into executive session pursuant to A.R.S § 38-341.03 (A)(1) (Personnel) for discussion regarding the resignation of certified employee, Stephanie DeBord.

**12. ANNOUNCEMENTS**

**A.** Next Scheduled Board Meetings are:

March 5, 2019	6:30 p.m.	Regular Meeting	@ Coyote Springs Elem.
April 9, 2019	6:30 p.m.	Regular Meeting	@ Bradshaw Mountain Middle
May 14, 2019	6:30 p.m.	Regular Meeting	@ Transportation Facility

**13. ADJOURNMENT**

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*Copies of agendas and supporting documentation relative to public meetings (with the exception of materials relating to possible executive sessions) are available at the District Administration Office during normal work hours, 24 hours prior to a meeting. Please call ahead (759-4000) to arrange copies to be picked up. Documentation is also available on the District website [www.humboldtunified.com](http://www.humboldtunified.com); on the home page, go to the School Board tab →Board Packets →Select Year →Select Meeting Date. (Note: Large packets are saved in multiple sections).*



# CELEBRATING SUCCESSES

## Item 6

### A. HUSD VIPs –

#### Bradshaw Mountain High School

1. Certified – Francisco Ortiz
2. Classified – Dawn Williams
3. Volunteers – Beck Renfroe

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board

Item # 6A

FROM: Kort Miner, BMHS Principal

Reading

DATE: February 5, 2019

Discuss x

SUBJECT: Bradshaw Mountain High School

Action

Consent

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

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### HUSD VIP Teacher – Francisco Ortiz

It is with great enthusiasm that I recommend Francisco Ortiz for the HUSD VIP Teacher. Mr. Ortiz serves as our Marketing I/II instructor and DECA sponsor. Bradshaw Mountain High School is honored to have Mr. Ortiz as a part of our faculty. He continuously displays enthusiasm for students, professionalism, and a dedication that is second-to-none.

Mr. Ortiz's instructional techniques and achievement of his students are exemplary. His classroom is one of high student-engagement through technology, high expectations, and various instructional techniques to ensure maximum student learning takes place. His second career is in stand-up comedy, which aids him well in keeping his students attention through the use of humor and quick wit. It is for this reason that he has very little classroom management issues and inspires students to strive for excellence in his classes. He has taken on DECA with a passion that has ignited energy on campus for his students to start a student store. It is rare that a student's most challenging, yet enriching, learning experience takes place in an elective class. Mr. Ortiz has established this environment.

Mr. Ortiz has brought a lot of passion and enthusiasm to his Marketing classes this year. He is 100% about the students getting hands-on activities and real world, relevant situations. He keeps up to date on current business trends and marketing strategies and finds a way to break it down and make it relatable and exciting for 15-16 year old students. . He is fortunate to have computers in his classroom but he does not make this the only platform for the students to learn from. Mr. Ortiz builds great relationships with his students not only through creative lessons but also with his humor and ability to relate to his students.

In addition to his achievements within the school, Mr. Ortiz also sponsors one of our very successful afterschool CTSO's, DECA - Distributive Education Clubs of America. DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the globe. DECA prepares the next generation to be academically prepared, community oriented, professionally responsible, and experienced leaders. Mr. Ortiz is responsible for preparing the students for state competitions and connecting with local businesses as guest speakers and/or through student internships. Secondly, Mr. Ortiz has also taken on opening our student store, the "DECAfe", which will be marketed and managed by DECA students. This will give the hands-on experience our students need moving into state competitions. The number of students Cisco influences outside of the classroom continues to grow. He approaches his extracurricular positions with the same care and focus that he brings to his classroom each day. One would be hard-pressed to believe that a candidate exists who not only exhibits each of the criteria required for this award, but also does so with the integrity and at the magnitude that Cisco Ortiz does. His professionalism and commitment for his students is beyond compare. It is my honor to introduce Cisco Ortiz as our HUSD VIP Teacher.

### **HUSD VIP Support Staff – Dawn Williams**

I am very proud to recognize Dawn Williams as the HUSD VIP support staff.

Everyday Dawn Williams makes an impression on the BMHS campus. She handles parents professionally and makes every person she deals with feel as if they are the only issue she has to handle. As my secretary, Dawn has surpassed my expectations. She is responsible for our bell system, EPAR's, timecards (as well as our new time clock system), our Facebook page, website updates, managing all of the clerical staff, fulfilling teacher's classroom supplies, ordering paper and stocking all of the copiers on campus, tracking teacher PD hours, and organizing all of the CRT Reflections from every department, an admin team member and a SITE Council member. You can find her helping the registrar, the discipline secretary writing tardy passes and at the front desk helping out when it gets busy. She does all of this with a smile on her face and an expression of "what else you got?" Anytime someone has a question they refer to Dawn because she probably knows the answer. Dawn's impact on the campus from day-to-day operations to all of the stuff she does behind the scenes makes her invaluable. She is truly an asset to the school and to the district. She makes us look good.

As you can see, Dawn Williams is an involved, intelligent and important person on the Bradshaw Mountain campus. We are honored to recognize her this evening as our support staff HUSD VIP.

It is my honor to introduce Dawn Williams as the HUSD VIP support staff.

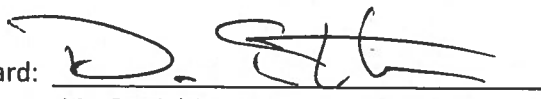
### **HUSD VIP Volunteer – Becky Renfroe**

I am very proud to recognize Becky Renfroe as the HUSD VIP volunteer of the year.

Becky has volunteered one day a week for the last three years in TLC/BMOA classroom with Bennie Bennett. She works with many students to help them along the way and when students don't need help, she helps them anyways. Whenever there is any down time Becky asks "What more can I do? Many times she has brought treats in to class to encourage students to do their best. She has collaborated with Bennie on classroom strategies and ways to help with classroom challenges such as motivating students, encouraging students, etc. To help students with math formulas she has created a notebook on "how to" steps as a resource for students. She is truly a fine example of helpfulness and consistency, for which we are all very grateful.

It is my honor to introduce Becky Renfroe as the HUSD VIP volunteer.

Approved for transmittal to the Governing Board:

  
Mr. Daniel Streeter, Superintendent

Questions should be directed to: Kort Miner, 759-4105



# CONSENT

## Item 8A.

### Personnel Recommendations

# HUMBOLDT UNIFIED SCHOOL DISTRICT #22

## PERSONNEL DEPARTMENT

### Personnel Consent Agenda for Board Meeting on February 5, 2019

#### A. RESIGNATIONS/MATERNITY LEAVES/LEAVES OF ABSENCE/OTHER

##### Certified Staff

1. Shiela Culhane - Kindergarten Teacher @ HES (1/19/2019)
2. Lori Schminski - 6th Grade Teacher @ LVES (1/11/2019)
3. Kimberly Yates - Assistant Principal @ LTS (6/7/2019)

##### Classified Staff

1. Yvonne Allen - F&N Cook @ LVES (11/30/2018)
2. Robert Bangs - Custodian @ LVES (12/14/2018)
3. Emery Dodd - Custodian @ GHMS (1/4/2019)
4. Ivett Flores - F&N Worker @ GES (12/19/2018)
5. Shauna Lewis - Playground Aide @ CSES (1/7/2019)
6. Susan McDonnell - Mod/Sev/Pro Aide @ GES (1/18/2019)
7. Richard Nelson - Night Preventative Maintenance Custodian (1/2/2019)
8. Cynthia Plumb - Custodian @ BMHS-E (1/28/2019)
9. John Smith - Custodian @ LTS (1/22/2019)
10. John Toczko - Custodian @ BMMS (1/17/2019)

##### Substitute+ Staff

1. Susan Crowder - Sub Bus Aide (1/11/2019)
2. Annika Goeke - Sub Bos Aide (1/11/2019)
3. Christopher Julian - Sub Bus Aide (1/11/2019)
4. Robert Quarles - Sub Bus Driver (1/11/2019)
5. James Scott - Sub Bus Driver (1/11/2019)

#### B. EMPLOYMENT OFFERS (*Employment offer is subject to acceptable background/fingerprint checks.*)

##### Certified Staff

1. Patricia Brown - AVID Teacher @ BMMS (replaces Mariquit Palabyab)
2. Shiela Culhane - Kindergarten Teacher @ HES (New position approved by the Board in December 2018)
3. Sabrina Olson - SpEd Teacher @ BMHS (replaces Jana Hesselschwerdt)

##### Classified Staff

1. Natalie Brummer - 3 Hrs/Day - F&N Worker @ GES (replaces Yolanda Ledesma)
2. Emery Dodd - 8 Hrs/Day - Custodian @ (.5) LVES & (.5) GHMS (replaces Robert Bangs)
3. Tracy Degeer - 7 Hrs/Day - Bus Driver (replaces Kevin Schwartz)
4. Amy Dutton - 6.5 Hrs/Day - Preschool Aide @ BFPS (replaces William Watkins)
5. Steven Elich - 8 Hrs/Day - Custodian @ BMHS (replaces Cynthia Harmon)
6. Mark Foreman - 8 Hrs/Day - Lead Night Custodian @ GES (replaces Delbert Kolbe)
7. Ediza Gonzalez - 4 Hrs/Day - F&N Worker @ LVES (replaces Virginia Whitman)
8. Cynthia Harmon - 8 Hrs/Day - Lead Night Custodian @ BMHS (replaces Anthony Libby)
9. Kent Howard - 8 Hrs/Day - Custodian @ GES (replaces Mark Foreman)
10. David John Hoyt - 8 Hrs/Day - Custodian @ LVES (replaces Emery Dodd)
11. Anthony Libby - 8 Hrs/Day - Lead Day Custodian @ BMHS (replaces Cynthia Harmon)
12. Donna Madden - 6.5 Hrs/Day - Mod/Sev/Pro Aide @ CSES (replaces Irene Pritchett)
13. Hilda Martinez - 3 Hrs/Day - F&N Worker @ GHMS (replaces Barbara Hadley)
14. Kahlyn Porter - 6.5 Hrs/Day - Title One Aide @ CSES (replaces Connie Vassalle)
15. Nichole Remling - 4 Hrs/Day - F&N Worker II @ BMHS (replaces Ediza Gonzalez)
16. Kevin Schwartz - 5 Hrs/Day - Bus Driver (replaces Robert Glass)



HUMBOLDT UNIFIED SCHOOL DISTRICT #22

PERSONNEL DEPARTMENT

Personnel Consent Agenda for Board Meeting on February 5, 2019

17. Virginia Whitman - 7 Hrs/Day - F&N Cook @ LVES (replaces Yvonne Allen)

Substitute + Staff

1. Andrew Atherton - Avid Tutor @ BMHS-W
2. LeeAnn Axccl - Sub Bus Driver
3. Lawrence Beaudry - Sub Bus Driver
4. Rollin Latta - Sub Bus Aide
5. Desarae Martin - Sub Bus Driver
6. Michael Nash - Sub Bus Driver

**C. SUPPLEMENTAL CONTRACTS**

Overloads

1. NONE

Stipends Specifically Listed on Board-approved 2018-2019 Stipend Schedule

(M&O-\$29,659.5; Tax Credit-\$1837.50; General Tax Credit- \$; SPED-\$00.00; Other- \$6,000.00)

1. Monique Apalategui - Wellness Coach @ LVES
2. Andrew Busk - Assistant Boys Basketball Coach @ GHMS
3. David Capka - JV Softball Coach @ BMHS
4. Jonathan Crawford - Assistant Track Coach @ BMHS
5. Tim Derickson - Science Olympiad Advisor @ LTS
6. Jordyne Duncan - 8th Grade Boys Basketball Coach @ LTS (.5)
7. Sarah Feeny - Wellness Coach @ MVES
8. Jack Fields - Girls Head Tennis Coach @ BMHS
9. Michael Green - Elementary Volleyball Coach @ LTS
10. Sharon Haese - Head Softball Coach @ BMHS
11. Katelyn Johnson - National Junior Honor Society Advisor @ GHMS
12. Carl Dean Irwin - Head Baseball Coach @ BMHS
13. Ember Larson - Elementary Music Director @ LTS
14. Timothy McClintock - Boys Head Tennis Coach @ BMHS
15. Staci Morrell - Wellness Coach @ LTS
16. Lissette Morales - Wellness Coach @ HES
17. Jessica Nobre - Wellness Coach @ GES
18. Brandon Ramirez - JV Baseball Coach @ BMHS
19. Katherine Rogge - Wellness Coach @ CSES
20. James Scott - 8th Grade Boys Basketball Coach @ LTS (.5)
21. Jason Shaver - Head Track Coach @ BMHS
22. Michael Simon - Assistant Track Coach @ BMHS
23. Bruce Sprague - Freshman Softball Coach @ BMHS

Other Stipends

(M&O-\$00.00; Tax Credit-\$1225.00; F&N-\$0.00; Special Education-\$0.00; Other-\$00.00)

1. NONE

**D. IN-DISTRICT TRANSFERS**

Certified

HUMBOLDT UNIFIED SCHOOL DISTRICT #22

*PERSONNEL DEPARTMENT*

Personnel Consent Agenda for Board Meeting on February 5, 2019

1. NONE

Classified

1. Kristy Betlan - From 7 Hrs/Day Resource Aide @ LVES to 7 Hrs/ Day Resource Aide @ GES
2. Christine Grinter - From 8 Hrs/Day Lead Custodian @ BMHS to 8 Hrs/Day Custodian @ BMHS
3. Suzette Wharton - From 6.5 Hrs/Day Mod/Sev/Pro Aide @ HES to 6.5 Hrs/Day Mod/Sev/Pro Aide @ CSES
- 4.

**E. INCREASE/ DECREASE IN HOURS (+OR -) OR FUNDING**

Certified

1. NONE

Classified

1. NONE

# CONSENT Item 8B.

## Minutes

January 8, 2019

(audio minutes are available on the district website)

## HUMBOLDT UNIFIED SCHOOL DISTRICT #22

*"To provide a comprehensive, world-class education for all students"*

### Audio Minutes Table of Contents (with markers) – 1-8-2019

The Governing Board of the Humboldt Unified School District #22 convened during a meeting open to the public on January 8, 2019, at Granville Elementary School, located at 5250 Stover Drive.

To get to the audio minutes on our website, please go to [www.humboldtunified.com](http://www.humboldtunified.com) → School Board → Board Meetings → Meeting Minutes → Select Year → Select Meeting Date → Digital Board Minutes. The recording will automatically begin. You may drag the recording time marker to the specific agenda item you wish to review. Timed markers are shown below.

### AGENDA

#### 6:30 PM REGULAR SESSION

#### Marker

- |       |    |   |
|-------|----|---|
| 00:03 | 1. | <b>WELCOME AND CALL TO ORDER</b>  |
| 00:22 | 2. | <b>PLEDGE OF ALLEGIANCE/FLAG CEREMONY</b>   |
| 00:47 | 3. | <b>ROLL CALL</b>  |
| 00:05 | 4. | <b>AGENDA REVIEW/ACCEPT</b>   |
|       | 2. | <b>CURRENT EVENTS</b>   |
| 01:35 | A. | Board   |
| 08:20 | B. | Superintendent  |
|       | 6. | <b>BOARD ORGANIZATIONAL MEETING PURSUANT TO A.R.S. § 15-321</b>   |
| 11:41 | A. | Election of Governing Board President ( <b>Ryan Gray elected</b> )  |
| 14:42 | B. | Election of Governing Board Vice-President ( <b>Richard Adler elected</b> )   |
| 15:18 | C. | Establish regular board meeting dates, times, and location(s)   |
| 16:00 | D. | Establish official location(s) for posting of board notices/agendas   |
| 16:44 | E. | Possible action regarding choice of options for student expulsion hearings  |
|       |    | <b>PASSED UNANIMOUSLY - ALL</b>   |
|       | 7. | <b>CELEBRATING SUCCESSES</b>  |
| 17:04 | A. | HUSD VIPs – Christine Griffin, Granville Elementary School Principal  |
|       | 1. | Certified – Melinda Fulfer  |
|       | 2. | Classified – Ladawn Guest   |
|       | 3. | Volunteer – Cindy Fisher  |
| 25:52 | 8. | <b>PUBLIC PARTICIPATION</b>   |
|       |    | Participation is reserved for members of the public who have submitted a completed Public Participation Form. Total length of time shall not exceed 30 minutes. Individual times shall not exceed 5 minutes (Policy BEDH). When addressing the Board, speakers are to state their name and subject into the microphone so that their statements may be properly recorded. |

Members of the Board may not discuss items that are not specifically on the agenda. Therefore, pursuant to A.R.S. §38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism or scheduling the matter for further consideration and decision at a later time.

26:12 9. **CONSENT ITEMS**

This section includes approval of items such as minutes, routine warrants, purchase orders, travel claims, employee leave requests, employee transfer requests and resignations, gifts to the District, and student and/or staff travel. Documentation concerning the matters on the Consent Agenda may be reviewed at the District office. Upon the request of a Board member, a topic on the Consent Agenda may be removed from this segment of the meeting and discussed as a Regular Agenda item.

A. Personnel Recommendations

B. Governing Board Meeting Minutes of December 11, 2018 (audio recordings are posted on the District's website at [www.humboldtunified.com](http://www.humboldtunified.com))

C. Financial/Business

1. Approval of Accounts Payable voucher(s) in the amount of \$ 3,599,441.24
2. Approval of Payroll voucher(s) in the amount of \$ 790,824.26

D. Monthly Budget Report

E. Monthly Student Activities Report

F. Request for approval of out-of-country travel for Bradshaw Mountain High School eligible students and their chaperones to Germany as part of the German Exchange Program, May 25-June 13, 2019.

G. Gifts and donations

**PASSED UNANIMOUSLY (ALL) – Corey Christians abstained from Item B**

29:42 10. **DISCUSSION ITEMS (no action will be taken)**

- A. School update from Granville Elementary School Principal Christine Griffin to include:
- Student Proficiency: Title 1, Co-Teaching, Curriculum
  - Learning Enrichments
  - Culture

- 38:16 B. Yavapai County Education Foundation Mini-Grant Recipient Presentations, Dr. Rob Bueche, Director of Federal Programs
- Karrie Platt, Granville Elementary School
  - Amy Bowser, Lake Valley Elementary School / Granville Elementary School
  - Gaylee Chilicky, Lake Valley Elementary School

42:50 11. **ACTION**

- A. Northern Arizona University Student Placement Agreement, Cole Young, Asst. Superintendent  
**PASSED UNANIMOUSLY**

45:00 12. **PERSONNEL**

- A. Discussion and possible action to accept the evaluation report of the Superintendent for the 2018-19 school year  
**PASSED UNANIMOUSLY – Corey Christians abstained.**

- 54:27 B. Discussion and possible action regarding payment of the first half of the Superintendent's performance pay for the 2018-19 school year  
**PASSED UNANIMOUSLY – Corey Christians abstained.**

56:51 13. **ANNOUNCEMENTS**

- A. Next Scheduled Board Meetings are:

January 22, 2019	<del>9:00 a.m.</del> <b>6:30 p.m.</b>	Work-study Session	@ District Office Conference Rm
February 12 <b>5</b> , 2019	6:30 p.m.	Regular Meeting	@ Bradshaw Mountain High
March 5, 2019	6:30 p.m.	Regular Meeting	@ Coyote Springs Elem. School
April 9, 2019	6:30 p.m.	Regular Meeting	@ Bradshaw Mountain Middle

The February 12<sup>th</sup> meeting is rescheduled to February 5<sup>th</sup>.

#### 57:47 14. ADJOURNMENT

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# CONSENT

## Item 8D.

### Monthly Budget Report

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 8D
FROM:	Cynthia Windham Finance Director	Reading
DATE:	February 5, 2019	Discuss
SUBJECT:	Monthly Budgets - Board Report	Action
		Consent X

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OBJECTIVE: Goal #2 - 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.

### SUMMARY & RECOMMENDATION:

No action necessary. Report presented for informational purposes only.

Approved for transmittal to the Governing Board:



Mr. Daniel Streeter, Superintendent

*Questions should be directed to: Cynthia Windham, Finance Director*



# Humboldt Unified School District No. 22

## Expenditure Budget Balance Report

Fiscal Year: 2018-2019

Fund:	Account Number / Description	<input checked="" type="checkbox"/> Summary Only		From Date: 7/1/2018		To Date: 8/30/2019	
		Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
Fund: 001	MAINT & OPER FUNDS						
	<b>Fund 001 Total:</b>	\$34,936,544.00	\$16,300,938.26	\$16,300,938.26	\$18,635,605.74	\$16,403,679.65	\$2,231,926.09 6.39%
Fund: 011	CLASSROOM-BASE SAL						
	<b>Fund 011 Total:</b>	\$663,636.00	\$350,505.69	\$350,505.69	\$313,130.31	\$0.00	\$313,130.31 47.18%
Fund: 012	CLASSROOM-PERF PAY						
	<b>Fund 012 Total:</b>	\$1,492,082.99	\$0.00	\$0.00	\$1,492,082.99	\$0.00	\$1,492,082.99 100.00%
Fund: 013	CLASSROOM-OTHER						
	<b>Fund 013 Total:</b>	\$1,955,997.00	\$502,904.09	\$502,904.09	\$1,453,092.91	\$7,231.32	\$1,445,861.59 73.92%
Fund: 021	INDIAN GAMING-INSTRUCTION IMPROV						
	<b>Fund 021 Total:</b>	\$19,884.00	\$0.00	\$0.00	\$19,884.00	\$0.00	\$19,884.00 100.00%
Fund: 022	INDIAN GAMING-INSTRUCTIONAL IMPROV						
	<b>Fund 022 Total:</b>	\$271.00	\$0.00	\$0.00	\$271.00	\$0.00	\$271.00 100.00%
Fund: 024	INDIAN GAMING - INSTRUCTIONAL IMPROV						
	<b>Fund 024 Total:</b>	\$209,187.69	\$90,269.84	\$90,269.84	\$118,917.85	\$102,893.01	\$16,024.84 7.66%
Fund: 051	YAVAPAI CO. MATH & SCIENCE						
	<b>Fund 051 Total:</b>	\$387.72	\$387.72	\$387.72	\$0.00	\$0.00	\$0.00 0.00%
Fund: 052	CAROL M. WHITE GRANT- SPECIAL PROGRAM						
	<b>Fund 052 Total:</b>	\$1,316.41	\$1,316.41	\$1,316.41	\$0.00	\$0.00	\$0.00 0.00%
Fund: 053	YCESA - COMMON CORE						
	<b>Fund 053 Total:</b>	\$395.09	\$395.09	\$395.09	\$0.00	\$0.00	\$0.00 0.00%
Fund: 071	SEI - STRUCTURED ENGLISH IMMERSION						
	<b>Fund 071 Total:</b>	\$133,684.81	\$66,071.21	\$66,071.21	\$67,613.60	\$66,942.98	\$670.62 0.50%
Fund: 080	STUDENT SUCCESS FUNDING						

# Humboldt Unified School District No. 22

## Expenditure Budget Balance Report

Fiscal Year: 2018-2019

To Date: 8/30/2019

From Date: 7/1/2018

Summary Only



Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance
						% Remaining Bud
<b>Fund 080 Total:</b>	\$59.28	\$59.28	\$59.28	\$0.00	\$0.00	\$0.00 0.00%
<b>Fund 110 Total:</b>						
110 TITLE 1 LEA	\$1,517,530.70	\$572,313.68	\$572,313.68	\$945,217.02	\$622,319.13	\$322,897.89 21.28%
<b>Fund 111 Total:</b>						
111 TITLE 1 LEA	\$188,613.15	\$10,877.92	\$10,877.92	\$177,735.23	\$0.00	\$177,735.23 94.23%
<b>Fund 112 Total:</b>						
112 TITLE 1-D NEGLECT/DELINQUENT(14/15)	\$116,625.48	\$5,965.31	\$5,965.31	\$110,660.17	\$102,414.75	\$8,245.42 7.07%
<b>Fund 140 Total:</b>						
140 TITLE II-IMPROV TEACHER QUAL(14/15)	\$180,658.54	\$74,017.74	\$74,017.74	\$106,640.80	\$42,903.95	\$63,736.85 35.28%
<b>Fund 162 Total:</b>						
162 TITLE IV-A STUDENT SUPPORT & ACADEMIC I	\$106,693.76	\$0.00	\$0.00	\$106,693.76	\$0.00	\$106,693.76 100.00%
<b>Fund 190 Total:</b>						
190 TITLE III LEP PROGRAM	\$28,540.00	\$14,653.20	\$14,653.20	\$13,886.80	\$4,884.25	\$9,002.55 31.54%
<b>Fund 220 Total:</b>						
220 IDEA - BASIC - ENT	\$1,115,995.76	\$466,733.10	\$466,733.10	\$649,262.66	\$506,515.01	\$142,747.65 12.79%
<b>Fund 221 Total:</b>						
221 IDEA - PRESCHOOL GRANT	\$38,921.11	\$11,890.05	\$11,890.05	\$27,031.06	\$10,381.13	\$16,649.93 42.78%
<b>Fund 260 Total:</b>						
260 CTE BASIC GRANT	\$90,730.72	\$39,175.16	\$39,175.16	\$51,555.56	\$0.00	\$51,555.56 56.82%
<b>Fund 261 Total:</b>						
261 CTE BASIC GRANT	\$127,006.83	\$10,676.26	\$10,676.26	\$116,330.57	\$4,833.16	\$111,497.41 87.79%
<b>Fund 290 Total:</b>						
290 MEDICAID OUTREACH	\$44,811.30	\$19,279.88	\$19,279.88	\$25,531.42	\$21,145.14	\$4,386.28

# Humboldt Unified School District No. 22

## Expenditure Budget Balance Report

Fiscal Year: 2018-2019

☒ Summary Only

From Date: 7/1/2018

To Date: 8/30/2019

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
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Fund: 291	MEDICAID DIRECT					9.79%
	Fund 291 Total:	\$1,310,800.89	\$372,448.64	\$938,352.25	\$306,465.78	\$631,886.47 48.21%
Fund: 318	YOUTH COUNT					
	Fund 318 Total:	\$2,500.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00 100.00%
Fund: 345	READING FIRST					
	Fund 345 Total:	\$162.00	\$0.00	\$162.00	\$162.00	\$0.00 0.00%
Fund: 349	NAT'L FOREST FEES					
	Fund 349 Total:	\$1,093,657.92	\$164,214.22	\$929,443.70	\$26,848.94	\$902,594.76 82.53%
Fund: 353	TAYLOR GRAZING					
	Fund 353 Total:	\$92,000.00	\$3,173.01	\$88,826.99	\$18,088.53	\$70,738.46 76.89%
Fund: 354	LEADERS FOR SCHOOL WELLNESS SUBGRA					
	Fund 354 Total:	\$55,750.00	\$24,950.89	\$30,799.11	\$31,003.40	(\$204.29) -0.37%
Fund: 374	E-RATE					
	Fund 374 Total:	\$99,000.00	\$0.00	\$99,000.00	\$0.00	\$99,000.00 100.00%
Fund: 400	CTE PRIORITY PROGRAM					
	Fund 400 Total:	\$43,474.96	\$7,491.19	\$35,983.77	\$7,290.14	\$28,693.63 66.00%
Fund: 435	ACADEMIC CONTESTS					
	Fund 435 Total:	\$1,125.00	\$0.00	\$1,125.00	\$0.00	\$1,125.00 100.00%
Fund: 457	RESULTS - BASED FUNDING					
	Fund 457 Total:	\$236,805.68	\$130,360.07	\$106,445.61	\$83,945.89	\$22,499.72 9.50%
Fund: 485	WRP					
	Fund 485 Total:	\$189,982.25	\$84,067.20	\$105,915.05	\$77,601.58	\$28,313.47 14.90%

# Humboldt Unified School District No. 22

## Expenditure Budget Balance Report

Fiscal Year: 2018-2019

☒ Summary Only From Date: 7/1/2018 To Date: 8/30/2019

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
<b>Fund: 486</b> ABSTINENCE ED						
<b>Fund 486 Total:</b>	\$0.01	\$0.01	\$0.01	\$0.00	\$0.00	\$0.00 0.00%
<b>Fund: 490</b> COMP LIT GRANT						
<b>Fund 490 Total:</b>	\$1,100.00	\$0.00	\$0.00	\$1,100.00	\$0.00	\$1,100.00 100.00%
<b>Fund: 495</b> K-12 Center Grant						
<b>Fund 495 Total:</b>	\$200.53	\$200.53	\$200.53	\$0.00	\$0.00	\$0.00 0.00%
<b>Fund: 499</b> RURAL ASSISTANCE						
<b>Fund 499 Total:</b>	\$61,560.26	\$0.00	\$0.00	\$61,560.26	\$0.00	\$61,560.26 100.00%
<b>Fund: 500</b> SCH PLANT- > 1 YR						
<b>Fund 500 Total:</b>	\$156,206.00	\$54,526.58	\$54,526.58	\$101,679.42	\$48,321.89	\$53,357.53 34.16%
<b>Fund: 510</b> FOOD SERVICE						
<b>Fund 510 Total:</b>	\$3,152,456.80	\$1,276,815.09	\$1,276,815.09	\$1,875,641.71	\$1,517,132.60	\$358,509.11 11.37%
<b>Fund: 515</b> CIVIC CENTER						
<b>Fund 515 Total:</b>	\$136,038.47	\$51,306.82	\$51,306.82	\$84,731.65	\$5,753.95	\$78,977.70 58.06%
<b>Fund: 517</b> BUS RENTAL						
<b>Fund 517 Total:</b>	\$232,000.00	\$0.00	\$0.00	\$232,000.00	\$0.00	\$232,000.00 100.00%
<b>Fund: 520</b> COMMUNITY SCHOOL						
<b>Fund 520 Total:</b>	\$3,100.00	\$0.00	\$0.00	\$3,100.00	\$0.00	\$3,100.00 100.00%
<b>Fund: 521</b> EXTENDED KINDERGARTEN						
<b>Fund 521 Total:</b>	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00 100.00%
<b>Fund: 522</b> BEFORE/AFTER SCHOOL PROGRAM						
<b>Fund 522 Total:</b>	\$85,700.21	\$37,336.46	\$37,336.46	\$48,363.75	\$34,903.88	\$13,459.87 15.71%
<b>Fund: 523</b> BRIGHT FUTURES PRESCHOOL						

# Humboldt Unified School District No. 22

## Expenditure Budget Balance Report

Fiscal Year: 2018-2019

Account Number / Description

		<input checked="" type="checkbox"/> Summary Only	From Date: 7/1/2018	To Date: 8/30/2019		
		Budget	Range To Date	YTD	Balance	Budget Balance Encumbrance % Remaining Bud
<b>Fund:</b>	<b>525</b>	<b>\$185,580.00</b>	<b>\$69,056.14</b>	<b>\$69,056.14</b>	<b>\$116,523.86</b>	<b>\$51,225.95</b> 27.60%
<b>Fund 523 Total:</b>						
	AUX OPERATIONS					
<b>Fund:</b>	<b>526</b>	<b>\$641,218.60</b>	<b>\$163,836.04</b>	<b>\$163,836.04</b>	<b>\$477,382.56</b>	<b>\$403,605.51</b> 62.94%
<b>Fund 526 Total:</b>						
	ACT FEES TAX CRED					
<b>Fund:</b>	<b>527</b>	<b>\$595,269.40</b>	<b>\$84,757.09</b>	<b>\$84,757.09</b>	<b>\$510,512.31</b>	<b>\$459,911.51</b> 77.26%
<b>Fund 527 Total:</b>						
	SUMMER SCHOOL					
<b>Fund:</b>	<b>530</b>	<b>\$1,125.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,125.00</b>	<b>\$1,125.00</b> 100.00%
<b>Fund 530 Total:</b>						
	GIFTS & DONATIONS					
<b>Fund:</b>	<b>540</b>	<b>\$150,024.24</b>	<b>\$23,461.06</b>	<b>\$23,461.06</b>	<b>\$126,563.18</b>	<b>\$121,583.64</b> 81.04%
<b>Fund 540 Total:</b>						
	FINGERPRINT					
<b>Fund:</b>	<b>550</b>	<b>\$2,297.68</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,297.68</b>	<b>\$2,297.68</b> 100.00%
<b>Fund 550 Total:</b>						
	INSURANCE PROCEEDS					
<b>Fund:</b>	<b>551</b>	<b>\$300,000.00</b>	<b>\$6,376.25</b>	<b>\$6,376.25</b>	<b>\$293,623.75</b>	<b>\$291,880.17</b> 97.29%
<b>Fund 551 Total:</b>						
	INSURANCE - AEI					
<b>Fund:</b>	<b>555</b>	<b>\$37,939.47</b>	<b>\$1,708.42</b>	<b>\$1,708.42</b>	<b>\$36,231.05</b>	<b>\$35,566.05</b> 93.74%
<b>Fund 555 Total:</b>						
	TEXTBOOKS					
<b>Fund:</b>	<b>565</b>	<b>\$20,642.82</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$20,642.82</b>	<b>\$20,642.82</b> 100.00%
<b>Fund 565 Total:</b>						
	LITIGATION RECOVERY					
<b>Fund:</b>	<b>570</b>	<b>\$22,308.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$22,308.00</b>	<b>\$22,308.00</b> 100.00%
<b>Fund 570 Total:</b>						
	INDIRECT COSTS					
<b>Fund:</b>	<b>575</b>	<b>\$1,523,138.52</b>	<b>\$200,533.85</b>	<b>\$200,533.85</b>	<b>\$1,322,604.67</b>	<b>\$1,133,207.39</b> 74.40%
<b>Fund 575 Total:</b>						
	UNEMPLOYMENT INSURANCE					
<b>Fund:</b>	<b>575</b>	<b>\$107,248.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$107,248.00</b>	<b>\$107,248.00</b>

# Humboldt Unified School District No. 22

## Expenditure Budget Balance Report

Fiscal Year: 2018-2019

Account Number / Description

		<input checked="" type="checkbox"/> Summary Only	From Date: 7/1/2018	To Date: 8/30/2019		
		Budget	Range To Date	YTD	Balance	Encumbrance
						Budget Balance
						% Remaining Bud
Fund: 590	GRANT/GIFT TEACHER					100.00%
	Fund 590 Total:	\$21,630.10	\$0.00	\$0.00	\$21,630.10	\$0.00
Fund: 595	SCHOOL BUS ADVERTISEMENT					\$21,630.10
	Fund 595 Total:	\$5,726.00	\$0.00	\$0.00	\$5,726.00	\$0.00
Fund: 596	JTED - MTN. INSTITUTE					\$5,726.00
	Fund 596 Total:	\$530,680.00	\$73,508.76	\$73,508.76	\$457,171.24	\$59,371.90
Fund: 610	CAPITAL OUTLAY					\$397,799.34
	Fund 610 Total:	\$4,039,152.21	\$1,075,148.85	\$1,075,148.85	\$2,964,003.36	\$2,841,702.82
Fund: 630	BOND BUILDING					\$70.35%
	Fund 630 Total:	\$514,583.18	\$13,500.00	\$13,500.00	\$501,083.18	\$37,340.00
Fund: 650	GIFTS & DONATIONS					\$463,743.18
	Fund 650 Total:	\$36,122.00	\$0.00	\$0.00	\$36,122.00	\$0.00
Fund: 665	ENERGY REBATES					\$36,122.00
	Fund 665 Total:	\$71,840.71	\$0.00	\$0.00	\$71,840.71	\$0.00
Fund: 691	BUILDING RENEWAL GRANT - SFB					\$71,840.71
	Fund 691 Total:	\$204,604.21	\$1,672.01	\$1,672.01	\$202,932.20	\$9,110.00
Fund: 850	STUDENT ACTIVITIES					\$193,822.20
	Fund 850 Total:	\$83,063.95	\$22,248.14	\$22,248.14	\$60,815.81	\$3,918.62
Fund: 855	EMPLOYEE INSURANCE					\$56,897.19
	Fund 855 Total:	\$4,103,624.36	\$2,674,369.96	\$2,674,369.96	\$1,429,254.40	\$34,792.16
	Grand Total:	\$63,124,512.77	\$25,155,497.17	\$25,155,497.17	\$37,969,015.60	\$20,706,956.44
						\$17,262,059.16
						27.35%

End of Report

# CONSENT

## Item 8E.

### Student Activities Report

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 8 E
FROM:	Cynthia Windham, Executive Director of Finance	Reading
DATE:	February 5, 2019	Discuss
SUBJECT:	Student Activities - Board Report	Action
		Consent X
<hr/>		
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:



Mr. Daniel Streeter, Superintendent

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



# Humboldt Unified School District No. 22

## 850 STUDENT ACTIVITIES BOARD REPORT

Fiscal Year: 2018-2019

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

From Date: 7/1/2018

To Date: 6/30/2019

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
850.100.1000.6000.110.1319	GENERIC EXPENSE	\$5,406.75	\$0.00	\$0.00	\$5,406.75	\$0.00	\$5,406.75	100.00%
850.610.1000.6610.110.1319	GENERAL SUPPLIES	\$0.00	\$266.79	\$266.79	(\$266.79)	\$200.00	(\$466.79)	0.00%
	COURSE: STUDENT COUNCIL - 1319	\$5,406.75	\$266.79	\$266.79	\$5,139.96	\$200.00	\$4,939.96	91.37%
	UNIT: LVES - 110	\$5,406.75	\$266.79	\$266.79	\$5,139.96	\$200.00	\$4,939.96	91.37%
850.100.1000.6000.120.1319	GENERIC EXPENSE	\$3,213.99	\$0.00	\$0.00	\$3,213.99	\$0.00	\$3,213.99	100.00%
850.610.1000.6610.120.1319	GENERAL SUPPLIES	\$0.00	\$999.43	\$999.43	(\$999.43)	\$600.00	(\$1,599.43)	0.00%
	COURSE: STUDENT COUNCIL - 1319	\$3,213.99	\$999.43	\$999.43	\$2,214.56	\$600.00	\$1,614.56	50.24%
850.100.1000.6000.120.1362	GENERIC EXPENSE	\$2,071.72	\$0.00	\$0.00	\$2,071.72	\$0.00	\$2,071.72	100.00%
850.610.1000.6610.120.1362	GENERAL SUPPLIES	\$0.00	\$446.51	\$446.51	(\$446.51)	\$303.49	(\$750.00)	0.00%
	DUES AND FEES	\$0.00	\$385.00	\$385.00	(\$385.00)	\$0.00	(\$385.00)	0.00%
	COURSE: NATIONAL HONOR SOCIETY - 1362	\$2,071.72	\$831.51	\$831.51	\$1,240.21	\$303.49	\$936.72	45.21%
850.100.1000.6000.120.1385	GENERIC EXPENSE	\$376.29	\$0.00	\$0.00	\$376.29	\$0.00	\$376.29	100.00%
	COURSE: SCIENCE - 1385	\$376.29	\$0.00	\$0.00	\$376.29	\$0.00	\$376.29	100.00%
	UNIT: BMMS - 120	\$5,662.00	\$1,830.94	\$1,830.94	\$3,831.06	\$903.49	\$2,927.57	51.71%
850.100.1000.6000.125.1319	GENERIC EXPENSE	\$6,856.89	\$0.00	\$0.00	\$6,856.89	\$0.00	\$6,856.89	100.00%
850.100.1000.6610.125.1319	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	\$0.00	\$200.00	(\$200.00)	0.00%
850.610.1000.6610.125.1319	GENERAL SUPPLIES	\$0.00	\$1,988.22	\$1,988.22	(\$1,988.22)	\$211.78	(\$2,200.00)	0.00%
	DUES AND FEES	\$0.00	\$240.30	\$240.30	(\$240.30)	\$0.00	(\$240.30)	0.00%
	TRANSP - PRIVATE	\$0.00	\$200.00	\$200.00	(\$200.00)	\$100.00	(\$300.00)	0.00%
	COURSE: STUDENT COUNCIL - 1319	\$6,856.89	\$2,428.52	\$2,428.52	\$4,428.37	\$511.78	\$3,916.59	57.12%
850.100.1000.6000.125.1362	GENERIC EXPENSE	\$964.26	\$0.00	\$0.00	\$964.26	\$0.00	\$964.26	100.00%
850.610.1000.6610.125.1362	GENERAL SUPPLIES	\$0.00	\$156.50	\$156.50	(\$156.50)	\$0.00	(\$156.50)	0.00%
	DUES AND FEES	\$0.00	\$385.00	\$385.00	(\$385.00)	\$0.00	(\$385.00)	0.00%
	COURSE: NATIONAL HONOR SOCIETY - 1362	\$964.26	\$541.50	\$541.50	\$422.76	\$0.00	\$422.76	43.84%
	UNIT: GHMS - 125	\$7,821.15	\$2,970.02	\$2,970.02	\$4,851.13	\$511.78	\$4,339.35	55.48%
850.100.1000.6000.131.1319	GENERIC EXPENSE	\$4,513.23	\$0.00	\$0.00	\$4,513.23	\$0.00	\$4,513.23	100.00%
	COURSE: STUDENT COUNCIL - 1319	\$4,513.23	\$0.00	\$0.00	\$4,513.23	\$0.00	\$4,513.23	100.00%
	UNIT: HES - 131	\$4,513.23	\$0.00	\$0.00	\$4,513.23	\$0.00	\$4,513.23	100.00%
850.100.1000.6000.132.1319	GENERIC EXPENSE	\$2,780.02	\$0.00	\$0.00	\$2,780.02	\$0.00	\$2,780.02	100.00%
850.100.1000.6610.132.1319	GENERAL SUPPLIES	\$0.00	\$32.75	\$32.75	(\$32.75)	\$42.25	(\$75.00)	0.00%
	COURSE: STUDENT COUNCIL - 1319	\$2,780.02	\$32.75	\$32.75	\$2,747.27	\$42.25	\$2,705.02	97.30%
	UNIT: MVES - 132	\$2,780.02	\$32.75	\$32.75	\$2,747.27	\$42.25	\$2,705.02	97.30%
850.100.1000.6000.133.1319	GENERIC EXPENSE	\$1,565.08	\$0.00	\$0.00	\$1,565.08	\$0.00	\$1,565.08	100.00%
850.100.1000.6610.133.1319	GENERAL SUPPLIES	\$0.00	\$110.33	\$110.33	(\$110.33)	\$0.00	(\$110.33)	0.00%
	COURSE: STUDENT COUNCIL - 1319	\$1,565.08	\$110.33	\$110.33	\$1,454.75	\$0.00	\$1,454.75	92.95%
	UNIT: CSES - 133	\$1,565.08	\$110.33	\$110.33	\$1,454.75	\$0.00	\$1,454.75	92.95%
850.100.1000.6000.134.1319	GENERIC EXPENSE	\$1,987.39	\$0.00	\$0.00	\$1,987.39	\$0.00	\$1,987.39	100.00%

# Humboldt Unified School District No. 22

## 850 STUDENT ACTIVITIES BOARD REPORT

Fiscal Year: 2018-2019

- ☐ Subtotal by Collapse Mask  
☐ Exclude Inactive Accounts with zero balance

☐ Include pre encumbrance ☐ Print accounts with zero balance ☒ Filter Encumbrance Detail by Date Range

From Date: 7/1/2018 To Date: 6/30/2019

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
850.100.1000.6610.134.1319	GENERAL SUPPLIES	\$0.00	\$259.17	\$259.17	(\$259.17)	\$0.00	(\$259.17)	0.00%
850.610.1000.6610.134.1319	GENERAL SUPPLIES	\$0.00	\$159.12	\$159.12	(\$159.12)	\$25.88	(\$185.00)	0.00%
	COURSE: STUDENT COUNCIL - 1319	\$1,987.39	\$418.29	\$418.29	\$1,569.10	\$25.88	\$1,543.22	77.65%
	UNIT: LTS - 134	\$1,987.39	\$418.29	\$418.29	\$1,569.10	\$25.88	\$1,543.22	77.65%
850.100.1000.6000.135.1319	GENERIC EXPENSE	\$599.92	\$0.00	\$0.00	\$599.92	\$0.00	\$599.92	100.00%
	COURSE: STUDENT COUNCIL - 1319	\$599.92	\$0.00	\$0.00	\$599.92	\$0.00	\$599.92	100.00%
850.100.1000.6000.230.1311	GENERIC EXPENSE	\$1,158.20	\$0.00	\$0.00	\$1,158.20	\$0.00	\$1,158.20	100.00%
850.610.1000.6610.230.1311	GENERAL SUPPLIES	\$0.00	\$986.33	\$986.33	(\$986.33)	\$0.00	(\$986.33)	0.00%
	COURSE: HOSA/SPORTS MEDICINE - 1311	\$1,158.20	\$986.33	\$986.33	\$171.87	\$0.00	\$171.87	14.84%
850.000.0000.1702.230.1316	RETURNED DEPOSITED CHECK (1700	\$0.00	\$40.00	\$40.00	(\$40.00)	\$0.00	(\$40.00)	0.00%
850.100.1000.6000.230.1316	GENERIC EXPENSE	\$5,029.52	\$0.00	\$0.00	\$5,029.52	\$0.00	\$5,029.52	100.00%
850.100.1000.6810.230.1316	DUES AND FEES	\$0.00	\$12.00	\$12.00	(\$12.00)	\$0.00	(\$12.00)	0.00%
850.610.1000.6610.230.1316	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	\$0.00	\$300.00	(\$300.00)	0.00%
850.610.1000.6810.230.1316	DUES AND FEES	\$0.00	\$0.00	\$0.00	\$0.00	\$100.00	(\$100.00)	0.00%
850.610.1000.6890.230.1316	MISC EXPENDITURES	\$0.00	\$405.00	\$405.00	(\$405.00)	\$200.00	(\$605.00)	0.00%
	COURSE: HOSA/NURSING - 1316	\$5,029.52	\$457.00	\$457.00	\$4,572.52	\$600.00	\$3,972.52	78.98%
850.000.0000.1701.230.1319	REFUND	\$0.00	\$80.00	\$80.00	(\$80.00)	\$0.00	(\$80.00)	0.00%
850.100.1000.6000.230.1319	GENERIC EXPENSE	\$23,254.64	\$0.00	\$0.00	\$23,254.64	\$0.00	\$23,254.64	100.00%
850.100.2660.6164.230.1319	CLASSIFIED - OVER CONTRACT HRS	\$0.00	\$28.75	\$28.75	(\$28.75)	\$0.00	(\$28.75)	0.00%
850.100.2660.6221.230.1319	SOC SEC - OASDI	\$0.00	\$1.78	\$1.78	(\$1.78)	\$0.00	(\$1.78)	0.00%
850.100.2660.6222.230.1319	MEDICARE-HOSP INS	\$0.00	\$0.42	\$0.42	(\$0.42)	\$0.00	(\$0.42)	0.00%
850.100.2660.6231.230.1319	STATE RETIREMENT	\$0.00	\$3.35	\$3.35	(\$3.35)	\$0.00	(\$3.35)	0.00%
850.100.2660.6232.230.1319	LNG-TRM DISABILITY	\$0.00	\$0.04	\$0.04	(\$0.04)	\$0.00	(\$0.04)	0.00%
850.100.2660.6260.230.1319	WORKERS' COMP	\$0.00	\$1.09	\$1.09	(\$1.09)	\$0.00	(\$1.09)	0.00%
850.400.2710.6510.230.1319	STUDENT TRANS SVS	\$0.00	\$412.02	\$412.02	(\$412.02)	\$0.00	(\$412.02)	0.00%
850.610.1000.6610.230.1319	GENERAL SUPPLIES	\$0.00	\$2,303.02	\$2,303.02	(\$2,303.02)	\$162.39	(\$2,465.41)	0.00%
850.610.1000.6810.230.1319	DUES AND FEES	\$0.00	\$95.00	\$95.00	(\$95.00)	\$0.00	(\$95.00)	0.00%
850.610.1000.6890.230.1319	MISC EXPENDITURES	\$0.00	\$5,387.34	\$5,387.34	(\$5,387.34)	\$0.00	(\$5,387.34)	0.00%
850.610.2660.6340.230.1319	TECHNICAL SERVICES	\$0.00	\$336.00	\$336.00	(\$336.00)	\$0.00	(\$336.00)	0.00%
	COURSE: STUDENT COUNCIL - 1319	\$23,254.64	\$8,648.81	\$8,648.81	\$14,605.83	\$162.39	\$14,443.44	62.11%
850.100.1000.6000.230.1320	GENERIC EXPENSE	\$37.29	\$0.00	\$0.00	\$37.29	\$0.00	\$37.29	100.00%
	COURSE: UPWARD BOUND WARRIORS - 1320	\$37.29	\$0.00	\$0.00	\$37.29	\$0.00	\$37.29	100.00%
850.100.1000.6000.230.1361	GENERIC EXPENSE	\$4,894.41	\$0.00	\$0.00	\$4,894.41	\$0.00	\$4,894.41	100.00%
850.610.1000.6610.230.1361	GENERAL SUPPLIES	\$0.00	\$139.58	\$139.58	(\$139.58)	\$260.42	(\$400.00)	0.00%
	COURSE: MU ALPHA THETA - 1361	\$4,894.41	\$139.58	\$139.58	\$4,754.83	\$260.42	\$4,494.41	91.83%
850.100.1000.6000.230.1362	GENERIC EXPENSE	\$1,996.80	\$0.00	\$0.00	\$1,996.80	\$0.00	\$1,996.80	100.00%
	COURSE: NATIONAL HONOR SOCIETY - 1362	\$1,996.80	\$0.00	\$0.00	\$1,996.80	\$0.00	\$1,996.80	100.00%
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%

# Humboldt Unified School District No. 22

## 850 STUDENT ACTIVITIES BOARD REPORT

Fiscal Year: 2018-2019

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

From Date: 7/1/2018

To Date: 6/30/2019

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
850.100.1000.6000.230.1364	GENERIC EXPENSE	\$2,528.63	\$0.00	\$0.00	\$2,528.63	\$0.00	\$2,528.63	100.00%
850.610.1000.6610.230.1364	GENERAL SUPPLIES	\$0.00	\$1,374.95	\$1,374.95	(\$1,374.95)	\$0.00	(\$1,374.95)	0.00%
	COURSE: AVID - 1364	\$2,528.63	\$1,374.95	\$1,374.95	\$1,153.68	\$0.00	\$1,153.68	45.62%
850.000.0000.1701.230.1368	REFUND	\$0.00	\$45.00	\$45.00	(\$45.00)	\$0.00	(\$45.00)	0.00%
850.100.1000.6000.230.1368	GENERIC EXPENSE	\$3,568.79	\$0.00	\$0.00	\$3,568.79	\$0.00	\$3,568.79	100.00%
850.610.1000.6610.230.1368	GENERAL SUPPLIES	\$0.00	\$713.79	\$713.79	(\$713.79)	\$500.00	(\$1,213.79)	0.00%
850.610.1000.6890.230.1368	MISC EXPENDITURES	\$0.00	\$2,250.00	\$2,250.00	(\$2,250.00)	\$0.00	(\$2,250.00)	0.00%
	COURSE: DECA - 1368	\$3,568.79	\$3,008.79	\$3,008.79	\$560.00	\$500.00	\$60.00	1.68%
850.100.1000.6000.230.1375	GENERIC EXPENSE	\$4,582.33	\$0.00	\$0.00	\$4,582.33	\$0.00	\$4,582.33	100.00%
850.400.2710.6510.230.1375	STUDENT TRANS SVS	\$0.00	\$490.97	\$490.97	(\$490.97)	\$0.00	(\$490.97)	0.00%
850.610.1000.6610.230.1375	GENERAL SUPPLIES	\$0.00	\$53.86	\$53.86	(\$53.86)	\$346.14	(\$400.00)	0.00%
850.610.1000.6890.230.1375	MISC EXPENDITURES	\$0.00	\$140.00	\$140.00	(\$140.00)	\$0.00	(\$140.00)	0.00%
	COURSE: INTERACT - 1375	\$4,582.33	\$684.83	\$684.83	\$3,897.50	\$346.14	\$3,551.36	77.50%
850.100.1000.6000.230.1378	GENERIC EXPENSE	\$33.48	\$0.00	\$0.00	\$33.48	\$0.00	\$33.48	100.00%
	COURSE: FRENCH CLUB - 1378	\$33.48	\$0.00	\$0.00	\$33.48	\$0.00	\$33.48	100.00%
850.100.1000.6000.230.1383	GENERIC EXPENSE	\$272.01	\$0.00	\$0.00	\$272.01	\$0.00	\$272.01	100.00%
850.610.1000.6610.230.1383	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	\$0.00	\$150.00	(\$150.00)	0.00%
	COURSE: NATIONAL ART HONOR SOCIETY - 1383	\$272.01	\$0.00	\$0.00	\$272.01	\$150.00	\$122.01	44.85%
850.100.1000.6000.230.1398	GENERIC EXPENSE	(\$11.13)	\$0.00	\$0.00	(\$11.13)	\$0.00	(\$11.13)	100.00%
	COURSE: SKILLS USA COMMUNICATION MEDIA - 1398	(\$11.13)	\$0.00	\$0.00	(\$11.13)	\$0.00	(\$11.13)	100.00%
850.100.1000.6000.230.1403	GENERIC EXPENSE	\$4,016.47	\$0.00	\$0.00	\$4,016.47	\$0.00	\$4,016.47	100.00%
850.610.1000.6610.230.1403	GENERAL SUPPLIES	\$0.00	\$1,212.58	\$1,212.58	(\$1,212.58)	\$487.42	(\$1,700.00)	0.00%
	COURSE: P.A.L.S. - 1403	\$4,016.47	\$1,212.58	\$1,212.58	\$2,803.89	\$487.42	\$2,316.47	57.67%
850.100.1000.6000.230.1405	GENERIC EXPENSE	\$20.11	\$0.00	\$0.00	\$20.11	\$0.00	\$20.11	100.00%
	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%
	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	\$60.69	\$0.00	\$0.00	\$60.69	\$0.00	\$60.69	100.00%
	COURSE: G.O.A.L.S. CLUB - 1469	\$60.69	\$0.00	\$0.00	\$60.69	\$0.00	\$60.69	100.00%
	UNIT: BMHS - 230	\$52,009.77	\$16,512.87	\$16,512.87	\$35,496.90	\$2,506.37	\$32,990.53	63.43%
<b>Grand Total:</b>		\$82,345.31	\$22,141.99	\$22,141.99	\$60,203.32	\$4,189.77	\$56,013.55	68.02%

End of Report





# CONSENT

## Item 8F.

# Cooperative Purchasing Contracts Revision

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 8 F
FROM:	Cynthia Windham, Finance Director	Reading
DATE:	February 5, 2019	Discuss
SUBJECT:	Cooperative Purchasing Contracts – FY 18-19 - Revised	Action
		Consent X
<hr/>		
OBJECTIVE:	Goal #2 To Focus on Planning for Future Student Needs	

### SUPPORTING DATA:

HUSD is a member of the Purchasing Cooperatives listed below and utilizes them in the procurement of a variety of purchased items and services.

"Cooperative purchasing" refers to procurement conducted by, or on behalf of, more than one public procurement unit.

The benefit to the District in utilizing cooperatives is in both efficiency and/or economy of the procurement.

The District performs "due diligence" in accordance to audit requirements to ensure that applicable procurement procedures have been followed.

#### Name of Purchasing Group

Arizona State Contracts (AZSPO)

Mohave Educational Services Cooperative (MESC)

*The Cooperative Purchasing Network (TCPN) – Acquired by National Intergovernmental Purchasing Alliance (NIPA)\**

Strategic Alliance for Volume Expenditures (SAVE)

Board of Regents – NAU (SAVE)

1GPA (Government Procurement Alliance)

*\*TCPN was acquired by National Intergovernmental Purchasing Alliance (NIPA).*

### SUMMARY & RECOMMENDATION:

It is recommended that the Governing Board approve membership in the purchasing cooperative "National Intergovernmental Purchasing Alliance (NIPA), due to their acquisition of The Cooperative Purchasing Network (TCPN).

#### Sample Motion:

*I move to approve the membership in the purchasing cooperative NIPA for the 2018-19 fiscal year as presented.*

Approved for transmittal to the Governing Board:



Mr. Daniel Streeter, Superintendent

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



**Media Contact:**     **Andrea Scobie**  
                                 **VP, Marketing**  
                                 **National IPA**  
                                 **615-786-1125**  
                                 **[andrea.scobie@nationalipa.org](mailto:andrea.scobie@nationalipa.org)**

**For Immediate Release:**

**Provista subsidiary National Intergovernmental Purchasing Alliance has acquired TCPN Management Group**

*Leading Purchasing Organizations Partner to Deliver Unprecedented Value to the Public Sector across the United States*

**Irving, TX/Brentwood, TN/Houston, TX – July 28, 2015** – Provista subsidiary National Intergovernmental Purchasing Alliance Company (National IPA) today announced that they have acquired TCPN Management Group, a leading cooperative management company which works with Region 4 Education Service Center (ESC) as its primary lead agency. The agreement combines TCPN Management Group's extensive contract portfolio knowledge with National IPA and Provista's approximately \$55 billion in annual purchasing volume through the combined spend of the National IPA and Novation contract portfolios. This acquisition will bring value and choice to public agencies across the United States.

"We are excited about the partnership with National IPA and Provista. TCPN Management Group has always focused on providing a superior experience and market leading value to our members. Partnering with National IPA and Provista, we hope to continue to build upon this history by providing an unparalleled procurement solution for the Public Sector," said Andy Pechacek, CEO of TCPN Management Group.

The partnership will provide access to a diverse portfolio of products and services from leading national suppliers to drive down costs in the Public Sector market.





# CONSENT Item 8G.

## MOU with YRMC /YCHA Partners for Healthy Students

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 86
FROM:	Patty Bitsilly, Director of Special Services	Reading
DATE:	February 5, 2019	Discuss
SUBJECT:	Yavapai Community Hospital Association and Yavapai Regional Medical Center Memorandum of Understanding for Health Care Services	Action Consent X

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OBJECTIVE:	Goal #1: Raise the Level of Student Achievement
	Goal #2: To Focus on Planning for Future Student Needs
	Goal #3: To Increase Parental and Community Engagement

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### **SUPPORTING DATA**

Yavapai Community Hospital Association and Yavapai Regional Medical Center provides health care services to school age children and their siblings (ages 2 months – 18 years).

Services include, but are not limited to:

- Wellness and prevention visits
- Diagnosis and treatment of minor acute illnesses and stable chronic illnesses
- Immunizations under the Vaccines for Children Program
- Health Care follow ups
- Health promotion counseling and guidance
- Age appropriate anticipatory guidance for normal growth and development and for risk reduction: cardiovascular, nutrition/obesity, tobacco, alcohol and drug use, school progress/success, social/emotional well being

Currently the clinic services are housed at Glassford Hill Middle School and Lake Valley Elementary School. This service has been provided in collaboration with the district since 1999. This agreement would renew our previous agreement and extend it from a one year agreement to a three year agreement.

### **SUMMARY & RECOMMENDATION.**

The partnership between YCHA/YRMC and HUSD provides needed health services to our students. It is the recommendation of the Special Services Office that we continue this partnership through the approval of the Memorandum of Understanding.

### **Sample Motion**

I move to approve the Yavapai Community Hospital Association and Yavapai Regional Medical Center and Humboldt Unified School District Memorandum of Understanding.

Approved for transmittal to the Governing Board:

  
Mr. Daniel Streeter, Superintendent

Questions should be directed to: Patty Bitsilly, 759-4031

## MEMORANDUM OF UNDERSTANDING

**THIS MEMORANDUM OF UNDERSTANDING is entered into by and between Yavapai Community Hospital Association & Affiliates d/b/a Yavapai Regional Medical Center, an Arizona non-profit corporation (YRMC) and Humboldt Unified School District (the "District").**

### Recitals:

The District recognizes a need for its students to have healthcare services reasonably accessible in order to maximize their chances for success at school. In this regard, it is the District's experience that some students do not have accessible healthcare services and thus are unable to achieve their full academic potential.

The District has determined that the placement of a primary care health center on the campus would serve the best interests of its students, and that such a center would improve the students' overall health, well being and academic performance.

NOW, THEREFORE, in consideration of the mutual covenants and conditions herein contained and for other good and valuable consideration the parties agree as set forth below.

### Agreement:

1. Services. YRMC agrees to provide those services (the "Services") described in the attached Exhibit A, attached hereto and incorporated by reference, which include health and educational services for students of the District at scheduled times during the term of this Agreement.
2. Space, Utilities and Supplies. The District agrees to provide space in the existing improvements on its property to use as the space for the On-Site School Based Outpatient Clinics (collectively referred to as the "Clinic"). The Clinic sites are identified on the attached Exhibit B, incorporated as part of the Agreement by this reference. The space provided may be building space, offices and/or parking for mobile units. The District shall be responsible for all utilities, housekeeping and maintenance services and shall ensure that any other use of the space shall not interfere with Services provided by YRMC at the Clinic. The District shall not be responsible for any loss or damage resulting from the disruption of such utility service.

3. Hours of Operation. The District and YRMC will mutually determine the hours of operation for the Clinic. Upon signing of this Agreement, it is estimated that YRMC will operate the Clinic on a part time basis. Notwithstanding the foregoing, YRMC may elect at any time to increase the services and hours of operation to meet its needs in providing care for patients, provided that the District is consulted about such increase and the proposed hours do not disrupt normal campus schedules or operations. YRMC agrees to operate the Clinic in a manner so as not to disrupt the educational activities of the District.
4. Other Providers. YRMC acknowledges that other health care providers may be invited to assist the District with the task of providing primary care and dental services to the District's students at its campus. The District will be responsible for those providers that it invites. YRMC will be responsible for the acts or omissions of the health care professionals it retains to render the Services during its hours of operation in the Clinic. The District will not be responsible for any of the acts or omissions of the healthcare professionals YRMC retains to render Services in the Clinic. The healthcare professionals that YRMC retains to render Services at the Clinic are not the employees, agents, or representatives of the District and YRMC will not represent that such healthcare professionals are employees, agents, or representatives of the District.
5. School Nurse. During the term of this Agreement, the District may employ a school nurse who shall function in a manner consistent with the District's nurse job description (hereinafter "School Nurse"). The School Nurse shall not be employed by YRMC and shall not be expected to perform job functions outside the functions listed on the District's nurse job description. However, this limitation is not intended to prevent the School Nurse from operation in close cooperation with YRMC, its providers or employees at the Clinic. The School Nurse shall be able to recommend the Clinic to District students when the School Nurse deems such recommendations to be appropriate, and coordinate efforts with those of the Clinic to increase all health care services available to District students.
6. Prescription Medication. District is aware that YRMC will maintain prescription medicine in a secured location at the Clinic; however, YRMC will not operate a pharmacy at the Clinic and no controlled substances shall be maintained at the Clinic. Both parties shall comply with FDA regulations regarding the storage and dispensing of prescription medicine.
7. Compensation. No monetary compensation shall be exchanged under

this Agreement and there shall be no charge for the use of the space for the Clinic or participation by YRMC personnel pursuant to this Agreement.

8. Medical Records. YRMC shall maintain medical records that include, but are not limited to: initial assessments, treatment plans, case management progress notes, and discharge plans, and shall be completed for each patient in a timely manner, and shall be easily readable. These records are the property of YRMC and are prepared and maintained by YRMC. YRMC will obtain an appropriate authorization and release in compliance with the Health Insurance Portability and Accountability Act (HIPAA) before releasing any medical records to the District. In the event YRMC releases medical records to the District pursuant to such authorization and release, the District agrees to keep such records confidential. Upon termination or expiration of this Agreement YRMC shall maintain the medical records at YRMC in accordance with YRMC medical records policies and procedures. The District as a party to this Agreement does not become a health care provider and will not be subject to the requirements of HIPAA as a result of this Agreement.
9. Rules and Regulations YRMC will ensure that its staff and healthcare providers comply with its policies and procedures (including quality assurance and peer review). The District and YRMC specifically agree to comply with Arizona Revised Statutes Section 13-3620 with respect to the reporting of child abuse and neglect. In the event that YRMC is required to report child abuse and/or neglect to Child Protective Service, and/or law enforcement pursuant to this statute, YRMC agrees to notify the District of any report made.
10. Statutory Cancellation. YRMC acknowledges that District has the statutory right for three (3) years under A.R.S. 38-511 to cancel this Agreement if, while this Agreement or any renewal is in effect, any person significantly involved in negotiating, drafting or securing this Agreement on behalf of District is (i) an employee or agent of YRMC in any capacity, or (ii) a consultant to YRMC with respect to the subject matter of this Agreement.
11. Objections to Clinic Workers. YRMC shall be solely responsible for the adequacy and quality of the healthcare it provides at the Clinic. Nevertheless, YRMC recognizes that the District may object to the actions of a specific YRMC provider employee or agent assigned to the Clinic. The District's interest is limited to ensuring that the YRMC's provider interaction with District personnel and students is reasonable and amicable, and consistent with the educational goals and



philosophy of the District. Therefore, without assuming any responsibility for the act or omission of any healthcare provider, District may object to the actions of any YRMC healthcare provider, employee or agent operating in connection with the Clinic through the School Principal who shall notify YRMC of the objections and meet within' in a good faith effort to resolve the situation. If the efforts to resolve the District's concerns are unsuccessful, the District may request in writing that the healthcare provider, employee, or agent not be permitted to continue to work in connection with the District, unless such request causes YRMC to be in violation of any federal, state or local law, rule or regulation. If YRMC declines or fails to agree to the District's request within ten (10) calendar days after the receipt of such a request, the District may terminate this Agreement upon ten (10) days written notice thereafter.

12. Term and Termination. This Agreement shall be effective for the period February 6, 2019 through February 6, 2020. Any party may terminate this Agreement without penalty by giving notice at least 30 days before the end of the initial term. At the end of the initial term, this Agreement shall automatically renew on a month-to-month basis. Any party may then terminate this agreement without penalty by giving notice at least 30 days before the end of the last calendar day of the month. YRMC retains the right to terminate this Agreement upon twenty-four (24) hour written notice when one or more of the following occur a) failure by either party to maintain any licenses required to perform Services or to comply with applicable Federal, State laws, rules or regulations; or b) cancellation, termination or material modifications of any funding provided for the Clinic. Termination shall not relieve either party's obligations reasonably necessary to complete the treatment of patients then receiving treatment and to cooperate with each other to arrange for the transfer of care of such patients. Such cooperation may require the District to extend performance beyond the termination notification period provided herein until suitable arrangements have been made by YRMC. Upon termination of the MOU, YRMC will return the premises in as good a condition as when it took possession of them. YRMC will be responsible for any damage to the premises caused by its use except for any ordinary wear and tear.

13. Insurance. Except as expressly provided herein, each party shall be responsible for providing all health, accident, workers compensation, liability and other appropriate insurance in commercially reasonable amounts for itself, its employees and agents, in connection with the obligations under this Agreement.

14. Professional Liability Insurance. YRMC agrees to provide during the term of this Agreement, professional liability insurance covering the activities of its employees and agents at the clinic. This insurance shall be in an amount not less than One Million Dollars (\$1,000,000.00) per occurrence and Three Million Dollars (\$3,000,000.00) aggregate.
15. Indemnification by District. The District shall indemnify and hold harmless YRMC against all actions, claims and demands whatsoever, including costs, expense and attorney's fees resulting from or claimed to have resulted from any intentional or negligent acts or omissions of the District or its employees or independent contractors.
16. Indemnification by YRMC. YRMC shall indemnify and hold harmless the District against all actions, claims and demands whatsoever, including costs, expense and attorney's fees resulting from or claimed to have resulted from any intentional or negligent acts or omissions of YRMC or its employees while on District property.
17. Laws. The District and YRMC shall comply with all applicable federal, state and local laws.
18. Disclosure of Board Members. The District hereby expressly acknowledges that it has fully disclosed to YRMC members of the District's Governing Board and Administrative Cabinet responsible for negotiating and executing this Agreement. All such disclosure have been made in writing and delivered to YRMC on or before execution of this Agreement.
19. No Federal Exclusion. District hereby represents and warrants that District and all personnel providing services under this Agreement are not and at no time have been excluded from participation in any federally funded health care program, including Medicare and Medicaid. District hereby agrees to immediately notify YRMC of any threatened, proposed, or actual sanction or exclusion from any federally funded health care program, including Medicare and Medicaid. Such notice shall contain reasonably sufficient information to allow YRMC to determine the nature of any sanction. In the event that District, any District Physician or any of District's other equity owners, members or employees is excluded from participation in any federally funded health care program during the term of this Agreement, or if, at any time after the Effective Date, it is determined that the District is in breach of this Section, YRMC shall terminate this Agreement, which termination shall be effective immediately upon notice to District of such termination.



20. Independent Contractors. This Agreement is not intended to create nor shall it be construed to create any relationship between YRMC and the District other than that of an independent entity contraction for the purpose of effecting the provisions of this Agreement. Neither party nor any of their respective representatives shall be construed to be the agent, employer, employee or representative of the other party.
21. Change in Law. If there is a change in any federal or state law, regulation or rule which affects the Agreement or the activities of either party under this Agreement, or any change in the judicial or administrative interpretation of any such law, regulation, or rule and either party reasonably believes in good faith that the change will have a substantial adverse affect on that party's business operations or its rights or obligations under this Agreement, then the party may, upon written notice, require the other party to enter into good faith negotiations to renegotiate the terms of this Agreement. If the parties are unable to reach an agreement concerning the modification of this Agreement within the earlier of forty five (45) days after the date of the notice seeking renegotiation or the effective date of the change, or if the change is effective immediately, then either party may immediately terminate this Agreement by written notice to the other party.
22. Regulatory Termination. If, prior to the expiration of the term of this Agreement, any federal, state or local regulatory body, including but not limited to The Centers for Medicare and Medicaid Services (CMS), Department of Health and Human Services (DHHS) or the Internal Revenue Service (IRS) determines that this Agreement is illegal or jeopardizes YRMC's tax exempt status or otherwise materially affects either party's business, then the affected party shall give the other party such notice as is reasonable in the circumstances and shall make available a reasonable period within which to cure. If no cure is implemented by the parties, then YRMC, in its discretion may terminate this Agreement with such notice as is reasonable under the circumstances.
23. Non-Exclusive Agreement. This Agreement is not exclusive. Accordingly, YRMC shall have the right to enter into one or more agreements relating to the same or similar matters as are covered by this Agreement and execution by YRMC of such Agreements shall not constitute a breach of this Agreement.
24. Assignment. This Agreement may not be assigned by either party without the prior written consent of the other party.
25. Corporate Authority. The individual(s) executing this Agreement on

behalf of, or as a representative for a corporation or other person, firm, partnership or entity, represents and warrants that he or she is duly authorized to execute and deliver this Agreement on behalf of the corporation, person, firm, partnership or other entity and that this Agreement is binding upon the entity in accordance with its terms.

26. Severability. If any provision of this Agreement, or any application thereof to any person, shall be invalid or unenforceable to any extent, the remainder of this Agreement, and the application thereof to other persons or circumstances, shall not be impaired, and shall be enforced to the fullest extent permitted by law.

27. Force Majeure. Neither party shall be liable for any delay in performance or any failure in performance hereunder caused in whole or in part by reason of force majeure, which shall be deemed to include the occurrence of any event beyond the control of the parties, war (whether an actual declaration thereof is made or not), sabotage, insurrection, riot and other acts of civil disobedience, action of a public enemy, laws, regulations or acts of any national, state or local government (or any agency, subdivision or instrumentality thereof), judicial action, labor dispute, accident, fire, explosion, flood, storm or other act of God.

28. Counterparts. This Agreement may be executed in one or more copies or counterparts, each of which when signed shall be an original, but all of which together shall constitute one instrument.

29. Governing Law. This Agreement shall be governed by the internal substantive law of the State of Arizona, without regard for conflicts of laws.

30. Integration. This Agreement contains the entire agreement between the parties. All prior negotiations between the parties are merged in this and there are no understandings or agreements other than those incorporated herein. This Agreement may not be modified except by written instrument signed by both parties.

31. Notice. Any notice required to be given under this Agreement shall be in writing, and shall be deemed delivered when personally delivered or three (3) days after the same is sent by certified mail, postage prepaid as follows:

If intended to YRMC to:

Yavapai Regional Medical Center  
1003 Willow Creek Road  
Prescott, AZ 86301  
\_\_\_\_\_

If intended to District to:

Humboldt Unified School District  
Attn: Superintendent  
6411 N Robert Road, Building 100  
Prescott Valley, AZ 86314

**APPROVED:**

Yavapai Community Hospital Association  
& Affiliates d/b/a Yavapai Regional  
Medical Center

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**By:** \_\_\_\_\_

**By:** \_\_\_\_\_

**Its:** \_\_\_\_\_

**Its:** \_\_\_\_\_

**Signature Date:** \_\_\_\_\_  
\_\_\_\_\_

**Signature Date:** \_\_\_\_\_

Remainder of this page is intentionally left blank.

## **EXHIBIT A Services**

General healthcare services shall be rendered as needed, including but not limited to the following:

- Wellness and prevention visits including health history and physical examination
- Diagnosis and treatment of minor acute illnesses and stable chronic illnesses
- Immunizations under the Vaccines for Children Program (provided only on mobile  
● clinic)
- Health care follow ups
- Health promotion counseling and guidance
- Age appropriate anticipatory guidance for normal growth and development and for risk reduction: cardiovascular , nutrition/obesity, tobacco, alcohol and drug use, school progress/success, social/emotional well being
- Health education regarding identified health problems
- Medications
- Selected basic laboratory tests based on YRMC Nurse Practitioner referral
- Referral to other community and health care agencies as appropriate

**EXHIBIT B**  
**Clinic Sites**

- Glassford Hill Middle School room 135 on Tuesdays when school is in session
- Lake Valley Elementary School room C7 located inside of nurse's office on Thursday mornings when school is in session
- Mobile Clinic at various schools for special events as requested

# CONSENT

## Item 8H.

# Disposal of Obsolete Equipment

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # 8 H

FROM: Cynthia Windham, Finance Director Reading  
Patrick Keeling, Technology Director Discuss

DATE: February 5, 2018 Action

SUBJECT: Authorization for Disposal Consent X

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

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### BACKGROUND INFORMATION:

Administration seeks Governing Board approval to dispose of obsolete equipment that is no longer needed or usable by the District.

All disposal arrangements will be made in accordance with USFR guidelines and the Arizona Administrative code, Title 7, Education/Procurement, Section: Materials Management and Disposition

The District will utilize the recycling company R3Ewaste for the disposal of the attached items.


### SUMMARY & RECOMMENDATION:

It is recommended that the Governing Board approve the Request for Authorization for Disposal, as presented.

### Sample Motion:

*I move to approve the disposal of obsolete equipment as presented.*

Approved for transmittal to the Governing Board:

  
Mr. Daniel Streeter, Superintendent

*Questions should be directed to: Cynthia Windham, Finance Director or Patrick Keeling, Technology Director*





## The Humboldt Schools.

*Motivating achievement since 1906.*

To Whom It May Concern,

The district has determined that it has televisions and other IT related assets that must be disposed of as surplus property.

R7-2-1131. Material management and disposition paragraph C.1. allows districts to dispose of surplus property via "established markets". The District obtained two quotes from providers in the established market of E-Waste recyclers. The IT department has solicited pricing and options to disposition an accumulation of E-Waste. The District is choosing to recycle rather than any other disposition method as this is the avenue determined to be most advantageous to the District in terms of removing these items with minimal cost. There is little residual value in the items being disposed. Most of these items will cost more to properly recycle than their actual value. The District is selecting R3 E-Waste as our recycler as they have an established relationship with the District. While they did not respond with the most inexpensive quote they do offer services to palletize as part of their pickup whereas other recyclers would require the District to purchase shipping materials and spend a number of internal man hours to prepare this equipment to be removed. Therefore, it is in the District's best interest to utilize R3 E-Waste as an established market to dispose of the televisions.

An open / blanket PO will be generated for R3 E-Waste to account for future pickups in this fiscal year.

All assets being recycled will be written up for removal from our Capital Assets inventory in Visions and will have their red tags removed prior to pick up by R3. Additionally all data storage devices will be formatted with a multi-pass data destruction program prior to pick up.

A list E-Waste will be sent to the Board via a spreadsheet and transmittal for approval prior to disposal.

Thank You,

Patrick Keeling  
Director of Technology  
Humboldt Unified School District  
(928) 759-5024  
[patrick.keeling@humboldtunified.com](mailto:patrick.keeling@humboldtunified.com)

Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
Dell Monitor	E170Sc	CN-OU072N-46180-15H-2RZM			No longer works	12/3/2018	1
Hitachi Projector	CP-X2010UF	F9CU04536			No longer works	12/3/2018	1
HP Monitor	ITM002	CND7151K4D			No longer works	12/3/2018	1
NEC Projector	NP216	0700296EA			No longer works	12/3/2018	1
AverVision Doc Cam	F17HD	7737600391			No longer works.	11/29/2018	1
Dell	Optiplex 745	1mz81d1	206035		No longer supported	11/29/2018	1
NEC Projector	NP-V260X	2400105EE			No longer works.	11/27/2018	1
NEC Projector	NP-V260X	2300258EC			No longer works.	11/27/2018	1
NEC Projector	NP-V260X	2300267EC			No longer works.	11/27/2018	1
HP	LaserJet P2015	CNB1N92581		SSO 3717	No longer works.	11/21/2018	1
Dell	1708FPt Monitor	CN-OKU789-71618-77R- CJHW			No longer works.	11/20/2018	1
Dictaphone Voice Processor	3740	697177			No longer supported	11/13/2018	1
HP Photo Scanner	C9911b	C9911BCN			No longer supported	11/13/2018	1
RCA Speaker	RT2770	N/A			No longer supported	11/13/2018	1
Dell Monitor	E176FPc	CN-OMC040-64180-59F-ODGL			Scratched	11/8/2018	1
Hitachi	CP-X251UF	F7BU20264			No longer works	11/8/2018	1

Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
NEC Phone	Dterm Series E	10410712H1			No longer works	11/8/2018	1
NEC Projector	V260X	2700791EE			No longer works	11/8/2018	1
NEC Projector	V260X	2300024EC			No longer works	11/8/2018	1
Bin of Cables						11/5/2018	1
Dell	OPTIPLEX 745 SFF	JJG21G1			No longer supported.	11/5/2018	1
Dell Monitor	E173FPf	CN-0D5428-72872-57M- 5V3L			No longer works	11/2/2018	1
NEC Projector	NP510	0200116FB		439	No longer works	10/31/2018	1
ViewSonic	VA703mb	ROGO82061567			No longer supported	10/31/2018	1
Dell	745 SFF	98X11X1	205996		No longer supported	10/30/2018	1
Dell	745 SFF	2NC1DD1	205993		No longer supported	10/30/2018	1
Sony compact disc player	CDP-C27		820650	100700	No longer supported	10/30/2018	1
Teak-disc/cassete player	AD-500		410556		No longer supported	10/30/2018	1
Toshiba DVD/VCR	SD-KV550SU	BCB908071537 A			No longer supported	10/30/2018	1
Toshiba DVD/VCR	SD-KV550SU	BCB908071571 A			No longer supported	10/30/2018	1
Dell	1707FP1	CN-OCJ167-72872-68I- 1JYL			No longer works	10/29/2018	1
HP Printer	LaserJet 1320n	CNHC62Q2P4			No longer supported	10/29/2018	1

Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
HP Printer	LaserJet P2055dn	CNB9N26697			No longer supported	10/29/2018	1
HP Printer	Deskjet 5740	MY4CL1WOSS			No longer supported	10/29/2018	1
AverMedia Doc Cam	AverVision 150	6660-8020			No longer works	10/24/2018	1
AverMedia Doc Cam	AverVision 300AF+	51184 08090p			No longer works	10/24/2018	1
Dell monitor	E173FPB	CN-OU4931-46633-53M- 647L			No longer works	10/24/2018	1
Dell monitor	E173FPB	CN-OU4931-46633-53M- 3R7L			No longer works	10/24/2018	1
Lumens	DC210	M286526			No longer works	10/24/2018	1
3M Overhead	1700BJU	170108412			No longer works	10/16/2018	1
3M Overhead	1700AJE	708038			No longer works	10/16/2018	1
Coby	DVD-233	0973013255			No longer works	10/16/2018	1
Lifeline Amplifier	AZDEN 211R	LA30.5082.M0805/42312 0			No longer supported	10/16/2018	1
Lifeline Amplifier	AZDEN 211R	LA30.5082.M0810/42292 7			No longer supported	10/16/2018	1
Lifeline Amplifier	AZDEN 211R	LA30.5082.M0808/42313 1			No longer supported	10/16/2018	1
Lifeline Amplifier	AZDEN 211R	LA30.5086.N0279/423821			No longer supported	10/16/2018	1
Lifeline Amplifier	AZDEN 211R	LA30.5082.M0813/42310 5			No longer supported	10/16/2018	1
Lifeline Amplifier	AZDEN 211R	LA3035086.N0298/42392 2			No longer supported	10/16/2018	1

Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
Opaque Projector	Mark IV	c-22644			No longer works	10/16/2018	1
Panasonic	pv-d4744	E41A43866			No longer works	10/16/2018	1
Philips	SV2000	22260336			No longer works	10/16/2018	1
Polaroid DVD Player	DHM-0100	H0501070690189886			No longer works	10/16/2018	1
Dell	1708FPI Monitor	CN-OKU789-71618-75h-g255			No longer works	10/14/2018	1
Dell	E107Sb Monitor	CN0J7T737462114P337L			Damaged - Scratched Screen	10/10/2018	1
GO Video DVD player	VR4940	4014940000878			No longer supported	10/10/2018	1
Dell	E178FPv	CN-OPT222-73731-77N-8DVC			No longer works	10/8/2018	1
Dell	E178FPv	CN-OTP222-73731-77N-8DWC			No longer works	10/8/2018	1
Dell	E178FPv	CN-OG202H-73731-873-E98C-A00			No longer works	10/8/2018	1
Dell	E178FPv	CN-ORY979-46633-76S-33NS			No longer works	10/8/2018	1
Planar	997-2284-00	22922601979			No longer works	10/8/2018	1
Planar	997-2284-00	23v234900768			No longer works	10/8/2018	1
Planar	997-2284-00	23v240302380			No longer works	10/8/2018	1
Planar	997-2284-00	23v234900771			No longer works	10/8/2018	1

Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
Planar	997-2284-00	23v234900784			No longer works	10/8/2018	1
Planar	997-2284-00	23v240302379			No longer works	10/8/2018	1
Planar	997-2284-00	23v234800471			No longer works	10/8/2018	1
Planar	997-2284-00	23v240302106			No longer works	10/8/2018	1
Toshiba	SD-V394SU	BCB909310225A			No longer works	10/8/2018	1
Aver Doc Cam	F17HD	5307639300161			No longer works	10/4/2018	1
Dell	E173FPb	CN-0U4931-46633-53E- 3C6L			No longer works	10/4/2018	1
HP Printer	LaserJet P2035n	CNB9R93057			No longer works	10/3/2018	1
NEC Projector	V260X	2300262EC			No longer works	9/25/2018	1
Dell	E2009Wt	CN-0M743D-74445-9C2- A7RL			No longer works	9/24/2018	1
Hitachi Projector	CP-X251	F7EU35971			Broken.	9/24/2018	1
Mitsubishi	EX241U	0002208			Broken.	9/24/2018	1
AverVision Doc Cam	CP135	53276 12080P			Broken.	9/18/2018	1
AverVision Doc Cam	CP135	53134 12090P			Broken.	9/18/2018	1
Dell	E173FPb	CN-0U4931-46633-53M-40WL-T			No longer works	9/18/2018	1
NEC Projector	NP-V260X	2300578EC			Broken.	9/18/2018	1
Dell	U2414AHb	CN-0R9F1P-74261-55T- 845L			No longer works	9/17/2018	1



Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
3M	1706	914341			No longer supported.	9/7/2018	1
3M	1706	704499			No longer supported.	9/7/2018	1
3M	1706	708043			No longer supported.	9/7/2018	1
3M	1706	914521			No longer supported.	9/7/2018	1
3M	1706	914517			No longer supported.	9/7/2018	1
Assorted Cables					5 barrels	9/7/2018	1
Azden	211R	416931			No longer supported.	9/7/2018	1
Azden	211R	400381			No longer supported.	9/7/2018	1
Azden	211R	419048			No longer supported.	9/7/2018	1
Azden	211R	416921			No longer supported.	9/7/2018	1
Azden	211R	416927			No longer supported.	9/7/2018	1
Azden	211R	416930			No longer supported.	9/7/2018	1
Brooks Mfg.	101M0D				No longer supported.	9/7/2018	1
COBY	DVD-233	0874000607			No longer supported.	9/7/2018	1
COBY	DVD-233	0771014452			No longer supported.	9/7/2018	1
Daewoo	DVDP480	DE133017912			No longer supported.	9/7/2018	1



Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
ELMO	HP-L11	566716			No longer supported.	9/7/2018	1
Emerson	VT1922	451-40310549			No longer supported.	9/7/2018	1
Emerson	EW2705	V09518438			No longer supported.	9/7/2018	1
Fellowes	Powershred 320-2				Broken.	9/7/2018	1
Funai	F3819C	V29805856			No longer supported.	9/7/2018	1
Goldstar	GCV1926m	604MX09094			No longer supported.	9/7/2018	1
HP	2600n				No longer supported.	9/7/2018	1
HP	C8970A	MY7149ROCK			No longer supported.	9/7/2018	1
HP	LaserJet 6L	JPHJ019196			No longer supported.	9/7/2018	1
HP	VCVRA-0304	C8963A			No longer supported.	9/7/2018	1
JVC	AV-27D501	14529809			No longer supported.	9/7/2018	1
JVC	HR-XVC16	11153301			No longer supported.	9/7/2018	1
JVC	HR-XVC16	11153301			No longer supported.	9/7/2018	1
JVC	HR-XVC16	11153402			No longer supported.	9/7/2018	1
JVC	XR-HVC18	14057407			No longer supported.	9/7/2018	1
JVC	HR-XVC18BU	14057492			No longer supported.	9/7/2018	1

Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
JVC	HR-XVC16	11153235			No longer supported.	9/7/2018	1
JVC	HR-XVC16	11153403			No longer supported.	9/7/2018	1
JVC	HR-XVC16	11153380			No longer supported.	9/7/2018	1
JVC	HR-XVC16	11153380			No longer supported.	9/7/2018	1
JVC	AV-27F577	11122983			No longer supported.	9/7/2018	1
JVC	AV-27F577	11122983			No longer supported.	9/7/2018	1
JVC	AV-27D305	16028010			No longer supported.	9/7/2018	1
JVC	AV-27D305	16028010			No longer supported.	9/7/2018	1
Lifeline	Amp				Broken.	9/7/2018	5
Magnavox	MWD2206	U47671937			No longer supported.	9/7/2018	1
Magnavox	13L404-00EE	81215802			No longer supported.	9/7/2018	1
Magnavox	MWD2206	U4057492			No longer supported.	9/7/2018	1
Martin Yale	P7200	39535.02916.N16			No longer supported.	9/7/2018	1
Memorex	MVD2016BLKTC	064811024687			No longer supported.	9/7/2018	1
Memorex	MVD4541	056250600490			No longer supported.	9/7/2018	1
Memorex	MVD2016BLKTC	06481107487			No longer supported.	9/7/2018	1

Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
Mitsubishi	CS-2710RA	028291			No longer supported.	9/7/2018	1
Panasonic	PV-V4623S	I3IA20390			No longer supported.	9/7/2018	1
Panasonic	PV-V4623S	I3IA20600			No longer supported.	9/7/2018	1
Panasonic	PV-V4623S	I3IA20396			No longer supported.	9/7/2018	1
Panasonic	PV-V4623S	I3IA20392			No longer supported.	9/7/2018	1
Panasonic	PV-V4623S	I3IA20393			No longer supported.	9/7/2018	1
Panasonic	PV-C2023	K3IA73552			No longer supported.	9/7/2018	1
Panasonic	PV-V4623S	I1IA914369			No longer supported.	9/7/2018	1
Panasonic	PV-D4734S	FUIC43467			No longer supported.	9/7/2018	1
Panasonic	PV-V4623S	I3IA20375			No longer supported.	9/7/2018	1
Panasonic	PV-V4623S	I3IA20360			No longer supported.	9/7/2018	1
Panasonic	PV-V4623S	I3IA20277			No longer supported.	9/7/2018	1
Panasonic	PV-V4623S	I3IA20368			No longer supported.	9/7/2018	1
Panasonic	PV-V4623S	I3IA20278			No longer supported.	9/7/2018	1
Panasonic	PV-V4623S	I3IA20272			No longer supported.	9/7/2018	1
Panasonic	PV-V4623S	I3IA20275			No longer supported.	9/7/2018	1

Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
Panasonic	AG-2570P	E2TB00100			No longer supported.	9/7/2018	1
Panasonic	PV-4311	K3SA52553			No longer supported.	9/7/2018	1
Panasonic	CT-20DC50B	LF1190092			No longer supported.	9/7/2018	1
Panasonic	PV-DF2735	V8350433629792			No longer supported.	9/7/2018	1
Pioneer	VXW1002	DJTE233277			No longer supported.	9/7/2018	1
Quasar	VHQ-40M	IOIA80882			No longer supported.	9/7/2018	1
Quasar	SP-3235F	MD30690506			No longer supported.	9/7/2018	1
Quasar	SP2723B	LA01920750			No longer supported.	9/7/2018	1
RCA	37R411T	D514C7006			No longer supported.	9/7/2018	1
RCA	27R410T	E375C70ZE			No longer supported.	9/7/2018	1
RCA	27R410T	E375C81YX			No longer supported.	9/7/2018	1
RCA	27R411T	D514C7005			No longer supported.	9/7/2018	1
RCA	VR270	905298249			No longer supported.	9/7/2018	1
RCA	27R411T	D514C70N6			No longer supported.	9/7/2018	1
RCA	27R411T	D514C70XU			No longer supported.	9/7/2018	1
RCA	DRC282	PA129J183A1265			No longer supported.	9/7/2018	1

Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
RCA	VR501	334521768			No longer supported.	9/7/2018	1
RCA	27R410T	E375C21MS			No longer supported.	9/7/2018	1
Samsung	TXC3135	3CDB00292			No longer supported.	9/7/2018	1
Samsung	DVD-V5650	6RAL302813N			No longer supported.	9/7/2018	1
Samsung	TXC2726	3DCC801705			No longer supported.	9/7/2018	1
Sanyo	DS27630	V7160411122626			No longer supported.	9/7/2018	1
Sanyo	DS27580	V825043362980			No longer supported.	9/7/2018	1
Sanyo	DS27580	V8350433629755			No longer supported.	9/7/2018	1
Sanyo	AVM-2506	B6290307007235			No longer supported.	9/7/2018	1
Sanyo	DS07580	V8380433642297			No longer supported.	9/7/2018	1
Sanyo	AVM-2506	B6290307007311			No longer supported.	9/7/2018	1
Sanyo	DS27580	V8380433642181			No longer supported.	9/7/2018	1
Sanyo	AVM-2506	B6290307007009			No longer supported.	9/7/2018	1
Sanyo	AVM-2506	B6290307007200			No longer supported.	9/7/2018	1
Sanyo	AVM-2506	B6290307007195			No longer supported.	9/7/2018	1
Sanyo	DS27590	V9320446328796			No longer supported.	9/7/2018	1

Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
Sanyo	DS17590	V9290346110155			No longer supported.	9/7/2018	1
Sanyo	DS27590	V93020446328875			No longer supported.	9/7/2018	1
Sanyo	MODEL # DAMAGED	SN # DAMAGED			No longer supported.	9/7/2018	1
Sanyo	DS25330	V3430680638317			No longer supported.	9/7/2018	1
Sanyo	DS27580	V8350433629792			No longer supported.	9/7/2018	1
Sharp	25N-M1DQ	D11879169			No longer supported.	9/7/2018	1
Sony	KV-24FS120	4058284			No longer supported.	9/7/2018	1
Sony	KV-27FS100L	4189348			No longer supported.	9/7/2018	1
Sony	PVP-SR200P	7114338			No longer supported.	9/7/2018	1
Sony	SLV-778HF	0113725			No longer supported.	9/7/2018	1
Sony	DVP-SR200P	7136954			No longer supported.	9/7/2018	1
SONY	SLV-D380P	2271566			No longer supported.	9/7/2018	1
SV2000	SVA106AT22	22260246			No longer supported.	9/7/2018	1
SV2000	SVA106AT22	22259438			No longer supported.	9/7/2018	1
SV2000	SVA106AT22	22260346			No longer supported.	9/7/2018	1
SV2000	SVA106AT22	22250427			No longer supported.	9/7/2018	1



Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
Sylvania	6427GG	T18628943			No longer supported.	9/7/2018	1
Sylvania	6427GG	T18628899			No longer supported.	9/7/2018	1
Sylvania	DVC880D	D24316999E			No longer supported.	9/7/2018	1
Sylvania	KV5699	U39979666			No longer supported.	9/7/2018	1
Sylvania	DVC865G	V20624636			No longer supported.	9/7/2018	1
Sylvania	DVC880D	D24317147E			No longer supported.	9/7/2018	1
Toshiba	SD-KV550SU	BCB908071575			No longer supported.	9/7/2018	1
Toshiba	SD-KV550SU	BCB90801165			No longer supported.	9/7/2018	1
Toshiba	SD-KV550SU	BCB908070812			No longer supported.	9/7/2018	1
Toshiba	SD-V393SU	AD15311168			No longer supported.	9/7/2018	1
Zenith	SR2568S	522-64210151			No longer supported.	9/7/2018	1
Zenith	3850R-Z354Y	706INPT268608			No longer supported.	9/7/2018	1
Dell	OptiPlex 745	5FM4MD1	204831		No longer supported.	8/31/2018	1
Plannar Monitor	PL1700M	AH433H10012			Broken.	8/31/2018	1
Ruckus	ZoneFlex 7372	111592204405			Broken.	8/31/2018	1
Aver	AverVision300P Doc Cam	325626060			Broken.	8/28/2018	1
Aver	AverVision300P Doc Cam	47007080			Broken.	8/28/2018	1



Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
Hitachi	Projector CP-X2010	F9CU05006			Broken.	8/28/2018	1
NEC	Projector NP-V260X	2300261EC			Broken.	8/28/2018	1
NEC	Projector VT480	6501277FK			Broken.	8/28/2018	1
NEC	Projector NP-V260X	1600559EB			Broken.	8/28/2018	1
NEC	Projector NP-V260X	2400081EE			Broken.	8/28/2018	1
Dell	PP37L Laptop	G28MXK1			No longer supported.	8/17/2018	1
Dell Monitor	E173FPb	OU4931-46633-53M-379L			Broken.	8/16/2018	1
NEC	NP-V260X	2300027EC			Broken.	8/16/2018	1
DELL	E170SB	CN-0JCT73-74261-23L-0FEU			No longer supported.	8/14/2018	1
Smart Technologies	WS200	10CP004422			No longer supported.	8/14/2018	1
Stokes Publishing	Overhead Calculator	1332247886			No longer supported.	8/14/2018	1
Texas Instruments	TI-84 Plus Silver Edition	2014000676 S-0304			No longer supported.	8/14/2018	1
Texas Instruments	ViewScreen	10998C 33002030			No longer supported.	8/14/2018	1
Texas Instruments	TI-30XA	k-0505c			No longer supported.	8/14/2018	1
Texas Instruments	TI-83 Plus	2841076276 S-0407K			No longer supported.	8/14/2018	1
Texas Instruments	TI-83 Plus	2841076615 s-0407K			No longer supported.	8/14/2018	1
Texas Instruments	TI-83 Plus	2841075575 S-0407K			No longer supported.	8/14/2018	1
Texas Instruments	ViewScreen	0796 010710			No longer supported.	8/14/2018	1
Texas Instruments	TI-83 Plus	2841076145 S-0407K			No longer supported.	8/14/2018	1

Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
Texas Instruments	TI-83 Plus	2841086751 S-0407K			No longer supported.	8/14/2018	1
Texas Instruments	TI-83 Plus	2605029231 S-0205E			No longer supported.	8/14/2018	1
HP	P2035n	CNB9R93048			No longer functions.	8/13/2018	1
NEC	DTP-1-2(WH) TEL	101D			No longer functions.	8/13/2018	1
NEC	DTP-16D-1(BK)TEL	19517178			No longer functions.	8/13/2018	1
Texas Instruments	TI-GRAPH LINK				No longer supported.	8/13/2018	1
Texas Instruments	TI-83 Plus	2264113773 S-0402C			No longer supported.	8/13/2018	1
Texas Instruments	TI-83 Plus	2841075768 S-0407K			No longer supported.	8/13/2018	1
Texas Instruments	TI-83 Plus	2252072615 S-0302C			No longer supported.	8/13/2018	1
Texas Instruments	TI-81	520056			No longer supported.	8/13/2018	1
Texas Instruments	TI-83 Plus	2264101162 S-0402C			No longer supported.	8/13/2018	1
Texas Instruments	TI-83 Plus	2264101907 S-0402C			No longer supported.	8/13/2018	1
Texas Instruments	TI-83 Plus	2375140838 S-0303D			No longer supported.	8/13/2018	1
Dell	1908FPB	CNODY-840-74261-7BL- 53FS			Scratched up	8/6/2018	1
interwrite	SP400	IW400649062561			No longer supported.	8/6/2018	1
Mitsubishi	EX241U	0001248			No longer functions.	7/31/2018	1

Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
Aver	F17HD	5307737600152			No longer functions.	7/30/2018	1
Dell Monitor	1707Fpt	CN-OCC280-71618-714- CAJT			No longer functions.	7/30/2018	1
Hitachi	CP-X345	G4L003680			No longer functions.	7/30/2018	1
Hitachi	CP-X2010	F9CU04992			No longer functions.	7/30/2018	1
Hitachi	CP-X2511	F1GU17083			No longer functions.	7/30/2018	1
Hitachi	CP-X251	F7EU35978			No longer functions.	7/30/2018	1
Hitachi	CP-X2010	H0BU25699			No longer functions.	7/30/2018	1
HP Printer	Laserjet 1536dnf	CNB98D9D0H			Top Feeder Broken	7/30/2018	1
NEC	VT480	6800616FL	205510		No longer functions.	7/30/2018	1
NEC	V260X	23006588EC			No longer functions.	7/30/2018	1
NEC	V-260X	2300944ED			No longer functions.	7/30/2018	1
NEC	V-260X	2300964ED			No longer functions.	7/30/2018	1
NEC	V260X	1600809EB			No longer functions.	7/30/2018	1
NEC	ETJ-1-1SWTEL	9507045312			No longer functions.	7/24/2018	1
Mitsubishi	EX241U	0001239			No longer functions.	7/17/2018	1
NEC	VT480	6800318FL			No longer functions.	7/17/2018	1

Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
NEC	VT480	6100830FE			No longer functions.	7/17/2018	1
NEC	NP410	0300320FD			No longer functions.	7/17/2018	1
Back-UPS	300	PB9918130268			No longer functions.	7/2/2018	1
Cisco	ASA 5520	COM6U10ARA			No longer supported.	6/25/2018	1
Dell	PowerEdge 2970	7B2TRH1	205063		No longer supported.	6/25/2018	1
Dell	1708FPb	CN-0FP816-74261-84R- EAWS			No longer functions.	6/25/2018	1
Dell	1704FPVt	CN-0J6642-71618-550- AG27			No longer functions.	6/25/2018	1
DELL	1704FPVt	cn-0j6642-71618-550- ag27			Broken.	6/21/2018	1
BIOELECTRONIX	X200	03941202			No longer supported.	6/20/2018	1
Linksys	EZXS88W	RA34DG801294			No longer supported.	6/14/2018	1
Dell	Latitude 110L	G7GVK81			No longer supported.	6/11/2018	1
Dell	Latitude D830	HTF7CD1			No longer supported.	6/11/2018	1
Dell	OptiPlex GX280	3RXG971			No longer supported.	6/11/2018	1
Dell	OptiPlex GX280	8241R51			No longer supported.	6/11/2018	1
Dell	Optiplex 745	81J01dI	205983		No longer supported.	6/11/2018	1
Dialco	Power Tap	8515			No longer supported.	6/11/2018	1

Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
Linksys	EZXS55W 5-port 10/100 switch	R1940G629696			No longer supported.	6/11/2018	1
Samsung	R610	FC3393HQB00112F			No longer supported.	6/11/2018	1
Alpha	Cart	AS3000B-1201	202427		No longer supported.	6/4/2018	1
AlphaSmart	3000	AS3000B-1201-11449-AQ			No longer supported.	6/4/2018	1
AlphaSmart	3000	AS3000B-1201-11441-AQ			No longer supported.	6/4/2018	1
AlphaSmart	3000	AS3000B-1201-11442-AQ			No longer supported.	6/4/2018	1
AlphaSmart	NEO2	NEO2-AA-0808-15704-FC			No longer supported.	6/4/2018	1
AlphaSmart	NEO2	NEO2-AA-0808-15704-XC			No longer supported.	6/4/2018	2
AlphaSmart	3000	AS3000B-1201-11295-AQ			No longer supported.	6/4/2018	1
AlphaSmart	3000	AS3000B-1201-11298-AQ			No longer supported.	6/4/2018	1
AlphaSmart	3000	AS3000B-1201-11299-AQ			No longer supported.	6/4/2018	1
AlphaSmart	3000	AS3000B-1201-11290-AQ			No longer supported.	6/4/2018	1
AlphaSmart	3000	AS3000B-1201-11398-AQ			No longer supported.	6/4/2018	1
AlphaSmart	3000	AS3000B-1201-11399-AQ			No longer supported.	6/4/2018	1
AlphaSmart	3000	AS3000B-1201-11444-AQ			No longer supported.	6/4/2018	1
AlphaSmart	3000	AS3000B-1201-11292-AQ			No longer supported.	6/4/2018	1



Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
AlphaSmart	3000	AS3000B-1201-11297-AQ			No longer supported.	6/4/2018	1
AlphaSmart	3000	AS3000B-1201-11294-AQ			No longer supported.	6/4/2018	1
AlphaSmart	3000	AS3000B-1201-11396-AQ			No longer supported.	6/4/2018	1
AlphaSmart	3000	AS3000B-1201-11392-AQ			No longer supported.	6/4/2018	1
AlphaSmart	3000	AS3000B-1201-11391-AQ			No longer supported.	6/4/2018	1
AlphaSmart	3000	AS3000B-1201-11395-AQ			No longer supported.	6/4/2018	1
AlphaSmart	3000	AS3000B-1201-11397-AQ			No longer supported.	6/4/2018	1
AlphaSmart	3000	AS3000B-1201-11296-AQ			No longer supported.	6/4/2018	1
AlphaSmart	3000	AS3000B-1201-11291-AQ			No longer supported.	6/4/2018	1
AlphaSmart	3000	AS3000B-1201-11394-AQ			No longer supported.	6/4/2018	1
AlphaSmart	3000	AS3000B-1201-11393-AQ			No longer supported.	6/4/2018	1
AlphaSmart	3000	AS3000B-1201-11446-AQ			No longer supported.	6/4/2018	1
AlphaSmart	3000	AS3000B-1201-11445-AQ			No longer supported.	6/4/2018	1
AlphaSmart	3000	AS3000B-1201-11447-AQ			No longer supported.	6/4/2018	1
AlphaSmart	3000	AS3000B-1201-11448-AQ			No longer supported.	6/4/2018	1
AlphaSmart	3000	AS3000B-1201-11440-AQ			No longer supported.	6/4/2018	1

Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
AlphaSmart	3000	AS3000B-1201-11443-AQ			No longer supported.	6/4/2018	1
DTF LLC	DaVinci Cam				No longer supported.	6/4/2018	3
Califone	1218AV-PY				Broken.	5/30/2018	2
Califone	1214				Broken.	5/30/2018	1
Califone	3068AV				Broken.	5/30/2018	7
HP	ScanJet 4300C	CN09S150P3			No longer supported.	5/30/2018	1
HP	ScanJet 4300C	CN09R15158			No longer supported.	5/30/2018	1
NTS	Dreamwriter IR	IR-002998			No longer supported.	5/30/2018	1
NTS	Dreamwriter 200	C2-021607			No longer supported.	5/30/2018	1
NTS	Dreamwriter 200	C2-021483		SSO 6000	No longer supported.	5/30/2018	1
NTS	Dreamwriter 200	C2-021460			No longer supported.	5/30/2018	1
NTS	Dreamwriter 200	C2-021486		SSO 6004	No longer supported.	5/30/2018	1
NTS	Dreamwriter 200	C2-021462			No longer supported.	5/30/2018	1
NTS	Dreamwriter 200	C2-021611			No longer supported.	5/30/2018	1
NTS	Dreamwriter 200	C2-021484		SSO 6001	No longer supported.	5/30/2018	1
NTS	Dreamwriter 200	C2-021464		SSO 6003	No longer supported.	5/30/2018	1
NTS	Dreamwriter 200	C2-021481		SSO 6005	No longer supported.	5/30/2018	1



Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
NTS	Dreamwriter 200	C2-021481			No longer supported.	5/30/2018	1
NTS	Dreamwriter 200	C2-021461			No longer supported.	5/30/2018	1
NTS	Dreamwriter 200	C2-021479			No longer supported.	5/30/2018	1
NTS	Dreamwriter 200	C2-021467		SSO 6006	No longer supported.	5/30/2018	1
NTS	Dreamwriter 200	C2-021475			No longer supported.	5/30/2018	1
NTS	Dreamwriter 200	C2-021458			No longer supported.	5/30/2018	1
NTS	Dreamwriter 200	C2-021609			No longer supported.	5/30/2018	1
NTS	Dreamwriter 200	C2-021459		SSO 6007	No longer supported.	5/30/2018	1
NTS	Dreamwriter 200	C2-021610			No longer supported.	5/30/2018	1
NTS	Dreamwriter 200	C2-021608			No longer supported.	5/30/2018	1
TELEX	Audio Splitter				No longer supported.	5/30/2018	25
TELEX	610-1 Headphones				No longer supported.	5/30/2018	29
Apple	iPad	DYTJ530W/DVD3	206706		No longer supported.	5/29/2018	1
Apple	iPad	F5RK8UN1DFHW	206844		No longer supported.	5/24/2018	1
Apple	iPad	F5RK8S4FDFHW	206845		No longer supported.	5/24/2018	1
Apple	iPad	F5RK8UMBDFHW	206846		No longer supported.	5/24/2018	1

Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
Apple	iPad	DYTKG3AUDFW	206836		No longer supported.	5/24/2018	1
Apple	iPad	F5RK8Q39DFHW	206843		No longer supported.	5/24/2018	1
Apple	iPad	DYTKG1AADFW	206840		No longer supported.	5/24/2018	1
Apple	iPad	DYTKG14UDFW	206834		No longer supported.	5/24/2018	1
Apple	iPad	DYTKG2PSDFHW	206831		No longer supported.	5/24/2018	1
Apple	iPad	F5RK8SNSDFHW	206842		No longer supported.	5/24/2018	1
Apple	iPad	DYTKG352DFHW	206837		No longer supported.	5/24/2018	1
Apple	iPad	F5RK8R2QDHFHW	206847		No longer supported.	5/24/2018	1
Apple	iPad	F5RK8V25DFHW	206847		No longer supported.	5/24/2018	1
Apple	iPad	F5RK8UMMGDFHW	206849		No longer supported.	5/24/2018	1
Apple	iPad	DYTKG199DFHW	206838		No longer supported.	5/24/2018	1
Apple	iPad	F5RK8VCKDFHW	206841		No longer supported.	5/24/2018	1
Apple	iPad	DYTKG35WDFHW	20833		No longer supported.	5/24/2018	1
Apple	iPad	F5RK8UMMGDFHW	206749		No longer supported.	5/24/2018	1
Apple	iPad	DYTKG0E5DFHW	206839		No longer supported.	5/24/2018	1
Bretford	iPad Charging Cart		206748		No longer supported.	5/24/2018	1

Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
3M	9100 (Projector)	1178686			No longer supported.	5/22/2018	1
Brother	ML100	U53080B0D637254			No longer supported.	5/22/2018	1
NEC	ETJ-1-1SWTEL	9504045536			No longer supported.	5/22/2018	1
TI	ViewScreen	I0396A03003367			No longer supported.	5/22/2018	1
Dell	Monitor	CN-OCC280-71618-65R-AAMS			No longer operable	5/21/2018	1
Dell	Monitor	CN-OD5428-72872-56L- 4M4S			No longer operable	5/21/2018	1
Dell	Monitor	CN-OHX948-64180-81N- 5EHH			No longer operable	5/21/2018	1
Dell	Latitude 2120	CFM4QQ1		SSO 7241	No longer supported.	5/17/2018	1
Dell	Latitude 2120	BFM4QQ1		SSO 7242	No longer supported.	5/17/2018	1
Dell	E177FPf	CN-OWH318-72872-72S- 19KT			No longer supported.	5/8/2018	1
Canon	MG3222	LXEC84679			No longer supported.	5/1/2018	1
Coby	DVD-224	1171025850			No longer supported.	5/1/2018	1
HP	DeskJet 5550	MY29R1J1FX			No longer supported.	5/1/2018	1
3COM	OFFICECONNECT HUB	0100/LT3G160146804			No longer supported.	4/24/2018	1
ACTiSYS	ACT-IR100M	026735			No longer supported.	4/24/2018	1
ACTiSYS	ACT-IR100M	026736			No longer supported.	4/24/2018	1

Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
ACTiSYS	ACT-IR100M	026742			No longer supported.	4/24/2018	1
ACTiSYS	ACT-IR100M	026723			No longer supported.	4/24/2018	1
ACTiSYS	ACT-IR100M	026737			No longer supported.	4/24/2018	1
ACTiSYS	ACT-IR100M	026747			No longer supported.	4/24/2018	1
ACTiSYS	ACT-IR100M	026741			No longer supported.	4/24/2018	1
AZDEN	211R	416841			Not functional	4/24/2018	1
Califone	1300AV	EK654251			Not functional	4/24/2018	1
Cisco	SF100D-05	PSJ143703V1			No longer supported.	4/24/2018	1
Dell	GX280	HV75561	203420		No longer supported.	4/24/2018	1
Dell	GX280	JQXG971	203719		No longer supported.	4/24/2018	1
Dell	GX280	FQXG971	203711		No longer supported.	4/24/2018	1
Dell	GX280	8QXG971	203704		No longer supported.	4/24/2018	1
Don Johnston	Switch Interface Pro	3.0-8186			No longer supported.	4/24/2018	1
Don Johnston	Switch Interface Pro	3.0-8902			No longer supported.	4/24/2018	1
Don Johnston	Switch Interface Pro	3.0-7554			No longer supported.	4/24/2018	1
Don Johnston	Switch Interface Pro	3.0-7563			No longer supported.	4/24/2018	1

Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
Don Johnston	Switch Interface Pro	3.0-8781			No longer supported.	4/24/2018	1
Don Johnston	Switch Interface Pro	3.0-6931			No longer supported.	4/24/2018	1
Don Johnston	Switch Interface Pro	3.0-7321			No longer supported.	4/24/2018	1
Don Johnston	Switch Interface Pro	3.0-7479			No longer supported.	4/24/2018	1
Don Johnston	Mac. Sw. Interface				No longer supported.	4/24/2018	1
Don Johnston	DJ PC Sw. Interface				No longer supported.	4/24/2018	2
Dynavox	EyeMax	180881			Not functional	4/24/2018	1
Hatch	F1770HB	F1770HB-C21L			No longer supported.	4/24/2018	1
Hatch	F1770HB	S02895099056			No longer supported.	4/24/2018	1
Hatch	Computer	10318071JK	205838		No longer supported.	4/24/2018	1
Hatch	Computer	200099	203186		No longer supported.	4/24/2018	1
Hatch	Computer	05-219-6	204276		No longer supported.	4/24/2018	1
Hatch	Computer	08215-3	205420		No longer supported.	4/24/2018	1
Hatch	Computer	08213-3	205197		No longer supported.	4/24/2018	1
Hatch	Computer	05-217-6	204152		No longer supported.	4/24/2018	1
Hitachi	FX-63G	FX62WL-50191	204975		No longer supported.	4/24/2018	1

Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
HP	P2015	CNB1M06860			Not functional	4/24/2018	1
HP	3600n	CNWBC22822			No longer supported.	4/24/2018	1
HP	Printer	CNGS456928			No longer supported.	4/24/2018	1
Lifeline	LA-30				Not functional	4/24/2018	4
Lifeline	2-Channel Amp	K0249			Not functional	4/24/2018	1
Linksys	EZXS55W	R913048046412			No longer supported.	4/24/2018	1
Linksys	EZXS55W	R9150H805314			No longer supported.	4/24/2018	1
Linksys	EZXS55W	R91304300383			No longer supported.	4/24/2018	1
Panasonic	RQ-2102	WY8EC73843			Not functional	4/24/2018	1
Sony	TCM-929				Not functional	4/24/2018	12
Tatung	F7KS	S028950990058			No longer supported.	4/24/2018	1
Tatung	F1770HB	S045972940025			No longer supported.	4/24/2018	1
Tatung	C5GSE	71G211630135			No longer supported.	4/24/2018	1
Tatung	F7KS	S064937160009			No longer supported.	4/24/2018	1
Tatung	F1770HB	S045972940004			No longer supported.	4/24/2018	1
Tatung	F7KS	S092967990017			No longer supported.	4/24/2018	1



Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
Tatung	F1770HB	S04597294002			No longer supported.	4/24/2018	1
Tatung	F7KS	S064937160001			No longer supported.	4/24/2018	1
Tatung	C5GSE	S05295935001			No longer supported.	4/24/2018	1
Dell Monitor	E170SB	CN-ojct73-74261-14p-34jl			Not functional	4/19/2018	1
Dell Monitor	E173FPb	CN-ou4931-46633-53E- 3AOL			Not functional	4/19/2018	1
NEC	NP300	9700959EJ			Not functional	4/18/2018	1
NEC	V260X	2300237EC			Not functional	4/18/2018	1
NEC	V260X	2300040EC			Not functional	4/18/2018	1
NEC	V260X	2300967ED			Not functional	4/18/2018	1
Dell	OPTIPLEX 745	FXCBSC1	206716		Not supported.	4/6/2018	1
Dell	OPTIPLEX 745	4COMZD1	205939		Not supported.	4/6/2018	1
Fire-Lite	Pull Stations				Not supported.	3/29/2018	8
Fire-Lite	Smoke Detector				Not supported.	3/29/2018	6
Fire-Lite	Fire Notification Panel				Not supported.	3/29/2018	1
Fire-Lite	Combo Heat/Smoke Detector				Not supported.	3/29/2018	3
Generic	Trim Plates - Notifiers				Not supported.	3/29/2018	26



Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
Generic	Audible Notifier				Not supported.	3/29/2018	4
Generic	Audible/Visual Notifier				Not supported.	3/29/2018	4
Generic	Fire System Back-Box				Not supported.	3/29/2018	1
Stopper II	Pull Station Protector				Not supported.	3/29/2018	2
System Sensor	Notifier				Not supported.	3/29/2018	1
Wheelock	Notifier				Not supported.	3/29/2018	32
ACER	VERITON M275	PSVALP30032050464E920 3			Not supported.	3/28/2018	1
ACER	VERITON M275	PSVALP30032050458D920 3			Not supported.	3/28/2018	1
Dymo	Rhino 5200	FA2450017219C			Not functional.	3/27/2018	1
NEC Projector	V260X	1600547EB			Not functional.	3/27/2018	1
NEC Projector	V260X	2700787EE			Not functional.	3/27/2018	1
NEC Projector	V260X	2300259EC			Not functional.	3/27/2018	1
NEC Projector	V260X	2700796EE			Not functional.	3/27/2018	1
NEC Projector	V260X	2400096EE			Not functional.	3/27/2018	1
NEC Projector	V260X	2300257EC			Not functional.	3/27/2018	1
Hitachi Projector	CP-X251	F6HU00587			No longer supported.	3/26/2018	1

Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
Hitachi Projector	CP-X2011	HOKU12335			No longer supported.	3/26/2018	1
Hitachi Projector	CP-RS55	H4L008117			No longer supported.	3/26/2018	1
Hitachi Projector	CP-X345	G4L003680	203623		No longer supported.	3/26/2018	1
Hitachi Projector	CP-X251	F7CU22771			No longer supported.	3/26/2018	1
Hitachi Projector	CP-S235	F4F001958			No longer supported.	3/26/2018	1
Hitachi Projector	CP-X201	H8HS02113			No longer supported.	3/26/2018	1
Hitachi Projector	CP-X2010	F9CU04362			Not functional.	3/26/2018	1
Hitachi Projector	CP-S235	CP5235WT			No longer supported.	3/26/2018	1
Hitachi Projector	CP-X253	F7KU07730			No longer supported.	3/26/2018	1
Hitachi Projector	CP-X253	F7CU03614			No longer supported.	3/26/2018	1
Hitachi Projector	CP-X253	F7CU03701			No longer supported.	3/26/2018	1
Hitachi Projector	CP-X253	F7CU03670	205453		No longer supported.	3/26/2018	1
Hitachi Projector	CP-X253	F7HU04322			No longer supported.	3/26/2018	1
Hitachi Projector	CP-X253	F7HU04409			No longer supported.	3/26/2018	1
Infocus	W240	ARKC82703022			No longer supported.	3/26/2018	1
Infocus	W2100	AZMB81100025			No longer supported.	3/26/2018	1

Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
Lumens Doc Cam	dc120	D20B04342			No longer supported.	3/26/2018	1
NEC	V260X	2300270EC			Not functional.	3/26/2018	1
NEC	VT480	6101149FE			Not functional.	3/26/2018	1
NEC	VT480	6800436FL			Not functional.	3/26/2018	1
NEC	VT480	6800321FL		Yellow - 100239	No longer supported.	3/26/2018	1
NEC	VT491	7501004ED		Yellow - 100171	Not functional.	3/26/2018	1
Acer Monitor	V176L	MMLZF00240601C768 500			Not functional.	3/19/2018	1
Dell MOnitor	REV A01	CN-OHX948-64180-8IN- SCAH			Not functional.	3/19/2018	1
NEC	V260X	2700802EE			Not functional.	3/2/2018	1
HP	Desklet 6940	MY73G9R2S2			No longer supported.	2/27/2018	1
Dell	OPTIPLEX 745 SFF	9B9Z5D1	206743		No longer supported.	2/16/2018	1
Dell	17" Monitor	CN-OU4931-466333-53M- 3R9L			Not functional.	2/16/2018	2
Dell Monitor	E173FP6	CN-OU4931-466333-53M- 3RYL			Not functional.	2/15/2018	1
Dell Monitor	E177FP1	CN-OWH318-72872-745-12MU			Not functional.	2/15/2018	1
Hitachi Projector	CP-X201	H8HS02131			Not functional.	2/15/2018	1
NEC Projector	NP410	0900256FF			Not functional.	2/15/2018	1

Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
Texas Instruments	TI Graph Link Cables				No longer supported.	2/15/2018	11
Texas Instruments	TI Graph Link Software				No longer supported.	2/15/2018	15
Texas Instruments	TI View Screen 92	01000778			No longer supported.	2/15/2018	1
Texas Instruments	TI View Screen	014695			No longer supported.	2/15/2018	1
Texas Instruments	TI View Screen 73, 80, 81, 82, 83Plus	1820000284			No longer supported.	2/15/2018	1
Texas Instruments	TI 83Plus	Varies			Not functional.	2/15/2018	21
Texas Instruments	TI 83Plus Silver Edition	1170V01569			Not functional.	2/15/2018	1
Texas Instruments	TI-84 Plus Silver Edition	2786022852			Not functional.	2/15/2018	1
Texas Instruments	TI-30XIIS	K-05071			Not functional.	2/15/2018	1
Texas Instruments	TI Nspire	Varies			Not functional.	2/15/2018	3
Dell Monitor	1708FPt	CN-OKU789-71618-858- E624			Not functional.	2/5/2018	1
Planar Monitor	FVT1503Z	M0028HE1425565			Not functional.	2/5/2018	1
Hitachi Projector	CP-X201	H8G023942			Not functional.	2/1/2018	1
Aver	Avervision300P	missing			Not functional.	1/30/2018	1
Aver	Avervision300AF+	53613 10040 p			Not functional.	1/30/2018	1
Lumens Doc Cam	DC210	D12A02418			Not functional.	1/30/2018	1

Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
NEC	V260X	2300112EC			Not functional.	1/30/2018	1
Brother	HL-2070N				No longer supported.	1/29/2018	1
Dell	PowerEdge 1750	25X0J41	203141	HUSD CJE 0149	Not functional.	1/29/2018	1
Mitsubishi Projector	EX241U	0002211			Not functional.	1/16/2018	1
Smart-UPS	1000 UPS	AS0425210523			Not functional.	1/16/2018	1
Dell	OD5428 Monitor	CN-OD5428-72201-4CL- 1MRL			Not functional.	1/11/2018	1
DELL	OPTIPLEX 745 SFF	DXY5WD1	206025		No longer supported.	1/5/2018	1
Dell	745 Optiplex Tower	4RZ5CD1	204662		No longer supported.	1/5/2018	1
NEC	DTP-1-2(WH) TEL	104D			Not functional.	1/5/2018	1
XEROX	PHASER 7100 IMAGING UNIT				No longer supported.	1/5/2018	1
XEROX	PHASER 7100 BLACK 2PK TONER				No longer supported.	1/5/2018	4
XEROX	PHASER 7100 YELLOW 2PK TONER				No longer supported.	1/5/2018	2
XEROX	PHASER 7100 MAGENTA 2PK TONER				No longer supported.	1/5/2018	2
XEROX	PHASER 7100 CYAN 2PK TONER				No longer supported.	1/5/2018	2
ADAPTEC	Card	KX0B71900AQ			No longer supported.	1/4/2018	1
APPLE	A1392	C86J5P2KDV2R			No longer supported.	1/4/2018	1

Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
Mitsubishi Projector	EX241U	0001258			No longer works.	12/29/2017	1
ASUS AP	WL-330GE				No longer supported.	12/28/2017	1
DELL POWER CONNECT	2816	581YTS1			Not functional.	12/28/2017	1
Ruckus	ZoneFlex 7300	5212020002067			No longer supported.	12/28/2017	4
STARTECH	MCMGBSC055	10450200098			No longer supported.	12/28/2017	6
TP-Link	TL-WA701ND	216AO42009597			No longer supported.	12/28/2017	2
APC	Smart-UPS	QS0419341018			Not functional.	12/27/2017	1
APC	Smart-UPS	AS1130231346			Not functional.	12/27/2017	1
APC	Smart-UPS	WS0042004980			Not functional.	12/27/2017	1
APC	Smart-UPS SC1500				Not functional.	12/27/2017	1
APC	Smart-UPS SC620				Not functional.	12/27/2017	1
DELL	Stacking Cable				No longer supported.	12/27/2017	4
Ruckus AP	ZoneFlex 7300	921304003610			No longer supported.	12/27/2017	1
Ruckus AP	ZoneFlex 7300	941304000481			No longer supported.	12/27/2017	1
Ruckus AP	ZoneFlex 7300	9013040004831			No longer supported.	12/27/2017	1
Ruckus AP	ZoneFlex 7300	511204006754			No longer supported.	12/27/2017	1



Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
Ruckus AP	ZoneFlex 7300	921304003807			No longer supported.	12/27/2017	1
Ruckus AP	ZoneFlex 7300	921304003593			No longer supported.	12/27/2017	1
Ruckus AP	ZoneFlex 7300	921304003616			No longer supported.	12/27/2017	1
Ruckus AP	ZoneFlex 7300	921304003707			No longer supported.	12/27/2017	1
HP	ProCurve MSM422	SG0369K0QS			No longer supported.	12/22/2017	1
TP-Link	TL-WA701ND	2147111003970		7313	No longer supported.	12/22/2017	1
TP-Link	TL-WA701ND	2152007006569		7315	No longer supported.	12/22/2017	1
Apple	A1460 iPad	DMQL2792F18P	207082		Broken.	12/20/2017	1
DELL	E173FPb Monitor	CN-OU4931-46633-584-92WM			Broken.	12/20/2017	1
AverMedia doc cam	Avervision 150	66610 8020			No longer works.	12/15/2017	1
Hitachi Projector	CP-X201	CP-X201WP/H8E009158			No longer works.	12/15/2017	1
Mitsubishi Projector	EX241U	0002209			No longer works.	12/15/2017	1
Dell Monitor	e178wps	cn-0hx948-64180-8in- 5d6h			No longer works.	12/14/2017	1
Dell Monitor	E173FPs	cn-005428-72201-4cl- 1m5l			No longer works.	12/13/2017	1
Logitech	K480 Multi-Device	1724df00vgr9			No longer works.	12/13/2017	1
NEC	DTP-1-2(WH) TEL	770082			No longer works.	12/13/2017	1



Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY
Dell Monitor	E173FPs	my-of170-47603-541-aruk			No longer works.	12/12/2017	1
Radio Recorder w/Cd Player	1776				Obsolete	12/12/2017	3
Camera	Minolta Freedom	92423969		100796	No longer works.	12/7/2017	1
Camera	Sony	MVC-FD87			No longer works.	12/7/2017	1
NEC	DTP-1-2(WH) TEL	770082			No longer works.	12/7/2017	1
Apple	iPhone 5	990002846809976			Not functional.	11/30/2017	1
LG	LG-VN150S	A00000349A6C26			No longer supported.	11/30/2017	1
Planar Monitor	997-2284-00	23V233700390			No longer supported.	11/30/2017	1
Verizon	Shell/Holster Combo				No longer supported.	11/30/2017	6
Verizon	Flip-phone case				No longer supported.	11/30/2017	2
HP	ProCurve MSM422	SG0519K02C			No longer supported.	11/28/2017	1
AverMedia do cam	300AF+	51767008090P			No longer works.	11/20/2017	1
Planar Monitor	PL1700	CAC51C93269			No longer works.	11/20/2017	1
Various Bad Hard Drives					to be destroyed using DOD standards	11/20/2017	12
Make	Model	Serial #	HUSD Asset Tag	Other Asset Tag	Notes	Allocated for Disposal	QTY

Various Projector Lamps							For projectors we no longer have in district.	11/20/2017	16
DELL	756 MB						CN-0GM819-13740-7B4- 02SX No longer works.	11/15/2017	2
Lumens Doc Cam	DC210						D12A02959 No longer works.	11/15/2017	1
DELL	755 MB						CN-0GM819-13740-795- 02BU No longer works.	11/14/2017	1
NEC	DTP-1-2(WH) TEL						BG01881280 No longer works.	11/9/2017	1
NEC	DTP-1-2(WH) TEL						BG01881262 No longer works.	11/9/2017	1



# CONSENT

## Item 8I.

### Gifts & Donations

## **GIFTS & DONATIONS – February 5, 2109**

Liberty PTO

3300 N. Lake Valley Road, Prescott Valley

Donated \$735.00 to cover the National Junior Honor Society Stipend at Liberty Traditional School

Beverly Patten

8395 N. View Crest, Prescott Valley

Donated clothing items for use in HUSD schools

Valued at \$250

2018 Phoenix Suns / APS STEM Mini Grant

c/o Marissa Bourbon

400 N 5<sup>th</sup> Street, Phoenix

Donated K'Nex Education Kits to Coyote Springs Elementary School

Valued at \$2,375.90

Robert L. Shegog

3040 Pine Drive, Prescott 86301

Donated Wrestling T-shirts to HUSD Middle School Wrestling Team

Valued at \$216.70

# DISCUSSION

## Item 9A.

### Bradshaw Mountain High School Update

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board

Item # 9A

FROM: Kort Miner, BMHS Principal

Reading

DATE: February 5, 2019

Discuss x

SUBJECT: School Report, Bradshaw Mountain High School

Action

Consent

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

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Principal Miner will share the great things happening at BMHS this school year.

### SUPPORTING DATA:

- BMHS Learning System
- RTI
- PBIS/CHiCHo
- Data picture of BMHS/Survey's
- Board Goals
- Successes

Approved for transmittal to the Governing Board:

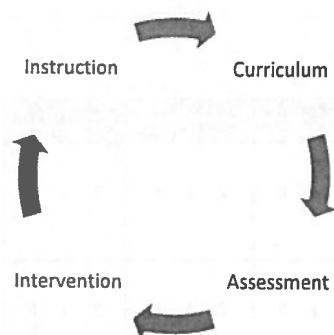


Mr. Daniel Streeter, Superintendent

Questions should be directed to: Kort Miner, 759-4105



# BMHS Learning System



**Bradshaw Mountain High School** is extremely proud of its successes in student achievement over the last seven years. For the 2017-18 school year, we saw our graduation rate climb to 91% and our senior class amass over \$5 million dollars in scholarships (\$30 million dollars total in the last five years).

Bradshaw Mountain High School is truly a learning community. All content areas have incorporated and have completed **curriculum** calendars based on state standards. These calendars are used and updated every year. Teachers have developed curriculum that has common learning targets and/or essential elements within each content area. Our early-release Wednesdays have allowed teachers to share common curricular strategies, share best practices, analyze data including fail rates, and have the opportunity for Google training. All of our curriculum maps and "have to knows" have been Googlized and put in a common folder for everyone in the department to have access to. Our math department is in year three of the Eureka math adoption. We are also in our first year with our ELA adoption of My Perspectives for regular ELA classes and Bedford for our Pre AP and AP courses.

**Instructional** practices are not only shared on Wednesdays; professional development is based on AVID instructional strategies with a focus on literacy within content areas. Reading, writing, listening and speaking are shared focuses in English, science, social studies and CTE courses. We are proud to boast the most AP courses in Yavapai County, but with the AP Academy, AVID, SPED, co-teaching, extracurricular and co-curricular programs, AP, regular, silver, and gold diplomas, BMHS has the appropriate instructional program for every student.

All content areas conduct a common formative **assessment** each quarter. This is not only important for data comparison, but also for the fact that we do not want a student's success to be based on the randomness of the teacher they receive. BMHS has implemented a grading system school-wide. All core courses use similar grade book percentages, 30% homework/classwork, 50% assessments and 20% final exam (board policy). Content teams have collaborated on what constitutes homework, classwork, labs, essays, quizzes, assessments, etc. Fail rates are observed and part of the dialogue at quarterly content team and grade-level meetings. BMHS uses the Galileo assessment program for pre and post assessments. The pre and post assessment is to not only assess student progress but their growth is part of our teacher's goals and evaluations.

Last year, in the fifth year of iChoose, Bradshaw's academic **intervention** program, BMHS has seen an increase in student pass rates and an overall increase in GPA. However, for the last three years our fail rates have gone flat. Our teachers, students and administrators designed our "Intervention Wednesday's" in place of iChoose to make sure all students had a day for intervention every day of the week. With iChoose we had focused weeks in math and/or English but some of our electives, CTE, etc. didn't get to see their students till the three week rotation was over. Here is our data for the last four years:

2014-15 1 <sup>st</sup> semester	iChoose	Fail rate 13.4%
2015-16 1 <sup>st</sup> semester	iChoose	Fail rate 17.3 %
2016-17 1 <sup>st</sup> semester	iChoose	Fail rate 16%
2017-18 1 <sup>st</sup> semester	Intervention Wednesday	Fail rate 5%
2018-19 1 <sup>st</sup> semester	Intervention Wednesday	Fail Rate 5.3%

Our behavioral **intervention** program (PBIS) is in its fourth year. Numbers for major student discipline have decreased; in fact, we have sent over 1,100 "Good News Bears" cards home for first semester. The idea is that we try and catch our students at being good and not always for acting out. We have also incorporated a program called "check-in, check-out" or ChiCho that allows adults on campus to take students who are struggling under their wing and provide an incentive for the students to improve academically and/or behaviorally. Here is a sample of the ChiCho sheet:



## CHECK IN CHECK OUT POINT SHEET

Points Possible \_\_\_\_\_  
 Points Received \_\_\_\_\_  
 % of Points \_\_\_\_\_  
 Goal Met \_\_\_\_\_

2 – Great Job!  
 1 – So, so  
 0 – Doesn't meet goal

Name: \_\_\_\_\_  
 Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

### GOALS:

Target Behaviors	1 <sup>st</sup> Period	2 <sup>nd</sup> Period	3 <sup>rd</sup> Period	4 <sup>th</sup> Period	5 <sup>th</sup> Period	6 <sup>th</sup> Period
Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Accountability	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

Throughout the year, BMHS hosts sporting events, Open House, Future Freshman Night, Financial Aid Night, College Fair, College Night for juniors, Senior Awards Night, AP Academy Night, AVID Night, Youth Arts Month, Summer Programs night, graduation, and our drama, choir, and musical productions. We will continue to work with local newspapers, online newspapers and the district office to provide the community with more information about all the great events at BMHS.

### A Data Picture of Bradshaw Mountain High School

Student Achievement	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>Indicator:</b>					
AIMS Reading % of all pass	91	--	--	--	--
AIMS Math % of all pass	76	--	--	--	--
AIMS Writing % of all pass	83	--	--	--	--
AIMS Science % of all pass	54	48	46	38	36
AIMS Reading 10 <sup>th</sup> grade	91	--	--	--	--
AIMS Math 10 <sup>th</sup> grade	76	--	--	--	--
AIMS Writing 10 <sup>th</sup> grade	83	--	--	--	--
Median Growth % all students	48	48	--	--	--
Median Growth % bottom 25%	55	55	--	--	--
Overall Growth	51	51	--	--	--
ACT median composite score	21.5	22.5	22.5	18.7	17.6
SAT median score	1175	1176	1174	1115	1135
# of Students who took PSAT/PLAN	213	295	578	151	184
# of Students who took ACT/SAT	286	427	382	310	392
AP Test # of tests passed/taken/%	105/179/58%	172/356/48%	168/371/48%	102/375/46%	136/379/36%
Overall Fail Rates – 1 <sup>st</sup> Sem/2 <sup>nd</sup> Sem	4%/5%	5%/5%	5%/5%	5%/5%	5%/6%
Scholarship Amount (millions \$)	7.2	5.1	7.1	5.4	5.3
<b>Student Achievement</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>Indicator:</b>					
AzMerit Math % of all pass	--	17%/26%/36%	17%/27%/24%	28%/27%/33%	16%/38%/27%
AzMerit Reading/Writing % of all pass	--	24%/31%/24%	26%/26%/21%	34%/29%/26%	40%/32%/27%
College/Career Readiness Index	--	--	--	12.0/17	15.7+1/20

### A Data Picture of Bradshaw Mountain High School

Demographic Data	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>Indicator:</i>					
% of Free and Reduced Lunch	51	51	51	51	51
% of SPED Students	15	16	16	16	16
% of ELL	1	1	1	1	1
% Caucasian	68	67	67	67	67
% Black	1	2	2	2	2
% Hispanic	27	27	27	27	27
% Asian	1.4	1.4	1.4	1.4	1.4
% Native American	1.5	1.5	1.5	1.5	1.5

Student Participation	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>Indicator:</i>					
Average Daily Attendance	93.97%	92.39	92.47%	92.47%	94.12%
% of Students in Extracurricular Activities	82%	83%	89%	89%	90%
% of Students in PreAP/AP/College Courses	89%	89%	89%	89%	88%
Graduation Rate (4 year average)	82%	88%	88%	88%	90%
Drop Out Rate	2.9%	3.0%	2.9%	2.9%	2.8%
Faculty Absences# of days	804	768	799.5	800	694

Student Discipline	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>Indicator:</i>					
# of Referrals	2273	1126	1401	1329	1062
Top 3 - # of tardy/disrespect/truancy	1391	924	1036	1006	745
# of In-School Suspensions	450	273	258	278	152
# of Out-of-School Suspensions	140	163	243	263	191
# of Detentions	1147	738	880	720	565
# of Expulsions	1	0	0	0	0
# of Long Term Suspensions	6	4	4	4	2

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**Survey Data**
**2017-2018**


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**Top 3 Parent Survey**

My child's teachers provide a comprehensive curriculum that meets my child's needs	74%
My child's teachers provide work that challenges my child	78%
My child's teachers use a variety of teaching strategies and learning activities	61%

**Bottom 3 Parent Survey**

My child's teachers keep me informed regularly of how my child is being graded?	39%
My child's teachers meet his/her learning needs by individualized instruction?	47%
My child's teachers help me to understand my child's progress?	53%

**Top 3 Staff Survey**

The teachers and support staff at my school believe that all students can learn through good instruction	93%
The teachers and support staff at my school show concern for students?	96%
The teachers and support staff at my school model values and attitudes that they expect from students	89%

**Bottom 3 Staff Survey**

The teachers and staff at my school share responsibility with the Principal/Assistant Principal's in enforcing school rules?	69%
The teachers and staff at my school share responsibility for student success or failure in learning?	75%
The teachers and staff at my school try new and innovative ideas	75%

**Top 3 Student Survey**

My teachers provide challenging work?	68%
My teachers care about my success?	60%
My teachers have a positive relationship with me?	55%

**Bottom 3 Student Survey**

My teachers keep me informed regularly of my grade?	30%
My teachers treat all students fairly?	37%
My teachers show a connection between school and real life?	39%

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**Identified areas are part of Board Goals (improvement plan)**


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The Humboldt Schools.  
*Motivating achievement since 1906.*

2018-19

Goal 1: To Raise the Level of Student Achievement

<b>Smart Goal:</b> Our school will achieve proficiency scores at or above the Arizona state average at each grade level on the AZ Merit assessments in English/Language Arts and mathematics.				
Strategy/Intervention	Activities to Implement the Strategy/Intervention	Metrics	Person(s) Responsible	Progress/Update
<b>Curriculum</b> 1) ELA My Perspectives 2) Math Eureka 3) Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement. 4) Curriculum Maps 5) Essential Elements	Conduct Formative and Summative Assessments  Refine Curriculum Maps, Pacing Guides, rigorous District Assessments and data collection calendar  Identifying the 5 most important skills the students need coming in and the 5 skills they need to move to the next course.	-Common content specific assessments (Formative) -Galileo assessment (Pre/CBAS#2/CBAS#3/Posttest) -AZ Merit (Summative)  Update Maps, Pacing Guides, rigorous District Assessments and data collection calendar throughout the year.  Started in our first PD of the year (Aug) and will continue throughout the year.	-Department Chairs, Content Team lead. -Math, Science, and English department, Principal, APES. -Math, Science, Social Studies, and English Department, Principal, APES.  Department Chairs, APES, APOR, APDA, Principal.  Department Chair, APES, Principal	-Benchmarks each quarter (Oct/Dec/Mar/May) - Pre-Test in Aug/CBAS#2 Nov/CBAS#3 April/Post-Test in May. - April 2019  Aug. – Oct. '19 Maps Aug. – Oct. '19 Guides Aug – May '19 Rigorous Assessments Aug – May '19 Calendar Aug – May 2019



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2018-19

Goal 1: To Raise the Level of Student Achievement

6) <b>Edgenuity</b>	"My Path" curriculum for math and ELA	Tracking student success through pre and posttests.	Principal, APES, Gena Hatfield, Patty Bitsilly	Aug – May 2019
<b>Instruction</b> 1) Content Team Meetings 2) AVID "Bradshaw" Strategies 3) Mary Matheson Training 4) Co-Teacher Training 5) Instructional Specialist	Refine Curriculum Maps, Pacing Guides, rigorous District Assessments and Reflections on CFAs. Share "best practices" with content team.  PD in AVID strategies (3 times this year!) PD on annotating nonfiction text, reading strategies, and Turnitin.com. Phase II and III trainings.  Support for the SPED and regular education teacher.  Support for 1, 2, and 3 year teachers.	Two content team meetings a month from Aug – May. CFA reflection sheets turned in.  ISS/CSS from AVID and walk through data for implementation of strategies.  Calibrate and create common language. Time to plan, share and discuss curriculum, students, and instruction. Support of EEI and common language across the campus.	Department chairs and content team leads. Mr. Miner-Science/Math Mr. Miller FL/Art Mrs. Gonzalez – English/SS Mr. Bradshaw – PE/CTE English department/APES, APOR, APDA, and Principal. IS, APOR, APES, APDA, and Principal Principal, APES, Stephanie Rowe  Principal, IS, Cole Young	August – May 2019  August – May 2019 August 3, 2018 August 17, 2018 January 18, 2019  November 14, 2018 January 19, 2019 Aug – May 2019  Aug – May 2019





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2018-19

Goal 1: To Raise the Level of Student Achievement

6) Google Classroom	Training for 1 <sup>st</sup> year teachers. Continuous training for Level I and Level II Google certification. Currently 23 teachers are Level I and 3 are Level II certified.	Support in the Google Educational Suite	Principal, IS	September 26, October 17 <sup>th</sup>
<b>Assessment</b>				
1) CFA's	Conduct formative assessments at least 4 times a year.	Common Content Specific Assessments (Formative)	Content Team Leads, Department Chair, APES, Principal.	Benchmarks (Oct/Dec/Mar/May)
2) Galileo	Conduct summative assessments	Pre/CBAS#2/CBAS#3/Post Assessment (Summative)	Math, science, English teachers, APES, Principal.	Pre-Test in Aug/CBAS#2 Nov/CBAS#3 April/Post-Test in May.
3) PSAT/SAT and ACT	Increase the number of students taking the test to increase access to college.	Number of students taking the test and the number of students attending college each year.	Gear Up (Juniors), APES, and Principal.	Aug – May '19
4) AZMerit	Conduct State wide summative assessment on computers.	Increase the growth of our students each year in each of the testing areas.	APES, Principal	Spring 2019
5) ASVAB	All Juniors, Campus wide	To help provide career/college support as well as the CCRI	APES	Fall 2018
<b>Intervention</b>				
1) Int Wednesday's	Continue remediation efforts for ALL students and ALL subjects.	Failure Rates in all subjects	APES (fall list)	Every week.
2) PBIS	Positive behavior intervention program – Good News Bears Cards	Two students drawn a week and one a month for the "Bear	APDA	Every Friday: The last Friday of the month is



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2018-19

Goal 1: To Raise the Level of Student Achievement

		of the Month"		the "BOTM"
3) Study Hall Wednesday	Athletes have the opportunity to study or take advantage of the NHS students for tutoring	Current season sports team in the cafeteria	APDA, APOR	Every Wednesday
4) Project Bears	8 <sup>th</sup> grade Students receive direct instruction during Summer School for math and English prior to arriving at the HS.	Students failing two or more courses in 8 <sup>th</sup> grade. They are tracked throughout the semester in regard to their success rate.	APES, Principal, MS Principal's, Math department, English department	June
5) LINK	Continue LINK Program for Orientation and Leadership	LINK Leader Participation	LINK Coordinators, APES, Principal	Benchmarks Quarterly
6) TLC/Bears Den	TLC/Bears Den provides blended learning where students can take courses on this campus while working through credit recovery in previously failed classes.	Students take 6 week courses in credit recovery to stay on track for graduation.	Principal, APES, Counselors, Bennie Bennett, IS, Gena Hatfield	Quarterly updates and pass and fail rates per Bennie Bennett.

**Here are some of our outstanding successes from the 2018 – 2019 school year:**

- 1 – BMHS is labeled a “B” school as part of the AZMERIT and CCRI scoring rubric.
- 2 – Mrs. Dickerson's Ceramic and Sculpture students and Mrs. Miller-Balsiger's Intro to Art students entered the 13th Annual Create a Tree competition at the PV Library.
- 3– Connor Scott- West Point Acceptance on a Congressional Letter.
- 4 - 5 Fall programs made the playoffs.
- 5 - 5 winter programs will make the playoffs.
- 6 - New football, baseball and track throwers facilities. (This includes turf, javelin runway and shot put pit)
- 7 - Gym floors were re-done in both facilities
- 8 - Congratulations to all of our BMHS DECA delegates for competing in various Marketing events yesterday at the Arizona DECA District Career Development Conference at Estrella Mountain Community College in Avondale. Bradshaw “brought it” to Districts with 7 first place medals, 16 medalists overall with a combined 28 medals total! A special congratulations to Kloe Decker, Grace Poitras, McKyrie Herb, Mackenzie Reynolds, Madlen Dodova, Jude St. Clair, and Colin Streeter for “bringing home the gold” with first place medals! Way to go DECA Bears! Next stop, State Conference February 28th to March 2nd!
- 9 – BMHS clubs and organizations participated in our Thanksgiving dinner giveaway. Nurse Linda, Mu Alpha Theta (math club) and St Luke’s (local church) gave Thanksgiving dinner to 26 local BMHS families, totaling more than 100 people.
- 10– BMHS hosted the 12<sup>th</sup> annual National College Fair with more than 80 colleges and universities in attendance. Almost 700 participants in attendance.
- 11 – Senior football player, Liam Craig, was selected to represent BMHS at the Gridiron Great All-American Bowl.
- 12 –Congratulations to our girls’ soccer program for being recognized by the United Soccer Coaches (formerly NSCAA) as the “2016-2017 High School Team - Academic Award.” By the way, this is the 3rd year in a row.
- 13- YCC and ERAU partnership sponsoring BMHS’ Calculus/Stats Camp at Prescott Pines
- 14 – For the 5<sup>th</sup> year in a row, BMHS hosted 8 students from Zeitz, Germany. These students will spend three weeks in Prescott Valley as a BMHS student attending classes, events, football games, etc. BMHS will be sending 8 students to Zeitz, Germany this summer.
- 15 - Scholarships at 5.4 million for Class of 2018
- 16 – Three BMHS students auditioned and were selected to the All-Regional Honor Choir this year.
- 17 – The BMHS Marching Bears placed 2nd in the AMBA festival. They received an “excellent,” also a caption for color guard, and they will be heading to State.



- 18 - ACT Saturday prep class leading to the school wide ACT test for juniors on April 2<sup>nd</sup>.
- 19 - Collaboration with YCESA and Kendra Hobson - College and Career Specialist.
- 20 - Congratulations to Bradshaw Mountain High School's Marching Bears and Bradshaw Mountain Cheer for winning first place in the musical category for the Prescott Valley Light Parade.
- 21 - Congratulations to Brinlee Kidd who was selected as HOBY's primary candidate! Brinlee will represent BMHS when she attends HOBY's youth leadership conference at ASU West, June 2019..
- 22 - BMHS is very proud of their community supporters such as Backburner Restaurant, Gabby's Kitchen, Prescott Valley Christian Church and St. Luke's Episcopal Church for their donations and support throughout the year.
- 23 - Adoption of Cybersecurity and Spanish 102 for the 2019-2020 school year - both dual enrolled with YCC.
- 24 - Congratulations on our four students going to Nationals for Drama. The BMHS Theatrical Troupe competed in the Northern Arizona Festival of Theater this past Saturday and brought home a superior rating for their One Act performance of "Rome is Where the Heart Is". Kevin Moore, Brooklynne Danner, & Connor Fraher all received superiors for their monologue performances with Thomas Apalaegui receiving a superior for his performance in musical theater.
- 25 - Bruce Giles was named as an AP Reader for this summer. BMHS is fortunate to have Bruce, Denise Leveron and Val Young as AP Readers for the College Board.
- 26 - Launch of AP Seminar, the first step in the AP Capstone program in the 2019-2020 school year.
- 27 - Congratulations to our 25 students inducted into Mu Alpha Theta. We now have 67 members at BMHS!
- 28 - Addition of Algebra IA into curriculum for struggling math students.
- 29 - 43 BMHS students will be honored at the Lion's Club 4.0 dinner.
- 30 - Adoption of My Perspectives for English 9-12 and Bedford for pre-AP and AP students.
- 31 - Interact Club members packed nutritious meals for overseas distribution in the "Feed the Starving Children" event.
- 32 - Student council raised over \$3,000 for the Make a Wish foundation in the name of future BMHS bear Matt Shaver.
- 33 - Growth of online options through TLC and our BMOA programs.
- 34 - ASVAB testing and ASVAB interpretation for all juniors.
- 35 - The AP Academy students opened the Student Resource Center on campus for students who need clothing, shoes, jackets, back packs, school supplies, etc. throughout the year.

# DISCUSSION

## Item 9B.

### Grant Reports

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 9B
FROM:	Dr. Rob Bueche, Executive Director of Federal Program and School Innovation	Reading
DATE:	2/5/19	Discuss X
SUBJECT:	Yavapai County Education Foundation Mini-Grant Recipient Presentation	Action
		Consent

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**OBJECTIVE:** Goal #2 – Focus on planning for future student needs

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### **SUPPORTING DATA:**

Each year, the Yavapai County Education Foundation (YCEF) puts out applications for a classroom mini-grant so the teachers can innovate and offer the best educational opportunities for their students. Humboldt Unified School District received a total of 11 mini-grants from the Yavapai County Education Foundation during the 2018-2019 school year grant cycle.

Humboldt Elementary School had 1 grant recipient, Jamy Myrmel. Additionally, Liberty Traditional School had 1 grant recipient, Viola Jensen. Finally, Bradshaw Mountain Middle School had 1 grant recipient, Amanda Maxwell. These grant recipients will give a presentation to the Governing Board outlining the grant's purpose and goal, as well as the outcome from their awards.

### **SUMMARY & RECOMMENDATION:**

Board members will hear presentations and have an opportunity to comment on grant funds received from the Yavapai County Education Foundation mini-grant recipients, in accordance with the reporting requirements set forth in the grant terms and conditions.

Approved for transmittal to the Governing Board:

  
Mr. Daniel Streeter, Superintendent

*Questions should be directed to: Dr. Rob Bueche, Executive Director of Federal Programs and School Innovation at 759-4010.*

# DISCUSSION

## Item 9C.

### HES Field Update

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 9C
FROM:	Cole Young, Assistant Superintendent	Reading
DATE:	February 5th, 2019	Discuss X
SUBJECT:	HES Field Update	Action
		Consent

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**OBJECTIVE:** Board Goal #2 – To focus on planning for future student needs

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### **SUPPORTING DATA:**

The Board will be updated with the progress of the field at HES.


The update will include the following:

- 1) Summary of what has been completed thus far.
  - a) Bid
  - b) Topographical Survey
  - c) Stakeholder Communication
- 2) ADM's (Architect, Design & Management Group) current proposal to remediate the water pooling on the field during heavy rain events.
  - a) Storm Drain traversing the length of the playground
  - b) Building up of the playground
  - c) Retention areas
  - d) Tying into the Town's storm drain system
- 3) Design improvement options for the baseball field, landscape, and playground
  - a) Discussion of field - functionally and aesthetically
- 4) Timeline
  - a) Construction begins late May (2019) (School's Out)
  - b) Project's targeted completion time - August (2019) (Start of school)

### **SUMMARY & RECOMMENDATION**

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

Approved for transmittal to the Governing Board:

  
Mr. Daniel Streeter, Superintendent

*Questions should be directed to: Cole Young, Assistant Superintendent (759-5016)*

# ACTION

## Item 10A.

### New BMHS Course Request for 2019-2020: Spanish 102

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 10 A
FROM:	Kort Miner, BMHS Principal	Reading
DATE:	February 5, 2019	Discuss
SUBJECT:	Approval of new course: Spanish 102	Action X
		Consent
<hr/>		
OBJECTIVE:	1. To Raise the Level of Student Achievement	

---

### SUPPORTING DATA

Spanish 102 is to help students develop speaking, writing, listening, and reading proficiency in Spanish at the novice mid/novice high level. Students will also explore the culture of the Spanish-speaking world. Students will continue to focus on developing language skills as well as maintain spontaneous face-to-face conversations.

### SUMMARY & RECOMMENDATION

Spanish 102 is designed to provide quality higher learning and cultural resources for the diverse populations of Yavapai County. Building on the foundation students already have from previous coursework and experience, Spanish 102 aims to build proficiency and maintain skills for student use in the future.

### Sample Motion

I move to approve Spanish 102 as a one-year course worth one credit. The course will be offered at Bradshaw Mountain High School beginning in the 2019-2020 school year.

Approved for transmittal to the Governing Board:

  
Mr. Daniel Streeter, Superintendent

Questions should be directed to: Kort Miner, BMHS Principal @ 759-4105



Humboldt Unified School District #22  
BUDGET REQUEST FORM  
NEW COURSE/SECTIONS COSTS OFFERINGS  
FY 2019-2020

School: Bradshaw Mountain High School

Department: Foreign Language

Course Title: Spanish 102

Grade Level: 10-12

Type of Credit: Dual-Enrolled

Semester/Year: Year

Pre Requisite: Y/N - Satisfactory fulfillment of all Yavapai College Dual Enrollment requirements, including the successful completion of Spanish 1

Course Description: Dual credit course offered in conjunction with Yavapai College. This course assumes a basic/novice level of Spanish language acquisition and Latin American cultural norms. This course focuses on the development of speaking, writing, listening, and reading proficiency in Spanish at the intermediate level. Includes culture of the Spanish-speaking world.

Submitted By: Kort Miner

Date: 1/22/2019

Superintendent Approval: [Signature]

Date: 1-29-19

Finance Approval: [Signature]

Date: 1/29/19

Board Approval: \_\_\_\_\_

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

NEW TEXTBOOKS REQUIRED

(Not previously adopted)

Y/N ☒ N

YES \_\_\_\_\_

(Date of display)

ADDITIONAL TEXTBOOKS REQUIRED

(Currently using adopted texts)

Y/N ☒ N

### TEXTBOOKS

\*TITLE OF TEXTBOOK: Spanish 102 textbook TBD by Yavapai College

ISBN# \_\_\_\_\_

PUBLISHER \_\_\_\_\_

ESTIMATED COST: \_\_\_\_\_ X \_\_\_\_\_ = \$ 0  
(# of students) (cost per unit)

\*Multiple items add second sheet, if necessary

Student

FUNDING SOURCE

### WORKBOOKS

\*WORKBOOKS REQUIRED \_\_\_\_\_ YES ☒ NO

TITLE OF WORKBOOK \_\_\_\_\_ ISBN# \_\_\_\_\_

PUBLISHER \_\_\_\_\_

ESTIMATED COST: \_\_\_\_\_ X \_\_\_\_\_ = \_\_\_\_\_  
(# of students) (cost per unit)

\*Multiple items add second sheet, if necessary

FUNDING SOURCE

## COMPUTER/SUPPLIES/OTHER EQUIPMENT

\*ITEM DESCRIPTION: No additional equipment needed

ESTIMATED COST: \_\_\_\_\_ X \_\_\_\_\_ = \_\_\_\_\_  
(# of students) (cost per unit)

\*Multiple items add second sheet, if necessary

FUNDING SOURCE

## FURNITURE

\*ITEM DESCRIPTION: No additional furniture needed

ESTIMATED COST: \_\_\_\_\_ X \_\_\_\_\_ = \_\_\_\_\_  
(# of students) (cost per unit)

ITEM DESCRIPTION \_\_\_\_\_

ESTIMATED COST: \_\_\_\_\_ X \_\_\_\_\_ = \_\_\_\_\_  
(# of students) (cost per unit)

\*Multiple items add second sheet, if necessary

FUNDING SOURCE

## COURSE FEE

FEE \$ 10/YC credit

BOARD APPROVAL DATE \_\_\_\_\_

NEW STAFF: YES/NO ☒

FTE \_\_\_\_\_

OVERLOAD \_\_\_\_\_

SALARY \_\_\_\_\_

BENEFITS \_\_\_\_\_

ESTIMATED COST: \$ \_\_\_\_\_

FUNDING SOURCE

## PROFESSIONAL DEVELOPMENT

ESTIMATED COST: \_\_\_\_\_

FUNDING SOURCE

### INTERNAL USE

6642 Textbooks

6643 Instructional Aids  
Student Software  
Workbooks

6644 Books & Aids  
Non Student Use  
Non-Credit Enrichment

673x Furniture & Equipment  
6730 < \$1,000 Individual Item  
6731 > \$1,000 Individual Item

6737 Technology  
Hardware  
Non-instructional Software

TOTAL ESTIMATED COST: \$ 10.<sup>00</sup> per student fee

## SPANISH 102

### COURSE DESCRIPTION:

SPA 102. Beginning Spanish II. Development of speaking, writing, listening, and reading proficiency in Spanish at the novice mid/novice high level. Culture of the Spanish-speaking world. Prerequisite: SPA 101 or SPA 132 or placement exam. Four lecture.

### COURSE CONTENT:

1. Descriptions of objects, places, people, and events on topics of a factual nature (e.g., vacations, leisure activities, holidays, health, household chores)
2. Gustar construction
3. Superlatives
4. Narrations using the preterite and imperfect tenses
5. Direct object pronouns
6. Indirect object pronouns
7. Double object pronouns
8. Prepositions
9. Verbs expressing emotions (e.g., to get angry, to cry)
10. Exploration of Internet sites
11. Recognition of simple cultural norms, beliefs, and regional variations of areas where Spanish is spoken/used

### LEARNING OUTCOMES:

1. Describe objects, places, and people with some evidence of creativity and improvisation on topics of a factual nature. (1)
2. Express feelings and opinions with limited elaboration (e.g., I prefer living in Prescott because the weather is nice). (3,9)
3. Narrate a series of events that took place in the past using the past tenses with limited elaboration. (4)
4. Explain likes and dislikes of objects, places, people, and events with some elaboration (e.g., I like tamales because my family eats them at Christmas). (2)
5. Maintain (i.e., to initiate, respond, and contribute to) simple face-to-face conversations with limited spontaneity using present tense and some use of the past tenses. (1,4)
6. Combine ideas using object pronouns, conjunctions, and prepositions with infrequent usage (e.g., I don't have the pen; I gave it to Mary.). (5-8)
7. Identify simple cultural norms, beliefs, and regional variations of areas where Spanish is spoken/used. (11)
8. Explore Internet sites relating to the culture of the Spanish-speaking world. (10,11)



# ACTION

## Item 10B.

### New BMHS Course Request for 2019-2020: Cybersecurity Principles

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item #
FROM:	Kort Miner, BMHS Principal	Reading
DATE:	February 5, 2019	Discuss
SUBJECT:	Approval of new course: Cybersecurity	Action X
		Consent

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OBJECTIVE: 1. To Raise the Level of Student Achievement

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### **SUPPORTING DATA**

The core objective of Cybersecurity is to help students develop a technical and practical skillset for living in the cyber world. The course will provide in-depth learning outcomes surrounding network security, such as identifying system threats and risks, implementing network defenses, devising procedures for business continuity, developing network security policies, and more.

### **SUMMARY & RECOMMENDATION**

Students will gain foundational knowledge and essentials skills in all security domains in the cyber world - information security, systems security, network security, mobile security, ethics and laws, and defense and mitigation techniques used in protecting businesses.

### **Sample Motion**

I move to approve Cybersecurity as a one-year course worth one credit. The course will be offered at Bradshaw Mountain High School beginning in the 2019-2020 school year.

Approved for transmittal to the Governing Board:



Mr. Daniel Streeter, Superintendent

Questions should be directed to: Kort Miner, Bradshaw Mountain, BMHS Principal @ 759-4105

**Humboldt Unified School District #22**  
**BUDGET REQUEST FORM**  
**NEW COURSE/SECTIONS COSTS OFFERINGS**  
**FY 2019-2020**

School: Bradshaw Mountain High School

Department: Career Technical Education (CTE)

Course Title: Cybersecurity

Grade Level: 11-12

Type of Credit: Dual-Enrolled

Semester/Year: Year

Pre Requisite: Y/N - Concurrent enrollment or completion of CNT I and/or II

Course Description: Foundation knowledge and essentials skills in all security domains in the cyber world – information security, systems security, network security, mobile security, physical security, ethics and laws, related technologies, defense and mitigation techniques used in protecting businesses. Students will also study Network security concepts, communication security, network infrastructure security, basics of cryptography and operational/organizational security. Emphasis on network authentication and authorization, securing network devices and services, virus remedies, preventing network attacks, and securing remote access. Prepares students for the Comp/TIA Security+ certification.

Submitted By: Kort Miner

Date: 1/22/2019

Superintendent Approval: [Signature]

Date: 1-29-19

Finance Approval: [Signature]

Date: 1/29/19

Board Approval: \_\_\_\_\_

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

**NEW TEXTBOOKS REQUIRED**

(Not previously adopted)

Y/☒N

YES

(Date of display)

**ADDITIONAL TEXTBOOKS REQUIRED**

(Currently using adopted texts)

Y/☒N

**TEXTBOOKS**

\*TITLE OF TEXTBOOK: Cybersecurity textbook TBD by Yavapai College

ISBN# \_\_\_\_\_

PUBLISHER \_\_\_\_\_

ESTIMATED COST: \_\_\_\_\_ X \_\_\_\_\_ = \$ 0  
(# of students) (cost per unit)

\*Multiple items add second sheet, if necessary

CTE

FUNDING SOURCE

**WORKBOOKS**

\*WORKBOOKS REQUIRED \_\_\_\_\_ YES/☒NO

TITLE OF WORKBOOK \_\_\_\_\_ ISBN# \_\_\_\_\_

PUBLISHER \_\_\_\_\_

ESTIMATED COST: \_\_\_\_\_ X \_\_\_\_\_ = \_\_\_\_\_  
(# of students) (cost per unit)

\*Multiple items add second sheet, if necessary

FUNDING SOURCE



## COMPUTER/SUPPLIES/OTHER EQUIPMENT

\*ITEM DESCRIPTION: No additional equipment needed

ESTIMATED COST: \_\_\_\_\_ X \_\_\_\_\_ = \_\_\_\_\_  
(# of students) (cost per unit)

\*Multiple items add second sheet, if necessary

FUNDING SOURCE

## FURNITURE

\*ITEM DESCRIPTION: No additional furniture needed

ESTIMATED COST: \_\_\_\_\_ X \_\_\_\_\_ = \_\_\_\_\_  
(# of students) (cost per unit)

ITEM DESCRIPTION \_\_\_\_\_

ESTIMATED COST: \_\_\_\_\_ X \_\_\_\_\_ = \_\_\_\_\_  
(# of students) (cost per unit)

\*Multiple items add second sheet, if necessary

FUNDING SOURCE

## COURSE FEE

FEE \$ 10/YC credit

BOARD APPROVAL DATE \_\_\_\_\_

NEW STAFF: YES/NO

FTE \_\_\_\_\_ OVERLOAD \_\_\_\_\_

SALARY \_\_\_\_\_ BENEFITS \_\_\_\_\_ ESTIMATED COST: \$ \_\_\_\_\_

FUNDING SOURCE

PROFESSIONAL DEVELOPMENT \_\_\_\_\_ ESTIMATED COST: \_\_\_\_\_

FUNDING SOURCE

INTERNAL USE	
6642	Textbooks
6643	Instructional Aids Student Software Workbooks
6644	Books & Aids Non Student Use Non-Credit Enrichment
673x	Furniture & Equipment 6730 < \$1,000 Individual Item 6731 > \$1,000 Individual Item
6737	Technology Hardware Non-Instructional Software

TOTAL ESTIMATED COST: \$10 per student (fees)

## **Course Descriptions for CNT 105 & 135**

### **CNT 105 - Cybersecurity Principles**

#### **COURSE DESCRIPTION:**

CNT 105. Cybersecurity Principles (3). Foundation knowledge and essentials skills in all security domains in the cyber world - information security, systems security, network security, mobile security, physical security, ethics and laws, related technologies, defense and mitigation techniques used in protecting businesses. Prerequisite: CNT 100 (may be taken concurrently). Three lecture.

#### **COURSE CONTENT:**

1. Characteristics of cybersecurity world
2. The McCumber Cube
3. Malware and malicious code
4. Protecting secrets using cryptography
5. Ensuring integrity
6. High availability
7. Defending systems and devices
8. Cybersecurity domains

#### **LEARNING OUTCOMES:**

1. Investigate the cybersecurity world, criminals, and professionals. (1)
2. Explain the principles of confidentiality, integrity, and availability as they relate to data states and cybersecurity countermeasures. (2)
3. Differentiate the types of malware and malicious code. (3)
4. Outline technologies, products, and procedures used to protect confidentiality. (4)
5. Describe the processes used to ensure integrity including digital signatures and certificates. (5)
6. Explain the concepts of high availability and the technologies, products, and procedures used to provide high availability. (6)
7. Discuss how technologies, processes, and procedures protect systems. (7)
8. Explore ethics and cybersecurity laws. (8)

### **CNT 135 - Security+ Implement/Maintain**

#### **COURSE DESCRIPTION:**

CNT 135. Security+: Implementing and Maintaining Network Security (3). Network security concepts, communication security, network infrastructure security, basics of cryptography and operational/organizational security. Emphasis on network authentication and authorization, securing network devices and services, virus remedies, preventing network attacks, and securing remote access. Prepares students for the Comp/TIA Security+ certification. Prerequisite: CNT 115 or CNT 140. Two lecture. Three lab.

#### **COURSE CONTENT:**

1. Security elements
2. System Threats and risks
3. System protection
4. Network vulnerabilities and attacks
5. Network defenses
6. Wireless network security
7. Access control
8. Authentication
9. Vulnerability assessments
10. Security auditing
11. Cryptography basics
12. Cryptographic protocols and public key infrastructure
13. Business continuity planning and procedures
14. Policies and legislation

#### LEARNING OUTCOMES:

1. Define and describe the elements of network security. (1)
2. Identify system threats and risks. (2)
3. Configure security features for critical network infrastructure protocols and devices. (3)
4. Describe system vulnerabilities and types of attacks. (4)
5. Implement and configure network defenses. (5)
6. Configure and describe network security. (6)
7. Configure network access controls. (7)
8. Describe system authentication methods. (8)
9. Assess system vulnerability. (9)
10. Audit network and system security configurations. (10)
11. Define the elements of cryptography. (11)
12. Configure cryptography protocols and describe a public key infrastructure. (12)
13. Devise procedures for business continuity. (13)
14. Develop network security policies. (14)

3.000 Credit hours

2.000 Lecture hours

3.000 Lab hours

# ACTION

## Item 10C.

### New BMHS Course Request for 2019-2020: Guitar 2

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 10c
FROM:	Kort Miner, BMHS Principal	Reading
DATE:	February 5, 2019	Discuss
SUBJECT:	Approval of new course: Guitar 2	Action X
		Consent

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OBJECTIVE: 1. To Raise the Level of Student Achievement

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### SUPPORTING DATA

This course is designed to improve students' basic skills learned in level one and extend abilities to read music; play finger-style, flatpick, and classical; play as a member of an ensemble and individually; and learn/apply music theory concepts as they relate to the guitar. There will also be opportunities for ensemble performances during the year.


### SUMMARY & RECOMMENDATION

Guitar 2 is designed to build upon prior knowledge of guitar and extend abilities in a variety of genres and through the use of a variety of guitars. Students will perform ensembles at a variety of concerts and presentations throughout the year.

### Sample Motion

I move to approve Guitar 2 as a one-year course worth one credit. The course will be offered at Bradshaw Mountain High School beginning in the 2019-2020 school year.

Approved for transmittal to the Governing Board:

  
Mr. Daniel Streeter, Superintendent

Questions should be directed to: Kort Miner, BMHS Principal @ 759-4105

**Humboldt Unified School District #22**  
**BUDGET REQUEST FORM**  
**NEW COURSE/SECTIONS COSTS OFFERINGS**  
**FY 2019-2020**

School: Bradshaw Mountain High School

Department: Fine and Performing Arts

Course Title: Guitar 2

Grade Level : 11-12

Type of Credit: High school non-weighted

Semester/Year : Year

Pre Requisite: Y/N - Successful completion of Guitar Level One with a grade of C or higher or pass off on basic skills test given by instructor.

Course Description: This course is designed to improve the basic skills learned in level one and extend your abilities to read music; play finger-style, flatpick, and classical; play as a member of an ensemble and individually; and learn/apply music theory concepts as they relate to the guitar. Students will have the opportunity to play rock, folk, classical and Blues guitar. There will also be extended opportunities for ensemble performances during the year. Students are required to provide their own acoustic guitar.

Submitted By: Kort Miner

Date: 1/22/2019

Superintendent Approval: [Signature]

Date: 1-29-19

Finance Approval: [Signature]

Date: 1/29/19

Board Approval: \_\_\_\_\_

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

**NEW TEXTBOOKS REQUIRED**

(Not previously adopted)

Y/N ☒ N

YES \_\_\_\_\_

(Date of display)

**ADDITIONAL TEXTBOOKS REQUIRED**

(Currently using adopted texts)

Y/N ☒ N

**TEXTBOOKS**

\*TITLE OF TEXTBOOK: N/A

ISBN# \_\_\_\_\_

PUBLISHER \_\_\_\_\_

ESTIMATED COST: \_\_\_\_\_ X \_\_\_\_\_ = \$ 0  
(# of students) (cost per unit)

\*Multiple items add second sheet, if necessary

                      
FUNDING SOURCE

**WORKBOOKS**

\*WORKBOOKS REQUIRED \_\_\_\_\_ YES/NO ☒ NO

TITLE OF WORKBOOK \_\_\_\_\_

ISBN# \_\_\_\_\_

PUBLISHER \_\_\_\_\_

ESTIMATED COST: \_\_\_\_\_ X \_\_\_\_\_ = \_\_\_\_\_  
(# of students) (cost per unit)

\*Multiple items add second sheet, if necessary

                      
FUNDING SOURCE

### COMPUTER/SUPPLIES/OTHER EQUIPMENT

\*ITEM DESCRIPTION: No additional equipment needed

ESTIMATED COST: \_\_\_\_\_ X \_\_\_\_\_ = \_\_\_\_\_  
(# of students) (cost per unit)

\*Multiple items add second sheet, if necessary

FUNDING SOURCE

### FURNITURE

\*ITEM DESCRIPTION: No additional furniture needed

ESTIMATED COST: \_\_\_\_\_ X \_\_\_\_\_ = \_\_\_\_\_  
(# of students) (cost per unit)

ITEM DESCRIPTION \_\_\_\_\_

ESTIMATED COST: \_\_\_\_\_ X \_\_\_\_\_ = \_\_\_\_\_  
(# of students) (cost per unit)

\*Multiple items add second sheet, if necessary

FUNDING SOURCE

### COURSE FEE

FEE \$ 25

BOARD APPROVAL DATE \_\_\_\_\_

NEW STAFF: YES NO

FTE \_\_\_\_\_

OVERLOAD \_\_\_\_\_

SALARY \_\_\_\_\_

BENEFITS \_\_\_\_\_

ESTIMATED COST: \$ \_\_\_\_\_

FUNDING SOURCE

### PROFESSIONAL DEVELOPMENT

ESTIMATED COST: \_\_\_\_\_

FUNDING SOURCE

INTERNAL USE	
6642	Textbooks
6643	Instructional Aids Student Software Workbooks
6644	Books & Aids Non Student Use Non-Credit Enrichment
673x	Furniture & Equipment 6730 < \$1,000 Individual Item 6731 > \$1,000 Individual Item
6737	Technology Hardware Non-Instructional Software

TOTAL ESTIMATED COST: \$25 per student (fees)



# ACTION

## Item 10D.

### 2019-20

## BMHS Course Description Guide & Fees

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 10 D
FROM:	Dr. Rob Bueche, Executive Director of Federal Programs and School Innovation	Reading
DATE:	2/5/19	Discuss
SUBJECT:	Proposed 2019-2020 BMHS Course Description Guide	Action X
		Consent
OBJECTIVE:	Goal 1: Student Achievement Goal 2: Focus on Planning for Future Student Needs	

For your approval is the proposed 2019-2020 Bradshaw Mountain High School Course Description Guide. This guide has multiple purposes for students and families when planning for course selection in the subsequent school year, understanding the many educational pathways available, fees for courses, graduation requirements and provides answers to questions concerning a student's four-year plan of study at BMHS. This is being presented to you in February in efforts of meeting the needs of those families making decisions for their children's next steps when attending BMHS. This information also needs to be available to our eighth-grade students to have and use during transition meetings scheduled at all of our HUSD Middle Schools. This guide allows for HUSD to get out in front of the many questions that parents and students may have and make available to the community a complete description of BMHS course offerings, fees, and educational pathways available.

The Course Description Guide has the following changes from the 2018-2019 version:

- Updated course descriptions to reflect the adopted textbooks and resources for English Language Arts (p. 12-16)
- Spanish 102 is being proposed as a new course offering for students based on allowing for a pathway for students to receive college credit. (p. 29)
- Guitar 2 is being proposed as a new course to expand the music arts programs available to students. (p. 35)
- CTE Courses experienced name changes, specifically Technical Theatre being renamed to Stage Craft (p. 38)
- Cybersecurity is being proposed as a new course offering for students through the Career and Technical Education pathways. (p. 47)
- Updated Special Education program information more in alignment with Federal Law (p. 51-59)
- Removal of Sports Medicine from the Fees Schedule (p. 64)
- Fees- increase in the PE Uniform to \$25 to keep up with extra cost, locker replacement fee increased to \$5.50, drawing and painting to \$40, Broadcast Television and Film & Digital Photography to \$10; A decrease in the fees for Intro to Art and Design to \$30 and Ceramics to \$40 (p. 64-66)

**\*\*The changes within the guide are highlighted yellow on the aforementioned referenced page numbers.**

### SUPPORTING DATA

### SUMMARY & RECOMMENDATION:

#### *Sample Motion:*

*I move to approve the Bradshaw Mountain High School 2019-2020 Course Description Guide.*

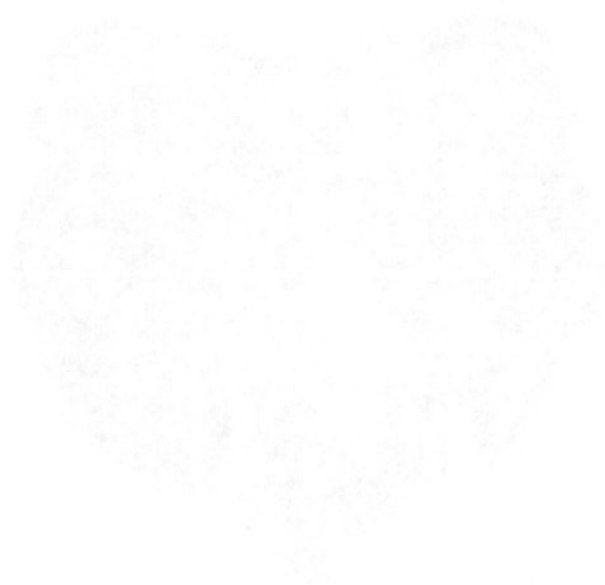
Approved for transmittal to the Governing Board:

  
Mr. Daniel Streeter, Superintendent

*Questions should be directed to: Kort Miner, Bradshaw Mountain High School Principal & Dr. Rob Bueche, Executive Director of Federal Programs and School Innovation*

## A black and white illustration of a bear's head, facing forward. The bear has a dark, textured fur coat and a lighter-colored muzzle. The illustration is set against a dark, textured background.

# BRADSHAW MOUNTAIN HIGH SCHOOL



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## **Mission of the GuidanceSchool Counseling Department**

GuidanceSchool Counseling is an integral part of the total education process at Bradshaw Mountain High School. Our mission is to provide all students the opportunity to become responsible adults by delivering a comprehensive competency-based guidanceeschool counseling program that will contribute to their success in school and beyond.

### **GuidanceSchool Counseling Curriculum**

The Bradshaw Mountain High School guidancecounseling program promotes and enhances student learning in the following domains:

- Academic development
- Career development
- Personal/social development

The guidance counseling curriculum is composed of organized objectives and is delivered by academic advisors in classrooms, small group settings, and individually. It is sequential in nature and designed to meet the developmental needs of all students to ensure that every student receives an equal opportunity to participate fully in the educational process.

### **Program benefits**

#### **For Students:**

- Relates educational program to future success
- Facilitates career exploration and development
- Assists in acquiring knowledge of self (abilities, skills, and interests)
- Assures equitable access to educational opportunities

#### **For Parents:**

- Provides support for parents in advocating for their child's academic, career, and personal/social development
- Develops a system for their child's long-range planning and learning
- Increases opportunities for parent/school interaction

### **Annual Nondiscrimination Notification**

Humboldt Unified School District does not discriminate on the basis of sex, race, color, national origin, age, or disability in its program or activities and provides equal access to the Boy Scouts and other designated youth groups. Humboldt Unified School District Career and Technical Education department does not discriminate in enrollment or access to any of the programs available, such as business, CNA, sports medicine, graphic design, and fire science (Film & TV/Digital Photography, Nursing, Sports Med, Technical Theatre, Networking, Marketing & MICTED).

The lack of English language skills shall not be a barrier to admission or participation in the district's activities and programs. Humboldt Unified School District also does not discriminate in its hiring or employment practices. This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975

and the Americans with Disabilities Act of 1990. The following people have been designated to handle inquiries regarding the nondiscrimination policies:

**Director of Federal Programs**

Robert Bueche

6411 N. Robert Rd.

Prescott Valley, AZ 86314

(928)\_759-4000

robert.bueche@humboldtunified.com

**Principal**

6000 E. Long Look Dr.

Prescott Valley, AZ 86314

(928)\_759-4000

kort.miner@humboldtunified.com

El Distrito Unificado de las Escuelas Humboldt no discrimina en ninguna forma en lo que se refiere a lo relacionado con el sexo, la raza, el color de la piel, la nacionalidad, la edad o incapacidad física en la participación en sus programas y/o actividades y también provee acceso igual a los niños Scouts y a los otros grupos que son designados para gente joven. El Departamento de Educación Técnica y de Carreras Universitarias del Distrito Unificado de Escuelas Humboldt no discrimina la inscripción o el acceso a cualquier programa disponible tales como: Fotografía digital, de películas y televisión, de enfermería, de medicina de deportes, de teatro técnico, de conexión de redes, de mercadotecnia, y en MIJTED\*. La falta de un buen conocimiento del idioma de ingles no es una barrera para la admisión o la participación en las actividades y en los programas del Distrito. El Distrito tampoco discrimina en lo relacionado con contratos de trabajo o de empleos. Las siguientes son las personas que han sido designadas y encargadas para hacer la investigación necesaria con respecto a las disciplinas que existen en contra de cualquier clase de discriminación.

## **Graduation**

The Humboldt Unified School District provides a graduation ceremony for students who have met state and district requirements. Participation in commencement exercises is encouraged but is not mandatory. Students who have successfully completed the credit and administrative requirements for graduation are eligible to participate in commencement exercises.

To receive a Bradshaw Mountain High School diploma, a student must:

1. Complete a minimum of 22 credits before the ceremony.
2. Pass all academic requirements for graduation.
3. Complete all administrative procedures required.

## **Valedictorian/Salutatorian**

Valedictorian and Salutatorian are the top 1% of the senior class based on the following criteria:

1. Weighted letter grades from courses taken since the beginning of 9th grade (the first year after 8th grade) from an accredited high school through the first semester of senior year (7 semesters total).
2. Grades earned on the student's first attempt.
3. In the case of a tie, the valedictorian is awarded to the student who has the highest number of weighted A's.



4. Student must attend BMHS as a full-time student both semesters of their senior year (fourth year after 8th grade).
5. Salutatorian makes up the remaining 1% of senior class.

### **GPA/Class Rank**

1. Class ranking is determined each semester beginning with the completion of the first semester of the freshmen year and ending with the completion of the first semester of the senior year.
2. Class rank is based on the unweighted grades earned in regular education classes.
3. Total grade points begin accumulating with the ninth grade. Grade points are divided by total units attempted to produce the cumulative grade point average. Students are ranked according to grade point average.
4. Weighted courses are offered at a 5.0 grading scale (A=5 points, B=4 points, C=3 points, D=2, F=0).
5. Unweighted courses are offered at a 4.0 grading scale (A=4 points, B=3 points, C=2 points, D=1, F=0).

### **Student Records**

Students requesting official or unofficial transcripts should go to [www.parchment.com](http://www.parchment.com) to request an official transcript at a small cost.

Changes to student information such as address, telephone number, and emergency contact must be made by filling out the Student Information Change Form.

Legal documentation is required for all guardianship, student name, and marital status changes.

### **Test Out/Credit Transfer Procedures**

Bradshaw Mountain High School students must fulfill the academic requirements for high school graduation. Test out and credit transfer procedures exist in order to measure student learning and knowledge. **Test out procedures are not an option for BMHS students who wish to earn credit for courses that have not yet been taken.**

**Test out procedures for courses at Bradshaw Mountain High School are as follows:**

1. There may be a \$25 fee for each test taken.
2. Students desiring to test out of a course must contact the department chair of that subject.
3. Each "test for credit" may have two segments:
  - A. A work portfolio in which the student will produce projects, labs, etc.
  - B. A test
4. Students may attempt to test out only once for credit in any course.
5. Students may not test out for credit in a class in which they are currently enrolled.
6. Students may not test out for credit as a method of repeating the course. (See Credit Recovery Policy)
7. All test outs must be completed by the end of the second week of each semester, unless it is due to a transfer situation where a grade has yet to be assigned.

## Testing

### State required tests:

- AzMERIT for English 9 thru 11 and Math Algebra 1 thru Algebra 2.
- Arizona's Instrument to Measure Standards (AIMS) Science.
- Assessments to measure the standards have been adopted by the State Board of Education and are administered to all students as a requirement for graduation. Students begin AzMerit testing in the spring of their 9th grade year and AIMS in their 9<sup>th</sup> or 10<sup>th</sup> grade year depending on when they take biology.
- Beginning with the class of 2017, all students in the state of Arizona must complete and pass a civics test prior to graduation. This test may be given and passed beginning in middle school.
  - **NOTE:** The test dates and requirements are subject to change (per Arizona Department of Education).

### College and Military Admissions Testing:

- PSAT/NMSQT - Fall of 10th and/or 11th grade (predecessor to the SAT test)
- ACT - Spring of 11th grade; if missed, fall of 12th grade
- SAT - Spring of 11th grade; if missed, fall of 12th grade
- Armed Services Vocational Aptitude Battery (ASVAB) – Fall of 11th grade; if missed, fall of 12th grade

### Advanced Placement:

Designated AP courses (AP) – Spring of 10th, 11th and 12th grade

### Grade Level Placement

Grade level placement is determined by the school year the student begins ninth grade. The cohort/graduation year is calculated by adding four years to the year in which the student entered the ninth grade. Once set, the cohort year does not change regardless of credits earned.

### Class Schedules

Incoming 9th grade class schedules are determined by 8th grade teacher recommendation and 9th grade course requirements with parent signature/approval. All other student schedules are determined during a parent/student/advisor Education Career Action Plan (ECAP) meeting Fall of 9th grade.

### Revisions to ECAP

Each spring students receive a printout of their selected courses for teacher and parent signature/approval. This signed course selection sheet must be returned to your advisor for completion.

### Late Enrollment and Audit Policy

Any student entering BMHS after the 10th day of school each semester without transfer grades is enrolled on an Audit basis for that semester. Auditing means that the student is required to attend class, participate in classroom activities, complete all homework and take tests just as if they are receiving credit. Teachers will enter an "AU" into the gradebook upon the student's entrance in the course. At the end of the semester, the "AU" may be removed and the final exam given for letter grade credit if the teacher determines that the student has shown that he/she knows the material studied in class.

### Pre-Registration and New Registration

Bradshaw Mountain High School students pre-register in the spring of the currently enrolled year. New student registration begins two weeks prior to the beginning of school.

## Schedule Corrections

Students may request to add/drop a course within the first 10 days of each semester. Schedule corrections may be made under the following circumstances:

1. Satisfying graduation requirements
2. Incomplete schedule
3. Balancing of class size
4. Completion of credit recovery courses
5. Teacher recommendation for student placement
6. Cancellation of class
7. A conflict of two classes offered only in the same period

If a student has enough credits to withdraw from a class while maintaining full-time status (six classes for fresh – juniors, five classes for seniors, or seven classes with an Early Bird), he/she may request this within the first 20 days of each semester without penalty. Any course dropped **after the 20th day** will reflect a W/F (withdraw/fail) on the official transcript, which will adversely affect GPA and Arizona Inter-Scholastic Association (AIA) eligibility. If, as a result, a new class is added, no credit will be granted for that class.

## Homeschooled Students

Bradshaw Mountain High School welcomes homeschooled students. If a student was home schooled for at least one semester and wishes to earn credit for the courses completed, the parent must provide BMHS with a transcript or a list of courses covered, and books and materials used. All home school credits are evaluated by administration to determine Pass/Fail or letter grade. *Homeschooled students may participate in extracurricular activities* as long as they meet enrollment/attendance zone requirements.

## Homebound Students

In the case of a serious medical condition, a student may be granted homebound status. Consideration for homebound status occurs following receipt of medical documentation that explains why the student cannot physically attend school due to a condition that may last for at least three months. The application process begins with the school nurse and includes a completed application, medical documentation and a meeting with school administration.

## AP Academy

The AP Academy is a school within a school that is designated for students interested in pursuing the AP Diploma. The AP Academy is by application only. Please contact the school for more information.

## BMHS Advanced Placement (AP)

Advanced Placement (AP) is a national program, which Bradshaw Mountain High School offers in cooperation with the College Board to provide students the opportunity to pursue rigorous coursework, which research demonstrates increases students' chances for long-term success. It is a program of credit by examination for college level studies pursued in high school. Advanced Placement courses are open to all students in high school and may provide college level credit based on their performance on an exam at the end of the course. Students who excel in a given subject may take the AP exam without enrolling in the AP course. The College Board charges a set fee for each exam.

AP exams are scored on a scale of 1 to 5. Students who earn a 4 or 5 on an AP exam will have their BMHS 1st and 2nd semester grades changed to an A; a score of 3 will result in the student's course grade being increased one letter grade for both semesters. A score of 1 or 2 will not affect the student's course grade. A grade of F in the course will not be changed regardless of the AP exam score.

## **Class Level Placement**

Students in AP, Pre-AP, and Honors courses have until the first quarter report to determine if the accelerated level is appropriate. If not, level change paperwork must be initiated through the teacher at that time.

## **BMHS Pre-AP Program**

The mission of the Pre-AP Program at Bradshaw Mountain High School is to provide enriched opportunities for academic excellence to highly motivated students. Through a comprehensive plan of instruction across grade levels and content areas, students will experience curriculum that emphasizes analytical thinking, creative inquiry, and independent learning. Pre-AP classes provide a strong foundation for AP coursework. Pre AP courses are weighted on a 5.0 grading scale.

## **Dual Enrollment Program**

Humboldt Unified School District and Yavapai Community College (YCC) offer a cooperative program to junior and senior students to earn dual high school and college credits.

Dual credit courses are offered on the high school campus during the student's regularly scheduled day. Enrollment requires that students receive an appropriate score on a skills assessment and/or have the required college course prerequisite. These courses are \$10/Yavapai College credit, and students are required to purchase required textbooks or other resources. Students will have to register as a Yavapai student.

**NOTICE:** A student's grade earned in a college credit class **WILL** affect their eligibility for future financial aid!  
**THIS INCLUDES DUAL ENROLLMENT COURSES TAKEN DURING HIGH SCHOOL!!**

Dual Credit courses at Bradshaw Mountain High School are limited. For an explanation of dual credit courses, see the specific department section of this booklet.

## **NCAA/NAIA Eligibility**

All high school athletes who desire to enroll and compete as college freshmen in a Division I or Division II institution must complete the NCAA Initial Eligibility Center Release Form or the NAIA Eligibility Center Release Form **at the end of the junior year**. For more information and to register, go to [www.ncaa.org/eligibilitycenter](http://www.ncaa.org/eligibilitycenter) or [www.playnaia.org](http://www.playnaia.org). Register to take the ACT and/or SAT and use the NCAA Eligibility Center code "9999" and for the NAIA Eligibility Center use code "9876." Visit the counseling office to have your transcript uploaded and to learn more about a submission of a fee waiver.

## Grades

Semester grades are final. Parents/ guardians wishing to discuss grades should contact the teacher by leaving a message on their voicemail or by email. Parents are encouraged to access this information through FAMILY LINK on the district website.

## Grading Scale

90-100% = A

80-89% = B

70-79% = C

60-69% = D

59-below = F

I = Incomplete

AU = Audit

NC = No Credit

## FamilyLink

Parents and students can access information, such as: attendance, grades, schedule and the school calendar through the internet by logging into the Humboldt Unified School District website ([www.humboldtunified.com](http://www.humboldtunified.com)). Information on how to access Family Link is available in the advisement department.

## Progress Reports/Report Cards

Progress reports are distributed to students every 4.5 weeks. Semester grades are mailed at the conclusion of fall and spring semesters, showing credit earned on transcript.

## Incompletes (I)

Students who receive an incomplete (I) at the end of the semester must make up the required work **within two weeks** or the grade will default to an F (fail). Extreme emergencies may provide an exception to this policy and are considered on a case-by-case basis. Administrative approval is needed for an incomplete to be given as a final grade on the report card.

## Loss of Credit (NC)

Students who are absent (**excused and unexcused**) more than 9 school days per semester will receive NO CREDIT (NC) for that class. Students have the right to appeal the Loss of Credit. Contact the Attendance Office for additional information.

## Credit Recovery

Students who have failed courses or wish to improve their grades may do so online through our Credit Recovery Program. Students must complete their online registration with their advisor. Seniors must complete all credit recovery coursework within the first week in May in order to participate in the graduation ceremony. There is a fee charged for all credit recovery courses.



## ACADEMIC REQUIREMENTS FOR HIGH SCHOOL GRADUATION

	BMHS Diploma	Silver Diploma*	Gold Diploma*	AP Academy Diploma*
<b>REQUIRED CORE COURSES</b>				
ENGLISH	4 credits	4 credits	4 credits	4 credits
MATHEMATICS	4 credits	4 credits	4 credits	4 credits
SCIENCE	3 credits	3 credits	3 credits	3 credits
WORLD HISTORY AND GEOGRAPHY	1 credit	1 credit	1 credit	1 credit
U.S. HISTORY	1 credit	1 credit	1 credit	1 credit
AMERICAN GOVERNMENT	0.5 credit	0.5 credit	0.5 credit	0.5 credit
ECONOMICS	0.5 credit	0.5 credit	0.5 credit	0.5 credit
ADDITIONAL CORE CREDIT*	not necessary	1 credit	1 credit	not necessary
<b>OTHER REQUIRED COURSES</b>				
PHYSICAL EDUCATION	1 credit	1 credit	1 credit	1 credit
CAREER AND TECHNICAL EDUCATION	1 credit	1 credit	1 credit	1 credit
FINE ARTS	1 credit	1 credit	1 credit	1 credit
ELECTIVES	5 credits	4 credits	4 credits	4 credits
ACADEMY PREP	not necessary	not necessary	not necessary	1 credit
FOREIGN LANGUAGE	not necessary	2 credits	2 credits	2 credits
MEET STATE TESTING REQUIREMENTS	Yes	Yes	Yes	Yes
<b>TOTAL</b>	<b>22</b>	<b>24</b>	<b>24</b>	<b>24</b>

**ALL STUDENTS MUST MEET THE ACADEMIC REQUIREMENTS FOR THE BMHS DIPLOMA, which includes meeting the requirements for state-mandated testing.**

**\*Class of 2016 & beyond** – the full-time, four-year AVID student waives the 1.0 additional core credit requirement for Silver/Gold Diploma.

**\*Gold and Silver Diploma candidates** will take a 1.0 additional credit in any of the college core areas – English, math, science, social studies, foreign language, or fine arts.

**\*Gold, Silver, and AP Academy Diploma candidates (class of 2020 and beyond) will take four years of mathematics, including 1.0 math credit during the senior year.**

**\*Silver Diploma**

1. Earn 24 credits with a grade of "C" or better in all classes in which they have been enrolled as a high school student.
2. Take four years of mathematics, including 1.0 math credit during the senior year.

**\*Gold Diploma**

1. Earn 24 credits with a "C" or better in all classes in which enrolled as a high school student.
2. Take four years of mathematics, including 1.0 math credit during the senior year.
3. Receive a 3 or better on at least two AP tests by the end of junior year.
4. Take a minimum of four AP classes in four years of high school.

**\*AP Diploma**

1. Earn 24 credits with a "C" or better in all classes in which enrolled as a high school student.
2. Take four years of mathematics, including 1.0 math credit during the senior year.
3. Take at least six AP courses throughout the four years of high school.
4. Remain in the AP Academy.



# ENGLISH

BMHS offers a variety of English courses centered on the Arizona State Standards to help students prepare for their ultimate post-high school goals. Four credits of English are required for graduation. Pre-AP and AP courses are demanding, but open to all students.

## English 9

Grade: 9

Fee: none

Prerequisite: none

English credit

Year: 1.0 credit

This course ~~explores~~uses the MyPerspectives program to deepen students' understanding of the elements of fiction, nonfiction, poetry, and ~~nonfiction~~drama through the study of short stories, novels, ~~various~~poems, plays, historical documents, and ~~other~~nonfiction selections. Students ~~practice~~analyze and compare fiction and nonfiction selections with a focus on comprehensive and analytical strategies. Students will learn how to improve their fiction, nonfiction, functional, explanatory, and argumentative writing in Claim-Evidence-Commentary structure and completing Document Based Questions, skills. Students work collaboratively and independently to master the skills practiced within the whole class learning in order to prepare for their future courses and state testing requirements.

## Pre-AP English 9

Grade: 9

Fee: none

Prerequisite: none

English credit

Year: 1.0 credit

**Successful completion of summer reading required**

Pre-AP English 9 is a comprehensive reading and writing class designed with rigorous lessons to prepare students for Pre-AP English 10, and state testing requirements. Students will learn how to gain deeper understanding, annotate and gather textual evidence while analyzing short stories, ~~poetry~~, novels, and poems, plays, historical documents, and nonfiction selections. Students will be required to read ~~ten~~8 - 10 books and complete Book Cards over the course of the school year. There will be a focus on improving both academic and personal vocabulary. Students will also learn how to improve their fiction, nonfiction, functional, explanatory, and argumentative writing skills.

## English 9 - 180/Read 180

Grade: 9

Fee: none

Placement: determined by test scores

English/Elective credit

Year: 1.0 credit for each course

READ 180 is a specialized reading course designed to enable identified high school students to improve reading comprehension, increase understanding of narrative and expository text structures including academic reading, functional reading, informational reading and technical reading, in order to learn more effectively from subject-matter textbooks in science, history/social studies, math, and English. Students are introduced to narrative and expository organizational patterns, as well as the academic language used in the aforementioned content classes. This is accomplished through an intensive 2-hour block class every day that utilizes software, independent reading, and whole and small group instruction.

## English 10

Grade: 10

Fee: none

Prerequisite: none

English credit

Year: 1.0 credit

This course ~~deepens~~ uses the MyPerspectives program to deepen students' understanding of the elements of fiction, poetry, and nonfiction through the study of short stories, novels, various poems, ~~plays,~~ historical documents, and ~~other~~ varied nonfiction selections. Students analyze and compare fiction and nonfiction selections with a special focus on comprehensive and analytical strategies. Students work collaboratively and independently to master the skills practiced within the whole class learning. Students continue to work toward mastery ~~when writing in Claim-Evidence-Commentary structure~~ while working through the MyPersepectives units and completing Document-Based Questions, with a focus on rhetoric and argumentative writing, the reading and writing assignments found in their workbooks, online, and through class participation.

## Pre-AP English 10

Grade: 10

Fee: none

Prerequisite: Successful completion of Pre-AP English 9 or teacher recommendation

English credit

Year: 1.0 credit

This is a rigorous, fast-paced course that serves as a transition into the AP Courses. ~~The curriculum focuses on in-depth analysis. Throughout the year, students read novels, full-length plays, many poems, short stories, and nonfiction pieces. There are six to eight essays assigned throughout the year, covering persuasion, research, and exposition. The focus is on literary analysis.~~ English and AP Capstone courses and is relevant for both college and career readiness. Students will continue to refine their close reading, analytical writing, and language skills introduced in Pre-AP English 9. Students will read closely and analyze a range of complex literary and informational texts, recognize the importance of textual evidence and incorporate it effectively in writing and speaking, and understand how writers and speakers use specific words and sentences to move the thoughts, emotions, and actions of readers and listeners. Completion of assigned summer reading is required.

## English 11

Grade: 11

Fee: none

Prerequisite: English 10 or grade-level placement

English credit

Year: 1.0 credit

This course covers American literature from the ~~pre-colonial~~ revolutionary war era to the present. Students study the styles, techniques, philosophies and ideas of major American writers, as well as the historical setting and cultural aspects which influenced their works. Students regularly write brief formative assessments – quick writes, journals, and reader responses, as well as more formal essays: a documented critique/analysis with an argumentative voice and an expository essay that is a “think-piece” in which the students develop their own perspectives on issues.

## AP English Language and Composition

**Grades: 11-12**

**English credit**

**Fee: AP exam fee**

**Year: 1.0 credit**

**Prerequisite:** Successful completion of Pre-AP English 10, AP English Literature and Composition, or teacher recommendation

This is a challenging course that prepares students for the Advanced Placement exam in English Language and Composition. With an emphasis on nonfiction, students write analytical, and aligns to an introductory college-level rhetoric and writing curriculum. This course emphasizes evidence-based analytic and argumentative, and synthesis essays while studying American and international authors. Completion of assigned summer reading is required, requiring to students to evaluate, synthesize, and cite sources to support their arguments. Additionally, students read and analyze rhetorical elements and their effects in non-fiction texts, including graphical images as text, essays, and speeches from many disciplines and time periods.

## AP English Literature and Composition

**Grades: 11-12**

**English credit**

**Fee: AP exam fee**

**Year: 1.0 credit**

**Prerequisite:** Successful completion of Pre-AP English 10, AP English Language and Composition, or teacher recommendation

This challenging course not only prepares student for the Advanced Placement Exam in Literature, but it also broadens and enriches students' aligns with an introductory college-level literary analysis course. This is the course for literature lovers who want to broaden and enrich their vocabulary, critical learn to read more closely and critically, and discover and deepen their understanding of how a writer uses language and literary strategies to convey meaning and deepen our reading, and writing pleasure. A wide variety of texts, ranging from the Greek classics and Shakespeare through contemporary literature, are studied. Students will learn to write rhetorical analyses of both poetry and prose and use text to support literary arguments of theme, characterization, symbolism, and so on.

## English 12

**Grade: 12**

**English credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite:** English 11 or grade-level placement

This course focuses on British literature as it relates to contemporary society, as well as some selections from world literature and American literature. Students practice writing narrative, expository research, and documented essays about various genres of literature, ranging from the Anglo-Saxon period to the twentieth century. The writing components of this class emphasize the writing process and good editing, which includes grammar, usage, and mechanics.

## College English 101

**Grade: 12**

**English credit**

**Fee: \$10/YC credit**

**Semester: 0.5 credit**

**Placement:** Satisfactory fulfillment of

**YC credit: 3.0 credits with grade of C or higher**

**all Yavapai College Dual Enrollment requirements**

Students compose expository and argumentative essays for specific audiences with emphasis on the process of writing, reading, critical thinking and introduction to research and documentation. The main focus of the course is the argumentative process, with a minimum of 4500 words of "formal" student writing.

## College English 102

Grade: 12

Fee: \$10/YC credit

Prerequisite: Grade of "C" or higher in ENG 101

English credit

Semester: 0.5 credit

YC credit: 3.0 credits with grade of C or higher

Students engage in extensive critical thinking skills often through, but not exclusive to, the lens of literary analysis. This course includes research and writing several critical, documented essays. The focus of the course is on literary analysis, essays with a minimum of 5000 words of "formal" student writing.

## AP CAPSTONE DIPLOMA AND AP SEMINAR AND RESEARCH CERTIFICATE

Grade: 11-12

Fee: AP exam fee

Prerequisite: Recommended successful completion of

Pre-AP English 9 and 10, pre-AP/AP science and social studies

English/TBDElective credit

Semester: 0.5 credit

The College Board's AP Capstone is an innovative college-level program based on two new courses – AP Seminar and AP Research – that complement and enhance discipline-specific AP courses.

The program provides students with an opportunity to engage in challenging scholarly practice of the core academic skills necessary for successful college completion. The ability to think independently, write effectively, research, collaborate, and learn across disciplines is essential for success in college, career, and beyond.

Students in AP Seminar will complete the first Capstone component with a team project and presentation, an individual research-based essay and presentation, and an end-of-course exam. The second component of AP Capstone is AP Research which culminates with an academic paper and a presentation and oral defense.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma.

Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate.

### **AP Seminar (Component I)**

**Prerequisite: Recommended successful completion of  
Pre-AP English 9 and 10, pre-AP/AP science and social studies**

AP Seminar is the foundational course of the AP Capstone program and engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

Students in AP Seminar will complete a team project and presentation, an individual research-based essay and presentation, and an end-of-course exam.

### **AP Research (Component II)**

**Prerequisite: Successful completion of AP Seminar**

AP Research builds on the foundational skills developed in AP Seminar, allowing students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In this course, students further their skills acquired in AP Seminar by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question.

Students in AP Research will complete an academic paper, prepare an presentation and oral defense of their research.

Bradshaw Mountain High School looks forward to the addition of the AP Capstone program with great enthusiasm and expectation! We know the addition of these programs will challenge our bright young learners and introduce them to new learning that will prepare them for whatever path they choose to pursue beyond Bradshaw Mountain High School!

## **SHELTERED ENGLISH IMMERSION**

**Per Arizona Revised Statute 15-756.01, HUSD is required to offer research-based programs of Structured English Immersion language instruction to English Language Learners enrolled in the District. English Language Development instruction includes an emphasis on the English language itself in the areas of ~~Listening, Speaking, Reading~~ grammar, listening, speaking, reading, and ~~Writing~~ writing.**

**English Language Learners in schools with 20 or fewer ELL students in a three-grade span or intermediate-level students may be placed on**

**Individual Language Learner Plans (ILLPs). Students are placed in SEI classes and/or Language Arts classes based on guidelines established ~~by the Arizona ELL Task Force,~~  
by the Arizona Department of Education.**



## SEI English Reading/Writing/Grammar

Grades: 9-12

Fee: none

Placement: determined solely by

Arizona English Language Learner Assessment (AZELLA) scores.

There is a strong focus on phonology (pronunciation and the -sound system), morphology (structure and forms of words, syntax (English word order rules), lexicon (vocabulary), grammar, and semantics (the contextual use of English).

English or SEI credit

Elective credit for additional SEI courses

Year: 1.0 credit/course

## MATHEMATICS

The classes of 2018 and beyond ~~need~~ are required to take four credits of mathematics which are to include: Algebra I, Geometry, Algebra II and one year of significant math beyond Algebra II. ALL BRADSHAW MOUNTAIN HIGH SCHOOL STUDENTS ARE REQUIRED TO TAKE A MATH COURSE ALL FOUR YEARS THEY ARE IN HIGH SCHOOL, POSSIBLY EARNING MORE THAN 4 CREDITS BEFORE GRADUATING.

College-bound students: Arizona universities currently require a minimum of **four years** of math: Algebra I, Geometry, Algebra II and one higher math for which Algebra II is a prerequisite.

RECOMMENDED SEQUENCE			
	High School Diploma	College Prep	Advanced Placement
9	Algebra IA or Algebra I	Algebra I	Pre-AP Geometry or Pre-AP Algebra II
10	Algebra IB or Geometry	Geometry	Pre-AP Geometry or Pre-AP Algebra II or Pre-Calculus (MAT 187)*
11	Geometry or Algebra II	Algebra II	Pre-AP Algebra II or Pre-Calculus (MAT 187)* or AP Stats or AP Calculus AB
12	Business/Technical Math or Advanced Mathematics or Algebra II	Advanced Mathematics/ College Algebra (MAT 152)* or AP Statistics or Pre-Calculus (MAT 187)*	Pre-Calculus (MAT 187)* or AP Statistics or AP Calculus AB or AP Calculus BC

\* Dual credit OPTION available

**Note:** Students may shift from one sequence to the appropriate level in another sequence at semester based on grades and test scores with a teacher recommendation and parent approval. See individual course requirements for prerequisites.

### **Yavapai College Requirements for Dual Enrollment:**

1. Students need to meet the YC standards for math and reading. They can accomplish this by:
2. Having qualifying SAT or ACT scores (either math or reading or both), OR
1. ~~A "C" or better in Algebra I, Algebra II, and Geometry AND a qualifying score on the reading Accuplacer test, OR~~
3. A qualifying score on both the math AND reading Accuplacer test

### **Recommended Math Supplies:**

1. A compass, protractor, and ruler for Geometry.
2. Several spiral notebooks with college-ruled paper and graph paper.
3. A graphing calculator (TI-84) is recommended for math classes Algebra II and higher, and all Pre-AP classes.
4. A scientific calculator is recommended for Algebra 1 and higher.

## **Algebra I A**

**Grades: 9-12**

**Math credit**

**Fee: none**

**Year: 1.0 credit**

**Placement: Teacher recommendation only**

**Students will be placed in this course through teacher recommendation only.** Students will take the entire year to study the topics covered in the first semester of Algebra I. Algebra IA includes the study of the following topics: graphing stories, structures of expressions, number systems and sets, algebraic operations, equations and inequalities, algebraic fractions, systems with two variables, graphing, linear and exponential sequences, functions and their graphs, and transformations of functions.

## **Algebra I B**

**Grades: 10-12**

**Math credit**

**Fee: none**

**Year: 1.0 credit**

**Placement: Teacher recommendation only**

**Students will be placed in this course through teacher recommendation only.** Students will take the entire year to study the topics covered in the second semester of Algebra I. Algebra IB includes the study of the following topics: Graphing, Piecewise and Exponential functions, Quadratic Expressions, Equations, Functions, and Their Connection to Rectangles, Using Different Forms for Quadratic Functions, Function Transformations and Modeling.

## **Algebra I**

**Grades: 9-12**

**Math credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: \*The majority of incoming freshmen will enroll in this course.**

This course provides students experiences with problem solving and patterns, graphing and solving linear equations and inequalities. Students will work with quadratics, polynomials and other non-linear functions. They will be introduced to descriptive statistics.



## **Geometry**

**Grades: 10-12**

**Fee: none**

**Math credit**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Algebra I**

Geometry is the study of the relationships between points, lines, and planes. Geometry requires students to develop logical reasoning and problem solving skills as they study the Geometry topics such as constructions, angles, proofs, transformations, congruence, similarity, triangles, trigonometry, perpendicular lines, parallel lines and planes, quadrilaterals, the Pythagorean Theorem, polygons, coordinate geometry, perimeter, area, surface area, volume, and circles. The deductive method of proof is emphasized throughout the course and the understanding and use of Algebra skills are relied upon throughout these topics.

## **Pre-AP Geometry**

**Grades: 9-10**

**Fee: none**

**Math credit**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Algebra I in 8<sup>th</sup> grade and/or teacher recommendation, "B" or higher in Algebra I**

Pre-AP Geometry is designed specifically for those students who have shown exceptional talent in Algebra I. The curriculum is the same as regular Geometry, but may proceed at a more accelerated pace with a more in-depth coverage of all topics. Greater emphasis is placed on college and AP testing preparation. (See Geometry) **Note: Students may accept the challenge of taking Pre-AP courses at any point in their high school career; however, should the student's average drop below a C at semester, the student may be placed in regular college preparatory math.**

## **Algebra II**

**Grades: 10-12**

**Fee: none**

**Math credit**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Algebra I & (or IA & IB) plus Geometry with a passing grade**

Algebra II is a course that uses the skills and concepts learned in Algebra I, and emphasizes facility with algebraic expressions and forms, especially linear and quadratic forms, powers and roots, and functions based on these concepts: Students study logarithmic, trigonometric, polynomial, and other special functions both for their abstract properties and as tools for modeling real-world situations. There is also a strong emphasis on rational expressions throughout the year. (Note: A graphing calculator is required.)

## Pre-AP Algebra II

Grades: 10-12

Fee: none

Math credit

Year: 1.0 credit

**Prerequisite:** Algebra I, Geometry, teacher recommendation, “C” or higher in Pre-AP Geometry or “B” or higher in Geometry

Pre-AP Algebra II is designed specifically for those students who have shown exceptional talent in Algebra I and Geometry. The curriculum is rigorous and is taught at an accelerated pace to prepare students for Precalculus. Students utilize the skills and concepts from Algebra I to progress into: linear and quadratic expressions, equations, graphing; radical, exponential, and logarithmic expressions and equations; polynomial operations and functions; matrix operations and manipulation; statistical analysis and probability; conic sections and their graphs; trigonometric functions and equations. There is also a strong emphasis on rational expressions throughout the year. **Note: Students may accept the challenge of taking Pre-AP courses at any point in their high school career; however, should the student’s average drop below a C at semester, the student may be placed in regular college preparatory math.**

## Business/Technical Math

Grade: 12

Fee: none

Math credit

Year: 1.0 credit

**Prerequisite:** Successful completion of Algebra II with a “D” or lower or grade level placement

In this course, students explore specific uses of mathematics in today’s business and technological world. Emphasis is placed on skills used in occupations in the Prescott Valley and surrounding areas. Basic algebra and geometry skills are reviewed through the use of technology (computers and graphing calculators). This class is designed for seniors only and is recommended for non-college bound students. **Colleges do not recognize this class as a math credit.** Topics covered include: gross and net pay, federal, state and local taxes, budgeting, banking services, loans, credit cards, finance charges, comparison shopping, homeownership, investments, business statistics and probability. This course counts as one of the four year math requirements with significant mathematics content including compound interest, amortization and spreadsheets.

## Advanced Math

Grades: 11-12

Fee: none

Math credit

Semester: 0.5 credit

**Prerequisite:** Successful completion of Algebra II with a “C” or better

Modeling of applications using linear, quadratic, exponential and logarithmic functions. Introduction to solving systems of equations using matrices. Introduction to personal finance topics, checking and savings accounts, credit cards, monthly payments, and taxes. (Note: A graphing calculator is **required**.) This course is not offered for dual enrollment. It is high school credit only.

## College Algebra (MAT 152)\*

Grades: 11-12

Fee: \$10/college credit

Math credit

Semester: 0.5 credit

**Prerequisite:** Successful completion of Algebra II with a “C” or higher and **Placement:** Satisfactory fulfillment of all Yavapai College Dual Enrollment requirements

Modeling of applications using linear, quadratic, exponential and logarithmic functions. Introduction to solving systems of equations using matrices. Introduction to personal finance topics, checking & savings accounts, credit cards, monthly payments, and taxes. Duplicate credit for MAT 152 and/or MAT 187 will not be awarded. (Note: A graphing calculator is **required**.) (Yavapai College: 3 credit hours)

## **Precalculus (MAT 187)\***

**Grades: 10-12**

**Math credit**

**Fee: \$10/college credit**

**Year: 1.0 credit**

**Prerequisite:** ~~Successful completion of Algebra II with a "B" or better and~~ **Placement: Satisfactory fulfillment of all Yavapai College Dual Enrollment requirements**

This course is designed for the student with a strong background in high school mathematics. Topics covered include: functions (linear, quadratic, exponential, rational, circular and logarithmic), trigonometry, vectors, and analytical geometry. Topics from college algebra and trigonometry essential to the study of calculus and analytic geometry will also be covered. Duplicate credit for MAT 142 and/or MAT 152 will not be awarded. This course is a year-long dual enrollment course. **Once a student has enrolled, the student may not drop the course.** Credit is earned at Yavapai College only after successfully completing the entire year with an average score of a "C" or better. (Note: A graphing calculator is required) (Yavapai College: 5 credit hours)

## **AP Calculus AB**

**Grades: 11-12**

**Math credit**

**Fee: AP Exam Fee/Optional Camp Fee**

**Year: 1.0 credit**

**Prerequisite:** Successful completion of Precalculus with a grade of "C" or better

AP Calculus consists of two semesters of high school academic work that is comparable to the first semester calculus courses in colleges and universities. This course emphasizes the study of limits, derivatives, and integration. -It is **expected** that students who take this class seek college credit and/or placement by attempting the AP Calculus AB Exam. -Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college calculus course.

~~(Note: (Please note: 1) A graphing calculator is required) and 2) AP Calculus students who participate in AP Calc Camp will incur a fee.)~~

## **AP Calculus BC**

**Grades: 11-12**

**Math credit**

**Fee: AP Exam Fee/Optional Camp Fee**

**Year: 1.0 credit**

**Prerequisite:** Successful completion of AP Calculus AB with a grade of "C" or better

AP Calculus BC includes all AP Calculus AB topics with additional topics of parametric equations, polar functions, vector equations, and polynomial approximations and series. -It is **expected** that students who take this class seek college credit and/or placement by attempting the AP Calculus BC Exam. -Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college calculus course. ~~(Note: (Please note: 1) A graphing calculator is required) and 2)~~

~~AP Calculus students who participate in AP Calc Camp will incur a fee.)~~

## **AP Statistics**

**Grades: 11-12**

**Math credit**

**Fee: AP Exam Fee/Optional Camp Fee**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Algebra II with a grade of "C" or better**

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- ❖ Exploring Data: Observing patterns and departures from patterns
- ❖ Planning a Study: Deciding what and how to measure
- ❖ Anticipating Patterns in Advance: Producing models using probability and simulation
- ❖ Statistical Inference: Confirming models

It is expected that students who take this class seek college credit and/or placement by attempting the AP Statistics Exam. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course. (Note: (Please note: 1) A graphing calculator is required) and 2) AP Statistics students who participate in AP Stats Camp will incur a fee.)

## **SOCIAL STUDIES**

### **World History and Geography**

**Grade: 10**

**Social Studies credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: none**

Students will first review the basic concepts of geography and throughout the year will see the influence that geography has on the development of Western and Non-Western civilizations. Through careful study, the student is introduced to the study of the past and is encouraged to explore its relevancy to the present. The course is broken down into the following units: Foundations of Western and Non-Western Civilizations – Ancient and Medieval life, Transition to Modern Times – Renaissance, Reformation, and the Rise of Nation States; Revolutions and the Rise of the Nationalism; The Industrial Revolution; World Wars and Totalitarianism; The world from 1945 to present.

### **AP World History**

**Grade: 10**

**Social Studies credit**

**Fee: AP exam fee**

**Year: 1.0 credit**

**Placement: Recommended to have completed Pre-AP English 9 with a C or better, or an A or B in English 9**

This AP course presents the social, political, and economic history of world civilizations at a college level of instruction. Students use primary and secondary sources as well as geography concepts to engage in a thorough study, analysis, and evaluation of the chronology, context, and interpretations of the history or world civilizations. This course prepares students to pass the Advanced Placement Exam in World History for college credit, therefore the academic demands of this class are exacting and challenging.

### **United States History**

**Grade: 11**

**Social Studies credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: Completion of World History**

This course is a survey of the people and events that influenced the development of the United States of America. Students follow the history of our nation and the democratic way of life from the times of colonization to the present.

## **AP United States History**

**Grade: 11**

**Social Studies credit**

**Fee: AP exam fee**

**Year: 1.0 credit**

**Placement: Recommended to have completed Pre-AP English 10 with a C or higher, or an A or B in English 10**

This is an in-depth study of the history of the United States through the use of critical thinking skills, analysis and discussion. Students write a variety of essays in class using historical documents and their knowledge of the history of America. A substantial semester project is required. This course prepares students for the Advanced Placement Exam in United States History, for which college credit may be earned.

## **American Government**

**Grade: 12**

**Social Studies credit**

**Fee: none**

**Semester: 0.5 credit**

**Prerequisite: Completion of World and U.S. History**

This course covers the origin and philosophy behind the creation of our Constitution. It includes an exploration of the three different branches of the national government as well as state government. The course also discusses political campaigns, voting, the federal bureaucracy, Supreme Court cases, original documents, current government issues, and past government crises. Included is a newspaper portfolio project related to government concepts.

## **AP United States Government and Politics**

**Grade: 12**

**Social Studies credit**

**Fee: AP exam fee**

**Year: 1.0 credit**

**Placement: Completion of World and U.S. History**

This course covers the origin and philosophy behind the creation of our Constitution. It includes an exploration of the three different branches of the national government and a comparison with the functions of the state governments. The course also discusses political campaigns, voting, the federal bureaucracy, original documents, current government issues, and past government crises.

## **Economics**

**Grade: 12**

**Social Studies credit**

**Fee: none**

**Semester: 0.5 credit**

**Prerequisite: Completion of World and U.S. History**

This course covers the basics of macroeconomics, such as the law of supply & demand, capitalism, inflation, recession, monetary policy, international trade and unemployment. It also covers microeconomics, such as credit, investing, banking, insurance and government regulatory programs.

## **AP Economics**

**Grade: 12**

**Social Studies credit**

**Fee: AP exam fee**

**Year: 1.0 credit**

**Placement: Completion of World and U.S. History**

This course covers the basics of macroeconomics, such as the law of supply and demand, capitalism, inflation, recession, monetary policy, international trade and unemployment. It also covers microeconomics, such as credit, investing, banking, insurance and government regulatory programs. Students in this class can take either the AP Macroeconomics or AP Microeconomics test, or both.



## **AP Psychology**

**Grades: 10-12**

**Fee: AP exam fee; \$10 lab fee**

**Prerequisite: none**

**Elective credit**

**Year: 1.0 credit**

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. This course prepares students for the Advanced Placement exam in Psychology, for which college credit may be earned.

## **Civil War History**

**Grades: 11-12**

**Fee: none**

**Prerequisite: none**

**Elective credit**

**Semester: 0.5 credit**

This course is a detailed examination of the American Civil War. The course is broken down into four major units: Pre-Civil War, causes of the Civil War, Battles, and the Period of Reconstruction.

## **Medieval History**

**Grades: 11-12**

**Fee: none**

**Prerequisite: none**

**Elective credit**

**Semester: 0.5 credit**

This course is a detailed examination of the Middle Ages. The course is broken down into four major units: the Roman Empire, the Early Medieval Period, Late Medieval Period, and the Renaissance.

# **SCIENCE**

**Bradshaw Mountain offers comprehensive lab-based science courses.**

**Our offerings range from the study of the earth to AP Physics.**

## **Geoscience**

**Grade: 9**

**Fee: \$5 lab fee**

**Prerequisite: none**

**Lab Science credit**

**Year: 1.0 credit**

This course is the conventional entry course in science. It offers an in-depth process study of the earth and the universe. It enhances a student's understanding and appreciation of astronomy, geology, and meteorology. Classroom activities include lectures, laboratory experiences, and individual activities.

## **Pre-AP Geoscience**

**Grade: 9**

**Fee: \$5 lab fee**

**Placement: Should maintain a C average**

**Lab Science credit**

**Year: 1.0 credit**

Pre-AP Geoscience covers the same areas as Geoscience, with more depth and at a faster pace. This allows more time to include additional studies of historical geology and earth resources. This course is rigorous and requires student self-motivation and self-direction.

## **Biology**

**Grades: 10-12**

**Fee: \$10 lab fee**

**Prerequisite: none**

**Lab Science credit**

**Year: 1.0 credit**

This is a process-oriented course that includes a brief history of biology and technological developments. Areas of study include the scientific method, an introduction to basic chemistry, cell structure and reproduction, the nature of membranes, photosynthesis and cellular respiration, genetics, microbiology, botany, and general ecology. Classroom activities include laboratory and microscope technique, discussion, and lecture.

## **Pre-AP Biology**

**Grades: 9-10**

**Fee: \$10 lab fee**

**Placement: Should maintain a C average**

**Lab Science credit**

**Year: 1.0 credit**

This is a rigorous course for anyone wishing to enroll in AP Biology. The course will examine such disciplines as genetics, evolution, ecology, microbiology and biotechnology. Some other major topics include scientific method, classification, cell structure and function, cell reproduction, DNA, RNA and protein synthesis. Lab use will accompany the biotechnology, genetics and microbiology sections. This course is rigorous and requires student self-motivation and self-direction.

## **AP Biology**

**Grades: 10-12**

**Fee: AP exam fee; \$20 lab fee**

**Prerequisite: Biology/Pre-AP Biology and Chemistry/Pre-AP Chemistry**

**Lab Science credit**

**Year: 1.0 credit**

The AP Biology course is a rigorous, second-year biology course designed to be the equivalent of an introductory college biology course. This course will put a great deal of emphasis on data collection and interpretation, problem solving and critical thinking. Participation in discussions, cooperative groups and laboratory investigations is expected.

## **Chemistry**

**Grades: 10-12**

**Fee: \$10 lab fee**

**Prerequisite: Successful completion of Algebra I**

**Lab Science credit**

**Year: 1.0 credit**

Chemistry is the study of the composition and structure of matter, and the reactions that matter experiences. Students are guided to develop an atomic and molecular interpretation of the properties and behavior of matter. To accomplish these goals, students write and use chemical equations, work in the laboratory, and use mathematics to determine amounts of matter involved in reactions. Laboratory safety is taught and reinforced throughout the course.



## **Pre-AP Chemistry**

**Grades: 10-12**

**Fee: \$10 lab fee**

**Placement: Should maintain a C average**

Pre-AP Chemistry is designed for students who are interested in pursuing a career in engineering, medicine, or the sciences. Like general chemistry, the course includes the study of the composition and structure of matter, and the reactions that matter experiences, however the pace is faster and the level of difficulty is greater; it covers all of the topics of general chemistry, as well as acid-base reactions, and thermochemistry. Laboratory safety is taught and reinforced throughout the course.

**Lab Science credit**

**Year: 1.0 credit**

## **AP Chemistry**

**Grades: 10-12**

**Fee: AP exam fee; \$20 lab fee**

**Prerequisite: Chemistry/Pre-AP Chemistry and Algebra II**

AP Chemistry is a rigorous, second-year chemistry course that is appropriate for the student who has successfully completed a first-year chemistry course and Algebra 2. The curriculum is aligned to that of a first-year college chemistry course. Laboratory investigations are an integral part of the AP Chemistry class. Students will have an opportunity to take the AP exam for college credit near the end of the course in May.

**Lab Science credit**

**Year: 1.0 credit**

## **Physics**

**Grades: 11-12**

**Fee: \$10 lab fee**

**Prerequisite: Successful completion of Algebra II**

Physics is the study of the relationship that exists between matter and energy – including what matter and energy are, and how they affect each other. A course in physics will provide a student with the necessary background to pursue a degree in engineering, architecture, the physical sciences, as well as the basic knowledge required to understand how machines function. Physics includes the fields of acoustics, electromagnetism, mechanics, modern physics, optics, and thermodynamics. Students will solve the problems of physics, and will perform experiments to introduce and validate physics theory.

**Lab Science credit**

**Year: 1.0 credit**

## **Pre-AP Physics**

**Grade: 11-12**

**Fee: \$10 lab fee**

**Placement: Should maintain a C average**

Physics is the study of matter and energy, and the interactions between the two. It includes the fields of acoustics, electromagnetism, mechanics, modern physics, optics, and thermodynamics. Students will perform experiments to introduce and validate physics theory.

**Lab Science credit**

**Year: 1.0 credit**

## **AP Physics 1**

**Grades: 11-12**

**Fee: AP exam fee; \$20 lab fee**

**Placement: Should maintain a C average**

AP Physics 1 is algebra-based and equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound.

**Lab Science credit**

**Year: 1.0 credit**

## **AP Physics 2**

**Grades: 11-12**

**Fee: AP exam fee; \$20 lab fee**

**Placement: Should maintain a C average**

AP Physics 2 is Algebra based and is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics.

**Lab Science credit**

**Year: 1.0 credit**

## **Environmental Science**

**Grades: 11-12**

**Fee: \$10 lab fee**

**Prerequisite: Successful completion of Biology**

Environmental science is an interdisciplinary academic field that integrates physical and biological sciences, to the study of the environment, and the solution of environmental problems. Environmental science provides an integrated, quantitative, and interdisciplinary approach to the study of environmental systems. Related areas of study include environmental studies and environmental engineering. Environmental studies incorporate more of the social sciences for understanding human relationships, perceptions and policies towards the environment. Environmental engineering focuses on design and technology for improving environmental quality. This class may not count as a lab science to colleges/universities outside the state of Arizona.

**Lab Science credit**

**Year: 1.0 credit**

## **Anatomy & Physiology**

**Grades 11-12**

**Fee: \$20**

**Prerequisite: Biology**

This is a one-year, content-oriented course that includes the study of medical terminology and anatomy and physiology of the major human body systems. Its purpose is to prepare the student for all Allied Health programs, including CNA and Sports Medicine, as well as fulfilling the requirements for a high school lab science credit. Areas of study include medical terminology, scientific method, homeostatic control mechanisms, human body structure and function, chemistry of life, cells and tissues, and the organ systems (integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, reproductive). This class will also utilize laboratory work including microscope and dissection labs.

**Science credit**

**Year: 1.0 credit**

## FOREIGN LANGUAGE

**BMHS offers Spanish and French. These courses fulfill college admission requirements and allow for advanced study.**

Students who are planning on attending a four-year year university should keep the following in mind:

- For regular admission, most universities require two years of study of the same language, and some require three.
- Some degree plans require further foreign language courses at the college level, and some universities reward credit for high school coursework if the student can demonstrate proficiency, either by testing or by performance in a college course.
- The student should keep in mind that the amount of time elapsed between the last course taken in high school and the first opportunity for testing or coursework at the university could affect his or her performance, so for some students it may be advisable to take language courses later in high school rather than sooner.
- Placements tests will determine students' placement in the correct language level course only. Placement tests are **not** a test out procedure.
- Native Spanish and French speakers should strongly consider taking a language other than their native language.

### Spanish 1

**Grades: 9-12**

**Fee: none**

**Prerequisite: none**

Spanish 1 students learn to communicate in Spanish through writing and vocabulary acquisition while speaking, listening and reading. Not intended for native speakers.

**Foreign Language/Elective credit**

**Year: 1.0 credit**

### Spanish 2

**Grades: 9-12**

**Fee: none**

**Prerequisite: Successful completion of Spanish 1 with a C or higher**

Students study Hispanic culture, geography, and history in the native language. As part of their overall assessment, students read, write, and demonstrate speaking and listening proficiencies.

**Foreign Language/Elective credit**

**Year: 1.0 credit**

### **Pre-AP Spanish 3102**

**Grades:** 11-12 **Elective credit**

**Fee:** none **Year:** 1.0 credit

**Prerequisite:** Successful completion of Spanish 2 with a "C" or better

Students study the cultures of different Spanish-speaking countries while further developing their speaking, listening, reading, and writing skills.

### **AP Spanish**

**Grade:** 12 **Elective credit**

**Fee:** none **Year:** 1.0 credit

**Prerequisite:** Successful completion of Pre-AP Spanish 3 with a "C" or better

Through the study of history, culture, and customs, students develop a greater degree of mastery in basic Spanish language skills. Reading materials include classical and contemporary literature.

### **Spanish 201/202**

**Grades:** 9-12 **Foreign Language/Elective credit**

**Fee:** \$10/credit **Semester:** 1.0 credit for each course

**Placement:** Successful completion of Spa 102 (at Yavapai College) OR having passed the Yavapai College placement exam. Recommended to take after Spanish 2 (with a C or better at BMHS). Regardless of course background, all students will place into the class with successful scores on the YC placement exam.

**Placement:** Satisfactory fulfillment of **YC credit:** 3.0 credits with grade of C or higher  
all Yavapai College Dual Enrollment requirements,  
including the successful completion of Spanish 1

Dual credit course offered in conjunction with Yavapai College. This course assumes a basic/novice level of Spanish language acquisition and Latin American cultural norms. This course focuses on the development of speaking, writing, listening, and reading proficiency in Spanish at the intermediate level. Includes culture of the Spanish-speaking world.

### **Pre-AP Spanish 3**

**Grades:** 11-12 **Elective credit**

**Fee:** none **Year:** 1.0 credit

**Prerequisite:** Successful completion of Spanish 2 with a "C" or better

Students study the cultures of different Spanish speaking countries while further developing their speaking, listening, reading, and writing skills.

### **AP Spanish**

**Grade:** 12 **Elective credit**

**Fee:** none **Year:** 1.0 credit

**Prerequisite:** Successful completion of Pre-AP Spanish 3 with a "C" or better

Through the study of history, culture, and customs, students develop a greater degree of mastery in basic Spanish language skills. Reading materials include classical and contemporary literature.

### **French 1**

**Grades:** 9-12 **Foreign Language/Elective credit**

**Fee:** none **Year:** 1.0 credit

**Prerequisite:** none

In this course, students will first begin to develop aural and oral skills, then read and write and say familiar words, commands, phrases, short sentences, and basic questions. They will learn to use predictable language in familiar settings. They will start to develop cultural awareness and the ability to recognize the products, practices and perspectives of the culture.

## **French 2**

**Grades: 9-12**

**Foreign Language/Elective credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: Successful completion of high school French 1 with a C or higher**

In this course, students will continue to develop aural and oral skills and read and write familiar words, commands, phrases, short sentences, and basic questions. They will continue to learn predictable language in familiar settings. They will start to develop cultural awareness and the ability to recognize the products, practices and perspectives of the culture. Students in this course will be required to complete additional and more challenging performance assessment tasks for each unit of study. They will also have the constant reinforcement of the basics learned in French 1: numbers, letters, basic phrases of communication, etc.

## **French 3**

**Grades: 9-12**

**Foreign Language/Elective credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: Successful completion of high school French 2 with a C or higher**

Coursework includes higher level reading materials, writing exercises, oral presentations and a variety of advanced oral interaction. Emphasis is placed on conversational fluency in increasingly complex situations.

# **PHYSICAL EDUCATION**

## **Girls P.E.**

**Grades: 9-12**

**P.E. credit**

**Fee: \$2025 P.E. uniform**

**Year: 1.0 credit**

**Prerequisite: none**

Involves the introduction of recreational and lifetime activities, which includes improving one's knowledge and skills through daily participation in team sport activities such as: flag football, basketball, ultimate frisbee, soccer, handball, basketball, softball and floor hockey. In addition, students will be introduced to the basic principles of physical fitness. These principles will be taught in a way that encourages students to perform and improve on an individual basis. Their level of fitness will be measured through the use of the Presidential Physical Fitness Test throughout the course of the year according to the standard for their age.

*Recommendation: Students should try to find a proper, comfortable athletic shoe that provides support for the arch and ankles. This will reduce the risk of injury to the ankles, knees and heel.*

## **Girls Weight Training**

**Grades: 10-12**

**P.E./Elective credit**

**Fee: \$2025 P.E. uniform**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Girls P.E. This course is repeatable.**

Students will be introduced to the basic principles of resistance training. This will involve learning the correct technique, major muscle groups, and a variety of equipment that can be used to train. In addition, students will learn a variety of resistance training methods to incorporate into their lifestyle.



## **Boys P.E.**

**Grades: 9-12**

**P.E. credit**

**Fee: \$2025 P.E. uniform**

**Year: 1.0 credit**

**Prerequisite: none**

Involves the introduction of recreational and lifetime activities, which includes improving one's knowledge and skills through daily participation in team sport activities such as: flag football, brisketball, ultimate frisbee, handball, basketball, softball and speed ball. In addition, students will be introduced to the basic principles of physical fitness. These principles will be taught in a way that encourages students to perform and improve on an individual basis. Their level of fitness will be measured through the use of the Presidential Physical Fitness Test throughout the course of the year according to the standard for their age. *Recommendation: Students should try to find a proper, comfortable athletic shoe that provides support for the arch and ankles. This will reduce the risk of injury to the ankles, knees and heel.*

## **Boys Weight Training**

**Grades: 10-12**

**P.E./Elective credit**

**Fee: \$2025 P.E. uniform**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Boys P.E. This course is repeatable.**

Students will be introduced to the basic principles of resistance training. This will involve learning the correct technique, major muscle groups, and a variety of equipment that can be used to train. In addition, students will learn a variety of resistance training methods to incorporate into their lifestyle.

## **Athletic Physical Education**

**Grades: 10-12**

**P.E./Elective credit**

**Fee: none**

**Semester: 0.5 credit**

**Prerequisite: Varsity head coach, administrative, and parental approval required. This course is repeatable.**

Athletic P.E. is designed for the varsity athlete who wants to improve their sport specific skills during the season, and participate in an extensive training program during the off-season. Freshman may participate in Athletic PE after they have successfully made a varsity team and with coach approval.

# FINE & PERFORMING ARTS

## ART

### Intro to Art and Design

Grade: 9-12

Fine Art credit

Fee: \$3530

Year: 1.0 credit

Prerequisite: none

Students will explore the elements and principles of art and design through a variety of mediums. Students will solve visual problems. Art history and appreciation are included.

### Drawing & Painting

Grade: 10-12

Fine Art credit

Fee: \$3040

Year: 1.0 credit

Prerequisite: Intro to Art & Design

This course teaches advanced painting and drawing techniques. Experimentation is encouraged, with an emphasis on watercolor and acrylic painting. First semester is an exploration of media and technique and the second semester focuses on the development of a portfolio to assist in admittance to a higher art education and/or art related occupations.

### Advanced Drawing & Painting

Grade: 11-12

Fine Art credit

Fee: \$50

Year: 1.0 credit

Prerequisite: Drawing & Painting or by instructor approval

This is for serious art students who have successfully taken Drawing & Painting and want to expand their knowledge of various techniques. Art History is explored by experimenting with different types of art styles from classical to modern.

### Ceramic and 3-D Sculpture

Grade: 10-12

Fine Art credit

Fee: \$5040

Year: 1.0 credit

Prerequisite: Intro to Art and Design

Students will explore various 3-D designs by solving visual problems. Basic ceramic arts are discovered through handbuilding and use of potter's wheel. A variety of other sculptural materials will be explored in addition to clay. Glazing and firing procedures are examined. Art movements and history are included.

### Advanced Ceramic and 3-D Sculpture

Grade: 11-12

Fine Art credit

Fee: \$50

Year: 1.0 credit

Prerequisite: none

This course is a further investigation into various methods of clay forming (hand-building and wheel throwing) and other sculpture methods. A wide variety of materials will be explored in addition to clay. More advanced techniques of construction, glazing and firing is explored. Sculptures are made using more advanced techniques and varied materials.



## **AP Studio Art/Drawing & Painting or 3-D Design**

**Grade: 11-12**

**Fine Art credit**

**Fee: \$20; course fee and \$30 Portfolio/portfolio fee; AP exam fee  
for a total of \$50; AP exam fee**

**Year: 1.0 credit**

**Prerequisite: 70% C or higher in previous art course and instructor approval, with portfolio**

This course is designed for students who are highly motivated in the study, experimentation and creation of art. The exam incorporates submission of a portfolio of student artwork to the AP College Board. This requires the production of a large volume of consistently high quality work. Course may be repeated for credit if a student develops a new portfolio and different portfolio. Open to students that will engage in Studio Art courses in a post- secondary learning institute.

## **INSTRUMENTAL MUSIC**

### **Marching Band**

**Grades: 9-12**

**Fee: \$50**

**Shoes: TBD (required of all freshmen and as needed for grades 10-12)**

**Fine Art credit; Semester 1: 0.5 credit OR**

**PE credit; Semester 1: 0.25 PE/0.25 Fine Arts**

**(PE credit ONLY if taken all four years.)**

**Prerequisite: Participation in middle/high school band or director approval.**

**Students in this course must also be enrolled in Concert Band, Drumline/Percussion, or Color Guard**

This first-semester course is offered to wind players, percussionists and color guard members with previous band experience or director's approval. It is designed to further the student's education in instrumental music, provide school spirit and entertainment at sporting events, and show community involvement through participation in local parades and other events. Students interested in participating in the marching band must attend band camp two weeks before school begins. They must also understand that being a member of the band is a considerable time commitment, and requires dedication and perseverance from both the student and parents. All performances and practices are required as a part of the student's grade. There may also be additional expenses required of students for instrument accessories, food, lodging and other travel expenses throughout the semester.

### **Wind Ensemble**

**Grades: 9-12**

**Fine Art credit**

**Fee: \$50 school instrument usage fee (if applicable)**

**Semester 1: 0.5 credit**

**All other fees are paid as part of concurrent marching band enrollment.**

**Prerequisite: Previous participation in middle/high school band or director approval.**

**Students in this course must be enrolled in Marching Band.**

This first semester elective course is open to all woodwind and brass players with previous band experience or director's approval. It is designed to further the student's education in instrumental music as well as provide opportunities to perform locally. The content of the course is devoted primarily to preparing the music for marching band, the December holiday concert and Regional Band audition preparation. All rehearsals and performances are required as a part of the student's grade. Please refer to the description for marching band as it pertains to this class (i.e. additional expenses, rehearsals and band camp).

## **Concert Band**

**Grades: 9-12**

**Fee: \$50**

**Fine Art credit**

**Semester 2: 0.5 credit**

**Prerequisite: Participation in middle/high school band or director approval.**

This second semester elective course is open to all woodwind and brass players with previous band experience or director's approval. It is designed to further the student's education in instrumental music as well as provide opportunities to perform locally. The content of the course is devoted to Regional Band audition preparation, concert festival preparation, two concerts, and a performance at graduation. All rehearsals and performances are required as a part of the student's grade.

## **Drumline/Percussion**

**Grades: 9-12**

**Fee: \$50**

**Fine Art credit**

**Year: 1.0 credit**

**Prerequisite: Previous participation in middle/high school band or director approval. Audition required for Drumline placement (late April or early May). Students in this course must be enrolled in Marching Band.**

This elective course is open to percussionists with prior experience or director's approval. It is designed to further the students' music education by providing instruction in this specialized area of the band. First semester is devoted primarily to drumline and front ensemble instruction as it relates to the BMHS marching band, preparation for the December concert, and Regional audition preparation. Second semester is devoted primarily to Percussion Ensemble work, where students will have the opportunity to improve their skills on a wide range of percussion instruments, as well as a Regional Band audition preparation, concert festival preparation, two concerts, and a performance at graduation. All rehearsals and performances are required as part of a student's grade. Please refer to the description for marching band as it pertains to this class (i.e. additional expenses, rehearsals and band camp).

## **Color Guard/Winter Guard**

**Grades: 9-12**

**Fee: \$50/course**

**Fine Art credit**

**Semester: 0.5 credit/course**

**Prerequisite: Audition or Teacher approval and concurrent enrollment in Marching Band**

This semester elective course is open to all auditioned students and is designed to further students' music education through the medium of dance, choreography and movement. Students will learn how to use flags, rifles and other equipment in a routine designed to visually enhance the marching show. All rehearsals and performances are required as a part of the student's grade. Please refer to description for marching band as it pertains to this class (i.e. additional expenses, rehearsals and band camp).

## **Jazz Ensemble**

**Grades: 9-12**

**Fee: \$50**

**Fine Art credit**

**Year: 1.0 credit**

**\$50 school instrument usage fee (if applicable)**

**Prerequisite: Audition and director approval only**

This course is open to advanced wind and percussion players who audition or are placed by the director. The course is designed to expose students to intermediate and advanced jazz music and further students' music education by means of this difficult and dynamic genre. The content of the course is devoted to preparation for four quarterly concerts, jazz festival preparation, and other community performances as opportunities arise. As the course meets outside of the normal school day, students will need to understand the commitment this elite ensemble requires, and all rehearsals and performances are required as a part of the student's grade.

## String Orchestra

Grades: 9-12

Fee: \$50

Fine Art credit

Year: 1.0 credit

**Prerequisite: none (prior musical experience strongly suggested)**

This course provides a performance medium for beginning to advanced string instrumentalists. No prior experience is required but the class moves quickly so beginning students will need to be very motivated, and prior experience is suggested. The content of the course is devoted to preparation for four quarterly concerts, Regional orchestra audition preparation, orchestra festival preparation, and other community performances as opportunities arise. The school does own a few instruments, but they are distributed on a first-come/ first-serve basis. Violinists must provide their own instrument. All rehearsals and performances are required as a part of the student's grade.

## Guitar 1

Grades: 9-12

Fee: \$25 course fee

Fine Art credit

Year: 1.0 credit

**Prerequisite: none**

This course is open to all high school students wanting to learn how to play the guitar. There is some classroom instruction in music theory, note reading, basic chords and chord progression. Students have the opportunity to learn rock, folk, classical and Blues guitar. Students are required to provide an acoustic guitar.

## Guitar 2

Grades: 10-12

Fee: \$25 course fee

Fine Art credit

Year: 1.0 credit

**Prerequisite: Successful completion of Guitar Level One with a grade of C or higher or pass off on basic skills test given by instructor.**

This course is designed to improve the basic skills learned in level one and extend your abilities to read music, play finger-style, flatpick and classical, play as a member of an ensemble and individually and learn/apply music theory concepts as they relate to the guitar. Students will have the opportunity to play rock, folk, classical and Blues guitar. There will also be extended opportunities for ensemble performances during the year. Students are required to provide their own acoustic guitar.

## VOCAL MUSIC

### Note on fees for participation in choirs:

Each year, part of the fees collected go toward paying for cleaning of tuxedos and gowns. Participation fees vary by choir and help to purchase new performance attire, entrance fees, and expenses involving travel to festivals and other performances, and towards paying for instrumental accompaniments. All performances are mandatory. Grades are based on performances and personal commitment to the group demonstrated by participation in each daily rehearsal, attitude, cooperation, and effort, in addition to personal vocal development and some written work. Special uniform dress is required for performances. NOTE: Chorus students who wish to go to extracurricular activities may pay a range in fees throughout the year. Overnight trips may require payment for hotel and food.

## **Concert Choir**

**Grades: 9-12**

**Fee: \$30**

**Prerequisite: none**

**Fine Art credit**

**Year: 1.0 credit**

The Concert Choir is a mixed ensemble of male and female singers and is open to those students who desire to improve their vocal abilities and prepare for possible entrance into the advanced choirs. Daily rehearsals will focus on musicianship skills, vocal health and development, intermediate level theory and sight reading and other choral music concepts and curriculum. The repertoire will include SAB literature and possible SATB literature depending on the personnel in the choir. This ensemble will be scheduled for at least four public concerts per year and will have opportunities for festivals and travel. An audition with the instructor or teacher recommendation is required for entrance into this choral group.

## **Women's Chorus**

**Grades: 9-12**

**Fee: \$30**

**Prerequisite: none**

**Fine Art credit**

**Year: 1.0 credit**

This course is a large, all-female group open to any freshman through senior who wishes to explore their singing voice, learn to read music and perform with a group in public concerts and festivals. Daily rehearsals focus on the skills of healthy vocal development, basic understanding of music theory and sight singing concepts and preparation for performances. There will be a minimum of four required performances as well as opportunities for festivals and travel. There is no audition required to be a member of this choral group. All freshman girls are required to be in this choir their first year at BMHS. Sophomore girls with little or no choral experience should also begin their studies here.

## **Women's Ensemble**

**Grades: 10-12**

**Fee: \$40**

**Prerequisite: Approval by audition. Advanced degree of proficiency in vocal technique and music theory is preferred. Must have previous musical experience.**

**Fine Art credit**

**Year: 1.0 credit**

This course is an outlet for students who are prepared for a more intense commitment to choir and are ready to pursue more difficult and more acapella choral literature. This smaller female ensemble requires daily rehearsal, which include intensive study of advanced SSA/SSAA repertoire in preparation for public performances, which are mandatory and in-depth study of music reading and sight-singing. Grades are based on performances and personal commitment to the group demonstrated by rehearsal ethic, attitude, cooperation, and effort, in addition to personal vocal development and some written work. Special uniform dress is required for performances. This group will travel to festivals, work with guest conductors, and may be called upon to perform for community events.



## **Chamber Singers**

**Grades: 10-12**

**Fee: \$40**

**Fine Art credit**

**Year: 1.0 credit**

**Prerequisite: Approval by audition. Advanced degree of proficiency in vocal technique and music theory is preferred. Must have some previous musical experience.**

Daily rehearsals will include intensive study of advanced SATB repertoire with emphasis in Renaissance, Baroque, and Contemporary choral literature, in preparation for public performance. In-depth study of music theory principles and sight-singing are also emphasized. Grades are based on performances and personal commitment to the group demonstrated by rehearsal ethic, attitude, cooperation, and effort, in addition to personal vocal development and some written work. This group will travel to festivals, work with guest conductors, and may be called upon to perform for community events. All performances and rehearsals are mandatory.

## **THEATER**

### **Introduction to Theater and Film**

**Grades: 9-12**

**Fee: \$15 supply fee**

**Fine Art/CTE credit**

**Year: 1.0 credit**

**Prerequisite: none**

Emphasis is placed on the history of drama, classic plays, basic stage terminology, building a foundation of performance techniques and the history of film in American culture. Students are expected to perform and complete projects within the classroom context including individual and group performances. Participation in productions outside of class is NOT required, although opportunities are available for those that are interested.

### **Beginning Drama**

**Grades: 10-12**

**Fee: \$15 script and supply fee**

**Fine Art credit**

**Year: 1.0 credit**

**Prerequisite: Audition with director**

Students continue building on the basics of all aspects of theater and performance learned in the introduction class, with particular emphasis on characterization and preparing for public performances. Students are required to participate in the class production.

### **Intermediate Drama**

**Grades: 10-12**

**Fee: \$15 script and supply fee**

**Fine Art credit**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Introduction to Theater and Film with a C average and audition with director**

Students continue building on the basics of all aspects of theater and performance learned in the introduction class, with particular emphasis on characterization and preparing for public performances. Students are required to participate in the class production.

## **Advanced Drama**

**Grades: 11-12**

**Fine Art credit**

**Fee: \$25 script and supply fee; includes required shirt**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Intermediate Drama and audition with director**

The advanced course is designed to fine-tune a student's performance skills, and focuses on public performance. Other elements of theatrical production will be taught, including playwriting, directing, auditioning and improvisational skills. Students are required to participate in several competitions throughout the year including the Arizona Thespian Conference and the Northern Arizona Festival of Theater. Other events and productions are required which include, but not limited to, Young Playwrights Festival, Children's Theatre, Senior Directed One-Acts, Improv Olympics and scene night. Additional fees for competitions and events may be charged and mandatory events often include nights and weekends. Off campus field trips to watch community productions or other theatrical events will be available and are not mandatory.

## **Technical TheaterStage Craft 1**

**Grades: 9-12**

**CTE/Fine Art credit**

**Fee: \$15 course material fee**

**Year: 1.0 credit**

**Prerequisite: none**

This course will teach the basics of theater production including all aspects of design and implementation including lighting, sound, costuming, makeup, sets, management, props, and rigging. Students will have the opportunity to participate in school theatrical productions to further enhance their understanding of concepts learned in class.

## **Technical TheaterStage Craft 2**

**Grades: 10-12**

**CTE/Fine Art credit**

**Fee: \$15 course material fee**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Technical Theater 1 with a C average or higher and an interview with the director.**

Students will further enhance their skills in all areas of theatrical production learned in Technical Theatre I. Emphasis will be placed on design and employment for the productions of the BMHS Theatrical Troupe. Involvement in productions is required which includes night and weekend commitments. Second year students in Technical TheatreStage Craft program will compile a professional portfolio and have the opportunity to compete in events at the Arizona Thespian State Conference and the Northern Arizona Festival of Theater. Additional fees for the competitions may be charged. Special focus in the course is given to college and career readiness in the field of theatrical production.

## **CAREER & TECHNICAL EDUCATION**

### **Annual Nondiscrimination Notification**

Humboldt Unified School District does not discriminate on the basis of sex, race, color, national origin, age, or disability in its program or activities and provides equal access to the Boy Scouts and other designated youth groups. Humboldt Unified School District Career and Technical Education department does not discriminate in enrollment or access to any of the programs available, such as business, CNA, sports medicine, graphic design, and fire science (Film & TV/Digital Photography, Nursing, Sports Med, Technical Theatre, Networking, Marketing & MIJTED).

The lack of English language skills shall not be a barrier to admission or participation in the district's activities and programs. Humboldt Unified School District also does not discriminate in its hiring or employment practices. This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975 and the Americans with Disabilities Act of 1990. The following people have been designated to handle inquiries regarding the nondiscrimination policies:

Athletic Director  
6000 E. Long Look Dr.  
Prescott Valley, AZ 86314  
(928) 759-4100  
anthony.miller@humboldtunified.com

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El Distrito Unificado de las Escuelas Humboldt no discrimina en ninguna forma en lo que se refiere a lo relacionado con el sexo, la raza, el color de la piel, la nacionalidad, la edad o incapacidad física en la participación en sus programas y/o actividades y también provee acceso igual a los niños Scouts y a los otros grupos que son designados para gente joven. El Departamento de Educación Técnica y de Carreras Universitarias del Distrito Unificado de Escuelas Humboldt no discrimina la inscripción o el acceso a cualquier programa disponible tales como: Fotografía digital, de películas y televisión, de enfermería, de medicina de deportes, de teatro técnico, de conexión de redes, de mercadotecnia, y en MIJTED\*. La falta de un buen conocimiento del idioma de ingles no es una barrera para la admisión o la participación en las actividades y en los programas del Distrito. El Distrito tampoco discrimina en lo relacionado con contratos de trabajo o de empleos. Las siguientes son las personas que han sido designadas y encargadas para hacer la investigación necesaria con respecto a las disciplinas que existen en contra de cualquier clase de discriminación.



## Career Pathways

Bradshaw Mountain High School provides comprehensive “Career and Technology Education Programs” designed to prepare all students for the future. The programs not only offer students an opportunity to see relevance in their school courses, but also:

- Provide integration of critical skills identified by business and industry, which include: Thinking Skills, Applied Academic Skills, Life Management Skills, Technology Skills and other career-related skills valued by employers.
- Offer a planned sequence of career development experiences to assist students in making career and advanced educational decisions. The curriculum is competency-based and includes skills necessary for employment in the program areas.
- Teach by using technology.
- Present students with the opportunity to be involved in work-based learning activities in which students can use and improve their career-related skills.
- Allow early release for cooperative classes (co-op) designed for students to have on-the-job training in conjunction with classroom instruction.

### Yavapai County

Bradshaw Mountain also offers students an opportunity to enroll in articulated Career and Technical Programs. Students can earn college credits by taking articulated courses (marked with the symbol \*).

Students must meet the following requirements:

- Earn at least a “B” in each articulated course.
- Enroll at Yavapai College within two years after high school graduation.
- Apply for Tech Prep status at Yavapai College at the time of admission to the college.
- Successfully complete a minimum of six credit hours at Yavapai College in required credits for the articulated program.

## NURSING SERVICES

The Nursing Assistant program at BMHS prepares students to perform technical services involved with planning, organizing, and directing processes related to the provision of nursing assisting services. An integrated approach to teaching and learning is provided as students develop interpersonal relations, career development skills and technical knowledge and skills associated with nursing assisting and the pathway into other health careers. Students will have the opportunity to participate in teams, solve problems, think critically and implement effective solutions. This program is designed and delivered as a coherent sequence of experiences using technical instruction, academic foundations, experiential learning and a supervised occupational experience. Upon successful course completion, students are eligible for application to the AZ State Board of Nursing for nursing assistant certification and employment. Five (5) college credit hours are possible at completion of CNA program with a 75% or higher through Dual Enrollment at Yavapai College. Career and Technical Student Organization (HOSA) standards will be an integral part of this program.

## **Certified Nursing Assistant - Fundamentals**

**Grades: 12**

**CTE credit**

**Fee: \$30**

**Semester: 1.25 credit (2-period block)**

**Prerequisite: Successful completion of Anatomy and Physiology with a C or higher in both semesters;**

**Application to program; Instructor interview/approval; Current Health Care Provider (professional) CPR Certification; Current First Aid Certification**

CNA Fundamentals prepares students to apply academic, employability and technical knowledge and skills related to common industry standards and practices of nursing assisting within the nursing profession. Students will focus on fundamental knowledge and skills essential to the development of personal, professional, leadership and career success qualities of a patient care provider. This class is a two-period block.

**CNA Fundamentals SKILLS LAB** provides students the opportunity to apply CNA Fundamental knowledge from the classroom setting into the hands-on skill portion of the program. All students must be in good health with documented physical ability to lift 50 pounds safely. Students must also be able to see and hear well in order to master the skills required to provide safe, quality care as a CNA. Reasonable accommodations for persons with documented (IEP/504) disabilities will be made. Skills lab is a MANDATORY after-school class, one day a week per student for three and one half (3 ½) hours. The student's day will be assigned at the beginning of the program in August. This class is a graded class and is required for the student to advance into the clinical portion of the program.

*The District does not provide health insurance for student participation in the CNA program. Students participate at their own risk. Parents/guardians are encouraged to purchase supplemental insurance and/or ensure that their private health insurance is adequate.*

## **Certified Nursing Assistant - Advanced Applications**

**Grades: 12**

**CTE credit**

**Fee: \$108 for CNA State Board Exam at completion of program (optional)**

**Semester: 1.25 credit (2-period block)**

**Prerequisite: Successful completion of Certified Nursing Assistant – Fundamentals with a grade of 75% or higher; Successful completion of Certified Nursing Assistant – Fundamentals SKILLS LAB with a grade of 75% or higher)**

CNA Advanced Applications is a continuation of the CNA Fundamentals class and prepares students to apply advanced academic and technical knowledge and skills related to nursing assisting in a variety of settings within the nursing profession. This course builds on previously learned program content and focuses on essential nursing assistant knowledge, skills and work- based learning to develop students as safe and competent patient care providers. This class is a two- period block.

**CNA Advanced Applications CLINICAL** allows the student to demonstrate their knowledge and skill level by performing safe basic nursing care and is required by the Arizona State Board of Nursing. All students must be in good health with documented physical ability to lift 50 pounds safely. Students must also be able to see and hear well in order to master the skills required to provide safe, quality care as a CNA. Reasonable accommodations for persons with documented (IEP/504) disabilities will be made. Clinical is a MANDATORY after school class, one day a week (per student), for four and one half (4 1/2) hours. The student's day will be assigned at the beginning of the program in August. This class is held off-site within the Tri-City Area (specific locations TBD); transportation is not provided. This class is Pass/Fail and is required for the student to be eligible for application to the Arizona State Board of Nursing for nursing assistant certification and employment. Please note, students will also be required to complete after school skills lab hours in addition to clinical hours during 2nd semester.

*\*On completion of the CTE Program and passing of the State Assessment, the student shall receive a MI JTED cord, a certificate and a copy of their transcript, which document their skill attainment and may be used for prospective employers.*

## MARKETING, MANAGEMENT, AND ENTREPRENEURSHIP

### Computer Science

**Grades: 9**

**Fee: none**

**Prerequisite: none**

**Elective credit**

**Year: 1.0 credit**

This course is designed to provide students with an in-depth knowledge of Computer Systems and exposes students to relevant applications. The course will provide a familiarization with the Microsoft Suite including Microsoft Word, Excel Publisher and PowerPoint. The course will cover the introduction to the concept of Software Development, Data Analysis and the ethical impacts of Computing technology on business practices. The class will also cover employability skills, learn problem solving and organization skills.

### Marketing 1

**Grades: 10-11**

**Fee: \$10**

**Prerequisite: none**

**CTE credit**

**Year: 1.0 credit**

This course expands on the seven functions of Marketing. These functions include selling, promotion, product/service management, pricing, information management, distribution and financing. The course also contains marketing fundamental concepts from understanding consumer behavior and target marketing to business ethics and careers in marketing.

## **Marketing 2**

**Grades: 11-12**

**Fee: \$20**

**CTE Credit**

**Year: 1.0 credit**

**Prerequisite: Marketing 1**

This course elaborates on the concepts covered in Marketing 1 with a greater focus on preparing general marketing tools such as: promotional project, business operation plans, business management plans, entrepreneurship projects, marketing representative plans, and professional selling projects. Students in this course also engage in virtual business simulation from sports and entertainment marketing to management and retail sales.

\*On completion of the CTE Program and passing of the State Assessment, the student shall receive a MI JTED Cord, a certificate and a copy of their transcript, which document their skill attainment and may be used for prospective employers.

## **WORK EXPERIENCE**

### **Diversified Cooperative Education (DCE) Class**

**Grades: 12**

**Fee: none**

**CTE credit**

**Year: 1.0 credit**

**Prerequisite: Previous CTE courses or currently enrolled in a CTE Program**

This course focuses on interpersonal relationships at work, teamwork and leadership skills, technology, and communication skills needed in the workplace.

### **DCE Work Experience**

**Grade: 12**

**Fee: none**

**CTE credit**

**Year: Up to 3.0 credits**

**Prerequisite: Completion of a CTE Program (minimum of 2 CTE Credits)**

Diversified Cooperative Education (DCE) permits students to obtain work release if they have completed a vocational program and have a job related to the program. The student will receive 1 credit for class seat time and 1 credit per semester for continued work experience. \*Instructor approval required.

### **CTE Internship**

**Grades: 12**

**Fee: none**

**CTE credit**

**Sem: 1.0 credit**

**Prerequisite: Completion of Related CTE Program;**

**Marketing II/Production Studio/CNT (minimum of 2 CTE credits)**

Seniors can translate their career and technical skills into professional work experience. Local businesses can provide program related internships that offer real work experiences, skills and the opportunity to earn credit, while students build their resume. Students must complete 120 hours to receive credit. There is limited seat time for this program. \*Instructor approval required.

## COMMUNICATION MEDIA TECHNOLOGIES

### Broadcast Television and Film 1

Grade 10-12

Fee: ~~none~~\$10

CTE credit

Year: 1.0 credit

Students in this course learn the basic fundamentals of digital photography, videography and non-linear editing systems. Students use Adobe based computer application systems such as Photoshop and Premiere Pro to create photo and video projects, which include stop-motion animation, short videos and public service announcements. Students develop their writing and editing skills while expanding their understanding of the media industry and available career options.

### Broadcast Television and Film 2

Bradshaw Mountain Morning News

Grade: 11-12

Fee: ~~none~~\$10

CTE credit

Year: 1.0 credit

**Prerequisite:** Successful completion of Broadcast TV and Film I with a C or better.

Students continue their professional development by creating and broadcasting daily news announcements for the school campus. Students produce, record and edit digital video commercials and promotional packages of school events, commercials and news packages. Students develop their leadership abilities through participation in the state-recognized Career and Technical Student Organization, SkillsUSA. Upon completion of the class, students can take the Adobe Premiere Pro Certification exam for professional employment and education beyond high school.

\*On completion of the CTE Program and passing of the State Assessment, the student shall receive a MI JTED Cord, a certificate and a copy of their transcript, which document their skill attainment and may be used for prospective employers.

### ~~Yearbook~~/Digital Photography I

Grades: 10-12

Fee: ~~none~~\$10

Elective credit

Year: 1.0 credit

**Prerequisite:** none

The Digital Photography program teaches students to combine technology and creativity skills while learning photography and photo-editing skills, while creating in Adobe Lightroom and Photoshop. Students start the yearbook for program using digital cameras to learn photo framing and composition. Students explore the school campus and community history of photography and the technological advancements that have impacted our society. Students will also develop journalistic writing skills, while developing a photography portfolio demonstrating technical skill and creativity.



## **Yearbook/Digital Photography 2**

**Grade: 11-12**

**CTE credit**

**Fee: ~~none~~\$10**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Digital Photography 1 with a grade of C or better.**

Students continue advancing their photography skills and knowledge by continuation of the yearbook development and publication. Students completing this program will be prepared to enter the workforce and/or post-secondary education, where they will be able to apply the skills necessary to be in Digital Photography while also having a strong portfolio to support their knowledge and skill. Students learn leadership skills and develop their leadership abilities through participation in the state-recognized Career and Technical Student Organization, SkillsUSA.

## **~~Multi-Media~~Multimedia Independent Study**

**Grades: 11-12**

**CTE credit**

**Fee: ~~none~~\$10**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Broadcast Television Film 1 and 2 or Digital Photography 1 and 2 with a grade of C or better.**

Students serve as mentors to the incoming production crew of Broadcast TV & Film 2, and then become their own production company within the classroom, demonstrating mastery of the technical skills required by the professional industry. An integrated approach to teaching and learning is recommended as students develop interpersonal relations, career development skills, Workplace Employability Skills and technical knowledge and skills.

## **SPORTS MEDICINE AND REHAB SERVICES**

### **Sports Medicine I**

**Grade: 11-12**

**CTE credit**

**Fee: \$40\_\_\_\_\_ (HOSA)**

**Year: 1.0 credit**

**Prerequisite: Anatomy and Physiology**

An advanced lecture-laboratory course designed for students interested in athletic training, medicine, physical therapy, exercise science and/or other related paramedical fields. Students will examine the causes, prevention, evaluation, management, and rehabilitation of various sport related conditions. Topics regarding research, kinesiology, nutrition, pharmacology, exercise science and implementation of sports medicine programs will also be investigated. Enrolled students will be required to work as student athletic trainers. Students will be required to work after school, weekends and will be supervised by the school's athletic trainer.

### **Sports Medicine II**

**Grade: 11-12**

**CTE credit**

**Fee: \$40\_\_\_\_\_ (HOSA)**

**Year: 1.0 credit**

**Prerequisite: Sports Med I**

This course offers instruction and practical application in the skills of a personal trainer as well as the techniques necessary for the prevention and care of athletic injuries. Field experience will be required as students work with athletes as they learn the role and function of athletic training and personal training. Students will be required to work after school, weekends and will be supervised by the school's athletic trainer.



\*On completion of the CTE Program and passing of the State Assessment, the student shall receive a MI JTED Cord, a certificate and a copy of their transcript, which document their skill attainment and may be used for prospective employers.

## **INFORMATION TECHNOLOGY**

### **Computers and Networking I**

**Grades: 11-12**

**CTE credit**

**Fee: \$10/college credit**

**Year: 1.0 credit**

**Prerequisite: Concurrent enrollment in Alg. II**

**YC credit: 7.0 credits with grade of C or higher**

This is a dual enrollment course with Yavapai College, earning students. Students earn seven (7) college credits. Must maintain a grade of "C" or better to remain in the program.

Students learn how to install, manage and support personal computers and network servers. Hands-on activities provide students with the skills to build, upgrade, and repair personal computers and install and configure desktop and server operating systems. Students become "administrators" of the classroom network while learning the concepts and procedures involved with computer and network management. Equivalent college courses are CNT-110: A+ Computer Technician Certification and CNT-120: Exploring Network Operating Environment.

### **Computers and Networking II**

**Grades: 11-12**

**CTE credit**

**Fee: \$10/college credit**

**Year: 1.0 credit**

**Prerequisite: Computers and Networking I- or teacher recommendation.**

**YC credit: 7.0 credits with grade of C or higher**

This is a dual enrollment course with Yavapai College, earning students. Students earn seven (7) college credits.

Students learn the skills necessary to install, manage, and support a computer network. With hands-on exercises, students learn to install network cables and configure both wired and wireless networks. Topics include network cabling, security, network protocols, and operating systems. Equivalent college courses are CNT-100: Introduction to Networking Technologies and CNT-115: Networking Technologies Certification.

## **Cybersecurity**

**Grades: 11-12**

**CTE credit**

**Fee: \$10/college credit**

**Year: 1.0 credit**

**Recommended: Concurrent enrollment or completion of CNT I and/or II**

### **Cybersecurity Technician Certificate**

This certificate is designed to provide students with the skills required to install, configure, and secure a small to medium-sized network. Emphasis is on cybersecurity technologies and implementation.

Students are prepared for the CompTIA Security+ certification. Successful students will have the skills required to gain employment in entry-level positions in the information technology field specializing in cybersecurity.

### **Program Requirements**

CNT 100 Computer Networking Technologies I

CNT 105 Cybersecurity Principles

CNT 110 A+ Computer Technician Certification

CNT 115 Computer Networking Technologies II

CNT 135 Security+: Implementing and Maintaining Network Security

### **CNT 105 - Cybersecurity Principles**

Foundation knowledge and essentials skills in all security domains in the cyber world - information security, systems security, network security, mobile security, physical security, ethics and laws, related technologies, defense and mitigation techniques used in protecting businesses.

### **CNT 135 - Security+: Implementing and Maintaining Network Security**

Description: Network security concepts, communication security, network infrastructure security, basics of cryptography and operational/organizational security. Emphasis on network authentication and authorization, securing network devices and services, virus remedies, preventing network attacks, and securing remote access. Prepares students for the Comp/TIA Security+ certification.

## **Software Development 1**

**Grade: 10-11**

**Elective credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: Computer Science**

This course focuses on applying problem-solving and critical thinking involved in the process of Software Development. The course introduces students to coding using the JavaScript language and explores program coding, analysis and debugging. Network security issues related to privacy and ethical issues in computer security will be covered in this course.

\*On completion of the CTE Program and passing of the State Assessment, the student shall receive a MI JTED Cord, a certificate and a copy of their transcript, which document their skill attainment and may be used for prospective employers.

## Software Development 2

Grade: 10-11

Fee: none

Prerequisite: Computer Science

Elective credit

Year: 1.0 credit

This course elaborates on the concepts covered in Software Development 1 with a greater focus on applying problem-solving and critical thinking involved in the process of Software Development. The course introduces students to coding using the JavaScript language and explores program coding, analysis and debugging. Network security issues related to privacy and ethical issues in computer security will be covered in this course.

\*On completion of the CTE Program and passing of the State Assessment, the student shall receive a MI JTED Cord, a certificate and a copy of their transcript, which document their skill attainment and may be used for prospective employers.

## **JOINT CAREER TECHNICAL EDUCATION DISTRICT**

**Mountain Institute JTED (MIJTED) Career Technical Education District (MICTED) is a cooperative effort among local school districts. Mountain Institute provides a wide variety of additional Career and Technical Education (CTE) courses at their central campus while students concurrently attend their high school for graduation. ~~Several JTED classes earn~~ Several CTED classes earn Yavapai College (YC) credits.**

~~Students who drop MIJTED courses after the first scheduled day of classes may be held accountable for reimbursing MIJTED for all tuition/fees paid to~~  
Yavapai College (YC) credits.

Students who drop MICTED courses after the first scheduled day of classes may be held accountable for reimbursing MICTED for all tuition/fees paid to  
Yavapai College for college credit.

**Students taking JTEDCTED may need to take a zero hour. Some BMHS students participating in JTEDCTED may attend a morning session from 6:45-9:15 am. Some BMHS students participating in JTEDCTED attend afternoon sessions from 1:45-4:15 pm. Students participating in JTEDCTED classes may need to take (a)n online course(s).**

**\*\*Students taking JTEDCTED must complete the entire year in order to receive high school credit for JTEDCTED.**

**The district does not provide health insurance for student participation in the CNA program. Students participate at their own risk. Parents/guardians are encouraged to purchase supplemental insurance and/or ensure that their private health insurance is adequate.**

## **Aviation Technology I & II**

**Grade: 11-12**

**Prerequisites: none**

**CTE credit**

**Year: 2.5 credits**

**YC credits: 33**

Each class is a year long and will earn a student 2.5 high school credits a year. Are you fascinated by the world of flight? Aviation Technology is designed for you. In two years you will receive FAA ground school certifications in air traffic control, fixed wing flight and helicopters. Instruction includes professional-grade flight simulation, and in your fourth semester you'll be offered the option to actually fly a glider simulation, and in your fourth semester you'll be offered the option to actually fly a glider.

**\*\*Students must travel to be in this program.**

## **Transportation Technologies (Auto Repair) I & II**

**Grades: 11-12**

**Prerequisites: none**

**CTE credit**

**Year: 2.5 credits**

**YC credits: 28**

Each class is a year long and will earn a student 2.5 high school credits a year. Take a minute and think about having absolutely no automobiles... yikes – Now wake up from that nightmare. Without trained personnel in Transportation Technologies/Auto Repair, taking a long time to run an errand is an understatement. This industry must continually adapt to an ever-changing technology in transportation.

**\*\*Students must travel to be in this program.**

## **Welding Technologies I & II**

**Grades: 11 & 12**

**Prerequisites: none**

**CTE credit**

**Year: 2.5 credits**

**YC credits: 20**

Each class is a year long and will earn a student 2.5 high school credits a year. Do you want a career that is critical to the nation's well-being? Do you want to learn one of the few remaining crafts used in manufacturing and construction today? Pursuing a career in the Welding Profession means that you will become skilled in high-tech manufacturing applications using the newest developed materials. Skilled welders are needed across many industries, such as energy production, highway transportation, manufacturing, military applications, architecture and more.

**\*\*Students must travel to be in this program.**

## **Pre-Engineering (Precision Machine/Robotics) I & II**

**Grades: 11-12**

**Prerequisites: Algebra II or concurrent enrollment in Algebra II**

**CTE credit**

**Year: 3 credits**

**YC credits: 29**

Each class is a year long and will earn a student 3 HS credits a year. Without the Engineering Industry we would still be taking our horse and buggy to school. This industry has been vital in technically advancing our world. Are you intrigued by how things work? Do you think about how to make things better? If so, sign up today for the Pre-Engineering Program of Study! Learn about designing and making parts that are used in every other industry in the world giving people safer and better lives.

**\*\*Students must travel to be in this program.**

## **Medical Assisting I & II**

**Grades: 11-12**

**Prerequisite: none**

**CTE credit**

**Year: 2.5 credits**

**YC credits: 5**

Each class is a year long and will earn a student 2.5 high school credits a year. The course content includes an overview of current U.S. healthcare delivery systems and professions including behaviors for success, customer service, and quality improvement. Its purpose is to prepare the student for all Allied Health programs, including Medical Professions II, Certified Nursing Assistant and Sports Medicine. Three (3) college credit hours are possible with a 75% or higher through Dual Enrollment at Yavapai College. Membership in the Career and Technical Student Organization (HOSA) will be required and its standards will be an integral part of this class.

**\*\*Students must travel to be in this program.**

## **Culinary Arts I & II**

**Grades: 11-12**

**Prerequisite: none**

**CTE credit**

**Year: 2.5 credits**

**YC credits: 16**

Each class is a year long and will earn a student 2.5 HS credits a year. In this program you'll learn culinary arts application and hospitality through the focus of American and International cuisine, using professional cooking and baking methods. Students will become proficient in menu planning, use of equipment and time management practices for meal service. In Culinary Arts I students will learn culinary Basics and Hot Foods. In Year II students will learn breakfast and Garde manager and baking and pastries.

**\*\*Students must travel to be in this program.**

## **Drafting & Design I & II**

**Grades: 11-12**

**Prerequisite: none**

**CTE credit**

**Year: 2.5 credits**

Each class is a year long and will earn a student 2.5 HS credits a year. Students learn to use a broad range of material and are trained to imagine structures that answer the human need for both beauty and practically. If this sounds like a great way to earn a living, join the Drafting and Design class via distance learning and learn how to use computer programs (CAD) to design homes and commercial and civic structures.

**\*\*Students must travel to be in this program.**

## **Electrical Line Worker I & II**

**Grades: 11-12**

**Prerequisite: none**

**CTE credit**

**Year: 2.5 credits**

**YC credits: 22**

Each class is a year long and will earn a student 2.5 HS credits a year. A line worker constructs and maintains electric power transmission and distribution facilities. The term is also used for those who install and maintain telephone, telegraph, cable TV and more recent fiber optic lines. Power linemen work on electrically energized (live) and de-energized (dead) power lines.

**\*\*Students must travel to be in this program.**



## SPECIAL EDUCATION

The Special Services Department at Bradshaw Mountain High School serves a variety of needs for qualifying students. Programs to benefit students with mental, emotional, or physical challenges are provided along with speech, vision, and hearing programs. For many students, these services are limited to adaptations that allow them to be successful in the mainstream. Students who have weaknesses in reading and math skills may take advantage of resource classes for those areas. Other students benefit from the supportive atmosphere of self-contained programs. In addition to developing new skills and introducing new concepts, these courses ~~builds~~build a stronger foundation in the basic skill areas ~~based on~~Stated in the student's individual needsIEP.

### SUBJECT AREA GOAL

The Special Services Department strives to serve all special needs students in the least restrictive environment possible.

### RESOURCE ENGLISH

#### Resource English

Grades: 9-12

Elective credit

Fee: none

Year: 1.0 credit

**Prerequisite:** Placement is made per individual qualification.

The Special Education department uses the SRA Corrective Reading Program to help students improve their reading skills. This is a complete core program that uses the Direct Instruction Method to help students master essential decoding and comprehension skills they need not only to read well, but to learn well. Students are tested to determine which level they are placed in for decoding and/or comprehension.

#### DECODING

DB-1	1	Sem – 0.5 credit
DB-2	1	Sem – 0.5 credit
DC	1	Year – 1.0 credit
RTAT	1	Year – 1.0 credit

#### COMPREHENSION

CB-1	1 Sem – 0.5 credit
CB-2	1 Sem – 0.5 credit
CC	1 Year – 1.0 credit
RTAN	1 Year – 1.0 credit

#### Resource English (R/Eng)

Grades: 9

English credit

Fee: none

Year: 1.0 credit

**Prerequisite:** Placement is based on reading level and writing skill.

This course follows the general education curriculum for grade 9. Focus is on fiction and nonfiction, short stories, and novels. Students practice writing in the Claim, Evidence, Commentary (CEC) model and completing document-based questions in order to prepare for their future courses and state testing requirements.



## Resource English (R/Eng)

Grades: 10-12

English credit

Fee: none

Year: 1.0 credit

**Prerequisite:** Placement is based on reading level and writing skill.

This course follows the general education curriculum for ~~grade10~~grade 10-12. Focus is on elements of fiction and nonfiction, poetry, short stories, and novels. Students continue to develop writing strategies using the Claim, Evidence, Commentary (CEC) model and completing document-based questions with focus on rhetoric and argumentative writing.

## RESOURCE MATH

### Resource Algebra I A

Grades: 9-12

Math credit

Fee: none

Year: 1.0 credit

**Placement:** Gen. Ed, Co-taught or Resource Pre-Algebra and (8<sup>th</sup> grade Algebra), plus the recommendation of case manager and/or prior math teacher

. Students will be placed in this course through teacher recommendation only. Students will take the entire year to study the topics covered in the first semester of Algebra I. Algebra IA includes the study of the following topics: graphing stories, structures of expressions, number systems and sets, algebraic operations, equations and inequalities, algebraic fractions, systems with two variables, graphing, linear and exponential sequences, functions and their graphs, and transformations of functions. Evaluating Expressions, writing equations and inequalities, representing functions as graphs, properties of real numbers, square roots & classifying real numbers, solving multi-step 1st order (linear) equations, transformations, graphing linear equations, discrete & continuous functions, linear equations in standard, slope-intercept and point-slope form, solving multi-step & compound inequalities, solving absolute value equations & inequalities, graphing linear inequalities in two variables and solve linear two-variable systems.

### Resource Algebra I B

Grades: 10-12

Math credit

Fee: none

Year: 1.0 credit

**Placement:** First semester of Algebra I or Resource Algebra I A and/or Resource Pre-Algebra and recommendation of case manager and/or prior math teacher

. Students will be placed in this course through teacher recommendation only. Students will take the entire year to study the topics covered in the second semester of Algebra I. Algebra IB includes the study of the following topics: Graphing, Piecewise and Exponential functions, Quadratic Expressions, Equations, Functions, and Their Connection to Rectangles, Using Different Forms for Quadratic Functions, Function Transformations and Modeling. (or both semesters of Algebra IA). Algebra IB includes the study of the following topics: solving systems of linear equations & inequalities, applying exponent properties involving products, defining and using zero and negative exponents, scientific notation, writing & graphing exponential growth functions, operations with polynomials, finding special products of polynomials, solving polynomial equations in factored form, factoring quadratic equations, factoring by completing the square, graphing quadratic equations, completing the square, quadratic functions in vertex form, square root functions, radical equations, Pythagorean theorem, distance & midpoint formulas, rational functions, dividing polynomials, probability and permutations & combinations.

## Resource Geometry

Grades: 10-12

Math credit

Fee: none

Year: 1.0 credit

**Prerequisite:** Successful completion of Algebra I, or Algebra IA and Algebra IB.

Geometry is the study of the relationships between points, lines, and planes. Geometry requires students to develop logical reasoning and problem solving skills as they study the Geometry topics such as constructions, angles, proofs, transformations, congruence, similarity, triangles, trigonometry, perpendicular lines, parallel lines and planes, quadrilaterals, the Pythagorean Theorem, polygons, coordinate geometry, perimeter, area, surface area, volume, and circles. points, lines, planes and angles, perimeter, circumference and area, inductive reasoning, parallel lines and transversals, slope, triangle properties, congruence of triangles, isosceles & equilateral triangles, transformations, ratios, proportions and geometric mean, polygons, proportionality theorems, Pythagorean theorem, special right triangles, tangent ratio, sine & cosine ratios, law of sines & cosines, properties of quadrilaterals & circles, tangent segments, angle relationships in circles, chords, and arc length, areas of circles & sectors, and surface area and volume of solids. The deductive method of proof is emphasized throughout the course and the understanding and use of Algebra skills are relied upon throughout these topics.

## Resource Algebra II

Grades: 10-12

Math credit

Fee: none

Year: 1.0 credit

**Prerequisite:** Successful completion of Algebra I (or Algebra IA and Algebra IB) & Geometry with a passing grade

Algebra II is a course that uses the skills and concepts learned in Algebra I (or Algebra I A/I B), and emphasizes facility with algebraic expressions and forms, especially linear and quadratic forms, powers and roots, and functions based on these concepts: Students study logarithmic, trigonometric, polynomial, and other special functions both for their abstract properties and as tools for modeling real-world situations. Students study will include: linear inequalities, absolute value equations & inequalities, direct variation, scatter plots & best-fit lines, linear inequalities in two variables, systems of linear equations in three variables, matrix operations, evaluating determinants, quadratic functions in standard & vertex form, operations with complex numbers, completing the square, quadratic inequalities, operations with polynomial functions, remainder & factor theorems, rational zeros, the fundamental theorem of algebra, nth roots, rational exponents, function & inverse function operations, square root & cube root functions, radical equations, exponential growth & decay functions, functions involving e, logarithmic, exponential & power functions, equations of circles, ellipses, hyperbolas & conic sections, quadratic systems, trigonometry & trig functions, and the law of sines & cosines.

## Resource Math 12

Grades: 12

Math Credit

Fee: none

Year: 1.0 Cr.

**Prerequisite:** Successful completion of Resource Geometry with a "D" or better or IEP team placement in this course. Students explore specific uses of mathematics in day to day life. Emphasis is placed on skills used in daily living such as computing paychecks, income taxes, loans, daily living expenses, etc. Basic algebra and geometry skills are reviewed through the use of technology (computers and graphing calculators). This class is designed for seniors only and is recommended for non-college bound students. Colleges do not recognize this class as a math credit. Topics covered include: gross and net pay, federal, state and local taxes, budgeting, banking services, loans, credit cards, finance charges, comparison shopping, homeownership, and investments. This course will count as the fourth year math requirement with significant mathematics content including compound interest, amortization and spreadsheets.

## **Resource Support Math and English**

**Elective credit**

**Grades: 9-11**

**Per semester: .05**

**Prerequisite: As per IEP extra support in basic English and Math skills.**

**Fee: none**

Students will be evaluated to assess their present ability in foundational skills in reading and math. They will be assigned work on the computer to bring their foundational skills up to grade level to support their success in their English and math classes. Once the foundational skills are mastered, the student will be allowed to work on curriculum for other classes they are enrolled in.

## **TRANSITION FROM SCHOOL TO WORK PROGRAM**

The Transition from School to Work Program (TSW) is a two-year program that assists students' transition from school to paid, competitive employment, or post-secondary education or training. The student, their family and the TSW staff work together to develop a career plan that is driven by the student's interests, skills and preferences. Classes focus on post-secondary goals, career choices, finding and keeping a job, and adult living skills.

### **TSW/ Career Development**

**Grade: 11**

**Elective credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: Recommendation by a teacher, academic advisor, nurse or school psychologist.**

### **TSW/Employment Skills**

**Grade: 12**

**Elective credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: Recommendation by a teacher, academic advisor, nurse or school psychologist.**

## **EXTENDED RESOURCE**

### **S/Essential Skills English**

**Grades: 9-12**

**English credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: Placement in extended resource program or related skill levels in Special Education**

Students work on individual IEP objectives as well as small group and class assignments. It includes such areas as vocabulary, spelling, reading improvement, composition and life-skills writing, and communications. A practical approach is taken to help students develop skills needed in daily living. Instruction is based on Arizona Alternate Standards in preparation for AIMS-A Test. This course can be repeated each year for acquisition of new skills and reinforcement of those previously acquired.

### **S/Essential Skills Math**

**Grades: 9-12**

**Math credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: Placement in Extended resource program or related skill levels in Special Education**

Students in this course will work on individual IEP objectives as well as small group and class assignments. The goals of this course include strengthening basic math skills and applying those skills to everyday usage.

Instruction is based on Arizona Alternate Math Standards in preparation for AIMS-A Test. This course can be repeated each year for acquisition of new skills and reinforcement of those previously acquired.

### **S/Geoscience**

**Grades: 9-11**

**Science credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite:** Placement in extended resource program or related skill level in Special Education

This is a basic course in earth science. First semester topics include reading maps, the solar system, outer space and earth chemistry. During second semester, students explore rocks and minerals, the earth's atmosphere, weather and earth's forces. Focus is on practical knowledge with many hands-on activities to enhance learning.

### **S/Life Science**

**Grades: 9-11**

**Science credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite:** Placement in extended resource program or related skill level in Special Education

This is a basic course in life science. During first semester students study the classification system of organisms, as well as basic life functions. During second semester, students apply their knowledge to human systems, gaining information that will prepare them to make healthy choices as adults. The focus is on practical knowledge and hands-on activities.

### **S/Physical Science**

**Grades: 9-11**

**Science credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite:** Placement in extended resource program or related skill level in Special Education

This is a basic course in physical science. First semester is devoted to studying the basics of chemistry, including the metric system, the structure and properties of matter, the periodic table, elements and compounds, and chemical reactions. During second semester, students explore the basics of physics, including motion, simple machines, heat, sound, light, electricity and magnetism. Students are involved in hands-on activities to enhance learning of key concepts.

### **S/Environmental Science**

**Grades: 9-12**

**Science credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite:** Placement in extended resource program or related skill level in Special Education

This is a basic course in Environmental science. This introductory course integrates physical and biological sciences, to the study of the environment, and the solution of environmental problems. Emphasis is placed on learning the general understanding of these areas of study rather than the retention of facts. Environmental science provides an integrated, quantitative, and interdisciplinary approach to the study of environmental systems. This course incorporates more of the social aspect for understanding human relationships and perceptions towards the environment. Hands-on projects are incorporated into instruction to enhance learning of the key concepts and participation within the course.



## **S/World History**

**Grade: 10**

**Fee: none**

**CTE credit**

**Year: 1.0 credit**

**Prerequisite:** Placement in extended resource program or related skill level in Special Education

Students enrolled in this course experience various periods of history through cultural aspects of the time.

Emphasis is placed on a general understanding of the period rather than retention of facts. Hands-on projects enhance learning and enjoyment of the course.

## **S/United States History**

**Grade: 11**

**Fee: none**

**CTE credit**

**Year: 1.0 credit**

**Prerequisite:** Placement in extended resource program or related skill level in Special Education

Students learn about our country's history through a variety of activities. Course work is adapted to the needs and abilities of the students in the class.

## **S/American Government**

**Grade: 12**

**Fee: none**

**Social Studies credit**

**Semester: 0.5 credit**

**Prerequisite:** Placement in extended resource program or related skill level in Special Education

Students gain a background in democracy and to encourage participation in our system of government. Rights and responsibilities of citizenship are emphasized.

## **S/Economics**

**Grade: 12**

**Fee: none**

**Social Studies credit**

**Semester: 0.5 credit**

**Prerequisite:** Placement in extended resource program or related skill level in Special Education

Students learn how our free enterprise system works. Becoming wise consumers is a major emphasis in this course. Curriculum is adapted to the needs and abilities of the students.

## **S/Health**

**Grades: 9-10**

**Fee: none**

**Health credit**

**Semester: 0.5 credit**

**Prerequisite:** Placement in extended resource program or related skill level in Special Education

Students acquire and develop basic concepts of human development. Students are encouraged to develop attitudes that foster good health habits. Course work is tailored to the needs and abilities of the students.

## **S/Recreation and Leisure**

**Grades: 9-12**

**Fee: none**

**Physical Education credit**

**Year: 1.0 credit**

**Prerequisite:** Placement in extended resource program or related skill level in Special Education

Students discover ways to make good use of leisure time and to develop recreational interests and skills.

Students are involved in the selection and planning of many activities. This course may be substituted in place of P.E. requirement, as provided in the IEP.

## **Adaptive PE**

**Grades: 9-12**

**Fee: none**

**Physical Education credit**

**Year: 1.0 credit**

**Prerequisite: Placement in extended resource program or related skill level in Special Education**

Students experience an alternative to regular P.E. for students with special challenges that do not allow them to participate in the regular P.E. program. Activities are structured around the needs of the student. The teacher works closely with the district occupational therapist to meet those individual needs.

## **S/Intro to Foods**

**Grades: 9-10**

**Fee: none**

**CTE credit**

**Semester: 0.5 credit**

**Prerequisite: Placement in extended resource program or related skill level in Special Education**

Students are introduced to the cooking environment. Basic skills are taught using simple recipes that include some canned or pre-packaged foods. Students are provided an opportunity to cook nearly every class period so that they become comfortable in the kitchen.

## **S/Independent Living**

**Grades: 9-12**

**Fee: none**

**CTE credit**

**Year: 1.0 credit**

**Prerequisite: Placement in extended resource program or related skill level in Special Education**

Students practice skills needed for living as independently as possible. These skills include money management, food purchase, storage and preparation, clothing care and selection, housing options, care and cleaning of the home and community resources.

## **S/Foods**

**Grades: 11-12**

**Fee: none**

**CTE credit**

**Semester: 0.5 credit**

**Prerequisite: Placement in extended resource program or related skill level in Special Education**

In this course, students learn to plan and prepare balanced meals, as well as shop for and properly store food. Simple recipes and packaged foods are prepared toward the goal of acquiring as much independence in the kitchen as possible.

## **S/Community Living**

**Grades: 9-12**

**Fee: none**

**CTE credit**

**Semester: 0.5 credit**

**Prerequisite: Placement in extended resource program or related skill level in Special Education**

Students practice skills in shopping, mobility, recreation and self-advocacy at various locations throughout the community. This course may be substituted in place of P.E. requirement, as provided in IEP.

## **S/Crafts**

**Grades: 9-12**

**Fee: none**

**CTE credit**

**Semester: 0.5 credit**

**Prerequisite: Placement in extended resource program or related skill level in Special Education**

Students learn and practice on a variety of crafts. Projects are elected based on the interests and abilities of the students.



## **S/On Your Own**

**Grades: 9-10**

**CTE credit**

**Fee: none**

**Semester: 0.5 credit**

**Prerequisite:** Placement in extended resource program or related skill level in Special Education

The simulation approach is used to practice skills needed for adult life. These include getting a job, finding an apartment, choosing a roommate, maintaining a checking account, shopping, and paying bills.

## **S/Looking Good/Feeling Great**

**Grades: 9-12**

**Elective credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite:** Placement in extended resource program or related skill level in Special Education

This course can be divided into two areas. Looking Good helps students make good clothing, choices, learn to shop, and care for clothing. Good grooming and other skills that help a person look good are included. Feeling Great helps students make healthy living choices in diet and exercise.

## **S/Career Exploration**

**Grades: 9-10**

**CTE credit**

**Fee: none**

**Semester: 0.5 credit**

**Prerequisite:** Placement in extended resource program or related skill level

Students explore ten career clusters. They complete interest and ability inventories and begin a career plan. Students complete a research project on a chosen career and experience a job shadow.

## **S/Workplace Readiness**

**Grades: 9-12**

**CTE credit**

**Fee: none**

**Semester: 0.5 credit**

**Prerequisite:** Placement in extended resource program or related skill level in Special Education; S/Careers

This course is a continuation of the Careers class. Students develop a career plan, learn to complete applications, participate in mock interviews, and develop a resume and portfolio. Good workplace skills are developed through instruction, discussion and practice.

## **~~YOUTH TRANSITION PROGRAM~~**

~~The Youth Transition Program (YTP) is a two-year program that assists students' transition from school to paid, competitive employment, or post-secondary education or training. The student, their family and the YTP staff work together to develop a career plan that is driven by the student's interests, skills and preferences. Classes focus on post-secondary goals, career choices, finding and keeping a job, and adult living skills.~~

### **~~YTP/ Career Development~~**

~~Grade: 11~~

~~Elective credit~~

~~Fee: none~~

~~Year: 1.0 credit~~

~~Prerequisite: Recommendation by a teacher, academic advisor, nurse or school psychologist.~~

### **~~YTP/Employment Skills~~**

~~Grade: 12~~

~~Elective credit~~

~~Fee: none~~

~~Year: 1.0 credit~~

~~Prerequisite: Recommendation by a teacher, academic advisor, nurse or school psychologist.~~

## **BMHS COMMUNITY TRANSITION PROGRAM**

Students will be given the opportunities to work on transition goals and objectives that have been identified by the student and the IEP team in community and classroom settings. Opportunities are provided within Bear, Inc. a student operated business that includes several subsidiaries including a Copy Service, Greeting Card Company, Car Wash, Breakfast Cart and Community Services Division.

### **PROGRAM GOALS:**

- Maximize student independence
- Increase student employability
- Develop personal social skills
- Introduce community resources
- Promote self-advocacy and communication skills
- Provide a seamless transition from school to post-school activities

### **BCTP/Independent Living Skills**

Grade: 9-12

Fee: none

Prerequisite: Individual Transition Plan

Elective credit

Year: 1.0 credit

### **BCTP/Career Development**

Grade: 9-12

Fee: none

Prerequisite: Individual Transition Plan

Elective credit

Year: 1.0 credit

### **BCTP/Employment Skills**

Grade: 9-12

Fee: none

Prerequisite: Individual Transition Plan

Elective credit

Year: 1.0 credit

### **Special Techniques and Resources (STAR)**

Grade: 9-12

Fee: none

Prerequisite: None

Special Education credit

Year: 1.0 credit

Implement individualized education program goals in a self-contained life, social and daily living skills class. Emphasize hands-on activities that maximize student independence. Work with I.E.P. team including all related services to enhance the whole educational experience for our students with special needs.

## **STUDENT LEARNING INTERVENTION CLASSROOM (SLIC)**

### **SLIC/ English**

Grades: 9-12

Fee: none

Prerequisite: Placement in self-contained Emotional Disability (ED) classroom

English credit

Year: 1.0 credit

This course is divided into the following language arts area: study skills, information technology, spelling skills, grammar and composition, corrective reading using high interest novels, newspapers and poems, and instruction to develop skills helpful for transition into a vocation, meeting financial obligations, and other adult responsibilities.

### **SLIC/Math**

**Grades: 9-12**

**Fee: none**

**Math credit**

**Year: 1.0 credit**

**Prerequisite: Placement in self-contained Emotional Disability (ED) classroom**

Students will remediate basic math skills while solving practical problems of consumer spending for the home, car, investments, taxes, insurance, and inflation factors, business percentages, and math involved in management of life activities.

### **SLIC/Life Science**

**Grades: 9-12**

**Fee: none**

**Science credit**

**Year: 1.0 credit**

**Prerequisite: Placement in self-contained Emotional Disability (ED) classroom**

In this class students study the organized body of knowledge about the living natural world. Topics include: the cell as the basic unit of life; organization and classification of living things; closer examination of animals, plants, bacteria/protists/fungi; human body systems; reproduction, growth and development; staying healthy; ecology; the behavior of organisms; and evolution.

### **SLIC/Economics**

**Grades: 9-12**

**Fee: none**

**Social Studies credit**

**Year: 1.0 credit**

**Prerequisite: Placement in self-contained Emotional Disability (ED) classroom**

This course presents the principles of economics. Knowledge of these principles will help students understand many events in the news and their responsibilities as citizens. It teaches the skills needed in order to be successful.

### **SLIC/U.S. Government**

**Grades: 9-12**

**Fee: none**

**Social Studies credit**

**Year: 1.0 credit**

**Prerequisite: Placement in self-contained Emotional Disability (ED) classroom**

This course teaches how the Constitution is the framework of the U.S. government. It teaches that part of being a responsible U.S. citizen involves learning about the country's government and how it works.

## NON-DEPARTMENTAL

### Peer Tutor

**Grade: 11-12**

**Elective credit**

**Fee: None**

**Year: 1.0 credit**

**Prerequisite: Teacher Recommendation; 2.5 GPA; Administrative Approval**

This class is open to students who have demonstrated the capability to help teachers and their students within the class setting. The student will be available to assist the teacher in daily organizational tasks, as well as assisting students within the class with their peer tutor. The student will gain experience in the daily teaching routine, as well as the interaction with students.

### Teacher Aide

**Grades: 11-12**

**Elective credit**

**Fee: none**

**Semester: 0.25 credit**

**Prerequisite: 2.5 GPA; Teacher approval**

Acceptance is by mutual agreement and for the benefit of both the student and teacher. A student's workload may be rather light and at that time they are expected to do homework or study. The appropriate forms must be filled out in the Guidance Office. Clerical skills are desired. This position is graded as pass/fail.

### Office/Counselor Aide

**Grades: 11-12**

**Elective credit**

**Fee: none**

**Semester: 0.5 credit**

**Prerequisite: 2.5 GPA; Administrative approval**

Acceptance is by mutual agreement and for the benefit of both the student and staff member. This position requires contact with the public. The student's behavior and grooming must be appropriate for representing the school. Clerical skills are desired. This position is graded as pass/fail.

### Library Aide

**Grades: 11-12**

**Elective credit**

**Fee: none**

**Semester: 0.5 credit**

**Prerequisite: 2.5 GPA; Administrative approval**

This position needs to be mutually agreed upon by the student and librarian. As a library aide, one will learn how a library operates and the various services offered. This position is graded as pass/fail.

### Nurse Aide

**Grades: 11-12**

**Elective credit**

**Fee: none**

**Semester: 0.5 credit**

**Prerequisite: 2.5 GPA; Administrative approval**

Acceptance is by mutual agreement and for the benefit of student and nurse. Students require both clerical and minor first aide skills. This position is graded as pass/fail.

## Student Leadership

**Grades: 9-12**

**Elective credit OR Extracurricular activity**

**Fee: none**

**Year: 1.0 credit OR no credit**

**Prerequisite: Be an elected member of student council and a 3.02.5 GPA**

~~NOTE: Freshmen officers need to be moved into the class after Freshmen elections in the fall of each year. This class provides a leadership class for Student Council Officers to develop leadership skills and have a time together in which they may be able to work on school projects.~~

The students and staff of Bradshaw Mountain High School are committed to the principle of student government and acknowledge the value of granting students considerable autonomy in the governance of their affairs as means by which strong character is developed and nurtured. Student government promotes leadership, self-confidence, and self-reliance. It is a privilege, not a right, and teaches students important lessons regarding the proper balance of freedom, privilege, and responsibility.

## AVID

**Grades: 9-12**

**Elective credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: Application acceptance into the AVID program**

AVID is an elective course that prepares students in the "academic middle" for acceptance into a four-year university. Instruction is based on the WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies. Cornell note-taking, tutorials, preparation for college entrance exams, and college field trips are also included. This is a four-year program; four years of AVID adjusts the criteria for the silver/gold diploma.

## AVID Tutor

**Grade: 12**

**Elective credit**

**Fee: None**

**Semester: 0.5 credit**

**Prerequisite: 3.0 GPA; AVID Teacher and Coordinator approval**

Acceptance by mutual agreement only after completion of application by students wishing to be tutors for the AVID program. Under the direct supervision of the AVID teacher, tutors work with 5-7 AVID students twice a week during tutorials and assist the teacher in providing academic and organizational skills to students. Tutors are trained in the use of WICOR (writing, including Cornell Note-taking, inquiry, collaboration and reading) strategies and methodologies. Students' workload may fluctuate and are expected to bring homework or study. This class is Pass/Fail.

## Mentor Academy Period (MAP)

**Grades: 9-12**

**Elective Credit**

**Fee: none**

**Year: 1.0 Cr.**

**Prerequisite: Application and acceptance into the AP Academy**

MAP is an elective designed specifically for the students that are in the AP Academy.

## **The Learning Center (TLC)**

**Grade: 10-12**

**Fee: none**

**Admittance: Scheduled through**

**Guidance Counseling office**

Unique in the region, BMHS offers students an alternative to a traditional classroom setting. Students wishing to pursue a high school diploma but, for a variety of reasons, are unable to attend classes in a general classroom setting, may attend our computer lab located in the TLC room. There is no fee charged for participation.

Guidance counselors direct courses of study allowing students to earn needed credits, either in preparation to return to classes outside the TLC lab or to complete requirements for graduation. To be considered full-time, students attend four hour sessions and attempt passing two classes every six weeks.

The lab is staffed by highly qualified instructors and online teachers are assigned for each class. Students are welcomed to a structured learning environment and encouraged to be successful in their academic purpose. Many students benefit from the small class size and individual attention provided.

Students are able to accelerate their studies by submitting additional assignments from home. Courses are open entry—open exit, meaning a student may begin at any time in the school year and complete a course once all assignments have been submitted. Credits are transcribed by the registrar and become part of students' permanent records.

## **Bradshaw Mountain Online Academy (BMOA)**

**Grade: 9-12**

**Fee: none**

**Admittance: Scheduled through guidance counseling office**

**Credits assigned to a variety of courses**

**Semester: 0.5 credit/course successfully**

The Bradshaw Mountain Online Academy (BMOA) is an online learning system designed for students who are unable to attend classes on the Bradshaw Mountain High School campus. Students enrolled full-time in the BMOA will receive a Bradshaw Mountain Online Academy diploma upon successful completion of graduation requirements. Please consult the guidance counseling office or BMOA literature for more information.



# BMHS COURSE FEES/SCHOOL FEES 2018-2019-2020

## CAREER AND TECHNICAL EDUCATION

## PERFORMING ARTS (CONTINUED)

<u>BROADCAST TV AND FILM 1</u>	<u>\$10.00</u>	<u>INTRO TO THEATER AND FILM</u>	<u>\$15.00</u>
<u>BROADCAST TV AND FILM 2</u>	<u>\$10.00</u>	<u>STAGE CRAFT 1</u>	<u>\$15.00</u>
COMPUTERS AND NETWORKING 1	\$10/YC CREDIT	<u>STAGE CRAFT 2</u>	<u>\$15.00</u>
COMPUTERS AND NETWORKING 2	\$10/YC CREDIT	<u>INSTRUMENTAL MUSIC</u>	\$50.00
CNA FUNDAMENTALS	\$30.00	<u>COLOR GUARD PARTICIPATION FEE</u>	\$50.00
CNA STATE BOARD EXAM (OPTIONAL)	\$108.00	<u>CONCERT BAND</u>	\$50.00
<u>CYBERSECURITY</u>	<u>\$10/YC CREDIT</u>	<u>DRUMLINE</u>	<u>\$50.00</u>
<u>MARKETING 1</u>	<u>\$10.00</u>	<u>GUITAR</u>	<u>\$25.00</u>
<u>YEARBOOK/DIGITAL PHOTOGRAPHY 2</u>	<u>\$10.00</u>	<u>GUITAR 2</u>	<u>\$25.00</u>
<u>MARKETING 2</u>	<u>\$20.00</u>	<u>INSTRUMENT USAGE (IF APPLICABLE)</u>	<u>\$50.00</u>
<u>SPORTS MEDICINE 1</u>	<u>\$40.00</u>	<u>JAZZ ENSEMBLE</u>	<u>\$50.00</u>
<u>SPORTS MEDICINE 2</u>	<u>\$40.00</u>	<u>MARCHING BAND</u>	<u>\$50.00</u>
<u>MULTIMEDIA INDEPENDENT STUDY</u>	<u>\$10.00</u>	<u>MARCHING SHOES (IF APPLICABLE)</u>	TBD
<b>FINE ARTS</b>		<u>STRING ORCHESTRA</u>	<u>\$50.00</u>
ADVANCED CERAMICS AND 3D SCULPTURE	\$50.00	<u>WINTER GUARD PARTICIPATION FEE</u>	<u>\$50.00</u>
ADVANCED DRAWING AND PAINTING	\$50.00	<u>VOCAL MUSIC</u>	
AP STUDIO ART: ART 2-D DRAWING, 2-D DESIGN AND 3-D DESIGN	\$20.00	<u>CHAMBER SINGERS</u>	<u>\$40.00</u>
AP STUDIO ART: PORTFOLIO EXAM FEE	\$30.00	<u>CONCERT CHOIR</u>	<u>\$40.00</u>

CERAMICS AND 3D SCULPTURE	\$5040.00	<del>WOMEN'S CHORUS</del> CONCERT CHOIR	\$30.00
DRAWING AND PAINTING	\$3040.00	WOMEN'S CHORUS <u>ENSEMBLE</u>	\$3040.00
INTRO TO ART	\$3530.00	WOMEN'S ENSEMBLE	\$40.00

## PERFORMING ARTS

## SOCIAL STUDIES

<u>PERFORMING ARTS</u> DRAMA		AP PSYCHOLOGY LAB FEE	\$10.00
ADVANCED DRAMA	\$25.00		

BEGINNING <u>ADVANCED</u> DRAMA	\$1525.00	PHYSICAL EDUCATION	
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INTERMEDIATE <u>BEGINNING</u> DRAMA	\$15.00	PE LOCK REPLACEMENT	\$5.0050
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<u>INTERMEDIATE DRAMA</u> INTRO TO THEATER AND FILM	\$15.00	UNIFORM (REQUIRED)	\$2025.00
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TECHNICAL THEATER 1	\$15.00		
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TECHNICAL THEATER 2	\$15.00		
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## ENGLISH

		COLLEGE ENGLISH 101	\$10/YC CREDIT
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		COLLEGE ENGLISH 102	\$10/YC CREDIT
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## SCIENCE

## OPTIONAL PURCHASES

ANATOMY & PHYSIOLOGY	\$20.00	ACT TEST PREP FEES	\$45.00
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AP BIOLOGY	\$20.00	ADULT ATHLETIC PASS (6 & UNDER FREE)	\$30.00
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AP CHEMISTRY	\$20.00	SENIOR ATHLETIC PASS (62+)	\$20.00
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AP PHYSICS 1	\$20.00	STUDENT ATHLETIC PASS	\$20.00
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AP PHYSICS 2	\$20.00	AP EXAM	TBD
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PRE-AP BIOLOGY	\$10.00	AP EXAM - FREE/REDUCED	TBD
PRE-AP CHEMISTRY	\$10.00	AVID SUMMER SCHOOL	\$25.00
PRE-AP GEOSCIENCE	\$5.00	DUAL ENROLLMENT	\$10.00/YC CREDIT
PRE-AP PHYSICS	\$10.00	EXTRA GRADUATION TICKETS	\$5.00/TICKET
		EXTRA PHOTO ID	\$5.00
<b>FOREIGN LANGUAGE</b>		LIBRARY COPIES	\$0.10/COPY
SPANISH 201/102	\$10/YC CREDIT	LOST TEXTBOOK/BOOK REPLACEMENT	TBD
SPANISH 202	\$10/YC CREDIT	OVERDUE LIBRARY BOOK	\$0.10/DAY; MAX \$3.00
<b>MATHEMATICS</b>		PARCHMENT TRANSCRIPT	<del>\$5.00</del> 75/TRANSACTION
COLLEGE ALGEBRA/MATHEMATICS	\$10/YC CREDIT	PAY TO PLAY	\$110.00
PRE-CALC/COLLEGE ALGEBRA	\$10/YC CREDIT	PAY TO PLAY - FREE/REDUCED	\$55.00
PRE-CALC	\$10/YC CREDIT	STUDENT PARKING	\$70.00
<b>ENGLISH</b>		STUDENT PARKING AFTER SPRING BREAK	\$45.00
COLLEGE ENGLISH 101	\$10/YC CREDIT	SUMMER SCHOOL CREDIT RECOVERY	\$50.00/CLASS
COLLEGE ENGLISH 102	\$10/YC CREDIT	TO REOPEN A CREDIT RECOVERY CLASS	\$20.00
		YEARBOOK (PRE-REGISTRATION-SEM 1)	\$75.00
		YEARBOOK (SEM 2 BEFORE DELIVERY)	\$80.00
		YEARBOOK (AFTER DISTRIBUTION)	\$85.00

**PLEASE NOTE: ALL UNPAID FEES WILL BECOME FINES IF NOT PAID BY SEPTEMBER 4, 2018, 2019**

## HUMBOLDT UNIFIED SCHOOL DISTRICT DEFINITIONS AND PROCEDURE FOR REPORTING STUDENT VIOLENCE / HARASSMENT/ INTIMIDATION / BULLYING

The Governing Board of the Humboldt Unified School District believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Governing Board further believes a school environment that is inclusive of these traits maximizes student achievement, fosters student personal growth, and helps a student build a sense of community that promotes positive participation as citizens in society.

To assist in achieving a school environment based on the beliefs of the Governing Board, bullying in any form will not be tolerated.

**Bullying:** Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that:

- has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property;
- is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm;
- occurs when there is a real or perceived imbalance of power or strength;
- may constitute a violation of the law.

Bullying of a student or group of students can be manifested through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to:

- verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyberbullying;
- exposure to social exclusion or ostracism;
- physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting;
- and damage to or theft of personal property.

**Cyberbullying:** Cyberbullying is, but not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other internet communications, on school computers, networks, forums and mailing list, or other District-owned property, and by means of an individual's personal electronic media and equipment.

**Harassment:** Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be related, but not limited to, race, religious orientation, sexual preference, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

**Intimidation:** Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media.

Students are prohibited from bullying on school grounds, school property, school buses, at school bus stops, at school sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists.

Disciplinary action may result for bullying which occurs outside of the school and the school day when such acts result in a substantial physical, mental, or emotional negative effect on the victim, while on school grounds, school property, school buses, at school bus stops, or at school sponsored events and activities, or when such act(s) interfere with the authority of the school system to maintain order. All suspected violations of law will be reported to local law enforcement.

Students who believe they are experiencing being bullied or expect another student is bullied should report their concern to any staff member of the School District. School personnel are to maintain appropriate confidentiality of the reported information.

Reprisal by any student directed toward a student or employee related to the reporting of a case or a suspected case of bullying shall not be tolerated, and the individual(s) will be subject to the disciplines set out in applicable District policies and administrative regulations.

Students found to be bullying others will be disciplined up to and including suspension or expulsion from school.

Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

Law enforcement authorities shall be notified any time District officials have a reasonable belief that an incidence of bullying is a violation of the law.

**Each Humboldt Unified School District campus has a positive behavioral program. Please contact the principal regarding the campus program and support services available.**

Reference: (the documents listed below are available on the district website at [www.humboldtunified.com](http://www.humboldtunified.com))

HUSD Policy JICK – Student Violence/Harassment/Intimidation/Bullying

Regulation JICK-R – Student Violence/Harassment/Intimidation/Bullying Exhibit JICK-EA – Student Violence/Harassment/Intimidation/Bullying



# The Humboldt Schools.

*Motivating achievement since 1906.*

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## Humboldt Unified School District Governing Board Members

Mr. Ryan Gray, President

Mr. Richard Adler, President

Ms. Suzie Roth, Vice President

Dr. Dina Battaglia Mr. Corey Christians, Member

Ms.

Suzie Roth Mr. Ryan Gray, Member

Mr. Paul Ruwald, Member

Mr. Daniel Streeter, Superintendent

Mr. Dr. James Bogner Cole Young, Assistant Superintendent/Human Resources of Operations

Ms. Patty Bitsilly, Director of Special Services

Mr. Dr. Rob Bueche, Director of Federal Programs

and School Innovation Mr. Cole Young, Director of Educational Services

Ms. Cynthia Windham, Director of Finance



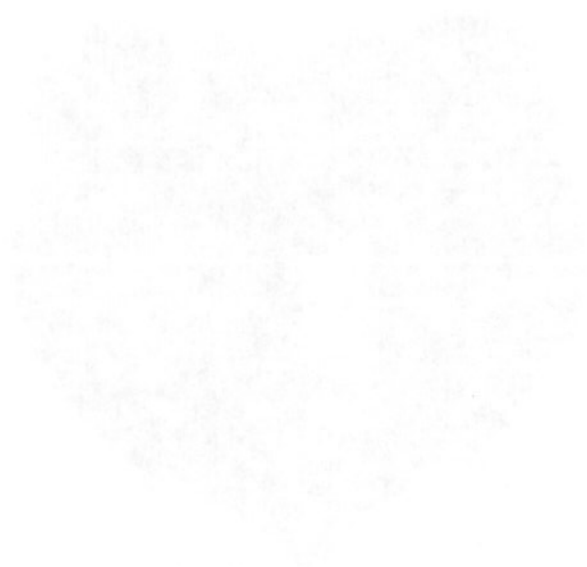
# BRADSHAW MOUNTAIN HIGH SCHOOL



## Course Description Guide 2019-2020

BRADSHAW MOUNTAIN

HIGH SCHOOL



BRADSHAW MOUNTAIN HIGH SCHOOL

1997-1998

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## **Mission of the School Counseling Department**

School Counseling is an integral part of the total education process at Bradshaw Mountain High School. Our mission is to provide all students the opportunity to become responsible adults by delivering a comprehensive competency-based school counseling program that will contribute to their success in school and beyond.

### **School Counseling Curriculum**

The Bradshaw Mountain High School counseling program promotes and enhances student learning in the following domains:

- Academic development
- Career development
- Personal/social development

The guidance counseling curriculum is composed of organized objectives and is delivered by academic advisors in classrooms, small group settings, and individually. It is sequential in nature and designed to meet the developmental needs of all students to ensure that every student receives an equal opportunity to participate fully in the educational process.

### **Program benefits**

#### **For Students:**

- Relates educational program to future success
- Facilitates career exploration and development
- Assists in acquiring knowledge of self (abilities, skills, and interests)
- Assures equitable access to educational opportunities

#### **For Parents:**

- Provides support for parents in advocating for their child's academic, career, and personal/social development
- Develops a system for their child's long-range planning and learning
- Increases opportunities for parent/school interaction

### **Annual Nondiscrimination Notification**

Humboldt Unified School District does not discriminate on the basis of sex, race, color, national origin, age, or disability in its program or activities and provides equal access to the Boy Scouts and other designated youth groups. Humboldt Unified School District Career and Technical Education department does not discriminate in enrollment or access to any of the programs available, such as business, CNA, sports medicine, graphic design,

and fire science (Film & TV/Digital Photography, Nursing, Sports Med, Technical Theatre, Networking, Marketing & MIJTED).

The lack of English language skills shall not be a barrier to admission or participation in the district's activities and programs. Humboldt Unified School District also does not discriminate in its hiring or employment practices. This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975 and the Americans with Disabilities Act of 1990. The following people have been designated to handle inquiries regarding the nondiscrimination policies:

Director of Federal Programs  
Robert Bueche  
6411 N. Robert Rd.  
Prescott Valley, AZ 86314  
(928) 759-4000  
robert.bueche@humboldtunified.com

Principal  
6000 E. Long Look Dr.  
Prescott Valley, AZ 86314  
(928) 759-4000  
kort.miner@humboldtunified.com

El Distrito Unificado de las Escuelas Humboldt no discrimina en ninguna forma en lo que se refiere a lo relacionado con el sexo, la raza, el color de la piel, la nacionalidad, la edad o incapacidad física en la participación en sus programas y/o actividades y también provee acceso igual a los niños Scouts y a los otros grupos que son designados para gente joven. El Departamento de Educación Técnica y de Carreras Universitarias del Distrito Unificado de Escuelas Humboldt no discrimina la inscripción o el acceso a cualquier programa disponible tales como: Fotografía digital, de películas y televisión, de enfermería, de medicina de deportes, de teatro técnico, de conexión de redes, de mercadotecnia, y en MIJTED\*. La falta de un buen conocimiento del idioma de inglés no es una barrera para la admisión o la participación en las actividades y en los programas del Distrito. El Distrito tampoco discrimina en lo relacionado con contratos de trabajo o de empleos. Las siguientes son las personas que han sido designadas y encargadas para hacer la investigación necesaria con respecto a las disciplinas que existen en contra de cualquier clase de discriminación.

## Graduation

The Humboldt Unified School District provides a graduation ceremony for students who have met state and district requirements. Participation in commencement exercises is encouraged but is not mandatory. Students who have successfully completed the credit and administrative requirements for graduation are eligible to participate in commencement exercises.

To receive a Bradshaw Mountain High School diploma, a student must:

1. Complete a minimum of 22 credits before the ceremony.
2. Pass all academic requirements for graduation.
3. Complete all administrative procedures required.

### **Valedictorian/Salutatorian**

Valedictorian and Salutatorian are the top 1% of the senior class based on the following criteria:

1. Weighted letter grades from courses taken since the beginning of 9th grade (the first year after 8th grade) from an accredited high school through the first semester of senior year (7 semesters total).
2. Grades earned on the student's first attempt.
3. In the case of a tie, the valedictorian is awarded to the student who has the highest number of weighted A's.
4. Student must attend BMHS as a full-time student both semesters of their senior year (fourth year after 8th grade).
5. Salutatorian makes up the remaining 1% of senior class.

### **GPA/Class Rank**

1. Class ranking is determined each semester beginning with the completion of the first semester of the freshmen year and ending with the completion of the first semester of the senior year.
2. Class rank is based on the unweighted grades earned in regular education classes.
3. Total grade points begin accumulating with the ninth grade. Grade points are divided by total units attempted to produce the cumulative grade point average. Students are ranked according to grade point average.
4. Weighted courses are offered at a 5.0 grading scale (A=5 points, B=4 points, C=3 points, D=2, F=0).
5. Unweighted courses are offered at a 4.0 grading scale (A=4 points, B=3 points, C=2 points, D=1, F=0).

### **Student Records**

Students requesting official or unofficial transcripts should go to [www.parchment.com](http://www.parchment.com) to request an official transcript at a small cost.

Changes to student information such as address, telephone number, and emergency contact must be made by filling out the Student Information Change Form.

Legal documentation is required for all guardianship, student name, and marital status changes.

### **Test Out/Credit Transfer Procedures**

Bradshaw Mountain High School students must fulfill the academic requirements for high school graduation. Test out and credit transfer procedures exist in order to measure student learning and knowledge. **Test out procedures are not an option for BMHS students who wish to earn credit for courses that have not yet been taken.**

**Test out procedures for courses at Bradshaw Mountain High School are as follows:**

1. There may be a \$25 fee for each test taken.
2. Students desiring to test out of a course must contact the department chair of that subject.
3. Each "test for credit" may have two segments:
  - A. A work portfolio in which the student will produce projects, labs, etc.
  - B. A test
4. Students may attempt to test out only once for credit in any course.
5. Students may not test out for credit in a class in which they are currently enrolled.
6. Students may not test out for credit as a method of repeating the course. (See Credit Recovery Policy)



7. All test outs must be completed by the end of the second week of each semester, unless it is due to a transfer situation where a grade has yet to be assigned.

## Testing

### State required tests:

- AzMERIT for English 9 thru 11 and Math Algebra 1 thru Algebra 2.
- Arizona's Instrument to Measure Standards (AIMS) Science.
- Assessments to measure the standards have been adopted by the State Board of Education and are administered to all students as a requirement for graduation. Students begin AzMerit testing in the spring of their 9th grade year and AIMS in their 9<sup>th</sup> or 10<sup>th</sup> grade year depending on when they take biology.
- Beginning with the class of 2017, all students in the state of Arizona must complete and pass a civics test prior to graduation. This test may be given and passed beginning in middle school.
  - o **NOTE:** The test dates and requirements are subject to change (per Arizona Department of Education).

### College and Military Admissions Testing:

- PSAT/NMSQT - Fall of 10th and/or 11th grade (predecessor to the SAT test)
- ACT - Spring of 11th grade; if missed, fall of 12th grade
- SAT - Spring of 11th grade; if missed, fall of 12th grade
- Armed Services Vocational Aptitude Battery (ASVAB) – Fall of 11th grade; if missed, fall of 12th grade

### Advanced Placement:

Designated AP courses (AP) – Spring of 10th, 11th and 12th grade

## Grade Level Placement

Grade level placement is determined by the school year the student begins ninth grade. The cohort/graduation year is calculated by adding four years to the year in which the student entered the ninth grade. Once set, the cohort year does not change regardless of credits earned.

## Class Schedules

Incoming 9th grade class schedules are determined by 8th grade teacher recommendation and 9th grade course requirements with parent signature/approval. All other student schedules are determined during a parent/student/advisor Education Career Action Plan (ECAP) meeting Fall of 9th grade.

## Revisions to ECAP

Each spring students receive a printout of their selected courses for teacher and parent signature/approval. This signed course selection sheet must be returned to your advisor for completion.

## Late Enrollment and Audit Policy

Any student entering BMHS after the 10th day of school each semester without transfer grades is enrolled on an Audit basis for that semester. Auditing means that the student is required to attend class, participate in classroom activities, complete all homework and take tests just as if they are receiving credit. Teachers will

enter an "AU" into the gradebook upon the student's entrance in the course. At the end of the semester, the "AU" may be removed and the final exam given for letter grade credit if the teacher determines that the student has shown that he/she knows the material studied in class.

### **Pre-Registration and New Registration**

Bradshaw Mountain High School students pre-register in the spring of the currently enrolled year. New student registration begins two weeks prior to the beginning of school.

### **Schedule Corrections**

Students may request to add/drop a course within the first 10 days of each semester. Schedule corrections may be made under the following circumstances:

1. Satisfying graduation requirements
2. Incomplete schedule
3. Balancing of class size
4. Completion of credit recovery courses
5. Teacher recommendation for student placement
6. Cancellation of class
7. A conflict of two classes offered only in the same period

If a student has enough credits to withdraw from a class while maintaining full-time status (six classes for fresh – juniors, five classes for seniors, or seven classes with an Early Bird), he/she may request this within the first 20 days of each semester without penalty. Any course dropped **after the 20th day** will reflect a W/F (withdraw/fail) on the official transcript, which will adversely affect GPA and Arizona Inter-Scholastic Association (AIA) eligibility. If, as a result, a new class is added, no credit will be granted for that class.

### **Homeschooled Students**

Bradshaw Mountain High School welcomes homeschooled students. If a student was home schooled for at least one semester and wishes to earn credit for the courses completed, the parent must provide BMHS with a transcript or a list of courses covered, and books and materials used. All home school credits are evaluated by administration to determine Pass/Fail or letter grade. *Homeschooled students may participate in extracurricular activities* as long as they meet enrollment/attendance zone requirements.

### **Homebound Students**

In the case of a serious medical condition, a student may be granted homebound status. Consideration for homebound status occurs following receipt of medical documentation that explains why the student cannot physically attend school due to a condition that may last for at least three months. The application process

begins with the school nurse and includes a completed application, medical documentation and a meeting with school administration.

### **AP Academy**

The AP Academy is a school within a school that is designated for students interested in pursuing the AP Diploma. The AP Academy is by application only. Please contact the school for more information.

### **BMHS Advanced Placement (AP)**

Advanced Placement (AP) is a national program, which Bradshaw Mountain High School offers in cooperation with the College Board to provide students the opportunity to pursue rigorous coursework, which research demonstrates increases students' chances for long-term success. It is a program of credit by examination for college level studies pursued in high school. Advanced Placement courses are open to all students in high school and may provide college level credit based on their performance on an exam at the end of the course. Students who excel in a given subject may take the AP exam without enrolling in the AP course. The College Board charges a set fee for each exam.

AP exams are scored on a scale of 1 to 5. Students who earn a 4 or 5 on an AP exam will have their BMHS 1st and 2nd semester grades changed to an A; a score of 3 will result in the student's course grade being increased one letter grade for both semesters. A score of 1 or 2 will not affect the student's course grade. A grade of F in the course will not be changed regardless of the AP exam score.

### **Class Level Placement**

Students in AP, Pre-AP, and Honors courses have until the first quarter report to determine if the accelerated level is appropriate. If not, level change paperwork must be initiated through the teacher at that time.

### **BMHS Pre-AP Program**

The mission of the Pre-AP Program at Bradshaw Mountain High School is to provide enriched opportunities for academic excellence to highly motivated students. Through a comprehensive plan of instruction across grade levels and content areas, students will experience curriculum that emphasizes analytical thinking, creative inquiry, and independent learning. Pre-AP classes provide a strong foundation for AP coursework. Pre AP courses are weighted on a 5.0 grading scale.

### **Dual Enrollment Program**

Humboldt Unified School District and Yavapai Community College (YCC) offer a cooperative program to junior and senior students to earn dual high school and college credits.

Dual credit courses are offered on the high school campus during the student's regularly scheduled day. Enrollment requires that students receive an appropriate score on a skills assessment and/or have the required college course prerequisite. These courses are \$10/Yavapai College credit, and students are required to purchase required textbooks or other resources. Students will have to register as a Yavapai student.

**NOTICE:** A student's grade earned in a college credit class **WILL** affect their eligibility for future financial aid!  
**THIS INCLUDES DUAL ENROLLMENT COURSES TAKEN DURING HIGH SCHOOL!!**

Dual Credit courses at Bradshaw Mountain High School are limited. For an explanation of dual credit courses, see the specific department section of this booklet.

### **NCAA/NAIA Eligibility**

All high school athletes who desire to enroll and compete as college freshmen in a Division I or Division II institution must complete the NCAA Initial Eligibility Center Release Form or the NAIA Eligibility Center Release Form **at the end of the junior year**. For more information and to register, go to [www.ncaa.org/eligibilitycenter](http://www.ncaa.org/eligibilitycenter) or [www.playnaia.org](http://www.playnaia.org). Register to take the ACT and/or SAT and use the NCAA Eligibility Center code "9999" and for the NAIA Eligibility Center use code "9876." Visit the counseling office to have your transcript uploaded and to learn more about a submission of a fee waiver.

### **Grades**

Semester grades are final. Parents/ guardians wishing to discuss grades should contact the teacher by leaving a message on their voicemail or by email. Parents are encouraged to access this information through FAMILY LINK on the district website.

### **Grading Scale**

90-100% = A

80-89% = B

70-79% = C

60-69% = D

59-below = F

I = Incomplete

AU = Audit

NC = No Credit

### **FamilyLink**

Parents and students can access information, such as: attendance, grades, schedule and the school calendar through the internet by logging into the Humboldt Unified School District website ([www.humboldtunified.com](http://www.humboldtunified.com)). Information on how to access Family Link is available in the advisement department.

### **Progress Reports/Report Cards**

Progress reports are distributed to students every 4.5 weeks. Semester grades are mailed at the conclusion of fall and spring semesters, showing credit earned on transcript.

### **Incompletes (I)**

Students who receive an incomplete (I) at the end of the semester must make up the required work **within two weeks** or the grade will default to an F (fail). Extreme emergencies may provide an exception to this policy

and are considered on a case-by-case basis. Administrative approval is needed for an incomplete to be given as a final grade on the report card.

### Loss of Credit (NC)

Students who are absent (**excused and unexcused**) more than 9 school days per semester will receive NO CREDIT (NC) for that class. Students have the right to appeal the Loss of Credit. Contact the Attendance Office for additional information.

### Credit Recovery

Students who have failed courses or wish to improve their grades may do so online through our Credit Recovery Program. Students must complete their online registration with their advisor. Seniors must complete all credit recovery coursework within the first week in May in order to participate in the graduation ceremony. There is a fee charged for all credit recovery courses.

ACADEMIC REQUIREMENTS FOR HIGH SCHOOL GRADUATION				
	BMHS Diploma	Silver Diploma*	Gold Diploma*	AP Academy Diploma*
<b>REQUIRED CORE COURSES</b>				
ENGLISH	4 credits	4 credits	4 credits	4 credits
MATHEMATICS	4 credits	4 credits	4 credits	4 credits
SCIENCE	3 credits	3 credits	3 credits	3 credits
WORLD HISTORY AND GEOGRAPHY	1 credit	1 credit	1 credit	1 credit
U.S. HISTORY	1 credit	1 credit	1 credit	1 credit
AMERICAN GOVERNMENT	0.5 credit	0.5 credit	0.5 credit	0.5 credit
ECONOMICS	0.5 credit	0.5 credit	0.5 credit	0.5 credit

ADDITIONAL CORE CREDIT*	not necessary	1 credit	1 credit	not necessary
<b>OTHER REQUIRED COURSES</b>				
PHYSICAL EDUCATION	1 credit	1 credit	1 credit	1 credit
CAREER AND TECHNICAL EDUCATION	1 credit	1 credit	1 credit	1 credit
FINE ARTS	1 credit	1 credit	1 credit	1 credit
ELECTIVES	5 credits	4 credits	4 credits	4 credits
ACADEMY PREP	not necessary	not necessary	not necessary	1 credit
FOREIGN LANGUAGE	not necessary	2 credits	2 credits	2 credits
MEET STATE TESTING REQUIREMENTS	Yes	Yes	Yes	Yes
<b>TOTAL</b>	<b>22</b>	<b>24</b>	<b>24</b>	<b>24</b>

**All STUDENTS MUST MEET THE ACADEMIC REQUIREMENTS FOR THE BMHS DIPLOMA, which includes meeting the requirements for state-mandated testing.**

**\*Class of 2016 & beyond** – the full-time, four-year AVID student waives the 1.0 additional core credit requirement for Silver/Gold Diploma.

**\*Gold and Silver Diploma candidates** will take a 1.0 additional credit in any of the college core areas – English, math, science, social studies, foreign language, or fine arts.

**\*Gold, Silver, and AP Academy Diploma candidates (class of 2020 and beyond)** will take four years of mathematics, including 1.0 math credit during the senior year.

**\*Silver Diploma**

1. Earn 24 credits with a grade of "C" or better in all classes in which they have been enrolled as a high school student.
2. Take four years of mathematics, including 1.0 math credit during the senior year.

**\*Gold Diploma**

1. Earn 24 credits with a "C" or better in all classes in which enrolled as a high school student.
2. Take four years of mathematics, including 1.0 math credit during the senior year.
3. Receive a 3 or better on at least two AP tests by the end of junior year.
4. Take a minimum of four AP classes in four years of high school.

**\*AP Diploma**

1. Earn 24 credits with a "C" or better in all classes in which enrolled as a high school student.
2. Take four years of mathematics, including 1.0 math credit during the senior year.
3. Take at least six AP courses throughout the four years of high school.
4. Remain in the AP Academy.



## ENGLISH

**BMHS offers a variety of English courses centered on the Arizona State Standards to help students prepare for their ultimate post-high school goals. Four credits of English are required for graduation. Pre-AP and AP courses are demanding, but open to all students.**

### **English 9**

**Grade: 9**

**Fee: none**

**Prerequisite: none**

This course uses the MyPerspectives program to deepen students' understanding of the elements of fiction, nonfiction, poetry, and drama through the study of short stories, novels, poems, plays, historical documents, and nonfiction selections. Students analyze and compare fiction and nonfiction selections with a focus on comprehensive and analytical strategies. Students will learn how to improve their fiction, nonfiction,

**English credit**

**Year: 1.0 credit**

functional, explanatory, and argumentative writing skills. Students work collaboratively and independently to master the skills practiced within the whole class learning in order to prepare for their future courses and state testing requirements.

### **Pre-AP English 9**

**Grade: 9**

**English credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: none**

#### **Successful completion of summer reading required**

Pre-AP English 9 is a comprehensive reading and writing class designed with rigorous lessons to prepare students for Pre-AP English 10 and state testing requirements. Students will learn how to annotate and gather textual evidence while analyzing short stories, novels, poems, plays, historical documents, and nonfiction selections. Students will be required to read 8 - 10 books and complete Book Cards over the course of the school year. There will be a focus on improving both academic and personal vocabulary. Students will also learn how to improve their fiction, nonfiction, functional, explanatory, and argumentative writing skills.

### **English 9 - 180/Read 180**

**Grade: 9**

**English/Elective credit**

**Fee: none**

**Year: 1.0 credit for each course**

**Placement: determined by test scores**

READ 180 is a specialized reading course designed to enable identified high school students to improve reading comprehension, increase understanding of narrative and expository text structures including academic reading, functional reading, informational reading and technical reading, in order to learn more effectively from subject-matter textbooks in science, history/social studies, math, and English. Students are introduced to narrative and expository organizational patterns, as well as the academic language used in the aforementioned content classes. This is accomplished through an intensive 2-hour block class every day that utilizes software, independent reading, and whole and small group instruction.

### **English 10**

**Grade: 10**

**English credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: none**

This course uses the MyPerspectives program to deepen students' understanding of the elements of fiction, poetry, and nonfiction through the study of short stories, novels, various poems, historical documents, and varied nonfiction selections. Students analyze and compare fiction and nonfiction selections with a special focus on comprehensive and analytical strategies. Students work collaboratively and independently to master the skills practiced within the whole class learning. Students continue to work toward mastery while working through the MyPerspectives units and completing the reading and writing assignments found in their workbooks, online, and through class participation.

### **Pre-AP English 10**

**Grade: 10**

**Fee: none**

**English credit**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Pre-AP English 9 or teacher recommendation**

This is a rigorous, fast-paced course that serves as a transition into the AP English and AP Capstone courses and is relevant for both college and career readiness. Students will continue to refine their close reading, analytical writing, and language skills introduced in Pre-AP English 9. Students will read closely and analyze a range of complex literary and informational texts, recognize the importance of textual evidence and incorporate it effectively in writing and speaking, and understand how writers and speakers use specific words and sentences to move the thoughts, emotions, and actions of readers and listeners. Completion of assigned summer reading is required.

## **English 11**

**Grade: 11**

**Fee: none**

**English credit**

**Year: 1.0 credit**

**Prerequisite: English 10 or grade-level placement**

This course covers American literature from the revolutionary war era to the present. Students study the styles, techniques, philosophies and ideas of major American writers, as well as the historical setting and cultural aspects which influenced their works. Students regularly write brief formative assessments – quick writes, journals, and reader responses, as well as more formal essays: a documented critique/analysis with an argumentative voice and an expository essay that is a “think-piece” in which the students develop their own perspectives on issues.

## **AP English Language and Composition**

**Grades: 11-12**

**Fee: AP exam fee**

**English credit**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Pre-AP English 10, AP English Literature and Composition, or teacher recommendation**

This challenging course prepares students for the Advanced Placement exam in English Language and Composition and aligns to an introductory college-level rhetoric and writing curriculum. This course emphasizes evidence-based analytic and argumentative essays, requiring to students to evaluate, synthesize, and cite sources to support their arguments. Additionally, students read and analyze rhetorical elements and their effects in non-fiction texts, including graphical images as text, essays, and speeches from many disciplines and time periods.

## **AP English Literature and Composition**

**Grades: 11-12**

**Fee: AP exam fee**

**English credit**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Pre-AP English 10, AP English Language and Composition, or teacher recommendation**

This challenging course prepares student for the Advanced Placement Exam in Literature and aligns with an introductory college-level literary analysis course. This is the course for literature lovers who want to broaden and enrich their vocabulary, learn to read more closely and critically, and discover and deepen their understanding of how a writer uses language and literary strategies to convey meaning and deepen our reading pleasure. A wide variety of texts, ranging from the Greek classics and Shakespeare through contemporary literature, are studied. Students will learn to write rhetorical analyses of both poetry and prose

and use text to support literary arguments of theme, characterization, symbolism, and so on.

## **English 12**

**Grade: 12**

**English credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: English 11 or grade-level placement**

This course focuses on British literature as it relates to contemporary society, as well as some selections from world literature and American literature. Students practice writing narrative, expository research, and documented essays about various genres of literature, ranging from the Anglo-Saxon period to the twentieth century. The writing components of this class emphasize the writing process and good editing, which includes grammar, usage, and mechanics.

## **College English 101**

**Grade: 12**

**English credit**

**Fee: \$10/YC credit**

**Semester: 0.5 credit**

**Placement: Satisfactory fulfillment of all Yavapai College Dual Enrollment requirements**

**YC credit: 3.0 credits with grade of C or higher**

Students compose expository and argumentative essays for specific audiences with emphasis on the process of writing, reading, critical thinking and introduction to research and documentation. The main focus of the course is the argumentative process, with a minimum of 4500 words of “formal” student writing.

## **College English 102**

**Grade: 12**

**English credit**

**Fee: \$10/YC credit**

**Semester: 0.5 credit**

**Prerequisite: Grade of “C” or higher in ENG 101**

**YC credit: 3.0 credits with grade of C or higher**

Students continue to hone their reading, research, writing, and critical thinking skills often through, but not exclusive to, the lens of literary analysis. This course includes researching and writing several critical essays with a minimum of 5000 words of “formal” student writing.

## **AP CAPSTONE DIPLOMA AND AP SEMINAR AND RESEARCH CERTIFICATE**

**Grade: 11-12**

**English/Elective credit**

**Fee: AP exam fee**

**Semester: 0.5 credit**

The College Board’s AP Capstone is an innovative college-level program based on two new courses – AP Seminar and AP Research – that complement and enhance discipline-specific AP courses.

The program provides students with an opportunity to engage in challenging scholarly practice of the core academic skills necessary for successful college completion. The ability to think independently, write

effectively, research, collaborate, and learn across disciplines is essential for success in college, career, and beyond.

**Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma.**

**Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate.**

### **AP Seminar (Component I)**

**Prerequisite: Recommended successful completion of**

**Pre-AP English 9 and 10, pre-AP/AP science and social studies**

AP Seminar is the foundational course of the AP Capstone program and engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

Students in AP Seminar will complete a team project and presentation, an individual research-based essay and presentation, and an end-of-course exam.

### **AP Research (Component II)**

**Prerequisite: Successful completion of AP Seminar**

AP Research builds on the foundational skills developed in AP Seminar, allowing students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In this course, students further their skills acquired in AP Seminar by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question.

Students in AP Research will complete an academic paper, prepare a presentation and oral defense of their research.

Bradshaw Mountain High School looks forward to the addition of the AP Capstone program with great enthusiasm and expectation! We know the addition of these programs will challenge our bright young learners and introduce them to new learning that will prepare them for whatever path they choose to pursue beyond Bradshaw Mountain High School!

## **SHELTERED ENGLISH IMMERSION**

**Per Arizona Revised Statute 15-756.01, HUSD is required to offer research-based programs of Structured English Immersion language instruction to English Language Learners**

enrolled in the District. English Language Development instruction includes an emphasis on the English language itself in the areas of grammar, listening, speaking, reading, and writing. English Language Learners in schools with 20 or fewer ELL students in a three-grade span or intermediate-level students may be placed on Individual Language Learner Plans (ILLPs). Students are placed in SEI classes and/or Language Arts classes based on guidelines established by the Arizona Department of Education.

### **SEI English Reading/Writing/Grammar**

**Grades: 9-12**

**Fee: none**

**Placement: determined solely by**

**Arizona English Language Learner Assessment (AZELLA) scores.**

**English or SEI credit**

**Elective credit for additional SEI courses**

**Year: 1.0 credit/course**

There is a strong focus on phonology (pronunciation and the sound system), morphology (structure and forms of words, syntax (English word order rules), lexicon (vocabulary), grammar, and semantics (the contextual use of English).



## MATHEMATICS

The classes of 2018 and beyond are required to take four credits of mathematics which are to include: Algebra I, Geometry, Algebra II and one year of significant math beyond Algebra II. **ALL BRADSHAW MOUNTAIN HIGH SCHOOL STUDENTS ARE REQUIRED TO TAKE A MATH COURSE ALL FOUR YEARS THEY ARE IN HIGH SCHOOL, POSSIBLY EARNING MORE THAN 4 CREDITS BEFORE GRADUATING.**

College-bound students: Arizona universities currently require a minimum of **four years** of math: Algebra I, Geometry, Algebra II and one higher math for which Algebra II is a prerequisite.

RECOMMENDED SEQUENCE			
	High School Diploma	College Prep	Advanced Placement
9	Algebra IA or Algebra I	Algebra I	Pre-AP Geometry or Pre-AP Algebra II
10	Algebra IB or Geometry	Geometry	Pre-AP Geometry or Pre-AP Algebra II or Pre-Calculus (MAT 187)*
11	Geometry or Algebra II	Algebra II	Pre-AP Algebra II or Pre-Calculus (MAT 187)* or AP Stats or AP Calculus AB
12	Business/Technical Math or Advanced Mathematics or Algebra II	Advanced Mathematics/ College Algebra (MAT 152)* or AP Statistics or Pre-Calculus (MAT 187)*	Pre-Calculus (MAT 187)* or AP Statistics or AP Calculus AB or AP Calculus BC

\* Dual credit OPTION available

**Note:** Students may shift from one sequence to the appropriate level in another sequence at semester based on grades and test scores with a teacher recommendation and parent approval. See individual course requirements for prerequisites.

### Yavapai College Requirements for Dual Enrollment:

1. Students need to meet the YC standards for math and reading. They can accomplish this by:
2. Having qualifying SAT or ACT scores (either math or reading or both), OR
3. A qualifying score on both the math AND reading Accuplacer test

### Recommended Math Supplies:

1. A compass, protractor, and ruler for Geometry.
2. Several spiral notebooks with college-ruled paper and graph paper.

3. A graphing calculator (TI-84) is recommended for math classes Algebra II and higher, and all Pre-AP classes.
4. A scientific calculator is recommended for Algebra 1 and higher.

### **Algebra I A**

**Grades: 9-12**

**Math credit**

**Fee: none**

**Year: 1.0 credit**

**Placement: Teacher recommendation only**

**Students will be placed in this course through teacher recommendation only.** Students will take the entire year to study the topics covered in the first semester of Algebra I. Algebra IA includes the study of the following topics: graphing stories, structures of expressions, number systems and sets, algebraic operations, equations and inequalities, algebraic fractions, systems with two variables, graphing, linear and exponential sequences, functions and their graphs, and transformations of functions.

### **Algebra I B**

**Grades: 10-12**

**Math credit**

**Fee: none**

**Year: 1.0 credit**

**Placement: Teacher recommendation only**

**Students will be placed in this course through teacher recommendation only.** Students will take the entire year to study the topics covered in the second semester of Algebra I. Algebra IB includes the study of the following topics: Graphing, Piecewise and Exponential functions, Quadratic Expressions, Equations, Functions, and Their Connection to Rectangles, Using Different Forms for Quadratic Functions, Function Transformations and Modeling.

### **Algebra I**

**Grades: 9-12**

**Math credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: \*The majority of incoming freshmen will enroll in this course.**

This course provides students experiences with problem solving and patterns, graphing and solving linear equations and inequalities. Students will work with quadratics, polynomials and other non-linear functions. They will be introduced to descriptive statistics.

### **Geometry**

**Grades: 10-12**

**Math credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Algebra I**

Geometry is the study of the relationships between points, lines, and planes. Geometry requires students to develop logical reasoning and problem solving skills as they study the Geometry topics such as constructions, angles, proofs, transformations, congruence, similarity, triangles, trigonometry, perpendicular lines, parallel lines and planes, quadrilaterals, the Pythagorean Theorem, polygons, coordinate geometry, perimeter, area, surface area, volume, and circles. The deductive method of proof is emphasized throughout the course and the understanding and use of Algebra skills are relied upon throughout these topics.

## **Pre-AP Geometry**

**Grades:** 9-10

**Fee:** none

**Math credit**

**Year:** 1.0 credit

**Prerequisite:** Successful completion of Algebra I in 8<sup>th</sup> grade and/or teacher recommendation, "B" or higher in Algebra I

Pre-AP Geometry is designed specifically for those students who have shown exceptional talent in Algebra I. The curriculum is the same as regular Geometry, but may proceed at a more accelerated pace with a more in-depth coverage of all topics. Greater emphasis is placed on college and AP testing preparation. (See Geometry) **Note: Students may accept the challenge of taking Pre-AP courses at any point in their high school career; however, should the student's average drop below a C at semester, the student may be placed in regular college preparatory math.**

## **Algebra II**

**Grades:** 10-12

**Fee:** none

**Math credit**

**Year:** 1.0 credit

**Prerequisite:** Successful completion of Algebra I (or IA & IB) plus Geometry with a passing grade

Algebra II is a course that uses the skills and concepts learned in Algebra I, and emphasizes facility with algebraic expressions and forms, especially linear and quadratic forms, powers and roots, and functions based on these concepts: Students study logarithmic, trigonometric, polynomial, and other special functions both for their abstract properties and as tools for modeling real-world situations. There is also a strong emphasis on rational expressions throughout the year. (Note: A graphing calculator is required.)

## **Pre-AP Algebra II**

**Grades:** 10-12

**Fee:** none

**Math credit**

**Year:** 1.0 credit

**Prerequisite:** Algebra I, Geometry, teacher recommendation, "C" or higher in Pre-AP Geometry or "B" or higher in Geometry

Pre-AP Algebra II is designed specifically for those students who have shown exceptional talent in Algebra I and Geometry. The curriculum is rigorous and is taught at an accelerated pace to prepare students for Precalculus. Students utilize the skills and concepts from Algebra I to progress into: linear and quadratic expressions, equations, graphing; radical, exponential, and logarithmic expressions and equations; polynomial operations and functions; matrix operations and manipulation; statistical analysis and probability; conic sections and their graphs; trigonometric functions and equations. There is also a strong emphasis on rational expressions throughout the year. **Note: Students may accept the challenge of taking Pre-AP courses at any point in their high school career; however, should the student's average drop below a C at semester, the student may be placed in regular college preparatory math.**

## **Business/Technical Math**

**Grade: 12**

**Fee: none**

**Math credit**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Algebra II with a "D" or lower or grade level placement**

In this course, students explore specific uses of mathematics in today's business and technological world. Emphasis is placed on skills used in occupations in the Prescott Valley and surrounding areas. Basic algebra and geometry skills are reviewed through the use of technology (computers and graphing calculators). This class is designed for seniors only and is recommended for non-college bound students. **Colleges do not recognize this class as a math credit.** Topics covered include: gross and net pay, federal, state and local taxes, budgeting, banking services, loans, credit cards, finance charges, comparison shopping, homeownership, investments, business statistics and probability. This course counts as one of the four year math requirements with significant mathematics content including compound interest, amortization and spreadsheets.

## **Advanced Math**

**Grades: 11-12**

**Fee: none**

**Math credit**

**Semester: 0.5 credit**

**Prerequisite: Successful completion of Algebra II with a "C" or better**

Modeling of applications using linear, quadratic, exponential and logarithmic functions. Introduction to solving systems of equations using matrices. Introduction to personal finance topics, checking and savings accounts, credit cards, monthly payments, and taxes. (Note: A graphing calculator is **required**.) This course is not offered for dual enrollment. It is high school credit only.

## **College Algebra (MAT 152)\***

**Grades: 11-12**

**Fee: \$10/college credit**

**Math credit**

**Semester: 0.5 credit**

**Placement: Satisfactory fulfillment of all Yavapai College Dual Enrollment requirements**

Modeling of applications using linear, quadratic, exponential and logarithmic functions. Introduction to solving systems of equations using matrices. Introduction to personal finance topics, checking & savings accounts, credit cards, monthly payments, and taxes. Duplicate credit for MAT 152 and/or MAT 187 will not be awarded. (Note: A graphing calculator is **required**.) (Yavapai College: 3 credit hours)

## **Precalculus (MAT 187)\***

**Grades: 10-12**

**Fee: \$10/college credit**

**Math credit**

**Year: 1.0 credit**

**Placement: Satisfactory fulfillment of all Yavapai College Dual Enrollment requirements**

This course is designed for the student with a strong background in high school mathematics. Topics covered include: functions (linear, quadratic, exponential, rational, circular and logarithmic), trigonometry, vectors, and analytical geometry. Topics from college algebra and trigonometry essential to the study of calculus and analytic geometry will also be covered. Duplicate credit for MAT 142 and/or MAT 152 will not be awarded. This course is a year-long dual enrollment course. **Once a student has enrolled, the student may not drop the course.** Credit is earned at Yavapai College only after successfully completing the entire year with an average score of a "C" or better. (Note: A graphing calculator is required) (Yavapai College: 5 credit hours)

## **AP Calculus AB**

**Grades: 11-12**

**Math credit**

**Fee: AP Exam Fee/Optional Camp Fee**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Precalculus with a grade of "C" or better**

AP Calculus consists of two semesters of high school academic work that is comparable to the first semester calculus courses in colleges and universities. This course emphasizes the study of limits, derivatives, and integration. It is **expected** that students who take this class seek college credit and/or placement by attempting the AP Calculus AB Exam. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college calculus course. (**Please note:** 1) A graphing calculator is required and 2) AP Calculus students who participate in AP Calc Camp will incur a fee.)

## **AP Calculus BC**

**Grades: 11-12**

**Math credit**

**Fee: AP Exam Fee/Optional Camp Fee**

**Year: 1.0 credit**

**Prerequisite: Successful completion of AP Calculus AB with a grade of "C" or better**

AP Calculus BC includes all AP Calculus AB topics with additional topics of parametric equations, polar functions, vector equations, and polynomial approximations and series. It is **expected** that students who take this class seek college credit and/or placement by attempting the AP Calculus BC Exam. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college calculus course. (**Please note:** 1) A graphing calculator is required and 2) AP Calculus students who participate in AP Calc Camp will incur a fee.)

## **AP Statistics**

**Grades: 11-12**

**Math credit**

**Fee: AP Exam Fee/Optional Camp Fee**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Algebra II with a grade of "C" or better**

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- ❖ Exploring Data: Observing patterns and departures from patterns
- ❖ Planning a Study: Deciding what and how to measure
- ❖ Anticipating Patterns in Advance: Producing models using probability and simulation
- ❖ Statistical Inference: Confirming models

It is expected that students who take this class seek college credit and/or placement by attempting the AP Statistics Exam. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course. (**Please note:** 1) A graphing calculator is required and 2) AP Statistics students who participate in AP Stats Camp will incur a fee.)



## **SOCIAL STUDIES**

### **World History and Geography**

**Grade: 10**

**Fee: none**

**Prerequisite: none**

**Social Studies credit**

**Year: 1.0 credit**

Students will first review the basic concepts of geography and throughout the year will see the influence that geography has on the development of Western and Non-Western civilizations. Through careful study, the student is introduced to the study of the past and is encouraged to explore its relevancy to the present. The course is broken down into the following units: Foundations of Western and Non-Western Civilizations – Ancient and Medieval life, Transition to Modern Times – Renaissance, Reformation, and the Rise of Nation States; Revolutions and the Rise of the Nationalism; The Industrial Revolution; World Wars and Totalitarianism; The world from 1945 to present.

### **AP World History**

**Grade: 10**

**Fee: AP exam fee**

**Social Studies credit**

**Year: 1.0 credit**

**Placement: Recommended to have completed Pre-AP English 9 with a C or better, or an A or B in English 9**  
This AP course presents the social, political, and economic history of world civilizations at a college level of instruction. Students use primary and secondary sources as well as geography concepts to engage in a thorough study, analysis, and evaluation of the chronology, context, and interpretations of the history or world civilizations. This course prepares students to pass the Advanced Placement Exam in World History for college credit, therefore the academic demands of this class are exacting and challenging.

### **United States History**

**Grade: 11**

**Fee: none**

**Prerequisite: Completion of World History**

**Social Studies credit**

**Year: 1.0 credit**

This course is a survey of the people and events that influenced the development of the United States of America. Students follow the history of our nation and the democratic way of life from the times of colonization to the present.

### **AP United States History**

**Grade: 11**

**Fee: AP exam fee**

**Social Studies credit**

**Year: 1.0 credit**



**Placement:** Recommended to have completed Pre-AP English 10 with a C or higher, or an A or B in English 10

This is an in-depth study of the history of the United States through the use of critical thinking skills, analysis and discussion. Students write a variety of essays in class using historical documents and their knowledge of the history of America. A substantial semester project is required. This course prepares students for the Advanced Placement Exam in United States History, for which college credit may be earned.

## **American Government**

**Grade: 12**

**Social Studies credit**

**Fee: none**

**Semester: 0.5 credit**

**Prerequisite:** Completion of World and U.S. History

This course covers the origin and philosophy behind the creation of our Constitution. It includes an exploration of the three different branches of the national government as well as state government. The course also discusses political campaigns, voting, the federal bureaucracy, Supreme Court cases, original documents, current government issues, and past government crises. Included is a newspaper portfolio project related to government concepts.

## **AP United States Government and Politics**

**Grade: 12**

**Social Studies credit**

**Fee: AP exam fee**

**Year: 1.0 credit**

**Placement:** Completion of World and U.S. History

This course covers the origin and philosophy behind the creation of our Constitution. It includes an exploration of the three different branches of the national government and a comparison with the functions of the state governments. The course also discusses political campaigns, voting, the federal bureaucracy, original documents, current government issues, and past government crises.

## **Economics**

**Grade: 12**

**Social Studies credit**

**Fee: none**

**Semester: 0.5 credit**

**Prerequisite:** Completion of World and U.S. History

This course covers the basics of macroeconomics, such as the law of supply & demand, capitalism, inflation, recession, monetary policy, international trade and unemployment. It also covers microeconomics, such as credit, investing, banking, insurance and government regulatory programs.

## **AP Economics**

**Grade: 12**

**Social Studies credit**

**Fee: AP exam fee**

**Year: 1.0 credit**

**Placement:** Completion of World and U.S. History

This course covers the basics of macroeconomics, such as the law of supply and demand, capitalism, inflation, recession, monetary policy, international trade and unemployment. It also covers microeconomics, such as credit, investing, banking, insurance and government regulatory programs.

Students in this class can take either the AP Macroeconomics or AP Microeconomics test, or both.

### **AP Psychology**

**Grades: 10-12**

**Elective credit**

**Fee: AP exam fee; \$10 lab fee**

**Year: 1.0 credit**

**Prerequisite: none**

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. This course prepares students for the Advanced Placement exam in Psychology, for which college credit may be earned.

### **Civil War History**

**Grades: 11-12**

**Elective credit**

**Fee: none**

**Semester: 0.5 credit**

**Prerequisite: none**

This course is a detailed examination of the American Civil War. The course is broken down into four major units: Pre-Civil War, causes of the Civil War, Battles, and the Period of Reconstruction.

### **Medieval History**

**Grades: 11-12**

**Elective credit**

**Fee: none**

**Semester: 0.5 credit**

**Prerequisite: none**

This course is a detailed examination of the Middle Ages. The course is broken down into four major units: the Roman Empire, the Early Medieval Period, Late Medieval Period, and the Renaissance.

## SCIENCE

**Bradshaw Mountain offers comprehensive lab-based science courses.  
Our offerings range from the study of the earth to AP Physics.**

### Geoscience

**Grade: 9**

**Fee: \$5 lab fee**

**Prerequisite: none**

This course is the conventional entry course in science. It offers an in-depth process study of the earth and the universe. It enhances a student's understanding and appreciation of astronomy, geology, and meteorology. Classroom activities include lectures, laboratory experiences, and individual activities.

**Lab Science credit**

**Year: 1.0 credit**

### Pre-AP Geoscience

**Grade: 9**

**Fee: \$5 lab fee**

**Placement: Should maintain a C average**

Pre-AP Geoscience covers the same areas as Geoscience, with more depth and at a faster pace. This allows more time to include additional studies of historical geology and earth resources. This course is rigorous and requires student self- motivation and self-direction.

**Lab Science credit**

**Year: 1.0 credit**

### Biology

**Grades: 10-12**

**Fee: \$10 lab fee**

**Prerequisite: none**

This is a process-oriented course that includes a brief history of biology and technological developments. Areas of study include the scientific method, an introduction to basic chemistry, cell structure and reproduction, the nature of membranes, photosynthesis and cellular respiration, genetics, microbiology, botany, and general ecology. Classroom activities include laboratory and microscope technique, discussion,

**Lab Science credit**

**Year: 1.0 credit**

and lecture.

### **Pre-AP Biology**

**Grades: 9-10**

**Fee: \$10 lab fee**

**Lab Science credit**

**Year: 1.0 credit**

**Placement: Should maintain a C average**

This is a rigorous course for anyone wishing to enroll in AP Biology. The course will examine such disciplines as genetics, evolution, ecology, microbiology and biotechnology. Some other major topics include scientific method, classification, cell structure and function, cell reproduction, DNA, RNA and protein synthesis. Lab use will accompany the biotechnology, genetics and microbiology sections. This course is rigorous and requires student self-motivation and self-direction.

### **AP Biology**

**Grades: 10-12**

**Fee: AP exam fee; \$20 lab fee**

**Lab Science credit**

**Year: 1.0 credit**

**Prerequisite: Biology/Pre-AP Biology and Chemistry/Pre-AP Chemistry**

The AP Biology course is a rigorous, second-year biology course designed to be the equivalent of an introductory college biology course. This course will put a great deal of emphasis on data collection and interpretation, problem solving and critical thinking. Participation in discussions, cooperative groups and laboratory investigations is expected.

### **Chemistry**

**Grades: 10-12**

**Fee: \$10 lab fee**

**Lab Science credit**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Algebra I**

Chemistry is the study of the composition and structure of matter, and the reactions that matter experiences. Students are guided to develop an atomic and molecular interpretation of the properties and behavior of matter. To accomplish these goals, students write and use chemical equations, work in the laboratory, and use mathematics to determine amounts of matter involved in reactions. Laboratory safety is taught and reinforced throughout the course.

### **Pre-AP Chemistry**

**Grades: 10-12**

**Fee: \$10 lab fee**

**Lab Science credit**

**Year: 1.0 credit**

**Placement: Should maintain a C average**

Pre-AP Chemistry is designed for students who are interested in pursuing a career in engineering, medicine, or the sciences. Like general chemistry, the course includes the study of the composition and structure of matter, and the reactions that matter experiences, however the pace is faster and the level of difficulty is greater; it covers all of the topics of general chemistry, as well as acid-base reactions and thermochemistry. Laboratory safety is taught and reinforced throughout the course.

### **AP Chemistry**

**Grades: 10-12**

**Fee: AP exam fee; \$20 lab fee**

**Lab Science credit**

**Year: 1.0 credit**

**Prerequisite: Chemistry/Pre-AP Chemistry and Algebra II**

AP Chemistry is a rigorous, second-year chemistry course that is appropriate for the student who has successfully completed a first-year chemistry course and Algebra 2. The curriculum is aligned to that of a first-

BRADSHAW MOUNTAIN HIGH SCHOOL 27

year college chemistry course. Laboratory investigations are an integral part of the AP Chemistry class. Students will have an opportunity to take the AP exam for college credit near the end of the course in May.

## **Physics**

**Grades: 11-12**

**Lab Science credit**

**Fee: \$10 lab fee**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Algebra II**

Physics is the study of the relationship that exists between matter and energy – including what matter and energy are, and how they affect each other. A course in physics will provide a student with the necessary background to pursue a degree in engineering, architecture, the physical sciences, as well as the basic knowledge required to understand how machines function. Physics includes the fields of acoustics, electromagnetism, mechanics, modern physics, optics, and thermodynamics. Students will solve the problems of physics, and will perform experiments to introduce and validate physics theory.

## **Pre-AP Physics**

**Grade: 11-12**

**Lab Science credit**

**Fee: \$10 lab fee**

**Year: 1.0 credit**

**Placement: Should maintain a C average**

Physics is the study of matter and energy, and the interactions between the two. It includes the fields of acoustics, electromagnetism, mechanics, modern physics, optics, and thermodynamics. Students will perform experiments to introduce and validate physics theory.

## **AP Physics 1**

**Grades: 11-12**

**Lab Science credit**

**Fee: AP exam fee; \$20 lab fee**

**Year: 1.0 credit**

**Placement: Should maintain a C average**

AP Physics 1 is algebra-based and equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound.

## **AP Physics 2**

**Grades: 11-12**

**Lab Science credit**

**Fee: AP exam fee; \$20 lab fee**

**Year: 1.0 credit**

**Placement: Should maintain a C average**

AP Physics 2 is Algebra based and is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics.

## **Environmental Science**

**Grades: 11-12**

**Lab Science credit**

**Fee: \$10 lab fee**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Biology**

Environmental science is an interdisciplinary academic field that integrates physical and biological sciences, to the study of the environment, and the solution of environmental problems. Environmental science provides an integrated, quantitative, and interdisciplinary approach to the study of environmental systems. Related areas of study include environmental studies and environmental engineering. Environmental studies incorporate

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more of the social sciences for understanding human relationships, perceptions and policies towards the environment. Environmental engineering focuses on design and technology for improving environmental quality. This class may not count as a lab science to colleges/universities outside the state of Arizona.

## **Anatomy & Physiology**

**Grades 11-12**

**Science credit**

**Fee: \$20**

**Year: 1.0 credit**

**Prerequisite: Biology**

This is a one-year, content-oriented course that includes the study of medical terminology and anatomy and physiology of the major human body systems. Its purpose is to prepare the student for all Allied Health programs, including CNA and Sports Medicine, as well as fulfilling the requirements for a high school lab science credit. Areas of study include medical terminology, scientific method, homeostatic control mechanisms, human body structure and function, chemistry of life, cells and tissues, and the organ systems (integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, reproductive). This class will also utilize laboratory work including microscope and dissection labs.

## **FOREIGN LANGUAGE**

**BMHS offers Spanish and French. These courses fulfill college admission requirements and allow for advanced study.**

Students who are planning on attending a four-year year university should keep the following in mind:

- For regular admission, most universities require two years of study of the same language, and some require three.
- Some degree plans require further foreign language courses at the college level, and some universities reward credit for high school coursework if the student can demonstrate proficiency, either by testing or by performance in a college course.
- The student should keep in mind that the amount of time elapsed between the last course taken in high school and the first opportunity for testing or coursework at the university could affect his or her performance, so for some students it may be advisable to take language courses later in high school rather than sooner.
- Placements tests will determine students' placement in the correct language level course only. Placement tests are **not** a test out procedure.
- Native Spanish and French speakers should strongly consider taking a language other than their native language.



## **Spanish 1**

**Grades: 9-12**

**Fee: none**

**Prerequisite: none**

Spanish 1 students learn to communicate in Spanish through writing and vocabulary acquisition while speaking, listening and reading. Not intended for native speakers.

**Foreign Language/Elective credit**

**Year: 1.0 credit**

## **Spanish 2**

**Grades: 9-12**

**Fee: none**

**Prerequisite: Successful completion of Spanish 1 with a C or higher**

Students study Hispanic culture, geography, and history in the native language. As part of their overall assessment, students read, write, and demonstrate speaking and listening proficiencies.

**Foreign Language/Elective credit**

**Year: 1.0 credit**

## **Spanish 102**

**Grades: 9-12**

**Fee: \$10/credit**

**Placement: Satisfactory fulfillment of all Yavapai College Dual Enrollment requirements, including the successful completion of Spanish 1**

Dual credit course offered in conjunction with Yavapai College. This course assumes a basic/novice level of Spanish language acquisition and Latin American cultural norms. This course focuses on the development of speaking, writing, listening, and reading proficiency in Spanish at the intermediate level. Includes culture of the Spanish-speaking world.

**Foreign Language/Elective credit**

**Semester: 1.0 credit for each course**

**YC credit: 3.0 credits with grade of C or higher**

## **Pre-AP Spanish 3**

**Grades: 11-12**

**Fee: none**

**Prerequisite: Successful completion of Spanish 2 with a "C" or better**

Students study the cultures of different Spanish speaking countries while further developing their speaking, listening, reading, and writing skills.

**Elective credit**

**Year: 1.0 credit**

## **AP Spanish**

**Grade: 12**

**Fee: none**

**Prerequisite: Successful completion of Pre-AP Spanish 3 with a "C" or better**

Through the study of history, culture, and customs, students develop a greater degree of mastery in basic Spanish language skills. Reading materials include classical and contemporary literature.

**Elective credit**

**Year: 1.0 credit**

## **French 1**

**Grades: 9-12**

**Fee: none**

**Prerequisite: none**

In this course, students will first begin to develop aural and oral skills, then read and write and say familiar

**Foreign Language/Elective credit**

**Year: 1.0 credit**

words, commands, phrases, short sentences, and basic questions. They will learn to use predictable language in familiar settings. They will start to develop cultural awareness and the ability to recognize the products, practices and perspectives of the culture.

## **French 2**

**Grades: 9-12**

**Foreign Language/Elective credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: Successful completion of high school French 1 with a C or higher**

In this course, students will continue to develop aural and oral skills and read and write familiar words, commands, phrases, short sentences, and basic questions. They will continue to learn predictable language in familiar settings. They will start to develop cultural awareness and the ability to recognize the products, practices and perspectives of the culture. Students in this course will be required to complete additional and more challenging performance assessment tasks for each unit of study. They will also have the constant reinforcement of the basics learned in French 1: numbers, letters, basic phrases of communication, etc.

## **French 3**

**Grades: 9-12**

**Foreign Language/Elective credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: Successful completion of high school French 2 with a C or higher**

Coursework includes higher level reading materials, writing exercises, oral presentations and a variety of advanced oral interaction. Emphasis is placed on conversational fluency in increasingly complex situations.

# **PHYSICAL EDUCATION**

## **Girls P.E.**

**Grades: 9-12**

**P.E. credit**

**Fee: \$25 P.E. uniform**

**Year: 1.0 credit**

**Prerequisite: none**

Involves the introduction of recreational and lifetime activities, which includes improving one's knowledge and skills through daily participation in team sport activities such as: flag football, basketball, ultimate frisbee, soccer, handball, basketball, softball and floor hockey. In addition, students will be introduced to the basic principles of physical fitness. These principles will be taught in a way that encourages students to perform and improve on an individual basis. Their level of fitness will be measured through the use of the Presidential Physical Fitness Test throughout the course of the year according to the standard for their age.

*Recommendation: Students should try to find a proper, comfortable athletic shoe that provides support for the arch and ankles. This will reduce the risk of injury to the ankles, knees and heel.*

## **Girls Weight Training**

**Grades: 10-12**

**P.E./Elective credit**

**Fee: \$25 P.E. uniform**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Girls P.E. This course is repeatable.**

Students will be introduced to the basic principles of resistance training. This will involve learning the correct technique, major muscle groups, and a variety of equipment that can be used to train. In addition, students will learn a variety of resistance training methods to incorporate into their lifestyle.

### **Boys P.E.**

**Grades: 9-12**

**P.E. credit**

**Fee: \$25 P.E. uniform**

**Year: 1.0 credit**

**Prerequisite: none**

Involves the introduction of recreational and lifetime activities, which includes improving one's knowledge and skills through daily participation in team sport activities such as: flag football, brisketball, ultimate frisbee, handball, basketball, softball and speed ball. In addition, students will be introduced to the basic principles of physical fitness. These principles will be taught in a way that encourages students to perform and improve on an individual basis. Their level of fitness will be measured through the use of the Presidential Physical Fitness Test throughout the course of the year according to the standard for their age. *Recommendation: Students should try to find a proper, comfortable athletic shoe that provides support for the arch and ankles. This will reduce the risk of injury to the ankles, knees and heel.*

### **Boys Weight Training**

**Grades: 10-12**

**P.E./Elective credit**

**Fee: \$25 P.E. uniform**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Boys P.E. This course is repeatable.**

Students will be introduced to the basic principles of resistance training. This will involve learning the correct technique, major muscle groups, and a variety of equipment that can be used to train. In addition, students will learn a variety of resistance training methods to incorporate into their lifestyle.

### **Athletic Physical Education**

**Grades: 10-12**

**P.E./Elective credit**

**Fee: none**

**Semester: 0.5 credit**

**Prerequisite: Varsity head coach, administrative, and parental approval required. This course is repeatable.**

Athletic P.E. is designed for the varsity athlete who wants to improve their sport specific skills during the season, and participate in an extensive training program during the off-season. Freshman may participate in Athletic PE after they have successfully made a varsity team and with coach approval.

## **FINE & PERFORMING ARTS**

### **ART**

#### **Intro to Art and Design**

**Grade: 9-12**

**Fee: \$30**

**Prerequisite: none**

**Fine Art credit**

**Year: 1.0 credit**

Students will explore the elements and principles of art and design through a variety of mediums. Students will solve visual problems. Art history and appreciation are included.

## **Drawing & Painting**

**Grade: 10-12**

**Fee: \$40**

**Fine Art credit**

**Year: 1.0 credit**

**Prerequisite: Intro to Art & Design**

This course teaches advanced painting and drawing techniques. Experimentation is encouraged, with an emphasis on watercolor and acrylic painting. First semester is an exploration of media and technique and the second semester focuses on the development of a portfolio to assist in admittance to a higher art education and/or art related occupations.

## **Advanced Drawing & Painting**

**Grade: 11-12**

**Fee: \$50**

**Fine Art credit**

**Year: 1.0 credit**

**Prerequisite: Drawing & Painting or by instructor approval**

This is for serious art students who have successfully taken Drawing & Painting and want to expand their knowledge of various techniques. Art History is explored by experimenting with different types of art styles from classical to modern.

## **Ceramic and 3-D Sculpture**

**Grade: 10-12**

**Fee: \$40**

**Fine Art credit**

**Year: 1.0 credit**

**Prerequisite: Intro to Art and Design**

Students will explore various 3-D designs by solving visual problems. Basic ceramic arts are discovered through handbuilding and use of potter's wheel. A variety of other sculptural materials will be explored in addition to clay. Glazing and firing procedures are examined. Art movements and history are included.

## **Advanced Ceramic and 3-D Sculpture**

**Grade: 11-12**

**Fee: \$50**

**Fine Art credit**

**Year: 1.0 credit**

**Prerequisite: none**

This course is a further investigation into various methods of clay forming (hand-building and wheel throwing) and other sculpture methods. A wide variety of materials will be explored in addition to clay. More advanced techniques of construction, glazing and firing is explored. Sculptures are made using more advanced techniques and varied materials.

## **AP Studio Art/Drawing & Painting or 3-D Design**

**Grade: 11-12**

**Fee: \$20 course fee and \$30 portfolio fee  
for a total of \$50; AP exam fee**

**Fine Art credit**

**Year: 1.0 credit**

**Prerequisite: 70% C or higher in previous art course and instructor approval, with portfolio**

This course is designed for students who are highly motivated in the study, experimentation and creation of art. The exam incorporates submission of a portfolio of student artwork to the AP College Board. This requires the production of a large volume of consistently high quality work. Course may be repeated for credit if a student develops a new portfolio and different portfolio. Open to students that will engage in Studio Art

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courses in a post- secondary learning institute.

## **INSTRUMENTAL MUSIC**

### **Marching Band**

**Grades: 9-12**

**Fee: \$50**

**Shoes: TBD (required of all freshmen and as needed for grades 10-12)**

**Prerequisite: Participation in middle/high school band or director approval.**

**Students in this course must also be enrolled in Concert Band, Drumline/Percussion, or Color Guard**

This first-semester course is offered to wind players, percussionists and color guard members with previous band experience or director's approval. It is designed to further the student's education in instrumental music, provide school spirit and entertainment at sporting events, and show community involvement through participation in local parades and other events. Students interested in participating in the marching band must attend band camp two weeks before school begins. They must also understand that being a member of the band is a considerable time commitment, and requires dedication and perseverance from both the student and parents. All performances and practices are required as a part of the student's grade. There may also be additional expenses required of students for instrument accessories, food, lodging and other travel expenses throughout the semester.

**Fine Art credit; Semester 1: 0.5 credit OR  
PE credit; Semester 1: 0.25 PE/0.25 Fine Arts  
(PE credit ONLY if taken all four years.)**

### **Wind Ensemble**

**Grades: 9-12**

**Fee: \$50 school instrument usage fee (if applicable)**

**Fine Art credit**

**Semester 1: 0.5 credit**

**All other fees are paid as part of concurrent marching band enrollment.**

**Prerequisite: Previous participation in middle/high school band or director approval.**

**Students in this course must be enrolled in Marching Band.**

This first semester elective course is open to all woodwind and brass players with previous band experience or director's approval. It is designed to further the student's education in instrumental music as well as provide opportunities to perform locally. The content of the course is devoted primarily to preparing the music for marching band, the December holiday concert and Regional Band audition preparation. All rehearsals and performances are required as a part of the student's grade. Please refer to the description for marching band as it pertains to this class (i.e. additional expenses, rehearsals and band camp).

### **Concert Band**

**Grades: 9-12**

**Fee: \$50**

**Fine Art credit**

**Semester 2: 0.5 credit**

**Prerequisite: Participation in middle/high school band or director approval.**

This second semester elective course is open to all woodwind and brass players with previous band experience or director's approval. It is designed to further the student's education in instrumental music as well as provide opportunities to perform locally. The content of the course is devoted to Regional Band audition

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preparation, concert festival preparation, two concerts, and a performance at graduation. All rehearsals and performances are required as a part of the student's grade.

### **Drumline/Percussion**

**Grades: 9-12**

**Fine Art credit**

**Fee: \$50**

**Year: 1.0 credit**

**Prerequisite: Previous participation in middle/high school band or director approval. Audition required for Drumline placement (late April or early May). Students in this course must be enrolled in Marching Band.**

This elective course is open to percussionists with prior experience or director's approval. It is designed to further the students' music education by providing instruction in this specialized area of the band. First semester is devoted primarily to drumline and front ensemble instruction as it relates to the BMHS marching band, preparation for the December concert, and Regional audition preparation. Second semester is devoted primarily to Percussion Ensemble work, where students will have the opportunity to improve their skills on a wide range of percussion instruments, as well as a Regional Band audition preparation, concert festival preparation, two concerts, and a performance at graduation. All rehearsals and performances are required as part of a student's grade. Please refer to the description for marching band as it pertains to this class (i.e. additional expenses, rehearsals and band camp).

### **Color Guard/Winter Guard**

**Grades: 9-12**

**Fine Art credit**

**Fee: \$50/course**

**Semester: 0.5 credit/course**

**Prerequisite: Audition or Teacher approval and concurrent enrollment in Marching Band**

This semester elective course is open to all auditioned students and is designed to further students' music education through the medium of dance, choreography and movement. Students will learn how to use flags, rifles and other equipment in a routine designed to visually enhance the marching show. All rehearsals and performances are required as a part of the student's grade. Please refer to description for marching band as it pertains to this class (i.e. additional expenses, rehearsals and band camp).

### **Jazz Ensemble**

**Grades: 9-12**

**Fine Art credit**

**Fee: \$50**

**Year: 1.0 credit**

**\$50 school instrument usage fee (if applicable)**

**Prerequisite: Audition and director approval only**

This course is open to advanced wind and percussion players who audition or are placed by the director. The course is designed to expose students to intermediate and advanced jazz music and further students' music education by means of this difficult and dynamic genre. The content of the course is devoted to preparation for four quarterly concerts, jazz festival preparation, and other community performances as opportunities arise. As the course meets outside of the normal school day, students will need to understand the commitment this elite ensemble requires, and all rehearsals and performances are required as a part of the student's grade.

### **String Orchestra**

**Grades: 9-12**

**Fine Art credit**

**Fee: \$50**

**Year: 1.0 credit**

**Prerequisite: none (prior musical experience strongly suggested)**

This course provides a performance medium for beginning to advanced string instrumentalists. No prior experience is required but the class moves quickly so beginning students will need to be very motivated , and prior experience is suggested. The content of the course is devoted to preparation for four quarterly concerts, Regional orchestra audition preparation, orchestra festival preparation, and other community performances as opportunities arise. The school does own a few instruments, but they are distributed on a first-come/ first-serve basis. Violinists must provide their own instrument. All rehearsals and performances are required as a part of the student's grade.

### **Guitar 1**

**Grades: 9-12**

**Fine Art credit**

**Fee: \$25 course fee**

**Year: 1.0 credit**

**Prerequisite: none**

This course is open to all high school students wanting to learn how to play the guitar. There is classroom instruction in music theory, note reading, basic chords and chord progression. Students have the opportunity to learn rock, folk, classical and Blues guitar. Students are required to provide an acoustic guitar.

### **Guitar 2**

**Grades: 10-12**

**Fine Art credit**

**Fee: \$25 course fee**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Guitar Level One with a grade of C or higher or pass off on basic skills test given by instructor.**

This course is designed to improve the basic skills learned in level one and extend your abilities to read music, play finger-style, flatpick and classical, play as a member of an ensemble and individually and learn/apply music theory concepts as they relate to the guitar. Students will have the opportunity to play rock, folk, classical and Blues guitar. There will also be extended opportunities for ensemble performances during the year. Students are required to provide their own acoustic guitar.

## **VOCAL MUSIC**

### **Note on fees for participation in choirs:**

Each year, part of the fees collected go toward paying for cleaning of tuxedos and gowns. Participation fees vary by choir and help to purchase new performance attire, entrance fees, and expenses involving travel to festivals and other performances, and towards paying for instrumental accompaniments. All performances are mandatory. Grades are based on performances and personal commitment to the group demonstrated by participation in each daily rehearsal, attitude, cooperation, and effort, in addition to personal vocal development and some written work. Special uniform dress is required for performances. **NOTE: Chorus students who wish to go to extracurricular activities may pay a range in fees throughout the year. Overnight trips may require payment for hotel and food.**

### **Concert Choir**

**Grades: 9-12**

**Fine Art credit**

**Fee: \$30**

**Year: 1.0 credit**

**Prerequisite: none**

The Concert Choir is a mixed ensemble of male and female singers and is open to those students who desire to improve their vocal abilities and prepare for possible entrance into the advanced choirs. Daily rehearsals will focus on musicianship skills, vocal health and development, intermediate level theory and sight reading and other choral music concepts and curriculum. The repertoire will include SAB literature and possible SATB literature depending on the personnel in the choir. This ensemble will be scheduled for at least four public concerts per year and will have opportunities for festivals and travel. An audition with the instructor or teacher recommendation is required for entrance into this choral group.

### **Women's Chorus**

**Grades: 9-12**

**Fine Art credit**

**Fee: \$30**

**Year: 1.0 credit**

**Prerequisite: none**

This course is a large, all-female group open to any freshman through senior who wishes to explore their singing voice, learn to read music and perform with a group in public concerts and festivals. Daily rehearsals focus on the skills of healthy vocal development, basic understanding of music theory and sight singing concepts and preparation for performances. There will be a minimum of four required performances as well as opportunities for festivals and travel. There is no audition required to be a member of this choral group. All freshman girls are required to be in this choir their first year at BMHS. Sophomore girls with little or no choral experience should also begin their studies here.

### **Women's Ensemble**

**Grades: 10-12**

**Fine Art credit**

**Fee: \$40**

**Year: 1.0 credit**

**Prerequisite: Approval by audition. Advanced degree of proficiency in vocal technique and music theory is preferred. Must have previous musical experience.**

This course is an outlet for students who are prepared for a more intense commitment to choir and are ready to pursue more difficult and more acapella choral literature. This smaller female ensemble requires daily rehearsal, which include intensive study of advanced SSA/SSAA repertoire in preparation for public performances, which are mandatory and in-depth study of music reading and sight-singing. Grades are based on performances and personal commitment to the group demonstrated by rehearsal ethic, attitude, cooperation, and effort, in addition to personal vocal development and some written work. Special uniform dress is required for performances. This group will travel to festivals, work with guest conductors, and may be called upon to perform for community events.

### **Chamber Singers**

**Grades: 10-12**

**Fine Art credit**

**Fee: \$40**

**Year: 1.0 credit**

**Prerequisite: Approval by audition. Advanced degree of proficiency in vocal technique and music theory is preferred. Must have some previous musical experience.**

Daily rehearsals will include intensive study of advanced SATB repertoire with emphasis in Renaissance, Baroque, and Contemporary choral literature, in preparation for public performance. In-depth study of music theory principles and sight-singing are also emphasized. Grades are based on performances and personal commitment to the group demonstrated by rehearsal ethic, attitude, cooperation, and effort, in addition to personal vocal development and some written work. This group will travel to festivals, work with guest conductors, and may be called upon to perform for community events. All performances and rehearsals are

mandatory.

## **THEATER**

### **Introduction to Theater and Film**

**Grades: 9-12**

**Fee: \$15 supply fee**

**Prerequisite: none**

**Fine Art/CTE credit**

**Year: 1.0 credit**

Emphasis is placed on the history of drama, classic plays, basic stage terminology, building a foundation of performance techniques and the history of film in American culture. Students are expected to perform and complete projects within the classroom context including individual and group performances. Participation in productions outside of class is NOT required, although opportunities are available for those that are interested.

### **Beginning Drama**

**Grades: 10-12**

**Fee: \$15 script and supply fee**

**Prerequisite: Audition with director**

**Fine Art credit**

**Year: 1.0 credit**

Students continue building on the basics of all aspects of theater and performance learned in the introduction class, with particular emphasis on characterization and preparing for public performances. Students are required to participate in the class production.

### **Intermediate Drama**

**Grades: 10-12**

**Fee: \$15 script and supply fee**

**Prerequisite: Successful completion of Introduction to Theater and Film with a C average and audition with director**

**Fine Art credit**

**Year: 1.0 credit**

Students continue building on the basics of all aspects of theater and performance learned in the introduction class, with particular emphasis on characterization and preparing for public performances. Students are required to participate in the class production.

### **Advanced Drama**

**Grades: 11-12**

**Fee: \$25 script and supply fee; includes required shirt**

**Prerequisite: Successful completion of Intermediate Drama and audition with director**

**Fine Art credit**

**Year: 1.0 credit**

The advanced course is designed to fine-tune a student's performance skills, and focuses on public performance. Other elements of theatrical production will be taught, including playwriting, directing, auditioning and improvisational skills. Students are required to participate in several competitions throughout the year including the Arizona Thespian Conference and the Northern Arizona Festival of Theater. Other events and productions are required which include, but not limited to, Young Playwrights Festival, Children's Theatre, Senior Directed One-Acts, Improv Olympics and scene night. Additional fees for competitions and events may be charged and mandatory events often include nights and weekends. Off campus field trips to watch community productions or other theatrical events will be available and are not mandatory.

## **Stage Craft 1**

**Grades: 9-12**

**Fee: \$15 course material fee**

**Prerequisite: none**

**CTE/Fine Art credit**

**Year: 1.0 credit**

This course will teach the basics of theater production including all aspects of design and implementation including lighting, sound, costuming, makeup, sets, management, props, and rigging. Students will have the opportunity to participate in school theatrical productions to further enhance their understanding of concepts learned in class.

## **Stage Craft 2**

**Grades: 10-12**

**Fee: \$15 course material fee**

**CTE/Fine Art credit**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Technical Theater 1 with a C average or higher and an interview with the director.**

Students will further enhance their skills in all areas of theatrical production learned in Technical Theatre I. Emphasis will be placed on design and employment for the productions of the BMHS Theatrical Troupe. Involvement in productions is required which includes night and weekend commitments. Second year students in Stage Craft program will compile a professional portfolio and have the opportunity to compete in events at the Arizona Thespian State Conference and the Northern Arizona Festival of Theater. Additional fees for the competitions may be charged. Special focus in the course is given to college and career readiness in the field of theatrical production



## **CAREER & TECHNICAL EDUCATION**

### **Annual Nondiscrimination Notification**

Humboldt Unified School District does not discriminate on the basis of sex, race, color, national origin, age, or disability in its program or activities and provides equal access to the Boy Scouts and other designated youth groups. Humboldt Unified School District Career and Technical Education department does not discriminate in enrollment or access to any of the programs available, such as business, CNA, sports medicine, graphic design, and fire science (Film & TV/Digital Photography, Nursing, Sports Med, Technical Theatre, Networking, Marketing & MIJTED).

The lack of English language skills shall not be a barrier to admission or participation in the district's activities and programs. Humboldt Unified School District also does not discriminate in its hiring or employment practices. This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975 and the Americans with Disabilities Act of 1990. The following people have been designated to handle inquiries regarding the nondiscrimination policies:

Athletic Director  
6000 E. Long Look Dr.  
Prescott Valley, AZ 86314  
(928) 759-4100

Principal  
6000 E. Long Look Dr.  
Prescott Valley, AZ 86314  
(928) 759-4000  
kort.miner@humboldtunified.com

El Distrito Unificado de las Escuelas Humboldt no discrimina en ninguna forma en lo que se refiere a lo relacionado con el sexo, la raza, el color de la piel, la nacionalidad, la edad o incapacidad física en la participación en sus programas y/o actividades y también provee acceso igual a los niños Scouts y a los otros grupos que son designados para gente joven. El Departamento de Educación Técnica y de Carreras Universitarias del Distrito Unificado de Escuelas Humboldt no discrimina la inscripción o el acceso a cualquier programa disponible tales como: Fotografía digital, de películas y televisión, de enfermería, de medicina de deportes, de teatro técnico, de conexión de redes, de mercadotecnia, y en MIJTED\*. La falta de un buen conocimiento del idioma de inglés no es una barrera para la admisión o la participación en las actividades y en los programas del Distrito. El Distrito tampoco discrimina en lo relacionado con contratos de trabajo o de empleos. Las siguientes son las personas que han sido designadas y encargadas para hacer la investigación

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necesaria con respecto a las disciplinas que existen en contra de cualquier clase de discriminación.

## **Career Pathways**

Bradshaw Mountain High School provides comprehensive “Career and Technology Education Programs” designed to prepare all students for the future. The programs not only offer students an opportunity to see relevance in their school courses, but also:

- Provide integration of critical skills identified by business and industry, which include: Thinking Skills, Applied Academic Skills, Life Management Skills, Technology Skills and other career-related skills valued by employers.
- Offer a planned sequence of career development experiences to assist students in making career and advanced educational decisions. The curriculum is competency-based and includes skills necessary for employment in the program areas.
- Teach by using technology.
- Present students with the opportunity to be involved in work-based learning activities in which students can use and improve their career-related skills.
- Allow early release for cooperative classes (co-op) designed for students to have on-the-job training in conjunction with classroom instruction.

## **Yavapai County**

Bradshaw Mountain also offers students an opportunity to enroll in articulated Career and Technical Programs. Students can earn college credits by taking articulated courses (marked with the symbol \*).

Students must meet the following requirements:

- Earn at least a “B” in each articulated course.
- Enroll at Yavapai College within two years after high school graduation.
- Apply for Tech Prep status at Yavapai College at the time of admission to the college.
- Successfully complete a minimum of six credit hours at Yavapai College in required credits for the articulated program.

## **NURSING SERVICES**

The Nursing Assistant program at BMHS prepares students to perform technical services involved with planning, organizing, and directing processes related to the provision of nursing assisting services. An integrated approach to teaching and learning is provided as students develop interpersonal relations, career development skills and technical knowledge and skills associated with nursing assisting and the pathway into other health careers. Students will have the opportunity to participate in teams, solve problems, think critically and implement effective solutions. This program is designed and delivered as a coherent sequence of experiences using technical instruction, academic foundations, experiential learning and a supervised

occupational experience. Upon successful course completion, students are eligible for application to the AZ State Board of Nursing for nursing assistant certification and employment. Five (5) college credit hours are possible at completion of CNA program with a 75% or higher through Dual Enrollment at Yavapai College. Career and Technical Student Organization (HOSA) standards will be an integral part of this program.

### **Certified Nursing Assistant - Fundamentals**

**Grades: 12**

**CTE credit**

**Fee: \$30**

**Semester: 1.25 credit (2-period block)**

**Prerequisite: Successful completion of Anatomy and Physiology with a C or higher in both semesters; Application to program; Instructor interview/approval; Current Health Care Provider (professional) CPR Certification; Current First Aid Certification**

CNA Fundamentals prepares students to apply academic, employability and technical knowledge and skills related to common industry standards and practices of nursing assisting within the nursing profession. Students will focus on fundamental knowledge and skills essential to the development of personal, professional, leadership and career success qualities of a patient care provider. This class is a two-period block.

**CNA Fundamentals SKILLS LAB** provides students the opportunity to apply CNA Fundamental knowledge from the classroom setting into the hands-on skill portion of the program. All students must be in good health with documented physical ability to lift 50 pounds safely. Students must also be able to see and hear well in order to master the skills required to provide safe, quality care as a CNA. Reasonable accommodations for persons with documented (IEP/504) disabilities will be made. Skills lab is a MANDATORY after-school class, one day a week per student for three and one half (3 ½) hours. The student's day will be assigned at the beginning of the program in August. This class is a graded class and is required for the student to advance into the clinical portion of the program.

*The District does not provide health insurance for student participation in the CNA program. Students participate at their own risk. Parents/guardians are encouraged to purchase supplemental insurance and/or ensure that their private health insurance is adequate.*

### **Certified Nursing Assistant - Advanced Applications**

**Grades: 12**

**CTE credit**

**Fee: \$108 for CNA State Board Exam at completion of program (optional)**

**Semester: 1.25 credit (2-period block)**

**Prerequisite: Successful completion of Certified Nursing Assistant – Fundamentals with a grade of 75% or higher; Successful completion of Certified Nursing Assistant – Fundamentals SKILLS LAB with a grade of 75% or higher)**

CNA Advanced Applications is a continuation of the CNA Fundamentals class and prepares students to apply advanced academic and technical knowledge and skills related to nursing assisting in a variety of settings within the nursing profession. This course builds on previously learned program content and focuses on

**BRADSHAW MOUNTAIN HIGH SCHOOL 43**

essential nursing assistant knowledge, skills and work- based learning to develop students as safe and competent patient care providers. This class is a two- period block.

**CNA Advanced Applications CLINICAL** allows the student to demonstrate their knowledge and skill level by performing safe basic nursing care and is required by the Arizona State Board of Nursing. All students must be in good health with documented physical ability to lift 50 pounds safely. Students must also be able to see and hear well in order to master the skills required to provide safe, quality care as a CNA. Reasonable accommodations for persons with documented (IEP/504) disabilities will be made. Clinical is a MANDATORY after school class, one day a week (per student), for four and one half (4 1/2) hours. The student's day will be assigned at the beginning of the program in August. This class is held off-site within the Tri-City Area (specific locations TBD); transportation is not provided. This class is Pass/Fail and is required for the student to be eligible for application to the Arizona State Board of Nursing for nursing assistant certification and employment. Please note, students will also be required to complete after school skills lab hours in addition to clinical hours during 2nd semester.

*\*On completion of the CTE Program and passing of the State Assessment, the student shall receive a MI JTED cord, a certificate and a copy of their transcript, which document their skill attainment and may be used for prospective employers.*

## **MARKETING, MANAGEMENT, AND ENTREPRENEURSHIP**

### **Computer Science**

**Grades: 9**

**Fee: none**

**Prerequisite: none**

**Elective credit**

**Year: 1.0 credit**

This course is designed to provide students with an in-depth knowledge of Computer Systems and exposes students to relevant applications. The course will provide a familiarization with the Microsoft Suite including Microsoft Word, Excel Publisher and PowerPoint. The course will cover the introduction to the concept of Software Development, Data Analysis and the ethical impacts of Computing technology on business practices. The class will also cover employability skills, learn problem solving and organization skills.

### **Marketing 1**

**Grades: 10-11**

**Fee: \$10**

**Prerequisite: none**

**CTE credit**

**Year: 1.0 credit**

This course expands on the seven functions of Marketing. These functions include selling, promotion,

product/service management, pricing, information management, distribution and financing. The course also contains marketing fundamental concepts from understanding consumer behavior and target marketing to business ethics and careers in marketing.

## **Marketing 2**

**Grades: 11-12**

**CTE Credit**

**Fee: \$20**

**Year: 1.0 credit**

**Prerequisite: Marketing 1**

This course elaborates on the concepts covered in Marketing 1 with a greater focus on preparing general marketing tools such as: promotional project, business operation plans, business management plans, entrepreneurship projects, marketing representative plans, and professional selling projects. Students in this course also engage in virtual business simulation from sports and entertainment marketing to management and retail sales.

\*On completion of the CTE Program and passing of the State Assessment, the student shall receive a MI JTED Cord, a certificate and a copy of their transcript, which document their skill attainment and may be used for prospective employers.

## **WORK EXPERIENCE**

### **Diversified Cooperative Education (DCE) Class**

**Grades: 12**

**CTE credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: Previous CTE courses or currently enrolled in a CTE Program**

This course focuses on interpersonal relationships at work, teamwork and leadership skills, technology, and communication skills needed in the workplace.

### **DCE Work Experience**

**Grade: 12**

**CTE credit**

**Fee: none**

**Year: Up to 3.0 credits**

**Prerequisite: Completion of a CTE Program (minimum of 2 CTE Credits)**

Diversified Cooperative Education (DCE) permits students to obtain work release if they have completed a vocational program and have a job related to the program. The student will receive 1 credit for class seat time and 1 credit per semester for continued work experience. \*Instructor approval required.

### **CTE Internship**

**Grades: 12**

**CTE credit**

**Fee: none**

**Sem: 1.0 credit**

**Prerequisite: Completion of Related CTE Program;**

**Marketing II/Production Studio/CNT (minimum of 2 CTE credits)**

Seniors can translate their career and technical skills into professional work experience. Local businesses can provide program related internships that offer real work experiences, skills and the opportunity to earn credit, while students build their resume. Students must complete 120 hours to receive credit. There is limited seat time for this program. \*Instructor approval required.

## **COMMUNICATION MEDIA TECHNOLOGIES**

## **Broadcast Television and Film 1**

**Grade 10-12**

**Fee: \$10**

**CTE credit**

**Year: 1.0 credit**

Students in this course learn the basic fundamentals of digital photography, videography and non-linear editing systems. Students use Adobe based computer application systems such as Photoshop and Premiere Pro to create photo and video projects, which include stop-motion animation, short videos and public service announcements. Students develop their writing and editing skills while expanding their understanding of the media industry and available career options.

## **Broadcast Television and Film 2**

**Bradshaw Mountain Morning News**

**Grade: 11-12**

**Fee: \$10**

**CTE credit**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Broadcast TV and Film I with a C or better.**

Students continue their professional development by creating and broadcasting daily news announcements for the school campus. Students produce, record and edit digital video commercials and promotional packages of school events, commercials and news packages. Students develop their leadership abilities through participation in the state-recognized Career and Technical Student Organization, SkillsUSA. Upon completion of the class, students can take the Adobe Premiere Pro Certification exam for professional employment and education beyond high school.

\*On completion of the CTE Program and passing of the State Assessment, the student shall receive a MI JTED Cord, a certificate and a copy of their transcript, which document their skill attainment and may be used for prospective employers.

## **Digital Photography I**

**Grades: 10-12**

**Fee: \$10**

**Elective credit**

**Year: 1.0 credit**

**Prerequisite: none**

The Digital Photography program teaches students to combine technology and creativity skills while learning photography and editing skills in Adobe Lightroom and Photoshop. Students start the program using digital cameras to learn photo framing and composition. Students explore the history of photography and the technological advancements that have impacted our society. Students will also develop journalistic writing skills, while developing a photography portfolio demonstrating technical skill and creativity.

## **Yearbook/Digital Photography 2**



**Grade: 11-12**

**CTE credit**

**Fee: \$10**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Digital Photography 1 with a grade of C or better.**

Students continue advancing their photography skills and knowledge by continuation of the yearbook development and publication. Students completing this program will be prepared to enter the workforce and/or post-secondary education, where they will be able to apply the skills necessary to be in Digital Photography while also having a strong portfolio to support their knowledge and skill. Students learn leadership skills and develop their leadership abilities through participation in the state-recognized Career and Technical Student Organization, SkillsUSA.

### **Multimedia Independent Study**

**Grades: 11-12**

**CTE credit**

**Fee: \$10**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Broadcast Television Film 1 and 2 or Digital Photography 1 and 2 with a grade of C or better.**

Students serve as mentors to the incoming production crew of Broadcast TV & Film 2, and then become their own production company within the classroom, demonstrating mastery of the technical skills required by the professional industry. An integrated approach to teaching and learning is recommended as students develop interpersonal relations, career development skills, Workplace Employability Skills and technical knowledge and skills.

## **SPORTS MEDICINE AND REHAB SERVICES**

### **Sports Medicine I**

**Grade: 11-12**

**CTE credit**

**Fee: \$40 (HOSA)**

**Year: 1.0 credit**

**Prerequisite: Anatomy and Physiology**

An advanced lecture-laboratory course designed for students interested in athletic training, medicine, physical therapy, exercise science and/or other related paramedical fields. Students will examine the causes, prevention, evaluation, management, and rehabilitation of various sport related conditions. Topics regarding research, kinesiology, nutrition, pharmacology, exercise science and implementation of sports medicine programs will also be investigated. Enrolled students will be required to work as student athletic trainers. Students will be required to work after school, weekends and will be supervised by the school's athletic trainer.

### **Sports Medicine II**

**Grade: 11-12**

**CTE credit**

**Fee: \$40 (HOSA)**

**Year: 1.0 credit**

**Prerequisite: Sports Med I**

This course offers instruction and practical application in the skills of a personal trainer as well as the techniques necessary for the prevention and care of athletic injuries. Field experience will be required as students work with athletes as they learn the role and function of athletic training and personal training. Students will be required to work after school, weekends and will be supervised by the school's athletic trainer.



\*On completion of the CTE Program and passing of the State Assessment, the student shall receive a MI JTED Cord, a certificate and a copy of their transcript, which document their skill attainment and may be used for prospective employers.

## **INFORMATION TECHNOLOGY**

### **Computers and Networking I**

**Grades: 10-12**

**Fee: \$10/college credit**

**Prerequisite: Concurrent enrollment in Alg. II**

**CTE credit**

**Year: 1.0 credit**

**YC credit: 7.0 credits with grade of C or higher**

This is a dual enrollment course with Yavapai College. Students earn seven (7) college credits. Must maintain a grade of "C" or better to remain in the program.

Students learn how to install, manage and support personal computers and network servers. Hands-on activities provide students with the skills to build, upgrade, and repair personal computers and install and configure desktop and server operating systems. Students become "administrators" of the classroom network while learning the concepts and procedures involved with computer and network management. Equivalent college courses are CNT-110: A+ Computer Technician Certification and CNT-120: Exploring Network Operating Environment.

### **Computers and Networking II**

**Grades: 11-12**

**Fee: \$10/college credit**

**Prerequisite: Computers and Networking I or teacher recommendation.**

**CTE credit**

**Year: 1.0 credit**

**YC credit: 7.0 credits with grade of C or higher**

This is a dual enrollment course with Yavapai College. Students earn seven (7) college credits.

Students learn the skills necessary to install, manage, and support a computer network. With hands-on exercises, students learn to install network cables and configure both wired and wireless networks. Topics include network cabling, security, network protocols, and operating systems. Equivalent college courses are CNT-100: Introduction to Networking Technologies and CNT-115: Networking Technologies Certification.

### **Cybersecurity**

**Grades: 11-12**

**Fee: \$10/college credit**

**Recommended: Concurrent enrollment or completion of CNT I and/or II**

**CTE credit**

**Year: 1.0 credit**

### **Cybersecurity Technician Certificate**

This certificate is designed to provide students with the skills required to install, configure, and secure a small to medium-sized network. Emphasis is on cybersecurity technologies and implementation.

Students are prepared for the CompTIA Security+ certification. Successful students will have the skills required to gain employment in entry-level positions in the information technology field specializing in cybersecurity.

#### **Program Requirements**

CNT 100 Computer Networking Technologies I

CNT 105 Cybersecurity Principles

CNT 110 A+ Computer Technician Certification

CNT 115 Computer Networking Technologies II

CNT 135 Security+: Implementing and Maintaining Network Security

#### **CNT 105 - Cybersecurity Principles**

Foundation knowledge and essentials skills in all security domains in the cyber world - information security, systems security, network security, mobile security, physical security, ethics and laws, related technologies, defense and mitigation techniques used in protecting businesses.

#### **CNT 135 - Security+: Implementing and Maintaining Network Security**

Description: Network security concepts, communication security, network infrastructure security, basics of cryptography and operational/organizational security. Emphasis on network authentication and authorization, securing network devices and services, virus remedies, preventing network attacks, and securing remote access. Prepares students for the Comp/TIA Security+ certification.

### **Software Development 1**

**Grade: 10-11**

**Fee: none**

**Prerequisite: Computer Science**

**Elective credit**

**Year: 1.0 credit**

This course focuses on applying problem-solving and critical thinking involved in the process of Software Development. The course introduces students to coding using the JavaScript language and explores program coding, analysis and debugging. Network security issues related to privacy and ethical issues in computer security will be covered in this course.

\*On completion of the CTE Program and passing of the State Assessment, the student shall receive a MI JTED Cord, a certificate and a copy of their transcript, which document their skill attainment and may be used for prospective employers.

### **Software Development 2**

**Grade: 10-11**

**Fee: none**

**Prerequisite: Computer Science**

**Elective credit**

**Year: 1.0 credit**

This course elaborates on the concepts covered in Software Development 1 with a greater focus on applying problem-solving and critical thinking involved in the process of Software Development. The course introduces students to coding using the JavaScript language and explores program coding, analysis and debugging. Network security issues related to privacy and ethical issues in computer security will be covered in this course.

\*On completion of the CTE Program and passing of the State Assessment, the student shall receive a MI JTED Cord, a certificate and a copy of their transcript, which document their skill attainment and may be used for prospective employers.

## **CAREER TECHNICAL EDUCATION DISTRICT**

**Mountain Institute Career Technical Education District (MICTED) is a cooperative effort among local school districts. Mountain Institute provides a wide variety of additional Career and Technical Education (CTE) courses at their central campus while students concurrently attend their high school for graduation. Several CTED classes earn Yavapai College (YC) credits.**

**Students who drop MICTED courses after the first scheduled day of classes may be held accountable for reimbursing MICTED for all tuition/fees paid to Yavapai College for college credit.**

**Students taking CTED may need to take a zero hour. Some BMHS students participating in**

CTED may attend a morning session from 6:45-9:15 am. Some BMHS students participating in CTED attend afternoon sessions from 1:45-4:15 pm. Students participating in CTED classes may need to take (a)n online course(s).

**\*\*Students taking CTED must complete the entire year in order to receive high school credit for CTED.**

**The district does not provide health insurance for student participation in the CNA program. Students participate at their own risk. Parents/guardians are encouraged to purchase supplemental insurance and/or ensure that their private health insurance is adequate.**

### **Aviation Technology I & II**

**Grade: 11-12**

**Prerequisites: none**

**CTE credit**

**Year: 2.5 credits**

**YC credits: 33**

Each class is a year long and will earn a student 2.5 high school credits a year. Are you fascinated by the world of flight? Aviation Technology is designed for you. In two years you will receive FAA ground school certifications in air traffic control, fixed wing flight and helicopters. Instruction includes professional-grade flight simulation, and in your fourth semester you'll be offered the option to actually fly a glider simulation, and in your fourth semester you'll be offered the option to actually fly a glider.

**\*\*Students must travel to be in this program.**

### **Transportation Technologies (Auto Repair) I & II**

**Grades: 11-12**

**Prerequisites: none**

**CTE credit**

**Year: 2.5 credits**

**YC credits: 28**

Each class is a year long and will earn a student 2.5 high school credits a year. Take a minute and think about having absolutely no automobiles... yikes – Now wake up from that nightmare. Without trained personnel in Transportation Technologies/Auto Repair, taking a long time to run an errand is an understatement. This industry must continually adapt to an ever-changing technology in transportation.

**\*\*Students must travel to be in this program.**

### **Welding Technologies I & II**

**Grades: 11 & 12**

**Prerequisites: none**

**CTE credit**

**Year: 2.5 credits**

**YC credits: 20**

Each class is a year long and will earn a student 2.5 high school credits a year. Do you want a career that is critical to the nation's well-being? Do you want to learn one of the few remaining crafts used in manufacturing and construction today? Pursuing a career in the Welding Profession means that you will become skilled in high-tech manufacturing applications using the newest developed materials. Skilled welders are needed across many industries, such as energy production, highway transportation, manufacturing, military applications, architecture and more.

**\*\*Students must travel to be in this program.**

## **Pre-Engineering (Precision Machine/Robotics) I & II**

**Grades: 11-12**

**CTE credit**

**Prerequisites: Algebra II or concurrent enrollment in Algebra II**

**Year: 3 credits**

**YC credits: 29**

Each class is a year long and will earn a student 3 HS credits a year. Without the Engineering Industry we would still be taking our horse and buggy to school. This industry has been vital in technically advancing our world. Are you intrigued by how things work? Do you think about how to make things better? If so, sign up today for the Pre-Engineering Program of Study! Learn about designing and making parts that are used in every other industry in the world giving people safer and better lives.

**\*\*Students must travel to be in this program.**

## **Medical Assisting I & II**

**Grades: 11-12**

**CTE credit**

**Prerequisite: none**

**Year: 2.5 credits**

**YC credits: 5**

Each class is a year long and will earn a student 2.5 high school credits a year. The course content includes an overview of current U.S. healthcare delivery systems and professions including behaviors for success, customer service, and quality improvement. Its purpose is to prepare the student for all Allied Health programs, including Medical Professions II, Certified Nursing Assistant and Sports Medicine. Three (3) college credit hours are possible with a 75% or higher through Dual Enrollment at Yavapai College. Membership in the Career and Technical Student Organization (HOSA) will be required and its standards will be an integral part of this class.

**\*\*Students must travel to be in this program.**

## **Culinary Arts I & II**

**Grades: 11-12**

**CTE credit**

**Prerequisite: none**

**Year: 2.5 credits**

**YC credits: 16**

Each class is a year long and will earn a student 2.5 HS credits a year. In this program you'll learn culinary arts application and hospitality through the focus of American and International cuisine, using professional cooking and baking methods. Students will become proficient in menu planning, use of equipment and time management practices for meal service. In Culinary Arts I students will learn culinary Basics and Hot Foods. In Year II students will learn breakfast and Garde manager and baking and pastries.

**\*\*Students must travel to be in this program.**

## **Drafting & Design I & II**

**Grades: 11-12**

**CTE credit**

**Prerequisite: none**

**Year: 2.5 credits**

Each class is a year long and will earn a student 2.5 HS credits a year. Students learn to use a broad range of material and are trained to imagine structures that answer the human need for both beauty and practically. If this sounds like a great way to earn a living, join the Drafting and Design class via distance learning and learn how to use computer programs (CAD) to design homes and commercial and civic structures.

**\*\*Students must travel to be in this program.**

## **Electrical Line Worker I & II**

**Grades: 11-12**

**Prerequisite: none**

**CTE credit**

**Year: 2.5 credits**

**YC credits: 22**

Each class is a year long and will earn a student 2.5 HS credits a year. A line worker constructs and maintains electric power transmission and distribution facilities. The term is also used for those who install and maintain telephone, telegraph, cable TV and more recent fiber optic lines. Power linemen work on electrically energized (live) and de-energized (dead) power lines.

**\*\*Students must travel to be in this program.**

## **SPECIAL EDUCATION**

The Special Services Department at Bradshaw Mountain High School serves a variety of needs for qualifying students. Programs to benefit students with mental, emotional, or physical challenges are provided along with speech, vision, and hearing programs. For many students, these services are limited to adaptations that allow them to be successful in the



mainstream. Students who have weaknesses in reading and math skills may take advantage of resource classes for those areas. Other students benefit from the supportive atmosphere of self-contained programs. In addition to developing new skills and introducing new concepts, these courses build a stronger foundation in the basic skill areas  
**Stated in the student's individual IEP.**

## SUBJECT AREA GOAL

**The Special Services Department strives to serve all special needs students in the least restrictive environment possible.**

## RESOURCE ENGLISH

### Resource English

**Grades: 9-12**

**Elective credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: Placement is made per individual qualification.**

The Special Education department uses the SRA Corrective Reading Program to help students improve their reading skills. This is a complete core program that uses the Direct Instruction Method to help students master essential decoding and comprehension skills they need not only to read well, but to learn well. Students are tested to determine which level they are placed in for decoding and/or comprehension.

### DECODING

DB-1	1	Sem – 0.5 credit
DB-2	1	Sem – 0.5 credit
DC	1	Year – 1.0 credit
RTAT	1	Year – 1.0 credit

### COMPREHENSION

CB-1	1 Sem – 0.5 credit
CB-2	1 Sem – 0.5 credit
CC	1 Year – 1.0 credit
RTAN	1 Year – 1.0 credit

### Resource English (R/Eng)

**Grades: 9**

**English credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: Placement is based on reading level and writing skill.**

This course follows the general education curriculum for grade 9. Focus is on fiction and nonfiction, short stories, and novels. Students practice writing in the Claim, Evidence, Commentary (CEC) model and completing document-based questions in order to prepare for their future courses and state testing requirements.

### Resource English (R/Eng)

**Grades: 10-12**

**English credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: Placement is based on reading level and writing skill.**

This course follows the general education curriculum for grade 10-12. Focus is on elements of fiction and nonfiction, poetry, short stories, and novels. Students continue to develop writing strategies using the Claim, Evidence, Commentary (CEC) model and completing document-based questions with focus on rhetoric and argumentative writing.

## RESOURCE MATH

### Resource Algebra I A

Grades: 9-12

Math credit

Fee: none

Year: 1.0 credit

**Placement:** Gen. Ed, Co-taught or Resource Pre-Algebra (8<sup>th</sup> grade Algebra), plus the recommendation of case manager and/or prior math teacher. Students will be placed in this course through teacher recommendation only. Students will take the entire year to study the topics covered in the first semester of Algebra I. Algebra IA includes the study of the following topics: Evaluating Expressions, writing equations and inequalities, representing functions as graphs, properties of real numbers, square roots & classifying real numbers, solving multi-step 1st order (linear) equations, transformations, graphing linear equations, discrete & continuous functions, linear equations in standard, slope-intercept and point-slope form, solving multi-step & compound inequalities, solving absolute value equations & inequalities, graphing linear inequalities in two variables and solve linear two-variable systems.

### Resource Algebra I B

Grades: 10-12

Math credit

Fee: none

Year: 1.0 credit

**Placement:** First semester of Algebra I or Resource Algebra I A and recommendation of case manager and/or prior math teacher. Students will be placed in this course through teacher recommendation only. Students will take the entire year to study the topics covered in the second semester of Algebra I (or both semesters of Algebra IA). Algebra IB includes the study of the following topics: solving systems of linear equations & inequalities, applying exponent properties involving products, defining and using zero and negative exponents, scientific notation, writing & graphing exponential growth functions, operations with polynomials, finding special products of polynomials, solving polynomial equations in factored form, factoring quadratic equations, factoring by completing the square, graphing quadratic equations, completing the square, quadratic functions in vertex form, square root functions, radical equations, Pythagorean theorem, distance & midpoint formulas, rational functions, dividing polynomials, probability and permutations & combinations.

## Resource Geometry

**Grades: 10-12**

**Fee: none**

**Math credit**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Algebra I, or Algebra IA and Algebra IB.**

Geometry is the study of the relationships between points, lines, and planes. Geometry requires students to develop logical reasoning and problem solving skills as they study the Geometry topics such as: points, lines, planes and angles, perimeter, circumference and area, inductive reasoning, parallel lines and transversals, slope, triangle properties, congruence of triangles, isosceles & equilateral triangles, transformations, ratios, proportions and geometric mean, polygons, proportionality theorems, Pythagorean theorem, special right triangles, tangent ratio, sine & cosine ratios, law of sines & cosines, properties of quadrilaterals & circles, tangent segments, angle relationships in circles, chords, and arc length, areas of circles & sectors, and surface area and volume of solids. The deductive method of proof is emphasized throughout the course and the understanding and use of Algebra skills are relied upon throughout these topics.

## **Resource Algebra II**

**Grades: 10-12**

**Fee: none**

**Math credit**

**Year: 1.0 credit**

**Prerequisite: Successful completion of Algebra I (or Algebra IA and Algebra IB) & Geometry with a passing grade.** Algebra II is a course that uses the skills and concepts learned in Algebra I (or Algebra I A/I B), and emphasizes facility with algebraic expressions and forms, especially linear and quadratic forms, powers and roots, and functions based on these concepts. Students study will include: linear inequalities, absolute value equations & inequalities, direct variation, scatter plots & best-fit lines, linear inequalities in two variables, systems of linear equations in three variables, matrix operations, evaluating determinants, quadratic functions in standard & vertex form, operations with complex numbers, completing the square, quadratic inequalities, operations with polynomial functions, remainder & factor theorems, rational zeros, the fundamental theorem of algebra, nth roots, rational exponents, function & inverse function operations, square root & cube root functions, radical equations, exponential growth & decay functions, functions involving e, logarithmic, exponential & power functions, equations of circles, ellipses, hyperbolas & conic sections, quadratic systems, trigonometry & trig functions, and the law of sines & cosines.

## **Resource Math 12**

**Grades: 12**

**Fee: none**

**Math Credit**

**Year: 1.0 Cr.**

**Prerequisite: Successful completion of Resource Geometry with a "D" or better or IEP team placement in this course.** Students explore specific uses of mathematics in day to day life. Emphasis is placed on skills used in daily living such as computing paychecks, income taxes, loans, daily living expenses, etc. Basic algebra and geometry skills are reviewed through the use of technology (computers and graphing calculators). This class is designed for seniors only and is recommended for non-college bound students. Colleges do not recognize this class as a math credit. Topics covered include: gross and net pay, federal, state and local taxes, budgeting, banking services, loans, credit cards, finance charges, comparison shopping, homeownership, and investments. This course will count as the fourth year math requirement with significant mathematics content including compound interest, amortization and spreadsheets.

## **Resource Support Math and English**

**Grades: 9-11**

**Elective credit**

**Per semester: .05**

**Prerequisite:** As per IEP extra support in basic English and Math skills.

**Fee:** none

Students will be evaluated to assess their present ability in foundational skills in reading and math. They will be assigned work on the computer to bring their foundational skills up to grade level to support their success in their English and math classes. Once the foundational skills are mastered, the student will be allowed to work on curriculum for other classes they are enrolled in.

## **TRANSITION FROM SCHOOL TO WORK PROGRAM**

The Transition from School to Work Program (TSW) is a two-year program that assists students' transition from school to paid, competitive employment, or post-secondary education or training. The student, their family and the TSW staff work together to develop a career plan that is driven by the student's interests, skills and preferences. Classes focus on post-secondary goals, career choices, finding and keeping a job, and adult living skills.

### **TSW/ Career Development**

**Grade: 11**

**Elective credit**

**Fee:** none

**Year: 1.0 credit**

**Prerequisite:** Recommendation by a teacher, academic advisor, nurse or school psychologist.

### **TSW/Employment Skills**

**Grade: 12**

**Elective credit**

**Fee:** none

**Year: 1.0 credit**

**Prerequisite:** Recommendation by a teacher, academic advisor, nurse or school psychologist.

## **EXTENDED RESOURCE**

### **S/Essential Skills English**

**Grades: 9-12**

**English credit**

**Fee:** none

**Year: 1.0 credit**

**Prerequisite:** Placement in extended resource program or related skill levels in Special Education

Students work on individual IEP objectives as well as small group and class assignments. It includes such areas as vocabulary, spelling, reading improvement, composition and life-skills writing, and communications. A practical approach is taken to help students develop skills needed in daily living. Instruction is based on Arizona Alternate Standards in preparation for AIMS-A Test. This course can be repeated each year for acquisition of new skills and reinforcement of those previously acquired.

### **S/Essential Skills Math**

**Grades: 9-12**

**Math credit**

**Fee:** none

**Year: 1.0 credit**

**Prerequisite:** Placement in Extended resource program or related skill levels in Special Education

Students in this course will work on individual IEP objectives as well as small group and class assignments. The goals of this course include strengthening basic math skills and applying those skills to everyday usage.

Instruction is based on Arizona Alternate Math Standards in preparation for AIMS-A Test. This course can be repeated each year for acquisition of new skills and reinforcement of those previously acquired.

### **S/Geoscience**

**Grades: 9-11**

**Science credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: Placement in extended resource program or related skill level in Special Education**

This is a basic course in earth science. First semester topics include reading maps, the solar system, outer space and earth chemistry. During second semester, students explore rocks and minerals, the earth's atmosphere, weather and earth's forces. Focus is on practical knowledge with many hands-on activities to enhance learning.

### **S/Life Science**

**Grades: 9-11**

**Science credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: Placement in extended resource program or related skill level in Special Education**

This is a basic course in life science. During first semester students study the classification system of organisms, as well as basic life functions. During second semester, students apply their knowledge to human systems, gaining information that will prepare them to make healthy choices as adults. The focus is on practical knowledge and hands-on activities.

### **S/Physical Science**

**Grades: 9-11**

**Science credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: Placement in extended resource program or related skill level in Special Education**

This is a basic course in physical science. First semester is devoted to studying the basics of chemistry, including the metric system, the structure and properties of matter, the periodic table, elements and compounds, and chemical reactions. During second semester, students explore the basics of physics, including motion, simple machines, heat, sound, light, electricity and magnetism. Students are involved in hands-on activities to enhance learning of key concepts.

### **S/Environmental Science**

**Grades: 9-12**

**Science credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: Placement in extended resource program or related skill level in Special Education**

This is a basic course in Environmental science. This introductory course integrates physical and biological sciences, to the study of the environment, and the solution of environmental problems. Emphasis is placed on learning the general understanding of these areas of study rather than the retention of facts. Environmental science provides an integrated, quantitative, and interdisciplinary approach to the study of environmental systems. This course incorporates more of the social aspect for understanding human relationships and perceptions towards the environment. Hands-on projects are incorporated into instruction to enhance learning of the key concepts and participation within the course.

### **S/World History**

**Grade: 10**

**CTE credit**

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**Fee: none**

**Year: 1.0 credit**

**Prerequisite: Placement in extended resource program or related skill level in Special Education**

Students enrolled in this course experience various periods of history through cultural aspects of the time.

Emphasis is placed on a general understanding of the period rather than retention of facts. Hands-on projects enhance learning and enjoyment of the course.

## **S/United States History**

**Grade: 11**

**CTE credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: Placement in extended resource program or related skill level in Special Education**

Students learn about our country's history through a variety of activities. Course work is adapted to the needs and abilities of the students in the class.

## **S/American Government**

**Grade: 12**

**Social Studies credit**

**Fee: none**

**Semester: 0.5 credit**

**Prerequisite: Placement in extended resource program or related skill level in Special Education**

Students gain a background in democracy and to encourage participation in our system of government. Rights and responsibilities of citizenship are emphasized.

## **S/Economics**

**Grade: 12**

**Social Studies credit**

**Fee: none**

**Semester: 0.5 credit**

**Prerequisite: Placement in extended resource program or related skill level in Special Education**

Students learn how our free enterprise system works. Becoming wise consumers is a major emphasis in this course. Curriculum is adapted to the needs and abilities of the students.

## **S/Health**

**Grades: 9-10**

**Health credit**

**Fee: none**

**Semester: 0.5 credit**

**Prerequisite: Placement in extended resource program or related skill level in Special Education**

Students acquire and develop basic concepts of human development. Students are encouraged to develop attitudes that foster good health habits. Course work is tailored to the needs and abilities of the students.

## **S/Recreation and Leisure**

**Grades: 9-12**

**Physical Education credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: Placement in extended resource program or related skill level in Special Education**

Students discover ways to make good use of leisure time and to develop recreational interests and skills.

Students are involved in the selection and planning of many activities. This course may be substituted in place of P.E. requirement, as provided in the IEP.

## **Adaptive PE**

**Grades: 9-12**

**Physical Education credit**

**Fee: none**

**Year: 1.0 credit**



**Prerequisite:** Placement in extended resource program or related skill level in Special Education

Students experience an alternative to regular P.E. for students with special challenges that do not allow them to participate in the regular P.E. program. Activities are structured around the needs of the student. The teacher works closely with the district occupational therapist to meet those individual needs.

## **S/Intro to Foods**

**Grades:** 9-10

**CTE credit**

**Fee:** none

**Semester:** 0.5 credit

**Prerequisite:** Placement in extended resource program or related skill level in Special Education

Students are introduced to the cooking environment. Basic skills are taught using simple recipes that include some canned or pre-packaged foods. Students are provided an opportunity to cook nearly every class period so that they become comfortable in the kitchen.

## **S/Independent Living**

**Grades:** 9-12

**CTE credit**

**Fee:** none

**Year:** 1.0 credit

**Prerequisite:** Placement in extended resource program or related skill level in Special Education

Students practice skills needed for living as independently as possible. These skills include money management, food purchase, storage and preparation, clothing care and selection, housing options, care and cleaning of the home and community resources.

## **S/Foods**

**Grades:** 11-12

**CTE credit**

**Fee:** none

**Semester:** 0.5 credit

**Prerequisite:** Placement in extended resource program or related skill level in Special Education

In this course, students learn to plan and prepare balanced meals, as well as shop for and properly store food. Simple recipes and packaged foods are prepared toward the goal of acquiring as much independence in the kitchen as possible.

## **S/Community Living**

**Grades:** 9-12

**CTE credit**

**Fee:** none

**Semester:** 0.5 credit

**Prerequisite:** Placement in extended resource program or related skill level in Special Education

Students practice skills in shopping, mobility, recreation and self-advocacy at various locations throughout the community. This course may be substituted in place of P.E. requirement, as provided in IEP.

## **S/Crafts**

**Grades:** 9-12

**CTE credit**

**Fee:** none

**Semester:** 0.5 credit

**Prerequisite:** Placement in extended resource program or related skill level in Special Education

Students learn and practice on a variety of crafts. Projects are elected based on the interests and abilities of the students.

### **S/On Your Own**

**Grades: 9-10**

**CTE credit**

**Fee: none**

**Semester: 0.5 credit**

**Prerequisite: Placement in extended resource program or related skill level in Special Education**

The simulation approach is used to practice skills needed for adult life. These include getting a job, finding an apartment, choosing a roommate, maintaining a checking account, shopping, and paying bills.

### **S/Looking Good/Feeling Great**

**Grades: 9-12**

**Elective credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: Placement in extended resource program or related skill level in Special Education**

This course can be divided into two areas. Looking Good helps students make good clothing, choices, learn to shop, and care for clothing. Good grooming and other skills that help a person look good are included. Feeling Great helps students make healthy living choices in diet and exercise.

### **S/Career Exploration**

**Grades: 9-10**

**CTE credit**

**Fee: none**

**Semester: 0.5 credit**

**Prerequisite: Placement in extended resource program or related skill level**

Students explore ten career clusters. They complete interest and ability inventories and begin a career plan. Students complete a research project on a chosen career and experience a job shadow.

### **S/Workplace Readiness**

**Grades: 9-12**

**CTE credit**

**Fee: none**

**Semester: 0.5 credit**

**Prerequisite: Placement in extended resource program or related skill level in Special Education; S/Careers**

This course is a continuation of the Careers class. Students develop a career plan, learn to complete applications, participate in mock interviews, and develop a resume and portfolio. Good workplace skills are developed through instruction, discussion and practice.

## **BMHS COMMUNITY TRANSITION PROGRAM**

Students will be given the opportunities to work on transition goals and objectives that have been identified by the student and the IEP team in community and classroom settings. Opportunities are provided within Bear, Inc. a student operated business that includes several subsidiaries including a Copy Service, Greeting Card Company, Car Wash, Breakfast Cart and Community Services Division.

#### **PROGRAM GOALS:**

- Maximize student independence
- Increase student employability
- Develop personal social skills
- Introduce community resources

- Promote self-advocacy and communication skills
- Provide a seamless transition from school to post-school activities

### **BCTP/Independent Living Skills**

**Grade: 9-12**

**Fee: none**

**Prerequisite: Individual Transition Plan**

**Elective credit**

**Year: 1.0 credit**

### **BCTP/Career Development**

**Grade: 9-12**

**Fee: none**

**Prerequisite: Individual Transition Plan**

**Elective credit**

**Year: 1.0 credit**

### **BCTP/Employment Skills**

**Grade: 9-12**

**Fee: none**

**Prerequisite: Individual Transition Plan**

**Elective credit**

**Year: 1.0 credit**

### **Special Techniques and Resources (STAR)**

**Grade: 9-12**

**Fee: none**

**Prerequisite: None**

**Special Education credit**

**Year: 1.0 credit**

Implement individualized education program goals in a self-contained life, social and daily living skills class. Emphasize hands-on activities that maximize student independence. Work with I.E.P. team including all related services to enhance the whole educational experience for our students with special needs.

## **STUDENT LEARNING INTERVENTION CLASSROOM (SLIC)**

### **SLIC/ English**

**Grades: 9-12**

**Fee: none**

**Prerequisite: Placement in self-contained Emotional Disability (ED) classroom**

**English credit**

**Year: 1.0 credit**

This course is divided into the following language arts area: study skills, information technology, spelling skills, grammar and composition, corrective reading using high interest novels, newspapers and poems, and instruction to develop skills helpful for transition into a vocation, meeting financial obligations, and other adult responsibilities.

### **SLIC/Math**

**Grades: 9-12**

**Fee: none**

**Prerequisite: Placement in self-contained Emotional Disability (ED) classroom**

**Math credit**

**Year: 1.0 credit**

Students will remediate basic math skills while solving practical problems of consumer spending for the home, car, investments, taxes, insurance, and inflation factors, business percentages, and math involved in management of life activities.

### **SLIC/Life Science**

**Grades: 9-12**

**Fee: none**

**Science credit**

**Year: 1.0 credit**

**Prerequisite: Placement in self-contained Emotional Disability (ED) classroom**

In this class students study the organized body of knowledge about the living natural world. Topics include: the cell as the basic unit of life; organization and classification of living things; closer examination of animals, plants, bacteria/protists/fungi; human body systems; reproduction, growth and development; staying healthy; ecology; the behavior of organisms; and evolution.

### **SLIC/Economics**

**Grades: 9-12**

**Fee: none**

**Social Studies credit**

**Year: 1.0 credit**

**Prerequisite: Placement in self-contained Emotional Disability (ED) classroom**

This course presents the principles of economics. Knowledge of these principles will help students understand many events in the news and their responsibilities as citizens. It teaches the skills needed in order to be successful.

### **SLIC/U.S. Government**

**Grades: 9-12**

**Fee: none**

**Social Studies credit**

**Year: 1.0 credit**

**Prerequisite: Placement in self-contained Emotional Disability (ED) classroom**

This course teaches how the Constitution is the framework of the U.S. government. It teaches that part of being a responsible U.S. citizen involves learning about the country's government and how it works.

## NON-DEPARTMENTAL

### Peer Tutor

**Grade: 11-12**

**Fee: None**

**Elective credit**

**Year: 1.0 credit**

**Prerequisite: Teacher Recommendation; 2.5 GPA; Administrative Approval**

This class is open to students who have demonstrated the capability to help teachers and their students within the class setting. The student will be available to assist the teacher in daily organizational tasks, as well as assisting students within the class with their peer tutor. The student will gain experience in the daily teaching routine, as well as the interaction with students.

### Teacher Aide

**Grades: 11-12**

**Fee: none**

**Elective credit**

**Semester: 0.25 credit**

**Prerequisite: 2.5 GPA; Teacher approval**

Acceptance is by mutual agreement and for the benefit of both the student and teacher. A student's workload may be rather light and at that time they are expected to do homework or study. The appropriate forms must be filled out in the Guidance Office. Clerical skills are desired. This position is graded as pass/fail.

### Office/Counselor Aide

**Grades: 11-12**

**Fee: none**

**Elective credit**

**Semester: 0.5 credit**

**Prerequisite: 2.5 GPA; Administrative approval**

Acceptance is by mutual agreement and for the benefit of both the student and staff member. This position requires contact with the public. The student's behavior and grooming must be appropriate for representing the school. Clerical skills are desired. This position is graded as pass/fail.

### Library Aide

**Grades: 11-12**

**Fee: none**

**Elective credit**

**Semester: 0.5 credit**

**Prerequisite: 2.5 GPA; Administrative approval**

This position needs to be mutually agreed upon by the student and librarian. As a library aide, one will learn how a library operates and the various services offered. This position is graded as pass/fail.

### **Nurse Aide**

**Grades: 11-12**

**Fee: none**

**Elective credit**

**Semester: 0.5 credit**

**Prerequisite: 2.5 GPA; Administrative approval**

Acceptance is by mutual agreement and for the benefit of student and nurse. Students require both clerical and minor first aid skills. This position is graded as pass/fail.

### **Student Leadership**

**Grades: 9-12**

**Fee: none**

**Elective credit OR Extracurricular activity**

**Year: 1.0 credit OR no credit**

**Prerequisite: Be an elected member of student council and a 2.5 GPA**

The students and staff of Bradshaw Mountain High School are committed to the principle of student government and acknowledge the value of granting students considerable autonomy in the governance of their affairs as means by which strong character is developed and nurtured. Student government promotes leadership, self-confidence, and self-reliance. It is a privilege, not a right, and teaches students important lessons regarding the proper balance of freedom, privilege, and responsibility.

### **AVID**

**Grades: 9-12**

**Fee: none**

**Elective credit**

**Year: 1.0 credit**

**Prerequisite: Application acceptance into the AVID program**

AVID is an elective course that prepares students in the "academic middle" for acceptance into a four-year university. Instruction is based on the WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies. Cornell note-taking, tutorials, preparation for college entrance exams, and college field trips are also included. This is a four-year program; four years of AVID adjusts the criteria for the silver/gold diploma.

### **AVID Tutor**

**Grade: 12**

**Fee: None**

**Elective credit**

**Semester: 0.5 credit**

**Prerequisite: 3.0 GPA; AVID Teacher and Coordinator approval**

Acceptance by mutual agreement only after completion of application by students wishing to be tutors for the AVID program. Under the direct supervision of the AVID teacher, tutors work with 5-7 AVID students twice a week during tutorials and assist the teacher in providing academic and organizational skills to students. Tutors are trained in the use of WICOR (writing, including Cornell Note-taking, inquiry, collaboration and reading)



strategies and methodologies. Students' workload may fluctuate and are expected to bring homework or study. This class is Pass/Fail.

### **Mentor Academy Period (MAP)**

**Grades: 9-12**

**Elective Credit**

**Fee: none**

**Year: 1.0 Cr.**

**Prerequisite: Application and acceptance into the AP Academy**

MAP is an elective designed specifically for the students that are in the AP Academy.

### **The Learning Center (TLC)**

**Grade: 10-12**

**Credits assigned to a variety of courses**

**Fee: none**

**Semester: 0.5 credit/course successfully completed**

**Admittance: Scheduled through Guidance Counseling office**

Unique in the region, BMHS offers students an alternative to a traditional classroom setting. Students wishing to pursue a high school diploma but, for a variety of reasons, are unable to attend classes in a general classroom setting, may attend our computer lab located in the TLC room. There is no fee charged for participation.

Guidance counselors direct courses of study allowing students to earn needed credits, either in preparation to return to classes outside the TLC lab or to complete requirements for graduation. To be considered full-time, students attend four hour sessions and attempt passing two classes every six weeks.

The lab is staffed by highly qualified instructors and online teachers are assigned for each class. Students are welcomed to a structured learning environment and encouraged to be successful in their academic purpose. Many students benefit from the small class size and individual attention provided.

Students are able to accelerate their studies by submitting additional assignments from home. Courses are open entry—open exit, meaning a student may begin at any time in the school year and complete a course once all assignments have been submitted. Credits are transcribed by the registrar and become part of students' permanent records.

### **Bradshaw Mountain Online Academy (BMOA)**

**Grade: 9-12**

**Fee: none**

**Admittance: Scheduled through guidance counseling office**

**Credits assigned to a variety of courses**

**Semester: 0.5 credit/course successfully**

The Bradshaw Mountain Online Academy (BMOA) is an online learning system designed for students who are unable to attend classes on the Bradshaw Mountain High School campus. Students enrolled full-time in the BMOA will receive a Bradshaw Mountain Online Academy diploma upon successful completion of graduation requirements. Please consult the guidance counseling office or BMOA literature for more information.

## **BMHS COURSE FEES/SCHOOL FEES 2019-2020**

<b>CAREER AND TECHNICAL EDUCATION</b>		<b>PERFORMING ARTS (CONTINUED)</b>	
BROADCAST TV AND FILM 1	\$10.00	INTRO TO THEATER AND FILM	\$15.00
BROADCAST TV AND FILM 2	\$10.00	STAGE CRAFT 1	\$15.00
COMPUTERS AND NETWORKING 1	\$10/YC CREDIT	STAGE CRAFT 2	\$15.00
COMPUTERS AND NETWORKING 2	\$10/YC CREDIT	<b>INSTRUMENTAL MUSIC</b>	
CNA FUNDAMENTALS	\$30.00	COLOR GUARD PARTICIPATION FEE	\$50.00
CNA STATE BOARD EXAM (OPTIONAL)	\$108.00	CONCERT BAND	\$50.00
CYBERSECURITY	\$10/YC CREDIT	DRUMLINE	\$50.00
DIGITAL PHOTOGRAPHY	\$10.00	GUITAR	\$25.00
YEARBOOK/DIGITAL PHOTOGRAPHY 2	\$10.00	GUITAR 2	\$25.00

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MARKETING 1	\$10.00	INSTRUMENT USAGE (IF APPLICABLE)	\$50.00
MARKETING 2	\$20.00	JAZZ ENSEMBLE	\$50.00
MULTIMEDIA INDEPENDENT STUDY	\$10.00	MARCHING BAND	\$50.00
		MARCHING SHOES (IF APPLICABLE)	TBD
<b>FINE ARTS</b>		STRING ORCHESTRA	\$50.00
ADVANCED CERAMICS AND 3D SCULPTURE	\$50.00	WINTER GUARD PARTICIPATION FEE	\$50.00
ADVANCED DRAWING AND PAINTING	\$50.00	<b>VOCAL MUSIC</b>	
AP STUDIO ART: 2-D DRAWING, 2-D DESIGN AND 3-D DESIGN	\$50.00	CHAMBER SINGERS	\$40.00
AP STUDIO ART: EXAM FEE	TBD	CONCERT CHOIR	\$30.00
CERAMICS AND 3D SCULPTURE	\$40.00	WOMEN'S CHORUS	\$30.00
DRAWING AND PAINTING	\$40.00	WOMEN'S ENSEMBLE	\$40.00
INTRO TO ART	\$30.00		

#### **SOCIAL STUDIES**

<b>PERFORMING ARTS</b>	AP PSYCHOLOGY LAB FEE	\$10.00
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#### **DRAMA**

ADVANCED DRAMA	\$25.00	<b>PHYSICAL EDUCATION</b>	
BEGINNING DRAMA	\$15.00	PE LOCK REPLACEMENT	\$ 5.50
INTERMEDIATE DRAMA	\$15.00	UNIFORM (REQUIRED)	\$25.00

#### **SCIENCE**

#### **OPTIONAL PURCHASES**

ANATOMY & PHYSIOLOGY	\$20.00	ACT TEST PREP FEES	\$45.00
AP BIOLOGY	\$20.00	ADULT ATHLETIC PASS (6 & UNDER FREE)	\$30.00

AP CHEMISTRY	\$20.00	SENIOR ATHLETIC PASS (62+)	\$20.00
AP PHYSICS 1	\$20.00	STUDENT ATHLETIC PASS	\$20.00
AP PHYSICS 2	\$20.00	AP EXAM	TBD
PRE-AP BIOLOGY	\$10.00	AP EXAM - FREE/REDUCED	TBD
PRE-AP CHEMISTRY	\$10.00	AVID SUMMER SCHOOL	\$25.00
PRE-AP GEOSCIENCE	\$5.00	DUAL ENROLLMENT	\$10.00/YC CREDIT
PRE-AP PHYSICS	\$10.00	EXTRA GRADUATION TICKETS	\$5.00/TICKET
		EXTRA PHOTO ID	\$5.00
<b>FOREIGN LANGUAGE</b>		LIBRARY COPIES	\$0.10/COPY
SPANISH 102	\$10/YC CREDIT	LOST TEXTBOOK/BOOK REPLACEMENT	TBD
		OVERDUE LIBRARY BOOK	\$0.10/DAY; MAX \$3.00
<b>MATHEMATICS</b>		PARCHMENT TRANSCRIPT	\$3.75/TRANSACTION
COLLEGE ALGEBRA	\$10/YC CREDIT	PAY TO PLAY	\$110.00
PRE-CALC	\$10/YC CREDIT	PAY TO PLAY - FREE/REDUCED	\$55.00
		STUDENT PARKING	\$70.00
<b>ENGLISH</b>		STUDENT PARKING AFTER SPRING BREAK	\$45.00
COLLEGE ENGLISH 101	\$10/YC CREDIT	SUMMER SCHOOL CREDIT RECOVERY	\$50.00/CLASS
COLLEGE ENGLISH 102	\$10/YC CREDIT	TO REOPEN A CREDIT RECOVERY CLASS	\$20.00
		YEARBOOK (PRE-REGISTRATION-SEM 1)	\$75.00
		YEARBOOK (SEM 2 BEFORE DELIVERY)	\$80.00
		YEARBOOK (AFTER DISTRIBUTION)	\$85.00

**PLEASE NOTE: ALL UNPAID FEES WILL BECOME FINES IF NOT PAID BY SEPTEMBER 3, 2019**

## **HUMBOLDT UNIFIED SCHOOL DISTRICT DEFINITIONS AND PROCEDURE FOR REPORTING STUDENT VIOLENCE / HARASSMENT/ INTIMIDATION / BULLYING**

The Governing Board of the Humboldt Unified School District believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Governing Board further believes a school environment that is inclusive of these traits maximizes student achievement, fosters student personal growth, and helps a student build a sense of community that promotes positive participation as citizens in society.

To assist in achieving a school environment based on the beliefs of the Governing Board, bullying in any form will not be tolerated.

**Bullying:** Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that:

- has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property;
- is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm;
- occurs when there is a real or perceived imbalance of power or strength;
- may constitute a violation of the law.

Bullying of a student or group of students can be manifested through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to:

- verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyberbullying;
- exposure to social exclusion or ostracism;
- physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting;
- and damage to or theft of personal property.

**Cyberbullying:** Cyberbullying is, but not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other internet communications, on school computers, networks, forums and mailing list, or other District-owned property, and by means of an individual's personal electronic media and equipment.

**Harassment:** Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and

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unwelcome verbal or written comments, photographs and graphics. Harassment may be related, but not limited to, race, religious orientation, sexual preference, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

**Intimidation:** Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media.

Students are prohibited from bullying on school grounds, school property, school buses, at school bus stops, at school sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists.

Disciplinary action may result for bullying which occurs outside of the school and the school day when such acts result in a substantial physical, mental, or emotional negative effect on the victim, while on school grounds, school property, school buses, at school bus stops, or at school sponsored events and activities, or when such act(s) interfere with the authority of the school system to maintain order. All suspected violations of law will be reported to local law enforcement.

Students who believe they are experiencing being bullied or expect another student is bullied should report their concern to any staff member of the School District. School personnel are to maintain appropriate confidentiality of the reported information.

Reprisal by any student directed toward a student or employee related to the reporting of a case or a suspected case of bullying shall not be tolerated, and the individual(s) will be subject to the disciplines set out in applicable District policies and administrative regulations.

Students found to be bullying others will be disciplined up to and including suspension or expulsion from school.

Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

Law enforcement authorities shall be notified any time District officials have a reasonable belief that an incidence of bullying is a violation of the law.

**Each Humboldt Unified School District campus has a positive behavioral program. Please contact the principal regarding the campus program and support services available.**

Reference: (the documents listed below are available on the district website at [www.humboldtunified.com](http://www.humboldtunified.com))

HUSD Policy JICK – Student Violence/Harassment/Intimidation/Bullying  
Regulation JICK-R – Student Violence/Harassment/Intimidation/Bullying Exhibit JICK-EA – Student Violence/Harassment/Intimidation/Bullying





# **The Humboldt Schools.**

*Motivating achievement since 1906.*

## **Humboldt Unified School District Governing Board Members**

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**Mr. Richard Adler, Vice President**  
**Mr. Corey Christians, Member**  
**Ms. Suzie Roth, Member**  
**Mr. Paul Ruwald, Member**

**Mr. Daniel Streeter, Superintendent**  
**Mr. Cole Young, Assistant Superintendent of Operations**

**Ms. Patty Bitsilly, Director of Special Services**  
**Dr. Rob Bueche, Director of Federal Programs and School Innovation**  
**Ms. Cynthia Windham, Director of Finance**



# **ACTION**

## **Item 10E.**

# **Bradshaw Mountain Online Academy**

## **Course Description Guide**

### **2019-2020**

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 10 E
FROM:	Dr. Rob Bueche, Executive Director of Federal Programs and School Innovation	Reading
DATE:	2/5/19	Discuss
SUBJECT:	Proposed 2019-2020 BMOA Course Description Guide	Action X
		Consent
OBJECTIVE:	Goal 1: Student Achievement	
	Goal 2: Focus on Planning for Future Student Needs	

For your approval is the proposed 2019-2020 Bradshaw Mountain Online Academy Course Description Guide. This guide has multiple purposes for students and families when planning for course selection in the subsequent school year, understanding the many educational pathways available, fees for courses, graduation requirements. This is being presented to you in February in efforts of meeting the needs of those families making decisions for their children's next steps when attending BMOA. This information also needs to be available to our eighth-grade students to have and use during transition meetings scheduled at all of our HUSD Middle Schools. This guide allows for HUSD to get out in front of the many questions that parents and students may have and make available to the community a complete description of BMOA course offerings, fees, and educational pathways available.

The Course Description Guide has no changes from the previous approval by the Governing Board.

### SUPPORTING DATA

### SUMMARY & RECOMMENDATION:

#### *Sample Motion:*

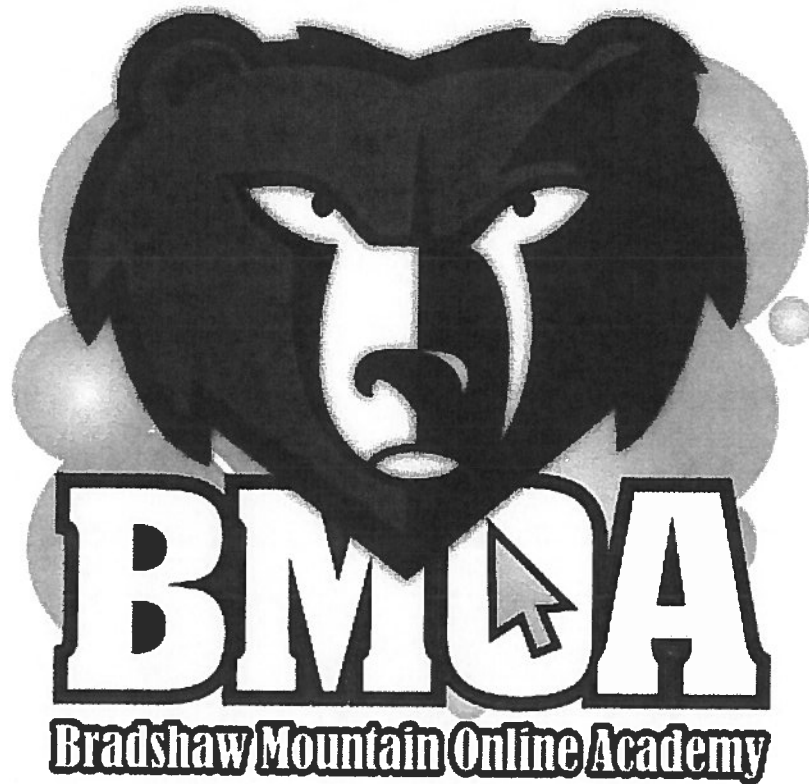
*I move to approve the Bradshaw Mountain Online Academy 2019-2020 Course Description Guide.*

Approved for transmittal to the Governing Board:

  
Mr. Daniel Streeter, Superintendent

*Questions should be directed to: Kort Miner, Bradshaw Mountain High School Principal & Dr. Rob Bueche, Executive Director of Federal Programs and School Innovation*

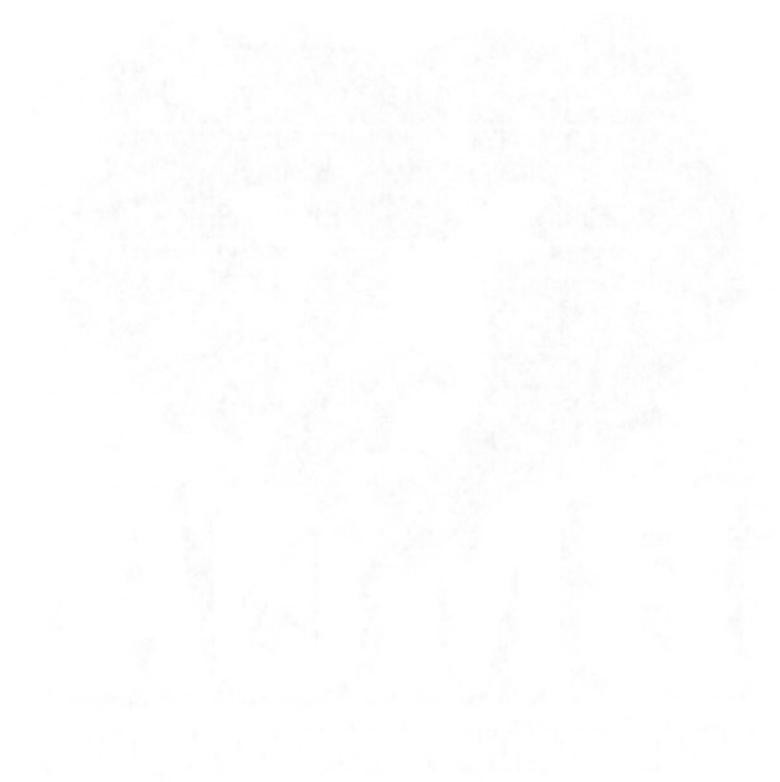
# BRADSHAW MOUNTAIN ONLINE ACADEMY



## Course Description Guide 2019-2020

BRADSHAW MOUNTAIN

ONLINE ACADEMY



BRADSHAW MOUNTAIN ONLINE ACADEMY

2020-2021



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## **Mission of the Guidance Department**

Guidance is an integral part of the total education process at Bradshaw Mountain High School. Our mission is to provide all students the opportunity to become responsible adults by delivering a comprehensive competency-based guidance program that will contribute to their success in school and beyond.

### **Guidance Curriculum**

The Bradshaw Mountain High School guidance program promotes and enhances student learning in the following domains:

- Academic development
- Career development
- Personal/social development

The guidance counseling curriculum is composed of organized objectives and is delivered by academic advisors in classrooms, small group settings, and individually. It is sequential in nature and designed to meet the developmental needs of all students to ensure that every student receives an equal opportunity to participate fully in the educational process.

### **Program benefits**

#### **For Students:**

- Relates educational program to future success
- Facilitates career exploration and development
- Assists in acquiring knowledge of self (abilities, skills, and interests)
- Assures equitable access to educational opportunities

#### **For Parents:**

- Provides support for parents in advocating for their child's academic, career, and personal/social development
- Develops a system for their child's long-range planning and learning
- Increases opportunities for parent/school interaction

### **Annual Nondiscrimination Notification**

Humboldt Unified School District does not discriminate on the basis of sex, race, color, national origin, age, or disability in its program or activities and provides equal access to the Boy Scouts and other designated youth groups. Humboldt Unified School District Career and Technical Education department does not discriminate in enrollment or access to any of the programs available, such as business, CNA, sports medicine, graphic design, and fire science (Film & TV/Digital Photography, Nursing, Sports Med, Technical Theatre, Networking, Marketing & MIJTED).

The lack of English language skills shall not be a barrier to admission or participation in the district's activities and programs. Humboldt Unified School District also does not discriminate in its hiring or employment practices. This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975 and the Americans with Disabilities Act of 1990. The following people have been designated to handle inquiries regarding the nondiscrimination policies:

Director of Federal Programs  
Robert Bueche  
6411 N. Robert Rd.  
Prescott Valley, AZ 86314  
(928)759-4000  
robert.bueche@humboldtunified.com

Principal  
6000 E. Long Look Dr.  
Prescott Valley, AZ 86314  
(928)759-4000  
kort.miner@humboldtunified.com

El Distrito Unificado de las Escuelas Humboldt no discrimina en ninguna forma en lo que se refiere a lo relacionado con el sexo, la raza, el color de la piel, la nacionalidad, la edad o incapacidad física en la participación en sus programas y/o actividades y también provee acceso igual a los niños Scouts y a los otros grupos que son designados para gente joven. El Departamento de Educación Técnica y de Carreras Universitarias del Distrito Unificado de Escuelas Humboldt no discrimina la inscripción o el acceso a cualquier programa disponible tales como: Fotografía digital, de películas y televisión, de enfermería, de medicina de deportes, de teatro técnico, de conexión de redes, de mercadotecnia, y en MIJTED\*. La falta de un buen conocimiento del idioma de ingles no es una barrera para la admisión o la participación en las actividades y en los programas del Distrito. El Distrito tampoco discrimina en lo relacionado con contratos de trabajo o de empleos. Las siguientes son las personas que han sido designadas y encargadas para hacer la investigación necesaria con respecto a las disciplinas que existen en contra de cualquier clase de discriminación.

## Graduation

The Humboldt Unified School District provides a graduation ceremony for students who have met state and district requirements. Participation in commencement exercises is encouraged but is not mandatory. Students who have successfully completed the credit and administrative requirements for graduation are eligible to participate in commencement exercises.

To receive a Bradshaw Mountain High School diploma, a student must:

1. Complete a minimum of 22 credits before the ceremony.
2. Pass all academic requirements for graduation.
3. Complete all administrative procedures required.

## GPA/Class Rank

1. Class ranking is determined each semester beginning with the completion of the first semester of the freshmen year and ending with the completion of the first semester of the senior year.
2. Class rank is based on the unweighted grades earned in regular education classes.
3. Total grade points begin accumulating with the ninth grade. Grade points are divided by total units attempted to produce the cumulative grade point average. Students are ranked according to grade point average.
4. Weighted courses are offered at a 5.0 grading scale (A=5 points, B=4 points, C=3 points, D=2, F=0).
5. Unweighted courses are offered at a 4.0 grading scale (A=4 points, B=3 points, C=2 points, D=1, F=0).

## Student Records

Students requesting official or unofficial transcripts should go to [www.parchment.com](http://www.parchment.com) to request an official transcript at a small cost.

Changes to student information such as address, telephone number, and emergency contact must be made by filling out the Student Information Change Form.

Legal documentation is required for all guardianship, student name, and marital status changes.

## Test Out/Credit Transfer Procedures

Bradshaw Mountain High School students must fulfill the academic requirements for high school graduation. Test out and credit transfer procedures exist in order to measure student learning and knowledge. **Test out procedures are not an option for BMHS students who wish to earn credit for courses that have not yet been taken.**

**Test out procedures for courses at Bradshaw Mountain High School are as follows:**

1. There may be a \$25 fee for each test taken.
2. Students desiring to test out of a course must contact the department chair of that subject.
3. Each "test for credit" may have two segments:
  - A. A work portfolio in which the student will produce projects, labs, etc.
  - B. A test
4. Students may attempt to test out only once for credit in any course.
5. Students may not test out for credit in a class in which they are currently enrolled.
6. Students may not test out for credit as a method of repeating the course. (See Credit Recovery Policy)
7. All test outs must be completed by the end of the second week of each semester, unless it is due to a transfer situation where a grade has yet to be assigned.

## Testing

### State required tests:

- AzMERIT for English 9 thru 11 and Math Algebra 1 thru Algebra 2.
- Arizona's Instrument to Measure Standards (AIMS) Science.
- Assessments to measure the standards have been adopted by the State Board of Education and are administered to all students as a requirement for graduation. Students begin AzMerit testing in the spring of their 9th grade year and AIMS in their 9<sup>th</sup> or 10<sup>th</sup> grade year depending on when they take biology.
- Beginning with the class of 2017, all students in the state of Arizona must complete and pass a civics test prior to graduation. This test may be given and passed beginning in middle school.
  - **NOTE:** The test dates and requirements are subject to change (per Arizona Department of Education).

### College and Military Admissions Testing:

- PSAT/NMSQT - Fall of 10th and/or 11th grade (predecessor to the SAT test)
- ACT - Spring of 11th grade; if missed, fall of 12th grade
- SAT - Spring of 11th grade; if missed, fall of 12th grade
- Armed Services Vocational Aptitude Battery (ASVAB) – Fall of 11th grade; if missed, fall of 12th grade

### Advanced Placement:

Designated AP courses (AP) – Spring of 10th, 11th and 12th grade

## Grade Level Placement

Grade level placement is determined by the school year the student begins ninth grade. The cohort/graduation year is calculated by adding four years to the year in which the student entered the ninth grade. Once set, the cohort year does not change regardless of credits earned.

## Revisions to ECAP

Each spring students receive a printout of their selected courses for teacher and parent signature/approval. This signed course selection sheet must be returned to your advisor for completion.

## Pre-Registration and New Registration

Bradshaw Mountain High School students pre-register in the spring of the currently enrolled year. New student registration begins two weeks prior to the beginning of school.

## Homeschooled Students

Bradshaw Mountain High School welcomes homeschooled students. If a student was home schooled for at least one semester and wishes to earn credit for the courses completed, the parent must provide BMHS with a transcript or a list of courses covered, and books and materials used. All home school credits are evaluated by administration to determine Pass/Fail or letter grade. *Homeschooled students may participate in extracurricular activities* as long as they meet enrollment/attendance zone requirements.

## Homebound Students

In the case of a serious medical condition, a student may be granted homebound status. Consideration for homebound status occurs following receipt of medical documentation that explains why the student cannot physically attend school due to a condition that may last for at least three months. The application process begins with the school nurse and includes a completed application, medical documentation and a meeting with school administration.

## BMOA Advanced Placement (AP)

Advanced Placement (AP) is a national program, which Bradshaw Mountain High School offers in cooperation with the College Board to provide students the opportunity to pursue rigorous coursework, which research demonstrates increases students' chances for long-term success. It is a program of credit by examination for college level studies pursued in high school. Advanced Placement courses are open to all students in high school and may provide college level credit based on their performance on an exam at the end of the course. Students who excel in a given subject may take the AP exam without enrolling in the AP course. The College Board charges a set fee for each exam.

AP exams are scored on a scale of 1 to 5. Students who earn a 4 or 5 on an AP exam will have their BMHS 1st and 2nd semester grades changed to an A; a score of 3 will result in the student's course grade being increased one letter grade for both semesters. A score of 1 or 2 will not affect the student's course grade. A grade of F in the course will not be changed regardless of the AP exam score.

Advanced Placement (AP) courses offered through BMOA and Edgenuity are:

- Calculus AB
- English Language & Composition
- English Literature & Composition
- Environmental Science
- French Language & Culture
- Human Geography
- Psychology
- Spanish Language & Culture
- United States Government and Politics
- United States History
- World History

### **BMOA Dual Enrollment**

Humboldt Unified School District is proud to offer Dual Credit courses utilizing the Edgenuity software. These one-semester, college-level courses are ACE CREDIT recommended for potential transfer to more than 2,000 colleges and universities. Every secondary institution sets its own policies for credit acceptance; contact colleges and universities to learn more about their policies for dual-credit courses.

Dual Enrollment courses offered through BMOA and Edgenuity are:

- Accounting
- Approaches to Studying Religions
- College Algebra
- Conflict Resolution
- Human Biology
- Introduction to Art History
- Introduction to Psychology
- Introduction to Sociology
- Introduction to Statistics
- Macroeconomics
- Microeconomics
- Project Management
- Visual Communications

### **NCAA/NAIA Eligibility**

All high school athletes who desire to enroll and compete as college freshmen in a Division I or Division II institution must complete the NCAA Initial Eligibility Center Release Form or the NAIA Eligibility Center Release Form **at the end of the junior year**. For more information and to register, go to [www.ncaa.org/eligibilitycenter](http://www.ncaa.org/eligibilitycenter) or [www.playnaia.org](http://www.playnaia.org). Register to take the ACT and/or SAT and use the NCAA Eligibility Center code "9999" and for the NAIA Eligibility Center use code "9876." Visit the counseling office to have your transcript uploaded and to learn more about a submission of a fee waiver.



## Grades

Semester grades are final. Parents/ guardians wishing to discuss grades should contact the teacher by leaving a message on their voicemail or by email. Parents are encouraged to access this information through FAMILY LINK on the district website.

### Grading Scale

90-100% = A

80-89% = B

70-79% = C

60-69% = D

59-below = F

I = Incomplete

AU = Audit

NC = No Credit

### Progress Reports/Report Cards

Progress reports are sent to parents/guardians every two weeks. Semester grades are mailed at the conclusion of fall and spring semesters, showing credit earned on transcript. Students can also access courses 24/7 for progress updates.

### Incompletes (I)

Students who receive an incomplete (I) at the end of the semester must make up the required work **within two weeks** or the grade will default to an F (fail). Extreme emergencies may provide an exception to this policy and are considered on a case-by-case basis. Administrative approval is needed for an incomplete to be given as a final grade on the report card.

### Loss of Credit (NC)

Students who are absent (**excused and unexcused**) more than 9 school days per semester will receive NO CREDIT (NC) for that class. Students have the right to appeal the Loss of Credit. Contact the Attendance Office for additional information.

### Credit Recovery

Students who have failed courses or wish to improve their grades may do so online through our Credit Recovery Program. Students must complete their online registration with their advisor. Seniors must complete all credit recovery coursework within the first week in May in order to participate in the graduation ceremony. There is a fee charged for all credit recovery courses.

<b>ACADEMIC REQUIREMENTS FOR HIGH SCHOOL GRADUATION</b>	
	<b>BMHS Diploma</b>
<b>REQUIRED CORE COURSES</b>	
ENGLISH	4 credits
MATHEMATICS	4 credits
SCIENCE	3 credits
WORLD HISTORY AND GEOGRAPHY	1 credit
U.S. HISTORY	1 credit
AMERICAN GOVERNMENT	0.5 credit
ECONOMICS	0.5 credit
ADDITIONAL CORE CREDIT*	not necessary
<b>OTHER REQUIRED COURSES</b>	
PHYSICAL EDUCATION	1 credit
CAREER AND TECHNICAL EDUCATION	1 credit
FINE ARTS	1 credit
ELECTIVES	5 credits
FOREIGN LANGUAGE	not necessary
MEET STATE TESTING REQUIREMENTS	Yes
<b>TOTAL</b>	<b>22</b>
<b>All STUDENTS MUST MEET THE ACADEMIC REQUIREMENTS FOR THE BMHS DIPLOMA, which includes meeting the requirements for state-mandated testing.</b>	
<b>*Class of 2016 &amp; beyond</b> – the full-time, four-year AVID student waives the 1.0 additional core credit requirement for Silver/Gold Diploma.	

## SHELTERED ENGLISH IMMERSION

Per Arizona Revised Statute 15-756.01, HUSD is required to offer research-based programs of Structured English Immersion language instruction to English Language Learners enrolled in the District. English Language Development instruction includes an emphasis on the English language itself in the areas of Listening, Speaking, Reading, and Writing. English Language Learners in schools with 20 or fewer ELL students in a three-grade span may be placed on Individual Language Learner Plans (ILLPs). Students are placed in SEI classes and/or Language Arts classes based on guidelines established by the Arizona ELL Task Force.

English I	English I	9
English II	English II	10
English III	English III	11
English IV	English IV	12

## MATHEMATICS

The state of Arizona requires four credits in mathematics for graduation.

College-bound students: Arizona universities currently require a minimum of four years of math: Algebra I, Geometry, Algebra II and one higher math for which Algebra II is a prerequisite.

RECOMMENDED SEQUENCE		
	High School Diploma	College Prep
9	Algebra I	Algebra I
10	Geometry	Geometry
11	Algebra II	Algebra II
12	One math course beyond Algebra II	Dual Enrollment through Edgenuity: College Algebra Introduction to Statistics

## **CAREER & TECHNICAL EDUCATION**

### **Annual Nondiscrimination Notification**

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Athletic Director  
6000 E. Long Look Dr.  
Prescott Valley, AZ 86314  
(928)759-4100  
anthony.miller@humboldtunified.com

Principal  
6000 E. Long Look Dr.  
Prescott Valley, AZ 86314  
(928)759-4000  
kort.miner@humboldtunified.com

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## **CAREER TECHNICAL EDUCATION DISTRICT**

**Mountain Institute Career Technical Education District (MICTED) is a cooperative effort among local school districts. Mountain Institute provides a wide variety of additional Career and Technical Education (CTE) courses at their central campus while students concurrently attend their high school for graduation. Several CTED classes earn Yavapai College (YC) credits.**

**Students who drop MICTED courses after the first scheduled day of classes may be held accountable for reimbursing MICTED for all tuition/fees paid to Yavapai College for college credit.**

**Students taking CTED may need to take a zero hour. Some BMOA students participating in CTED may attend a morning session from 6:45-9:15 am. Some BMOA students participating in CTED attend afternoon sessions from 1:45-4:15 pm.**

**\*\*Students taking CTED must complete the entire year in order to receive high school credit for CTED.**

**The district does not provide health insurance for student participation in the CNA program. Students participate at their own risk. Parents/guardians are encouraged to purchase supplemental insurance and/or ensure that their private health insurance is adequate.**



## **SPECIAL EDUCATION**

**The Special Services Department at Bradshaw Mountain High School serves a variety of needs for qualifying students. Programs to benefit students with mental, emotional, or physical challenges are provided along with speech, vision, and hearing programs. For many students, these services are limited to adaptations that allow them to be successful in the mainstream. Students who have weaknesses in reading and math skills may take advantage of resource classes for those areas. Other students benefit from the supportive atmosphere of self-contained programs. In addition to developing new skills and introducing new concepts, these courses builds a stronger foundation in the basic skill areas based on the student's individual needs.**

### **SUBJECT AREA GOAL**

**The Special Services Department strives to serve all special needs students in the least restrictive environment possible.**

## BMHS COURSE FEES/SCHOOL FEES 2019-2020

### (Fees may differ for BMOA students)

CAREER AND TECHNICAL EDUCATION		PERFORMING ARTS (CONTINUED)	
BROADCAST TV AND FILM 1	\$10.00	INTRO TO THEATER AND FILM	\$15.00
BROADCAST TV AND FILM 2	\$10.00	STAGE CRAFT 1	\$15.00
COMPUTERS AND NETWORKING 1	\$10/YC CREDIT	STAGE CRAFT 2	\$15.00
COMPUTERS AND NETWORKING 2	\$10/YC CREDIT	<b>INSTRUMENTAL MUSIC</b>	
CNA FUNDAMENTALS	\$30.00	COLOR GUARD PARTICIPATION FEE	\$50.00
CNA STATE BOARD EXAM (OPTIONAL)	\$108.00	CONCERT BAND	\$50.00
CYBERSECURITY	\$10/YC CREDIT	DRUMLINE	\$50.00
DIGITAL PHOTOGRAPHY	\$10.00	GUITAR	\$25.00
YEARBOOK/DIGITAL PHOTOGRAPHY 2	\$10.00	GUITAR 2	\$25.00
MARKETING 1	\$10.00	INSTRUMENT USAGE (IF APPLICABLE)	\$50.00
MARKETING 2	\$20.00	JAZZ ENSEMBLE	\$50.00
MULTIMEDIA INDEPENDENT STUDY	\$10.00	MARCHING BAND	\$50.00
		MARCHING SHOES (IF APPLICABLE)	TBD
<b>FINE ARTS</b>		STRING ORCHESTRA	\$50.00
ADVANCED CERAMICS AND 3D SCULPTURE	\$50.00	WINTER GUARD PARTICIPATION FEE	\$50.00
ADVANCED DRAWING AND PAINTING	\$50.00	<b>VOCAL MUSIC</b>	
AP STUDIO ART: 2-D DRAWING, 2-D DESIGN AND 3-D DESIGN	\$50.00	CHAMBER SINGERS	\$40.00
AP STUDIO ART: EXAM FEE	TBD	CONCERT CHOIR	\$30.00
CERAMICS AND 3D SCULPTURE	\$40.00	WOMEN'S CHORUS	\$30.00
DRAWING AND PAINTING	\$40.00	WOMEN'S ENSEMBLE	\$40.00
INTRO TO ART	\$30.00		
		<b>SOCIAL STUDIES</b>	
<b>PERFORMING ARTS</b>		AP PSYCHOLOGY LAB FEE	\$10.00
<b>DRAMA</b>			
ADVANCED DRAMA	\$25.00	<b>PHYSICAL EDUCATION</b>	
BEGINNING DRAMA	\$15.00	PE LOCK REPLACEMENT	\$ 5.50
INTERMEDIATE DRAMA	\$15.00	UNIFORM (REQUIRED)	\$25.00

**CAREER AND TECHNICAL EDUCATION**

BROADCAST TV AND FILM 1	\$10.00
BROADCAST TV AND FILM 2	\$10.00
COMPUTERS AND NETWORKING 1	\$10/YC CREDIT
COMPUTERS AND NETWORKING 2	\$10/YC CREDIT
CNA FUNDAMENTALS	\$30.00
CNA STATE BOARD EXAM (OPTIONAL)	\$108.00
CYBERSECURITY	\$10/YC CREDIT
DIGITAL PHOTOGRAPHY	\$10.00
YEARBOOK/DIGITAL PHOTOGRAPHY 2	\$10.00
MARKETING 1	\$10.00
MARKETING 2	\$20.00
MULTIMEDIA INDEPENDENT STUDY	\$10.00

**FINE ARTS**

ADVANCED CERAMICS AND 3D SCULPTURE	\$50.00
ADVANCED DRAWING AND PAINTING	\$50.00
AP STUDIO ART: 2-D DRAWING, 2-D DESIGN AND 3-D DESIGN	\$50.00
AP STUDIO ART: EXAM FEE	TBD
CERAMICS AND 3D SCULPTURE	\$40.00
DRAWING AND PAINTING	\$40.00
INTRO TO ART	\$30.00

**PERFORMING ARTS (CONTINUED)**

INTRO TO THEATER AND FILM	\$15.00
STAGE CRAFT 1	\$15.00
STAGE CRAFT 2	\$15.00
<b>INSTRUMENTAL MUSIC</b>	
COLOR GUARD PARTICIPATION FEE	\$50.00
CONCERT BAND	\$50.00
DRUMLINE	\$50.00
GUITAR	\$25.00
GUITAR 2	\$25.00
INSTRUMENT USAGE (IF APPLICABLE)	\$50.00
JAZZ ENSEMBLE	\$50.00
MARCHING BAND	\$50.00
MARCHING SHOES (IF APPLICABLE)	TBD
STRING ORCHESTRA	\$50.00
WINTER GUARD PARTICIPATION FEE	\$50.00

**VOCAL MUSIC**

CHAMBER SINGERS	\$40.00
CONCERT CHOIR	\$30.00
WOMEN'S CHORUS	\$30.00
WOMEN'S ENSEMBLE	\$40.00

**SOCIAL STUDIES****PERFORMING ARTS**

AP PSYCHOLOGY LAB FEE	\$10.00
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**DRAMA**

ADVANCED DRAMA	\$25.00
BEGINNING DRAMA	\$15.00
INTERMEDIATE DRAMA	\$15.00

**PHYSICAL EDUCATION**

PE LOCK REPLACEMENT	\$ 5.50
UNIFORM (REQUIRED)	\$25.00

**SCIENCE****OPTIONAL PURCHASES**

ANATOMY & PHYSIOLOGY	\$20.00	ACT TEST PREP FEES	\$45.00
AP BIOLOGY	\$20.00	ADULT ATHLETIC PASS (6 & UNDER FREE)	\$30.00
AP CHEMISTRY	\$20.00	SENIOR ATHLETIC PASS (62+)	\$20.00
AP PHYSICS 1	\$20.00	STUDENT ATHLETIC PASS	\$20.00
AP PHYSICS 2	\$20.00	AP EXAM	TBD
PRE-AP BIOLOGY	\$10.00	AP EXAM - FREE/REDUCED	TBD
PRE-AP CHEMISTRY	\$10.00	AVID SUMMER SCHOOL	\$25.00
PRE-AP GEOSCIENCE	\$5.00	DUAL ENROLLMENT	\$10.00/YC CREDIT
PRE-AP PHYSICS	\$10.00	EXTRA GRADUATION TICKETS	\$5.00/TICKET
		EXTRA PHOTO ID	\$5.00
		LIBRARY COPIES	\$0.10/COPY
<b>FOREIGN LANGUAGE</b>			
SPANISH 102	\$10/YC CREDIT	LOST TEXTBOOK/BOOK REPLACEMENT	TBD
		OVERDUE LIBRARY BOOK	\$0.10/DAY; MAX \$3.00
		PARCHMENT TRANSCRIPT	\$3.75/TRANSACTION
<b>MATHEMATICS</b>			
COLLEGE ALGEBRA	\$10/YC CREDIT	PAY TO PLAY	\$110.00
PRE-CALC	\$10/YC CREDIT	PAY TO PLAY - FREE/REDUCED	\$55.00
		STUDENT PARKING	\$70.00
		STUDENT PARKING AFTER SPRING BREAK	\$45.00
<b>ENGLISH</b>			
COLLEGE ENGLISH 101	\$10/YC CREDIT	SUMMER SCHOOL CREDIT RECOVERY	\$50.00/CLASS
COLLEGE ENGLISH 102	\$10/YC CREDIT	TO REOPEN A CREDIT RECOVERY CLASS	\$20.00
		YEARBOOK (PRE-REGISTRATION-SEM 1)	\$75.00
		YEARBOOK (SEM 2 BEFORE DELIVERY)	\$80.00
		YEARBOOK (AFTER DISTRIBUTION)	\$85.00

**PLEASE NOTE: ALL UNPAID FEES WILL BECOME FINES IF NOT PAID BY SEPTEMBER 3, 2019**

## **HUMBOLDT UNIFIED SCHOOL DISTRICT DEFINITIONS AND PROCEDURE FOR REPORTING STUDENT VIOLENCE / HARASSMENT/ INTIMIDATION / BULLYING**

The Governing Board of the Humboldt Unified School District believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Governing Board further believes a school environment that is inclusive of these traits maximizes student achievement, fosters student personal growth, and helps a student build a sense of community that promotes positive participation as citizens in society.

To assist in achieving a school environment based on the beliefs of the Governing Board, bullying in any form will not be tolerated.

**Bullying:** Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that:

- has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property;
- is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm;
- occurs when there is a real or perceived imbalance of power or strength;
- may constitute a violation of the law.

Bullying of a student or group of students can be manifested through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to:

- verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyberbullying;
- exposure to social exclusion or ostracism;
- physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting;
- and damage to or theft of personal property.

**Cyberbullying:** Cyberbullying is, but not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other internet communications, on school computers, networks, forums and mailing list, or other District-owned property, and by means of an individual's personal electronic media and equipment.

**Harassment:** Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be related, but not limited to, race, religious orientation, sexual preference, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

**Intimidation:** Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media.

Students are prohibited from bullying on school grounds, school property, school buses, at school bus stops, at school sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists.

Disciplinary action may result for bullying which occurs outside of the school and the school day when such acts result in a substantial physical, mental, or emotional negative effect on the victim, while on school grounds, school property, school buses, at school bus stops, or at school sponsored events and activities, or when such act(s) interfere with the authority of the school system to maintain order. All suspected violations of law will be reported to local law enforcement.

Students who believe they are experiencing being bullied or expect another student is bullied should report their concern to any staff member of the School District. School personnel are to maintain appropriate confidentiality of the reported information.

Reprisal by any student directed toward a student or employee related to the reporting of a case or a suspected case of bullying shall not be tolerated, and the individual(s) will be subject to the disciplines set out in applicable District policies and administrative regulations.

Students found to be bullying others will be disciplined up to and including suspension or expulsion from school.

Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

Law enforcement authorities shall be notified any time District officials have a reasonable belief that an incidence of bullying is a violation of the law.

**Each Humboldt Unified School District campus has a positive behavioral program. Please contact the principal regarding the campus program and support services available.**

Reference: (the documents listed below are available on the district website at [www.humboldtunified.com](http://www.humboldtunified.com))

HUSD Policy JICK – Student Violence/Harassment/Intimidation/Bullying  
Regulation JICK-R – Student Violence/Harassment/Intimidation/Bullying Exhibit JICK-EA – Student Violence/Harassment/Intimidation/Bullying





# The Humboldt Schools.

*Motivating achievement since 1906.*

**Humboldt Unified School District  
Governing Board Members**

**Mr. Ryan Gray, President  
Mr. Richard Adler, Vice President  
Mr. Corey Christians, Member  
Ms. Suzie Roth, Member  
Mr. Paul Ruwald, Member**

**Mr. Daniel Streeter, Superintendent  
Mr. Cole Young, Assistant Superintendent of Operations**

**Ms. Patty Bitsilly, Director of Special Services  
Dr. Rob Bueche, Director of Federal Programs and School Innovation  
Ms. Cynthia Windham, Director of Finance**



# ACTION

## Item 10F.

### Waiver of Conflict Between Yavapai County Free Library District and HUSD

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 10 F
FROM:	Cole Young, Assistant Superintendent	Reading
DATE:	February 5th, 2019	Discuss
SUBJECT:	Waiver of Conflict between Yavapai County Free Library District and HUSD - Re: Services of Yavapai County Attorney's Office	Action X Consent
<hr/>		
OBJECTIVE:	Goal #2 Focus on Planning for Future Student Needs	

### SUPPORTING DATA:

Currently, the Yavapai County Attorney's Office (YCAO) provides legal services to HUSD in connection with the current Library Support Agreement (IGA). This service includes legal counsel on any additional contracts, intergovernmental agreements, follow-on agreements, amendments, renewals or extensions. The Yavapai County Attorney's Office has provided to the HUSD Governing Board a 'Waiver of Conflict' in order for the YCAO to provide representation to each of the parties. There may be conflicts that do arise between both parties, limiting the YCAO's ability to advocate on behalf of one or both parties, depending upon the circumstances. Also, in common representation situations such as this, "...No party would likely have any confidentiality or privilege relative to the other parties regarding information shared with the YCAO." Lastly, the YCAO could withdraw completely from representation related to an adverse dispute between both parties.

In summary, this 'Waiver of Conflict' allows for the, "...YCAO to provide services to both entities, if requested and if such dual representation is appropriate."


### SUMMARY & RECOMMENDATION

HUSD does have independent legal counsel outside of the YCAO. This will assist in the mitigation of potential conflicts or problems that may arise concerning the IGA with the Yavapai County Free Library District (YLN). This waiver of conflict has been vetted by the District's independent legal counsel who has found the document acceptable for board approval, if so moved.

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

I move to approve the 'Waiver of Conflict' of the Yavapai County Attorney's Office between the Humboldt Unified School District and that of the Yavapai County Free Library District.

Approved for transmittal to the Governing Board:

  
Mr. Daniel Streeter, Superintendent

Questions should be directed to: Cole Young, Assistant Superintendent (759-5016)



## Yavapai County Attorney

255 East Gurley Street  
Prescott, AZ 86301  
[ycao@yavapai.us](mailto:ycao@yavapai.us)

SHEILA POLK  
Yavapai County Attorney

December 5, 2018

### Attorney-Client Privileged Communication

Humboldt Unified School District No. 22  
6411 N. Robert Road  
Prescott Valley, AZ 86314

Re: Humboldt Unified School District No. 22 – Waiver of Conflict regarding a Library Support Agreement, including any additional contracts, intergovernmental agreements, follow-on agreements, amendments, renewals, or extensions, with the Yavapai County Free Library District

Dear Governing Board Members:

The Yavapai County Attorney, along with her deputies (hereinafter collectively the "YCAO"), has been asked by Corey Christians, Director of the Yavapai County Free Library District, to provide legal services in connection with a Library Support Agreement with Humboldt Unified School District No. 22, including any additional contracts, intergovernmental agreements, follow-on agreements, amendments, renewals, or extensions.

As you may know, the YCAO maintains an attorney-client relationship with the parties and may periodically provide legal advice to them. The YCAO recognizes that Humboldt Unified School District No. 22 may have independent legal counsel. Nonetheless, the YCAO maintains an attorney-client relationship with Humboldt Unified School District No. 22 as the YCAO may periodically provide legal advice to it pursuant to A.R.S. § 11-532. Humboldt Unified School District No. 22's "client" status does not change even if it uses independent legal representation. It is also possible that Humboldt Unified School District No. 22 may eventually ask the YCAO for legal services concerning the above-referenced matter.

Similar to all other attorneys and law offices, the YCAO is subject to the rules of professional conduct. These rules include directives as to when an attorney may provide legal representation to a client, if at all, when that representation may conflict with the current or prior representation of another client. In some circumstances, a lawyer may proceed with representation if **all** affected parties provide a **written waiver of the conflict of interest** after being informed of the consequences of such a waiver (See Rules of the Supreme Court of Arizona, Rule 42 Arizona Rules of Professional Conduct and particularly ER 1.7). The request for legal services for the above-referenced matter is one of those circumstances.

Criminal Division  
(928) 771-3344

Civil Division  
(928) 771-3338

Bad Check Program  
(928) 771-3490

Attorney-Client Privileged Communication

December 5, 2018

Page 2 of 3

Re: Humboldt Unified School District No. 22 – Waiver of Conflict regarding a Library Support Agreement, including any additional contracts, intergovernmental agreements, follow-on agreements, amendments, renewals, or extensions, with the Yavapai County Free Library District

Potential conflicts may arise in various scenarios. For example, although the parties to an agreement may be working toward a common goal, each party still has its own inherent self-interests. Misunderstandings or unforeseen consequences may disrupt an otherwise simple agreement. Moreover, because the Yavapai County Free Library District and Humboldt Unified School District No. 22 are both clients of the YCAO, there is a risk that the YCAO may be limited in its ability to advocate on behalf of one or both of the parties. The YCAO may not be able to recommend or advocate all possible positions that the Humboldt Unified School District No. 22 may take because of a duty of loyalty to the Yavapai County Free Library District and vice versa. The YCAO's duty of loyalty to Humboldt Unified School District No. 22 does not stop even if it uses independent legal representation.

Another possibility of concern is the waiver of the attorney-client privilege in common representation situations. Even if the YCAO only reviews the above-referenced matter on behalf of the Yavapai County Free Library District with the consent of Humboldt Unified School District No. 22, there is the possibility such an arrangement could be construed as a joint representation to which the attorney-client privilege does not attach. If the YCAO represents both parties in this matter, then no party would likely have any confidentiality or privilege relative to the other parties regarding information shared with the YCAO.

Further conflicts could also arise. For example, one of the parties' interests could become adverse to another party because one party was alleging another party breached an agreement, or if one of the parties violated a material term and another party was seeking to enforce it, or if there was some other dispute between the parties. These potential conflicts may foreclose alternatives that may otherwise be available to one or more of the parties. **It is possible that these limitations or disputes could force the YCAO to withdraw from or refuse representation related to the above referenced matter, including any additional contracts, intergovernmental agreements, follow-on agreements, amendments, renewals, or extensions.**

Even though Humboldt Unified School District No. 22 has not yet requested that the YCAO provide legal services for the above-referenced matter, the YCAO also asks that you waive the conflict in the event that Humboldt Unified School District No. 22 requests legal services from the YCAO, thereby enabling the YCAO to provide services to both entities, if requested and if such dual representation is appropriate.

The Yavapai County Free Library District's current request is to prepare a Library Support Agreement with Humboldt Unified School District No. 22. However, it is possible that upon analysis of the initial documentation, the YCAO may determine that substantial revisions or additional contracts, intergovernmental agreements, follow-on agreements, amendments, renewals, or extensions are required, so the YCAO also asks that you waive any conflict regarding any including any additional contracts, intergovernmental agreements, follow-on agreements, amendments, renewals, or extensions.

If you feel you understand the above conflict of interest and its consequences, and are



Attorney-Client Privileged Communication

December 5, 2018

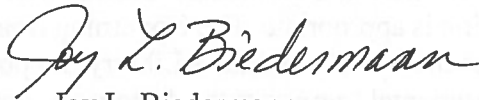
Page 3 of 3

Re: Humboldt Unified School District No. 22 – Waiver of Conflict regarding a Library Support Agreement, including any additional contracts, intergovernmental agreements, follow-on agreements, amendments, renewals, or extensions, with the Yavapai County Free Library District

comfortable waiving those conflicts, the YCAO asks that you sign and return the enclosed waiver. The YCAO will be asking the Yavapai County Free Library District for a similar waiver. Upon receipt of waivers from **both parties**, the YCAO will provide the requested services with respect to the above-referenced matter.

This letter is an attorney-client privileged communication, and you should keep it in your files. **The enclosed waiver is the only item that should be placed on any meeting agenda or as part of your public record.** If you approve the waiver that is enclosed with this letter, please only return a copy of the signed waiver to me. Please feel free to contact me if you have any questions.

Sincerely,

A handwritten signature in black ink that reads "Joy L. Biedermann". The signature is fluid and cursive, with the first name "Joy" being more prominent.

Joy L. Biedermann

Deputy Yavapai County Attorney

JLB/jm

Enclosure: Waiver of Conflict of Interest

## WAIVER OF CONFLICT OF INTEREST

Re: Waiver of Conflict regarding a Library Support Agreement, including any additional contracts, intergovernmental agreements, follow-on agreements, amendments, renewals, or extensions, with the Yavapai County Free Library District

The Governing Board of Humboldt Unified School District No. 22, having reviewed the conflict of interest letter dated December 5, 2018, from Deputy County Attorney Joy L. Biedermann of the Yavapai County Attorney's Office (the "YCAO"), affirms that it is fully informed and it consents to and understands the implications of waiving the conflict of interest of the YCAO between the Yavapai County Free Library District and Humboldt Unified School District No. 22, both of which are clients of the YCAO.

Therefore, the Governing Board of Humboldt Unified School District No. 22 approves the waiver of the conflict of interest and authorizes the YCAO to proceed with preparation and review of and provide legal services related to the above-referenced matter on behalf of the Yavapai County Free Library District and Humboldt Unified School District No. 22, if requested and if such dual representation is appropriate. The Governing Board of Humboldt Unified School District No. 22 also authorizes the YCAO to draft a Library Support Agreement, including any additional contracts, intergovernmental agreements, follow-on agreements, amendments, renewals, or extensions, with the Yavapai County Free Library District.

Dated this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

Humboldt Unified School District No. 22

By: \_\_\_\_\_  
Governing Board President

# ACTION

## Item 10G.

### Cooling Tower Replacement Bid Award

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # 10 G  
FROM: Cole Young Reading  
Assistant Superintendent  
DATE: February 5, 2019 Discuss X  
SUBJECT: Cooling Tower Replacement – Glassford Hill Action X  
Bid Award – United Technologies, Inc.

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

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**SUPPORTING DATA:**

The District issued a bid for the replacement of the Glassford Hill Cooling Towers. (School Facilities Board/Building Renewal Grant.) The District utilized LSW Engineering for the development of specifications and drawings for this project.

The District issued: IFB#19-01 Cooling Tower Replacement. The bids were legally advertised in the Daily Courier on Sept. 1, 2018, and again on Sept. 15, 2018. In addition, the District also advertised the bid on the AZ Purchasing website and the District's website.

The non-mandatory pre-bid meeting was held at Glassford Hills Middle School on September 14, 2018 at 10:00 a.m. where vendors walked the project. Eleven contractors were present at the pre-bid meeting.

Six (6) sealed bids were received by HUSD, no later than 2:00 p.m. on Oct. 1, 2018 at the HUSD Business Office.

The lowest responsive and responsible vendor was United Technologies, Inc., DBA Uni-Tech Company was \$155,535.00

On December 12, 2018 the Arizona School Facilities Board approved this project with a total cost of \$178,590.00 which includes architectural/engineering services and the general contracting services. (Copy attached).

**SUMMARY & RECOMMENDATION:**

It is recommended that the Governing Board award the replacement of cooling towers to United Technologies, DBA Uni-Tech Company to be funded through the Arizona School Facilities Board.

Approved for transmittal to the Governing Board:

  
Mr. Daniel Streeter, Superintendent

*Questions should be directed to: Cole Young, Assistant Superintendent*

# Balance Sheet

## Accounting Information

Humboldt Unified District

Humboldt Unified District Glassford Hill Middle School			<u>Project Status History</u>		
Balance Sheet for Project: 130222125-9999-010-BRG Replace two cooling towers - 2017			<u>View Project Application</u>		
<b>Additional Cost - Fund 691</b>					
Tran Date	Warrant Date	Memo	Payments	Budget	Balance
1/30/2018	NA	SFB Approval 9/6/2017	\$0.00	\$18,900.00	\$18,900.00
4/6/2018	4/6/2018	LSW Eng #35147	\$10,260.00	\$0.00	\$8,640.00
6/15/2018	6/18/2018	LSW Eng #35268	\$1,140.00	\$0.00	\$7,500.00
12/18/2018	NA	SFB Approval 12/12/2018	\$0.00	\$0.00	\$7,500.00
<b>Account Total</b>			\$11,400.00	\$18,900.00	\$7,500.00
<b>Base Cost - Fund 691</b>					
Tran Date	Warrant Date	Memo	Payments	Budget	Balance
1/30/2018	NA	SFB Approval 9/6/2017	\$0.00	\$0.00	\$0.00
12/18/2018	NA	SFB Approval 12/12/2018	\$0.00	\$155,535.00	\$155,535.00
<b>Account Total</b>			\$0.00	\$155,535.00	\$155,535.00
<b>Contingency Cost - Fund 691</b>					
Tran Date	Warrant Date	Memo	Payments	Budget	Balance
1/30/2018	NA	SFB Approval 9/6/2017	\$0.00	\$0.00	\$0.00
12/18/2018	NA	SFB Approval 12/12/2018	\$0.00	\$15,555.00	\$15,555.00
<b>Account Total</b>			\$0.00	\$15,555.00	\$15,555.00
<b>District Funds</b>					
Tran Date	Warrant Date	Memo	Payments	Budget	Balance
1/30/2018	NA	SFB Approval 9/6/2017	\$0.00	\$0.00	\$0.00
12/18/2018	NA	SFB Approval 12/12/2018	\$0.00	\$0.00	\$0.00
<b>Account Total</b>			\$0.00	\$0.00	\$0.00
<b>Total</b>			\$11,400.00	\$189,990.00	\$178,590.00

# **SCHOOL FACILITIES BOARD**

Adopted: December 4, 2008

Modified: November 4, 2009, June 23, 2010, July 11, 2012, October 9, 2013, April 6, 2016, December 8, 2016, September 6, 2017(pending)

## **TERMS AND CONDITIONS FOR ACCEPTANCE OF MONIES FROM BUILDING RENEWAL GRANT FUND**

School District: Humboldt Unified District

School: Glassford Hill Middle School

Project Number: 130222125-9999-010BRG

Project Description: Replace two cooling towers - 2017

### **1. PURPOSE OF TERMS AND CONDITIONS**

These Terms and Conditions apply to the distribution of monies by the Arizona School Facilities Board ("Board") from the Building Renewal Grant Fund ("Fund") pursuant to Arizona Revised Statutes, ("A.R.S.") §15-2032.

These monies are being awarded to the District for the purpose of maintaining the adequacy of existing school facilities owned by school districts that are required to meet the minimum adequacy standards for student capacity and that fall below the minimum school facility guidelines. Districts are prohibited from using monies from the Fund awarded pursuant to these Terms and Conditions on any project that is in a building, or part of a building, that is being leased to another entity. All monies used must be in compliance with the statutory requirements found in A.R.S. §15-2032 and the Building Renewal Grant Policy adopted on October 2, 2008 and as subsequently amended, as well as any applicable session law.

### **2. TERM OF TERMS AND CONDITIONS**

The term of this Terms and Conditions shall begin on the date of the District's signature and shall continue until the Completion Report, pursuant to ¶ 4.2, is received by the Board and the Project is closed.

#### **2.1 Abandonment of Project**

A Project is considered to be abandoned if construction has not begun within four months of Board approval of construction funding. In such an instance, any unspent monies advanced by the Board to the District must be returned to the Board within thirty (30) days.



### **3. FINANCIAL CONDITIONS**

The District will accept a grant from the Fund in accordance with all applicable state statutes and rules, and will expend the funds in compliance with all provisions of such statutes and rules, including but not limited to, the following:

- a. Use of fiscal control and fund accounting procedures as prescribed in the Uniform System of Financial Records, which will insure proper disbursement of, and accounting for, monies paid to the District from the Fund;
- b. Compliance with the procurement rules adopted by the State Board of Education and the Arizona Procurement Code, and the School Facilities Board's policies for procurement, as applicable;
- c. Compliance with all applicable state, federal, and local codes and laws related to buildings and building access, including permitting requirements of the Department of Environmental Quality for any construction project;
- d. Compliance with any applicable federal, state and local health or safety requirements.
- e. Any award based on an estimate is subject to School Facilities Board staff approval of the procurement process and award of the bid or quote as applicable prior to distribution of funds to the district.

#### **3.1 UNIFORM SYSTEM OF FINANCIAL RECORDS**

The District will maintain records as required by the Uniform System of Financial Records and provide access to those records to the Board as necessary to perform its duties. The District will cooperate with the Board or the Auditor General or any of their authorized representatives when audits are conducted as authorized by law. This cooperation includes access without unreasonable restrictions to the District's records and personnel for the purpose of obtaining relevant information.

#### **3.2 SURPLUS FUNDS**

If the final cost of the Project is less than the amount awarded by the Board, the District shall return the unspent monies to the Board.

#### **3.3 UNFORSEEN CONDITIONS**

The District shall notify its School Facilities Liaison if any unforeseen conditions arise during Project implementation. The School Facilities Liaison will direct the District on how to proceed. The District must receive approval from the School Facilities Liaison to proceed if the unforeseen condition requires any change orders or will result in any changes in the contract value or contract scope.

### **3.4 LOCAL FUNDS**

If the District intends to supplement the Project with additional funds, the District shall provide to the Board a resolution from the District's governing board setting forth the commitment of additional funding. The District's governing board's resolution shall clearly indicate the amount being committed in each project.

### **3.5 SCOPE OF WORK**

The Board must approve any changes in the scope of the work of the Project. If changes in the scope of work are made without the Board's approval, the Board shall determine if the new scope of work satisfies the project criteria for funding. If the Board determines that the new scope in work does not meet the criteria for funding, the Board shall consider the Project abandoned. The District shall return any unspent monies to the Board, and reimburse the Fund for monies spent without proper authorization from the Board within thirty (30) days of being notified by the Board.

### **3.6 FUTURE REPAIRS – THIS SECTION SURVIVES THE TERMINATION OF THIS AGREEMENT**

To the extent allowed by law, if the District has contributed local funds to pay for an upgrade of the Project beyond that required by the minimum school facilities guidelines; any increase in the cost of a future repair or replacement shall be paid for proportional to the original cost sharing.

## **4. REPORTING REQUIREMENTS**

The District will make reports to the Board as requested, and will cooperate with any evaluation of the grant and/or project as required by the Board. All expenditures and projects are subject to audit. All construction and related contracts entered into by the District shall contain a clause that will permit the Board and/or the District to audit the contract.

### **4.1 PUBLIC RECORD**

Any application, report or plan, including school designs or architectural drawings relating to the funded Project in the possession of the District or its agents or designees is deemed a public record as defined by Arizona law.

### **4.2 COMPLETION REPORT**

The District shall provide a completion report in a format prescribed by the Board, and shall maintain records for five years following the completion of the project, which show:

- a. The amounts received from the Fund;
- b. How the District spent the monies received from the Fund;
- c. The total cost of the project;
- d. The share of the total cost provided from other sources;
- e. A list of all change orders that were approved for a construction project.

## **5. INSURANCE REQUIREMENTS**

For all construction projects, the District agrees to secure insurance coverage for purposes of general liability, property damage and workers' compensation and secure performance and payment bonds.

## **6. AUDIT OF RECORDS**

Pursuant to A.R.S. §§ 35-214 and 35-215, the District shall retain and shall contractually require each subcontractor to retain all data, books and other records ("records") relating to these Terms and Conditions for a period of five years after completion of these Terms and Conditions. All records shall be subject to inspection and audit by the State for five years after the termination of these Terms and Conditions.

## **7. AVAILABILITY OF FUNDS**

Every payment obligation of the State under these Terms and Conditions is conditioned upon the availability of funds allocated for the payment of such obligations. If funds are not allocated and available for the continuance of the Project, these Terms and Conditions may be terminated by the State at the end of the period for which funds are available. No liability shall accrue to the State in the event this provision is exercised, and the State shall not be obligated or liable for any future payments or for any damages as a result of termination under this paragraph.

## **8. RESOLUTION OF DISPUTES**

The Parties to these Terms and Conditions agree to resolve all disputes arising out of or relating to these Terms and Conditions through arbitration, after exhausting applicable administrative review, to the extent required by A.R.S. § 12-1518, except as may be required by other applicable statutes.

## **9. NON-DISCRIMINATION**

The Parties shall comply with Executive Order 2009-09, which mandates that all persons, regardless of race, color, religion, sex, age, national origin or political affiliation, shall have equal access to employment opportunities and all other applicable State and Federal

employment laws, rules, and regulations, including the Americans with Disabilities Act. The Parties shall take affirmative action to ensure that Districts for employment and employees are not discriminated against due to race, creed, color, religion, sex, national origin or disability. However, Indian tribes are exempt from the definition of employer for both federal and State Civil Rights Act.

#### **10. TERMINATION**

Each party shall have the right to terminate this Agreement by notifying the other party in writing of the termination at least thirty (30) days prior to the effective date of said termination. If the Agreement is terminated by the Board, the District shall be paid for all the allowable costs incurred prior to the date of termination. The payment of costs may be subject to audit verification by the Board or its duly authorized representative.

#### **11. ASSIGNMENT AND DELEGATION**

Neither party may assign any rights hereunder without the express, prior written consent of both parties.

#### **12. CANCELLATION FOR CONFLICT OF INTEREST**

The parties acknowledge that these Terms and Conditions are subject to the cancellation provisions set forth in A.R.S. §38-511.

#### **13. ENTIRE AGREEMENT**

These Terms and Conditions contain the entire understanding of the parties hereto. There are no representations or provisions other than those contained herein. Any amendment or modification of these Terms and Conditions shall be consistent with section 1 of these Terms and Conditions.

#### **14. APPLICABLE LAW**

These Terms and Conditions shall be governed and interpreted by the laws of the State of Arizona.

#### **15. THIRD PARTY ANTITRUST VIOLATIONS**

The District assigns to the State any claim for overcharges resulting from antitrust violations to the extent that such violations concern materials or services supplied by third parties to the District toward fulfillment of these Terms and Conditions.

#### **16. PROGRAM REVIEW AND SITE VISITS**

The Board has the right to make site visits at reasonable intervals for purposes of review of Project accomplishments and management control systems and to provide technical assistance, if required. The District will provide reasonable access to facilities, office

space, resources, and assistance for the safety and convenience to the Board's representatives in the performance of their duties. All site visits and evaluations must be performed in a manner that does not unduly interfere with or delay the work.

#### **17. RIGHTS IN DATA**

The Board may duplicate, use, and disclose in any manner and for any purpose whatsoever, within the limits established by Federal and State laws and regulations, all information relating to these Terms and Conditions.

#### **18. FEDERAL IMMIGRATION AND NATIONALITY ACT**

By entering into the Contract, the District warrants compliance with the Federal Immigration and Nationality Act (FINA) and all other Federal immigration laws and regulations related to the immigration status of its employees. The District shall obtain statements from its contractors and its subcontractors certifying compliance and shall furnish the statements to the Board upon request. These warranties shall remain in effect through the term of the Terms and Conditions. The District and its contractor and its subcontractors shall also maintain Employment Eligibility Verification forms (I-9) as required by the U.S. Department of Labor's Immigration and Control Act, for all employees performing work under the Contract. I-9 forms are available for download at USCIS.GOV.

The State may request verification of compliance for any of the District's contractor or subcontractor performing work under these Terms and Conditions. Should the State suspect or find that the District or its contractor or any of its subcontractors are not in compliance, the State may pursue any and all remedies allowed by law, including, but not limited to: suspension of work, termination of the Terms and Conditions for default, and suspension and/or debarment of the contractor. All costs necessary to verify compliance are the responsibility of the contractor.

#### **19. PURSUANT TO E-VERIFY REQUIREMENT, A.R.S. § 41-4401**

- 19.1 The District's contractors must warrant compliance with all Federal immigration laws and regulations relating to employees and warrants its compliance with A.R.S. § 23-214(A). (That subsection reads: After December 31, 2007, each employer, after hiring an employee, shall verify the employment eligibility of the employee through the E-verify program.)
- 19.2 A breach of warranty regarding compliance with immigration laws and regulations shall be deemed a material breach of contract and the contractor may be subject to penalties up to and including termination of the contract.
- 19.3 Failure to comply with a Board audit process to randomly verify the employment of contractors and subcontractors shall be deemed a material breach of contract and the contractor may be subject to penalties up to and including termination of the contract.



- 19.4 The Board retains the legal right to inspect the papers of any employee who works on the Project to ensure that the contractor or subcontractor is complying with the warranty under paragraph 1.

**20. REIMBURSEMENTS FOR INVESTIGATIONS, ASSESSMENTS, REPAIRS AND REPLACEMENTS.**

The Board may enter into additional agreements with the District that authorize the District to utilize Board funded investigations, assessments, repairs or replacements for construction defect litigation. This agreement may require the District to reimburse the Board an agreed upon amount for the expenses incurred in obtaining those investigations, repairs or replacements if, upon the completion of the legal action, the District receives damages.

**21. PROHIBITED BEHAVIOR-BOYCOTT OF ISRAEL**

The District warrants that its contractors are not engaged in a boycott of Israel as defined by A.R.S. §35-393.01.

**22. FLOW-DOWN REQUIREMENTS**

The District shall comply with requirements of applicable Federal, State and local laws, regulations, policy and guidance, and shall flow down the requirements of applicable Federal, State, and local laws, regulations, policy and guidance to contractors and subcontractors at any tier to the extent necessary to ensure compliance with the requirements.

The District shall comply with all laws, statutes, ordinances, rules, codes, regulations applicable to any school district.

**23. CERTIFICATION / AUTHORIZATION**

These Terms and Conditions must be signed by the President of the Governing Board of the District and certifies that he or she has read these Terms and Conditions and represents and warrants that he or she is duly authorized to agree and accept and therefore sign these Terms and Conditions on behalf of the District.

  
Governing Board President (signature)

1-23-18  
Date

Richard Adler  
Name (typed)

Humboldt USD #22  
School District

Project number: 130222125-9999-010BRG



# ACTION

## Item 10H.

### MOU Between Boys to Men and Humboldt Unified School District

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 10 H
FROM:	Patty Bitsilly, Director of Special Services	Reading
DATE:	February 5, 2019	Discuss
SUBJECT:	Boys to Men Memorandum of Understanding	Action x
		Consent
OBJECTIVE:	Goal #1: Raise the Level of Student Achievement Goal #2: To Focus on Planning for Future Student Needs Goal #3: To Increase Parental and Community Engagement	

### SUPPORTING DATA

Boys to Men organization is a mentoring organization that provides group mentoring and modeling opportunities to encourage integrity, accountability, compassion and respect. Confidentiality is maintained during monthly sessions. Mentoring is provided by trained group leader and mentors. All Boys to Men mentors are volunteers with background checks and training on appropriate mentoring strategies and student interaction.

Boys to Men would work with male students at Bradshaw Mountain High School. Initially, they will present to school staff to identify potential students and obtain parent consent for participation in the program. In addition, Boys to Men provides pre and post survey data to the school, while student identification remains confidential.

The length of the agreement is from March 20, 2019 to June 30, 2021.

### SUMMARY & RECOMMENDATION.

Boys to Men will provide monthly mentoring groups to identified male students who have obtained parent consent.

### Sample Motion

I move to approve the Memorandum of Understanding with Boys to Men.

Approved for transmittal to the Governing Board:

  
Mr. Daniel Streeter, Superintendent

Questions should be directed to: Patty Bitsilly, 759-4031

# ***Memorandum of Understanding for a School-Based Mentoring Partnership between Boys to Men Mentoring and Humboldt Unified School District***

## **Purpose**

The purpose of this memorandum is to provide the framework for the school-based mentoring (SBM) carried out by the Boys to Men Mentoring, within the 2018-2019 school year and 2019-2020 school year with Humboldt Unified School District at the site of Bradshaw Mountain High School (School).

## **Background Content**

Mentoring teenage boys in a school setting provides a unique opportunity to not only positively impact the lives of the boys themselves, but to directly ripple out into the culture of the school and families as well. Boys to Men Mentoring, provides boys with mentoring and modeling so that they can learn integrity, accountability, compassion, and respect. We help boys develop responsibility and guide them toward a healthy manhood. We do this by listening to them, for our experience has shown that boys really want the opportunity to be heard. We accept them the way they are and tell the truth about the struggles we faced at their age. We encourage them to find healthy strategies that circumvent or overcome their difficulties while remaining a positive member of a community and school.

## **Communication Strategy**

While maintaining participant confidentiality, Boys to Men Mentoring will provide the school designee with monthly post-mentoring session overviews, which will contain attendance and other metrics, as well as anecdotal evidence of positive change, and an outline of general discussion themes/topics.

## **Outcome Effectiveness**

Boys to Men Mentoring will conduct and underwrite the cost of their own pre and post surveys to help assess positive changes in emotional literacy, school, teacher, peer, and family relationships, etc.

## **School Culture/Climate**

Boys to Men Mentoring will partner with school to identify and institute ways for student participants to be known at school and to positively influence school culture and climate.

## **Obligations of the Partners**

School district and individual school leaders and Boys to Men Mentoring acknowledge that no contractual relationship is created by this memorandum, but that both partners agree to work together in the true spirit of partnership, to ensure that there is a united visible, financial, administrative, and managerial commitment to the SBM program by means of the service components outlined below.

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The activities and services that the partnership delivers will include, but is not limited to, the following:

### **Location**

SBM will occur at school during school hours, in a meeting area which provides space for large group play, discussion circles, eating snacks and consuming beverages.

### **Frequency**

With some exception, SBM will happen weekly, with an approximate start date of March 20, 2019. Examples of exceptions include: cancellations due to snow days, school-wide testing days, school field trip days, school holidays and breaks.

### **Identifying Students for Participation**

Boys to Men Mentoring will deliver a brief overview of the program to school faculty. School administration and faculty will identify potential students for the program. The principal, or his/her designee, will telephone the parents/guardians of potential student participants, introducing Boys to Men Mentoring and securing permission from the family for their teen to participate in our school circle.

### **Length of Participation by Students**

The longer a boy participates in SBM, the greater and longer lasting are the results. For this reason the school partner and Boys to Men Mentoring will encourage students to participate in school-based mentoring throughout the school year.

### **Attendance**

Boys to Men Mentoring will take attendance of all staff, mentors, and students for each session

### **Mentors**

School site may provide a designated male staff member—i.e., teacher, administrators, or school support staff employed by the school—to serve both as liaison between Boys to Men Mentoring and school administration, and as a mentor who regularly attends SBM sessions. Our program works best when there is a school community member who is willing and able to sit in the circle with the boys. Boys to Men will train and support this adult in the nonjudgmental listening methods we use. This school representative can provide crucial continuity and support to the boys during the rest of the week when Boys to Men is not there.

Boys to Men Mentoring strongly encourages school administration to make such service a bona fide part of their regular duties and not something ‘extra’ for them to do. The approximate time required to serve as SBM mentor is 1 hour per week.

### **ROPAW Participation by the School**

School administration may choose to send one male from the school to complete training for and attend a Rites of Passage Adventure Weekend. Enrollment fees for school employees who complete training and participate as mentors in a ROPAW will be waived.

### **Mentor Training**

Boys to Men is dedicated to providing quality training for new mentors in our program. Specifically for site based mentors we strongly encourage each mentor to participate in our available training programs.

### **Use of Outdoor Space**

Use of outdoor playground/playing field space will be coordinated by Boys to Men Mentoring with school officials such as school coaches/physical education teachers, and groundskeeping personnel.

### **Striving to Recruit, Train, and Retain Local Community Mentors**

Boys to Men Mentoring will deliver all required training to school personnel who participate in mentoring. Boys to Men Mentoring will provide trained volunteer staff to lead and deliver SBM sessions. To help ensure the long-term sustainability of this program, school will assist Boys to Men Mentoring to identify, recruit, and retain men from the local community to serve as mentors.

### **Data Sharing**

At the end of each semester, School agrees to provide anonymized data relating to boys who participate in this school based program in order for BTM to track outcomes data relating to grades, attendance, and disciplinary action. This data will be used to determine program efficacy as well as for grant writing purposes.

Data contact for the school: Nicole Balzarini, School Psychologist

### **Severability**

The mentoring relationship is important for the boys and the men, and it is the hope of Boys to Men Mentoring that solid, committed mentors will show up and stay involved with the students throughout the school year. However, if either the School or Boys to Men Mentoring find it necessary to suspend or conclude the school-based mentoring program, both Boys to Men

Mentoring and the school agree to do their utmost not to do so abruptly and provide opportunities for closure for all participants, boys and men alike.

Boys to Men Mentoring, and School both embrace the ideas, methods, and spirit of the items contained in this Memorandum of Understanding, and to affirm such, do hereby affix their names and respective titles below:

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Name of Boys to Men Rep.	Date	Signature of Boys to Men Rep.
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Printed Name of School Rep.	Date	Signature of School Rep.
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# AGREEMENT FOR MENTORING SERVICES

This Agreement for Mentoring Services ("Agreement") is entered into by and between Humboldt Unified School District of Yavapai County, a political subdivision of the State of Arizona ("District"), and Boys to Men Mentoring Network of North Central AZ, a local 501 (C)(3) organization, incorporated in the State of Arizona with headquarters located at 551 1st Street, Prescott, AZ ("Boys to Men"). Each of District and Boys to Men may be referred to individually as a "Party" and collectively, the "Parties."

I. Purpose. The purpose of this Agreement is to set forth the duties and obligations of the Parties in the provision of mentoring services by Boys to Men to make students of the District.

II. Term. This Agreement shall become effective on the date both Parties have signed the Agreement, and will remain in effect until June 30, 2021, unless either Party earlier terminates the Agreement as provided below.

III. Program. Boys to Men will assist male students in the District to become better men by providing make mentors as positive role models in the students' lives, modeling and coaching student integrity, accountability, character, compassion and respect by discussing issues, such as but not limited to:

Loneliness, Opportunity/Dreams, Becoming the Man I Want to Be, Tolerance and Acceptance, Standing Up for Yourself, Speaking Your Truth, Alcohol and Drugs, Leadership Development, Sex, Sexuality and Respect for Women

IV. Volunteer Mentors. Boys to Men will:

A. Recruit, interview, and screen mentors for participation in groups mentoring activities with District students. Boys to Men will immediately remove a mentor from providing services under this Agreement, and will not authorize or permit contact between the mentor and any student of the District, if the District objects to the mentor and delivers such objections to Boys to Men in writing;

B. Perform or cause to be performed all fingerprint clearances and criminal background checks of proposed mentors, and shall provide proof of such to the District prior to the time the mentor begins service to the student;

C. Provide orientation to each mentor prior to placement, and periodic training as deemed necessary by Boys to Men and as required under the Program;

D. Monitor all mentors and track the frequency and activities of each mentor in the school program in compliance with the Boys to Men mentoring supervision policies and procedures.

E. Ensure that at least one parent/legal guardian of any student of the District who participates in the Program is given full information about the Program and consents in writing to the student's participation in this Program (unless this action is taken by the

School);

F. Provide Consent Forms to the District for each parent/legal guardian to sign prior to a student participating in the Program. Such Consent Form shall include information about the Program and fees to be charged, if any, for the student to participate in the Program.

#### V. Program Availability.

A. The District will notify students of the availability of the Program, and provide Consent Forms to each interested student for parental/legal guardian consent for the student to participate in the program.

B. The District will provide facilities in which Boys to Men may meet with students on campus during normal school hours, and the District will be responsible to pay all utilities associated with the use of the District facilities of such purpose. Boys to Men shall notify the District of times and locations Boys to Men intends to meet with students, however, the District shall have the priority for use of District facilities and shall, in its sole discretion, assign a District facility for use by Boys to Men. The District shall attempt to satisfy the request of Boys to Men with minimum changes.

#### VI. Compliance with FERPA.

Information disclosed, if any, by either Party about a student shall comply with the Family Educational Rights to Privacy Act (20 USC 1232g, *et seq.*) and applicable Arizona law, rules and regulations. Signed consent by a student's parent/legal guardian must be obtained prior to any disclosure. Such consent shall specify the records which may be disclosed, to whom they may be disclosed, the purpose of the disclosure, and must be dated and signed by the parent/legal guardian. Boys to Men will inform each parent/legal guardian in writing that Boys to Men is solely responsible for the selection and screening of each mentor participating in this Program.

VII. Indemnification. Boys to Men shall defend, indemnify and hold harmless the District, its Governing Board members, employees and agents for and from any claim arising from breach of this Agreement by Boys to Men and any claim arising from the performance of service by Boys to Men and its mentors, and claims of any nature arising from the selection, screening, or assignment of any mentor under this Agreement.

VIII. Evaluation. The District and Boys to Men shall meet periodically as agreed upon by the Parties for the purposes of evaluating the impact of the Program on each student.

IX. Liaisons. Each Party shall designate a member of the respective Party's staff to serve as a liaison with the other Party in matters relating to the Program, shall provide contact information for the liaison to the other Party and will update such information as necessary.

X. Financial Responsibilities. The Program shall be conducted at no cost or expense to the District

for services; except as expressed in this Agreement, all costs and expenses incurred as a result of the operation of this Program, including reimbursements to mentors, shall be paid by Boys to Men. Nothing in this paragraph shall be deemed to prohibit Boys to Men from charging a student for costs of the student's participation in any event or function sponsored by Boys to Men.

**XI. Termination.**

A. This Agreement may be terminated, with or without cause, by either Party by giving written notice of intent to terminate to the other Party not less than thirty (30) days prior to the termination date identified in the notice.

B. The District may terminate this Agreement immediately upon notice to Boys to Men if the District, in its sole discretion, determines that the health and safety of any student is threatened or harmed. C. This Agreement may be cancelled by the District for conflict of interest pursuant to Arizona Revised Statutes Section 38-511, the pertinent provisions of which are incorporated herein by reference.

**XII. Amendment.** This Agreement may be amended at any time by writing and signed by both parties.

**XIII. Authority.** The person signing below on behalf of Boys to Men hereby represents and warrants the individual is duly authorized to execute and deliver this agreement on behalf of Boys to Men and that this Agreement is binding upon Boys to Men in accordance with its terms.

**XIV. Notice.** Any notice to be given under this Agreement shall be hand-delivered or shall be deemed delivered three days after being sent by United States mail, postage prepaid, addressed to the Party at the following addresses:

If to District: Humboldt Unified School District 6411 North Robert Road Prescott Valley,  
AZ 86314

If to Boys to Men: Superintendent Charles Matheus Boys to Men Mentoring Network  
551 1st Street Prescott AZ 86301

A party may change its address of notice by written notification to the other Party of such change.

## XV. Miscellaneous.

A. Boys to Men warrants that it does not have scrutinized business interest in either Iran or Sudan.

B. Boys to Men warrants its compliance with all federal and state immigration laws, and acknowledges that a breach of this warranty will be deemed a material breach of this Agreement. The District retains the right to examine the papers of any mentor and employee of Boys to Men performing services in Arizona under this Agreement. Boys to Men will indemnify, defend and hold harmless the District, its Governing Board, officers, employees and agents from and against any claim or demand of any nature, including fines, penalties and expenses of litigation, for which the District is found or is alleged to be liable arising out of the breach of this warranty by Boys to Men.

C. Each Party warrants it will not discriminate against any person in any way on the basis of the person's age, race, creed, color, religion, sexual identity or orientation, disability or national origin in the Executive Order 2009-09, and any amendment thereto, and the Americans with Disabilities Act (Public Law 101-336, 42 USC 12101-12213) and all applicable federal regulations under the Act, including 28 CFR Parts 35 and 36.

D. Mentors and employees or other personnel of Boys to Men are not to be considered employees of the District for any purpose, and the District shall not be responsible in any manner for the supervision, daily direction and control of Boys to Men, any mentor and any of its employees or other personnel, or the payment of salary (including withholding income taxes and social security), workers' compensation and disability benefits for Boys to Men and any of its employees or other personnel.

E. This Agreement may not be assigned by either Party.

F. This Agreement shall be governed and construed under the laws of the State of Arizona, and venue shall be in the courts of Yavapai County, Arizona.

G. The Parties will attempt to resolve any dispute arising out of this Agreement by good faith negotiations, and if that fails, through mediation. The Parties will share the cost of the mediator, but each Party will bear the costs of its own presentation, including attorney fees if the Party desires representation by legal counsel at the mediation.

H. If a court of competent jurisdiction finds any section of this Agreement to be illegal or unenforceable, the remaining clauses of this Agreement will remain in full force and effect as if such clause was not included in the Agreement.

IN WITNESS WHEREOF, the Parties execute this Agreement:

For Boys to Men

For District

\_\_\_\_\_  
Name

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
\_\_\_\_\_



# Personnel Item 11A.

## Resignation

(DeBord)

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 11A
FROM:	Cole Young, Assistant Superintendent-Operations	Reading
DATE:	February 5, 2019	Discuss x
SUBJECT:	Resignation of Stephanie DeBord	Action x
		Consent

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OBJECTIVE: Goal #2 – To focus on planning for future student needs  
Goal #4 – To attract and retain highly effective employees

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### **SUPPORTING DATA**

Ms. Stephanie DeBord was hired as a second grade teacher at Mountain View Elementary School and signed a contract for the 2018-19 school year on July 30, 2018. On January 15, 2019, Ms. DeBord informed her Principal and submitted a letter of resignation.

### **SUMMARY & RECOMMENDATION**

#### **Sample Motion**

I move the Governing Board reject the resignation of Ms. Stephanie DeBord, second grade teacher at Mountain View Elementary School, and assess a recruitment fee of \$1,000.

Approved for transmittal to the Governing Board:



Mr. Daniel Streeter, Superintendent

Questions should be directed to: Cole Young, 759-5016