



The Humboldt Schools.
Motivating achievement since 1906.

GOVERNING BOARD MEETING

Tuesday, February 11, 2020

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

Regular Session @ 6:30

Dr. 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 11, 2020**, 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 and go to the School Board tab.
- Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Rebecca Cooley at (928)759-5007 or 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
 - A. HUSD VIPs – Kort Miner, Bradshaw Mountain High School Principal
 1. Certified – Lindsey Buckle
 2. Classified – Tony Libby
 3. Volunteer – Carmen Payne

Pages 1-4

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 5-8 **A. Personnel Recommendations**

Pages 9-12 **B. Governing Board Meeting Minutes of January 14, 2020** (audio recordings are posted on the District's website at www.humboldtunified.com)

Pages 13-192 **C. Financial/Business**

1. Approval of Accounts Payable voucher(s) in the amount of \$ 1,040,540.27
2. Approval of Payroll voucher(s) in the amount of \$ 2,582,580.49

Pages 193-200 **D. Monthly Budget Report**

Pages 201-205 **E. Monthly Student Activities Report**

Pages 206-207 **F. Request for ratification of expenditures for Contracts, Work Agreements and supplementals for December 2019**

Pages 208-209 **G. Request for approval of the research study from Northern Arizona University per Policy LC**

Pages 210-212 **H. Request for approval of authorized signers for District bank accounts for fiscal year 2019-20**

Pages 213-299 **I. Discussion and possible action to approve the 2020-21 Bradshaw Mountain High School and the Bradshaw Mountain Online Academy Course Description Guides**

Pages 300-303 **J. Request for approval of the revised 2019-2020 Supplemental Wage Schedule**

Pages 304-305 **K. Request for approval of Parent/Citizen/Booster organization (PTSA)**

Pages 306-308 **L. Gifts and donations**

9. DISCUSSION ITEMS (no action will be taken)

Pages 309-320 **A. School update from Bradshaw Mountain High School Principal Kort Miner to include:**

- BMHS Learning System
- Data Picture from SY2018-19
- School Improvement Plan
- Schoolwide focus
- BMHS Successes

Pages 321-322 **B. Report from HUSD teachers regarding the grants they received from the Yavapai Community Education Foundation:**

- Nancy Vallely, Bradshaw Mountain High School
- Beth Van Oss, Bradshaw Mountain High School
- Gaylee Chilicky, Lake Valley Elementary School

10. ACTION

Pages 323-327 **A.** Request for approval of a Memorandum of Understanding (MOU) between Humboldt Unified School District and The National Center for Youth Law (NCYL) for FosterEd initiative.

11. PERSONNEL

Pages 328-329 ***A.** The Board may vote to move into executive session pursuant to A.R.S § 38-431.03 (A)(1) (Personnel) for discussion regarding the resignation of certified employee, Charles Brown

Pages 330-331 ***B.** The Board may vote to move into executive session pursuant to A.R.S § 38-431.03 (A)(1) (Personnel) for discussion regarding the resignation of certified employee, Patricia Brown

Pages 332-333 ***C.** The Board may vote to move into executive session pursuant to A.R.S. § 431.03 (A)(1) (Personnel) for discussion regarding the employment of certified employee, Peter Von Storch

12. ANNOUNCEMENTS

A. Next Scheduled Board Meetings are:

March 17, 2020	6:30 p.m.	Regular Meeting	@ Coyote Springs Elem.
April 7, 2020	6:30 p.m.	Regular Meeting	@ Liberty Traditional
May 12, 2020	6:30 p.m.	Regular Meeting	@ Transportation Facility

13. ADJOURNMENT

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; 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 – Lindsey Buckle
2. Classified – Tony Libby
3. Volunteers – Carmen Payne



BRADSHAW MOUNTAIN HIGH SCHOOL

6000 E. Long Look Dr.
Prescott Valley, AZ 86314
928-759-4100



HUSD VIP – Teacher – Lindsey Buckle – Math Instructor

Rigor, relevance, and relationships. These are the buzz words of education. Today it is each teacher's responsibility to teach content in a way that his or her students will make a connection. Lindsey has served the Humboldt Unified School District for the past five and a half years as a math instructor at Bradshaw Mountain High School and Bradshaw Mountain Middle School. At BMHS she has taught Algebra, Geometry and AP Statistics. Her AP Statistics course is one of our AP courses offered for our seniors who are planning on attending college. Lindsey's excellence in instruction, coupled with her leadership skills, makes her a vital part of not only the math department, but the entire educational community as a whole.

Lindsey Buckle not only creates a dynamic learning environment based on student achievement through real-life application, she also has the innate ability to push students to their fullest potential. Regardless if it is one of her freshman in her Algebra 1B class or one of her seniors in her AP Statistics class, she motivates them the same. She consistently provides high-quality, engaging instruction that prepares her students to be successful participants within our community. The level of rigor in her class rivals any Advanced Placement course offered. Though Lindsey entered education later in her career, her teaching pedagogy is unparalleled, and her exemplary performance in the classroom has earned her the respect and admiration of her colleagues and administrators.

Lindsey has stretched her influence across the Bradshaw Mountain campus and HUSD in a myriad of ways. One example is how Lindsey has led her Interact Club to be one of the biggest service organizations on campus. Twice a year you will find Lindsey sponsoring a trip to the valley where her Interact students can be found collecting crutches for Africa or boxing food for the Feed My Starving Kids campaign. Lindsey has also been involved as a member of the RTI Committee where she is in year two of implementing standards based grading in her classroom. With our current SIS this has been quite an endeavor but Lindsey has remained a positive influence on the committee and on campus. She is an integral part of the math department as a content lead, a member of the math cadre and she can be counted on every year to escort our students to the math league competition.

Lindsey's oldest son, Andrew is a Bradshaw Mountain graduate in 2019. Her youngest son, Ryan is a sophomore and her husband, Jody Buckle is in his 2nd year as the Director of the Food and Nutrition Department.

Lindsey Buckle is truly an exemplary teacher whose influence is felt by our students, staff, and community. She displays outstanding strengths as an educator, character attributes as a teacher leader, and selflessness as a community member. This was proven by our staff as they nominated and voted for Lindsey to be our teacher HUSD VIP. It is my honor to introduce Lindsey Buckle as Bradshaw Mountain High School's teacher HUSD VIP.

Kort Miner
Principal

Rick Bradshaw
Assistant Principal
Discipline/Attendance

Laura Goligoski
Assistant Principal
Educational Services

Clairinda Weatherwax
Assistant Principal
Operations/Athletics



BRADSHAW MOUNTAIN HIGH SCHOOL

6000 E. Long Look Dr.
Prescott Valley, AZ 86314
928-759-4100



HUSD VIP – Classified – Tony Libby – Day Lead Custodian

Tony Libby has made quite an impression in his first year as the Day Lead Custodian at BMHS. Tony has been a custodian at BMHS for the last three years but only recently promoted to Day Lead. Tony leads by example. He can perform any of the custodial positions at BMHS and when needed, he will take any of the new custodians by the hand and show them how to clean their area. He promotes communication with his crew, making sure everybody knows what the expectations are for their area and that they know about events, games and activities that are coming up. Tony is readily available when emergencies arise. Not only is he available but often he can provide insight on how to solve the problem. During multiple Department Chair meetings Tony has received “pats on the back” from many of the staff members for his positive outlook when we were down three custodians and for his follow through on work orders.

Tony Libby also puts in countless volunteer hours in our wrestling program at BMHS. He is a leader who has stepped into his role to build relationships but also to hold his crew accountable for their work. He has come into the lead position and done a phenomenal job. Through surgeries or injuries, Tony puts pride into coming to work and pride in his work. I am proud to see that my staff recognizes this as well, as they are the ones who nominated him and voted for him to be our support staff HUSD VIP.

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



BRADSHAW MOUNTAIN HIGH SCHOOL

6000 E. Long Look Dr.
Prescott Valley, AZ 86314
928-759-4100



HUSD VIP – Volunteer – Carmen Payne

At back to school Registration, we met Carmen Payne as a volunteer. For the last three months Carmen Payne has been volunteering once a week in the Registrar's office with Bronte Casperson. She has helped with filing, copying and organizing files as BMHS has to keep transcripts and student records indefinitely. With close to 1,600 students, the Registrar's office is a busy place and Carmen help is extremely welcomed.

It is my pleasure to introduce Carmen, Bradshaw Mountain High School's volunteer HUSD VIP.

CONSENT

Item 8A.

Personnel Recommendations

HUMBOLDT UNIFIED SCHOOL DISTRICT #22

PERSONNEL DEPARTMENT

Personnel Consent Agenda for Board Meeting on February 11, 2020

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

Certified Staff

1. Marisela Maldonado - ELD Teacher @ CSES (12/20/2019)
2. Laurie Schreffler - 1st Grade Teacher @ HES (5/22/2020)

Classified Staff

1. Ronald Gardner - Lead Maintenance Custodian (1/23/2020)
2. Sharon Girardin - F&N Clerk @ HES (1/2/2020)
3. Heather Hyde - Title One Aide @ GVES (2/3/2020)
4. Jacqueline Kuehl - Title One Aide @ LTS (1/27/2020)
5. Patricia McCarthy - Sev/Mod/Pro Aide @ GVES (2/19/2020)
6. Michael Mechanic - Custodian @ MVES (2/14/2020)
7. Jackie Plumb - Classified Personnel Tech (2/5/2020)
8. Glenna Roxanne Hori - Title One Aide @ GVES (12/30/2020)
9. Melissa Littlejohn - Mod/Sev/Pro Aide @ BMHS (12/20/2019)
10. Mildred Salt - Mod/Sev/Pro Aide @ BMHS (1/17/2020)
11. Heidi Scott - After School Program Aide (1/28/2020)
12. Steven Smith - Bus Driver (1/10/2020)
13. Breanna Stout - Mod/Sev/Pro Aide @ MVES (12/23/2019)
14. Jennifer Vogel - Sev/Mod/Pro Aide @ CSES (2/4/2020)

Substitute + Staff

1. Alberto Armenta - AVID Tutor (1/21/2020)
2. Andrew Atherton - AVID Tutor (1/21/2020)
3. Bonnie Befort - F&N Food Worker Sub (1/21/2020)
4. Chase Befort - Student Worker (1/21/2020)
5. Karla Bennett - Sub Bus Driver (1/17/2020)
6. Clairissa Derickson - Sub Custodian (1/21/2020)
7. Karen Mercado Gonzales - AVID Tutor (1/21/2020)
8. Terry Holmes - Sub Bus Driver (1/15/2020)
9. Kolton Leffler - AVID Tutor (1/21/2020)
10. Gabriel Michael E. Longboy - AVID Tutor (1/21/2020)
11. Stephen Murphy - Sub Bus Driver (1/15/2020)
12. Daniel Peterson - Sub Bus Driver (1/15/2020)
13. Austin Powell - AVID Tutor (1/21/2020)
14. Tanner Redding - Student Worker (1/21/2020)
15. Carol Rickman - Sub Bus Driver (1/15/2020)
16. Karen Ruggiero - F&N Sub (1/21/2020)
17. Jacob Schaffer - AVID Tutor (1/21/2020)
18. Paul Schaffer - AVID Tutor (1/21/2020)
19. Sondra Schmidt - SpEd Bus Driver (2/7/2020)

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

Certified Staff

1. NONE

HUMBOLDT UNIFIED SCHOOL DISTRICT #22

PERSONNEL DEPARTMENT

Personnel Consent Agenda for Board Meeting on February 11, 2020

Classified Staff

1. Lisa Bentley-Mast - 6 Hrs/Day F&N Clerk @ HES (replaces Sharon Girardin)
2. Jodi DeRobertis - 7 Hrs/Day Sev/Mod/Pro Aide @ BMHS (Mildred Salt)
3. Ronald Gardner - 8 Hrs/Day Lead Maintenance Custodian @ LTS (replaces Harold Hunt)
4. Ladawin Guest - 6.5 Hrs/Day Mod/Sev/Pro Aide @ GVES (replaces Alyssa Dabney)
5. Carol Kenner - 8 Hrs/Day Lead Maintenance Custodian @ LTS (replaces Harold Hunt)
6. Jodi Larsen - 6.5 Hrs/Day - Mod/Sev/Pro Aide @ CSES (replaces Jennifer Vogel)
7. Maricela Leithead - 6 Hrs/Day SpEd Bus Aide (replaces Randy Gansz Jr)
8. Keniah Lopez - 6.5 Hrs/Day Sev/Mod/Pro Aide @ MVES (replaces Breanna Stout)
9. Rafael Medina - 8 Hrs/Day Custodian @ (.5) MVES & (.5) GVES (replaces James Manker)
10. Erica Morgan - 3 Hrs/Day Playground Aide @ CSES (replaces Kirsten Slora)
11. Austin Mullins - 3 Hrs/Day Playground Aide @ GVES (replaces LaDawn Guest)
12. Sondra Schmidt - 3.9 Hrs/Day SpEd Bus Driver (replaces Jeffrey Lewis)
13. Charlee Sevenski - 6.5 Hrs/Day Title One Aide @ GVES (replaces Glenna Roxanne Hori)
14. Aaron Stamper - 6.5 Hrs/Day Sev/Mod/Pro Aide @ BMHS (replaces Crystal Latta)

Substitute + Staff

1. Steven Carreon - AVID Tutor @ BMHS
2. Diana Chaparro - AVID Tutor @ BMHS
3. Robert Schmidt - Sub Bus Driver

C. SUPPLEMENTAL CONTRACTS

Overloads

1. Kim Adams - ELD Overload @ BMHS - Class Size

Certified Stipends Specifically Listed on Board-approved 2019-2020 Stipend Schedule

(M&O-\$43,438.50; Tax Credit-\$5,206.25; General Tax Credit- \$0.00; SPED-\$0.00; Other- \$0.00)

1. Benjamin Blumstein - Boys 8th Grade Basketball Coach @ LTS
2. David Capka - JV Softball Coach @ BMHS
3. Desiree Clark - Elem Volleyball Coach @ CSES
4. Shelly Clark-Smith - Elem Volleyball Coach @ MVES
5. Jonathan Crawford - Assistant Track Coach @ BMHS
6. Jack Fields - Girls Tennis Coach @ BMHS
7. Bruce Giles - Mock Trial Advisor @ BMHS
8. Michael Green - Elem Volleyball Coach @ LTS
9. Lawrence Haese - Assistant Softball Coach @ BMHS
10. Sharon Haese - Head Softball Coach @ BMHS
11. Eric Hall - Freshman Softball Coach @ BMHS
12. Carl Dean Irwin - Head Baseball Coach @ BMHS
13. Alec Judy - Assistant Football Coach @ BMHS (.5)
14. Christopher Kawabata - Science Olympiad Advisor @ LTS
15. Connie Kuball - MS Student Council Advisor @ LTS
16. Ember Larson - Elem. Music Director @ LTS
17. Ana Medina - Elem Student Council Advisor @ LTS
18. Timothy McClintock - Boys Tennis Coach @ BMHS
19. Charles Moller - Weight Room Coach (Season 1) @ BMHS
20. Charles Moller - Weight Room Coach (Season 2) @ BMHS
21. Charles Moller - Weight Room Coach (season 3) @ BMHS
22. Jack Perkins - Middle School Asst. Wrestling Coach
23. Guy Poland - Elementary Volleyball Coach @ GVES
24. Brandon Ramirez - JV Baseball Coach @ BMHS

HUMBOLDT UNIFIED SCHOOL DISTRICT #22

PERSONNEL DEPARTMENT

Personnel Consent Agenda for Board Meeting on February 11, 2020

25. Jason Redmon - Middle School Team Leader (.5) @ LTS
26. Crystal Romney - Elem Volleyball Coach (.5) @ LVES
27. Elizabeth Rushton - Child Study Coordinator @ LTS
28. Patricia Scarpa - Chld Study Coordinator @ GVES
29. Jason Shaver - Track Head Coach @ BMHS
30. Therese Schmidt - Elem Cheer Coach (.5) @ LTS
31. Bruce Sprague - Freshman Softball Coach @ BMHS
32. Ruthie Wilde-Wegner - Orchestra (Semester 1) @ LTS
33. Jani Wagter - Elem Volleyball Coach (.5) @ LVES
34. Albert Zalfini - Middle School Team Leader (.5) @ LTS

Other Stipends

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

1. NONE

D. IN-DISTRICT TRANSFERS

Certified

1. NONE

Classified

1. Carol Kenner - From 8 Hrs/Day Lead Day Custodian @ LTS To 8 Hrs/Day Lead Night Custodian @ LTS (replaces Richard Kenner)
2. Richard Kenner - From 8 Hrs/Day Lead Night Custodian @ LTS To 8 Hrs/Day Lead Day Custodian @ LTS (replaces Carol Kenner)
3. Brenda Petro - From 4.5 Hrs/Day F&N Worker @ BFPS To 4 Hrs/Day F&N Worker @ BFPS (replaces Kristen Wise)
4. Kristen Wise - From 4 Hrs/Day F&N Worker @ BFPS To 4.5 Hrs/Day F&N Worker @ BFPS (replaces Brenda Petro)

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

Certified

1. NONE

Classified

1. NONE

F. CLASSIFIED STAFF - VOLUNTEER AGREEMENT FORM STIPENDS

1. NONE

G. DISTRICT PROFESSIONAL DEVELOPMENT - TRAVEL (IN and OUT OF STATE)

1. NONE

CONSENT Item 8B.

Minutes

January 14, 2020

(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) – 01-14-2020

The Governing Board of the Humboldt Unified School District #22 convened during a meeting open to the public on January 14, 2020, at Granville Elementary School located at 5250 Stover Drive, Prescott Valley, Arizona.

To get to the audio minutes on our website, please go to 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

- | | | |
|-------|----|--|
| 00:01 | 1. | WELCOME AND CALL TO ORDER |
| 00:27 | 2. | PLEDGE OF ALLEGIANCE/FLAG CEREMONY |
| 00:51 | 3. | ROLL CALL |
| 01:07 | 4. | AGENDA REVIEW/ACCEPT
AGENDA APPROVED UNANIMOUSLY |
| | 5. | CURRENT EVENTS |
| 01:30 | | A. Board |
| 12:05 | | B. Superintendent |
| 16:18 | 6. | BOARD ORGANIZATIONAL MEETING PURSUANT TO A.R.S. § 15-321 |
| 16:52 | | A. Election of Governing Board President (RYAN GRAY ELECTED FOR 1 YEAR) |
| 18:34 | | B. Election of Governing Board Vice-President (RICHARD ADLER ELECTED FOR 1 YEAR) |
| 19:55 | | C. Establish regular board meeting dates, times, and location(s) |
| 20:34 | | D. Establish official location(s) for posting of board notices/agendas |
| 21:12 | | E. Possible action regarding choice of options for student expulsion hearings
ITEM 6A PASSED 4-0 (RYAN GRAY ABSTAINED)
ITEM 6B PASSED 4-0 (RICHARD ADLER ABSTAINED)
ITEMS 6C, 6D & 6E PASSED UNANIMOUSLY |
| | 7. | CELEBRATING SUCCESSES |
| 22:12 | | A. Recognition of Governing Board Vice President, Rich Adler, for receiving ASBA's All-Arizona Board Member Award |
| 31:02 | | B. Recognition of the Humboldt Unified School District Governing Board for receiving ASBA's Total Board Award |
| 35:56 | | C. HUSD VIPs – Christine Griffin, Granville Elementary School Principal |
| | | 1. Certified – Stephanie Griffin |
| | | 2. Classified – Jayme Tisdale |
| | | 3. Volunteer – Paula Stewart |

50:18 8. **PUBLIC PARTICIPATION**

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MARTY GROSSMAN, PRESCOTT VALLEY TOWN COUNCIL

54:11 9. **CONSENT ITEMS**

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A. Personnel Recommendations

B. Governing Board Meeting Minutes of December 10, 2019 (audio recordings are posted on the District's website at www.humboldtunified.com)

C. Financial/Business

1. Approval of Accounts Payable voucher(s) in the amount of \$ 842,259.83
2. Approval of Payroll voucher(s) in the amount of \$ 5,194,947.05

D. Monthly Budget Report

E. Monthly Student Activities Report

F. Request for ratification of expenditures for Contracts, Work Agreements and supplementals for December 2019

G. 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 17, 2020

H. Request for approval of the Prescott College Student Placement Agreement

I. Gifts and donations

PASSED UNANIMOUSLY (ALL)

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

57:20

A. School update from Granville Elementary School Principal Christine Griffin to include:

- Successes from SY2018-19 through present
- Schoolwide focus on writing and math fact fluency
- Discipline Data trends over the past year and a half with Capturing Kids Hearts fully implemented SY 2019-20

01:10:02

B. Yavapai County Education Foundation Mini-Grant Recipient Presentations

- Lewis Hollander, Humboldt Elementary School
- Shannon Gansz, Mountain View Elementary School

11. PERSONNEL

01:20:01 **A. Discussion and possible action to accept the evaluation report of the Superintendent for the 2019-20 school year**
PASSED UNANIMOUSLY

01:28:07 **B. Discussion and possible action regarding payment of the first half of the Superintendent's performance pay for the 2019-20 school year**
PASSED UNANIMOUSLY

12. ANNOUNCEMENTS

01:30:17 **A. Next Scheduled Board Meetings are:**

February 11, 2020	6:30 p.m.	Regular Meeting	@ Bradshaw Mountain High
March 17, 2020	6:30 p.m.	Regular Meeting	@ Coyote Springs Elementary
April 7, 2020	6:30 p.m.	Regular Meeting	@ Liberty Traditional

01:30:35 **13. ADJOURNMENT**

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CONSENT

Item 8D.

Monthly Budget Report

HUMBOLDT UNIFIED SCHOOL DISTRICT

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

FROM: Cynthia Windham Reading
Finance Director

DATE: Feb. 11, 2020 Discuss

SUBJECT: Monthly Budgets - Board Report Action

Consent X

OBJECTIVE: Goal # Planning for Future Student Needs

SUPPORTING DATA:

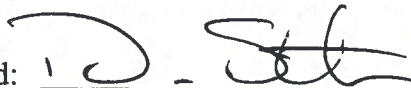
Attached is the monthly Expenditure Budget Balance Report.

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, 759-4000

Humboldt Unified School District No. 22

Expenditure Budget Balance Report

Fiscal Year: 2019-2020

Account Number / Description



Summary Only

From Date: 7/1/2019

To Date:

8/30/2020

Fund:	001	MAINT & OPER FUNDS	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance
		Fund 001 Total:	\$35,292,511.00	\$16,422,366.65	\$16,422,366.65	\$18,870,144.35	\$15,981,893.01	\$2,888,251.34 8.18%
Fund:	011	CLASSROOM-BASE SAL	\$677,139.98	\$344,588.76	\$344,588.76	\$332,551.22	\$0.00	\$332,551.22 49.11%
		Fund 011 Total:						
Fund:	012	CLASSROOM-PERF PAY						
		Fund 012 Total:	\$1,476,645.64	\$0.00	\$0.00	\$1,476,645.64	\$0.00	\$1,476,645.64 100.00%
Fund:	013	CLASSROOM-OTHER						
		Fund 013 Total:	\$1,954,068.38	\$448,326.85	\$448,326.85	\$1,505,741.53	\$0.00	\$1,505,741.53 77.06%
Fund:	021	INDIAN GAMING-INSTRUCTION IMPROV						
		Fund 021 Total:	\$64,608.12	\$0.00	\$0.00	\$64,608.12	\$0.00	\$64,608.12 100.00%
Fund:	022	INDIAN GAMING-INSTRUCTIONAL IMPROV						
		Fund 022 Total:	\$271.00	\$0.00	\$0.00	\$271.00	\$0.00	\$271.00 100.00%
Fund:	024	INDIAN GAMING - INSTRUCTIONAL IMPROV						
		Fund 024 Total:	\$435,190.25	\$95,938.12	\$95,938.12	\$339,252.13	\$108,568.53	\$230,683.60 53.01%
Fund:	071	SEI - STRUCTURED ENGLISH IMMERSION						
		Fund 071 Total:	\$157,842.52	\$78,616.51	\$78,616.51	\$79,226.01	\$67,261.73	\$11,964.28 7.58%
Fund:	110	TITLE 1 LEA						
		Fund 110 Total:	\$395,370.35	\$154,269.84	\$154,269.84	\$241,100.51	\$0.00	\$241,100.51 60.98%
Fund:	111	TITLE 1 LEA						
		Fund 111 Total:	\$1,412,334.50	\$606,503.31	\$606,503.31	\$805,831.19	\$616,700.52	\$189,130.67 13.39%
Fund:	112	TITLE 1-D NEGLECT/DELINQUENT(14/15)						
		Fund 112 Total:	\$3,834.35	\$0.00	\$0.00	\$3,834.35	\$0.00	\$3,834.35 100.00%
Fund:	140	TITLE II-IMPROV TEACHER QUAL(14/15)						

Humboldt Unified School District No. 22

Expenditure Budget Balance Report

Fiscal Year: 2019-2020

☒ Summary Only From Date: 7/1/2019 To Date: 8/30/2020

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
Fund 140 Total:	\$170,407.98	\$40,467.51	\$40,467.51	\$129,940.47	\$0.00	\$129,940.47 76.25%
Fund: 141 TITLE II-IMPROV TEACHER QUAL(15/16)						
Fund 141 Total:	\$272,032.37	\$69,926.51	\$69,926.51	\$202,105.86	\$43,106.75	\$158,999.11 58.45%
Fund: 162 TITLE IV-A STUDENT SUPPORT & ACADEMIC I						
Fund 162 Total:	\$10,667.99	\$0.00	\$0.00	\$10,667.99	\$0.00	\$10,667.99 100.00%
Fund: 163 TITAL IV-A, STUDENT SUPPORT & ENRICHMEI						
Fund 163 Total:	\$22,200.00	\$0.00	\$0.00	\$22,200.00	\$0.00	\$22,200.00 100.00%
Fund: 191 TITLE III LEP PROGRAM (FY20)						
Fund 191 Total:	\$31,408.68	\$14,450.09	\$14,450.09	\$16,958.59	\$3,680.99	\$13,277.60 42.27%
Fund: 195 TARGETED SUPPORT & IMPROVEMENT GRN1						
Fund 195 Total:	\$27,900.71	\$18,845.43	\$18,845.43	\$9,055.28	\$0.00	\$9,055.28 32.46%
Fund: 196 TARGETED SUPPORT & IMPROVEMENT GRN1						
Fund 196 Total:	\$42,500.00	\$224.63	\$224.63	\$42,275.37	\$2,800.00	\$39,475.37 92.88%
Fund: 220 IDEA - BASIC - ENT						
Fund 220 Total:	\$1,012,999.93	\$471,008.42	\$471,008.42	\$541,991.51	\$514,013.60	\$27,977.91 2.76%
Fund: 221 IDEA - PRESCHOOL GRANT						
Fund 221 Total:	\$27,230.98	\$11,967.73	\$11,967.73	\$15,263.25	\$8,093.66	\$7,169.59 26.33%
Fund: 260 CTE BASIC GRANT						
Fund 260 Total:	\$109,058.87	\$13,228.95	\$13,228.95	\$95,829.92	\$8,221.14	\$87,608.78 80.33%
Fund: 261 CTE BASIC GRANT						
Fund 261 Total:	\$107,128.84	\$53,540.36	\$53,540.36	\$53,588.48	\$0.00	\$53,588.48 50.02%
Fund: 290 MEDICAID OUTREACH						
Fund 290 Total:	\$133,290.85	\$12,209.83	\$12,209.83	\$121,081.02	\$5,694.60	\$115,386.42

Humboldt Unified School District No. 22

Expenditure Budget Balance Report

Fiscal Year: 2019-2020

Summary Only

From Date: 7/1/2019

To Date: 8/30/2020

Account Number / Description

Budget

Range To Date

YTD

Balance

Encumbrance

Budget Balance
% Remaining Bud

Fund: 291	MEDICAID DIRECT						86.57%
Fund 291 Total:		\$1,278,440.53	\$231,461.67	\$231,461.67	\$1,046,978.86	\$348,661.30	\$698,317.56
Fund: 349	NAT'L FOREST FEES						54.62%
Fund 349 Total:		\$1,088,884.80	\$314,391.73	\$314,391.73	\$774,493.07	\$328,687.81	\$445,805.26
Fund: 353	TAYLOR GRAZING						40.94%
Fund 353 Total:		\$87,713.00	\$16,387.55	\$16,387.55	\$71,325.45	\$15,768.55	\$55,556.90
Fund: 354	LEADERS FOR SCHOOL WELLNESS SUBGRA						63.34%
Fund 354 Total:		\$55,750.00	\$27,675.52	\$27,675.52	\$28,074.48	\$29,388.27	(\$1,313.79)
Fund: 374	E-RATE						-2.36%
Fund 374 Total:		\$101,097.91	\$0.00	\$0.00	\$101,097.91	\$0.00	\$101,097.91
Fund: 400	CTE PRIORITY PROGRAM						100.00%
Fund 400 Total:		\$44,421.31	\$7,665.55	\$7,665.55	\$36,755.76	\$9,715.15	\$27,040.61
Fund: 435	ACADEMIC CONTESTS						60.87%
Fund 435 Total:		\$1,134.04	\$0.00	\$0.00	\$1,134.04	\$0.00	\$1,134.04
Fund: 450	GIFTED						100.00%
Fund 450 Total:		\$4,116.46	\$1,376.34	\$1,376.34	\$2,740.12	\$2,612.05	\$128.07
Fund: 456	COLLEGE CREDIT BY EXAMINATION INCENTIV						3.11%
Fund 456 Total:		\$21,596.43	\$0.00	\$0.00	\$21,596.43	\$0.00	\$21,596.43
Fund: 457	RESULTS - BASED FUNDING						100.00%
Fund 457 Total:		\$86,959.74	\$36,184.06	\$36,184.06	\$50,775.68	\$11,306.39	\$39,469.29
Fund: 485	WRP						45.39%
Fund 485 Total:		\$233,491.64	\$109,380.71	\$109,380.71	\$124,110.93	\$103,175.22	\$20,935.71
							8.97%

Humboldt Unified School District No. 22

Expenditure Budget Balance Report

Fiscal Year: 2019-2020

☒ Summary Only

From Date: 7/1/2019

To Date: 8/30/2020

Account Number / Description

Fund:	499	RURAL ASSISTANCE	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance
		Fund 499 Total:	\$4,068.54	\$0.00	\$0.00	\$4,068.54	\$0.00	\$4,068.54
								100.00%
Fund:	500	SCH PLANT- > 1 YR	\$128,246.14	\$23,475.11	\$23,475.11	\$104,771.03	\$25,797.09	\$78,973.94
		Fund 500 Total:						61.58%
Fund:	510	FOOD SERVICE						
		Fund 510 Total:	\$2,722,659.81	\$1,358,579.92	\$1,358,579.92	\$1,364,079.89	\$1,249,974.68	\$114,105.21
								4.19%
Fund:	515	CIVIC CENTER						
		Fund 515 Total:	\$231,897.55	\$35,910.35	\$35,910.35	\$195,987.20	\$8,775.50	\$187,211.70
								80.73%
Fund:	517	BUS RENTAL						
		Fund 517 Total:	\$365,348.72	\$0.00	\$0.00	\$365,348.72	\$0.00	\$365,348.72
								100.00%
Fund:	522	BEFORE/AFTER SCHOOL PROGRAM						
		Fund 522 Total:	\$182,816.25	\$43,977.84	\$43,977.84	\$138,838.41	\$43,318.61	\$95,519.80
								52.25%
Fund:	523	BRIGHT FUTURES PRESCHOOL						
		Fund 523 Total:	\$116,169.75	\$81,436.04	\$81,436.04	\$34,733.71	\$66,590.90	(\$31,857.19)
								-27.42%
Fund:	525	AUX OPERATIONS						
		Fund 525 Total:	\$742,404.76	\$228,503.56	\$228,503.56	\$513,901.20	\$90,334.16	\$423,567.04
								57.05%
Fund:	526	ACT FEES TAX CRED						
		Fund 526 Total:	\$692,967.48	\$93,032.71	\$93,032.71	\$599,934.77	\$66,131.67	\$533,803.10
								77.03%
Fund:	530	GIFTS & DONATIONS						
		Fund 530 Total:	\$173,767.41	\$19,709.94	\$19,709.94	\$154,057.47	\$11,456.98	\$142,600.49
								82.06%
Fund:	540	FINGERPRINT						
		Fund 540 Total:	\$5,661.43	\$0.00	\$0.00	\$5,661.43	\$0.00	\$5,661.43
								100.00%
Fund:	550	INSURANCE PROCEEDS						

Humboldt Unified School District No. 22

Expenditure Budget Balance Report

Fiscal Year: 2019-2020

Account Number / Description

		<input checked="" type="checkbox"/> Summary Only	From Date: 7/1/2019	To Date: 8/30/2020		
		Budget	Range To Date	YTD	Balance	Encumbrance
						Budget Balance % Remaining Bud
Fund 550 Total:		\$317,748.28	\$1,000.00	\$1,000.00	\$316,748.28	\$4,227.78
Fund:	551 INSURANCE - AEI					\$312,520.50 98.35%
Fund 551 Total:		\$50,250.14	\$3,309.94	\$3,309.94	\$46,940.20	\$3,912.79
Fund:	555 TEXTBOOKS					\$43,027.41 85.63%
Fund 555 Total:		\$21,246.01	\$0.00	\$0.00	\$21,246.01	\$0.00
Fund:	565 LITIGATION RECOVERY					\$21,246.01 100.00%
Fund 565 Total:		\$26,154.34	\$0.00	\$0.00	\$26,154.34	\$495.00
Fund:	570 INDIRECT COSTS					\$25,659.34 98.11%
Fund 570 Total:		\$1,237,087.86	\$380,169.90	\$380,169.90	\$856,917.96	\$415,637.77
Fund:	575 UNEMPLOYMENT INSURANCE					\$441,280.19 35.67%
Fund 575 Total:		\$108,840.32	\$0.00	\$0.00	\$108,840.32	\$0.00
Fund:	590 GRANT/GIFT TEACHER					\$108,840.32 100.00%
Fund 590 Total:		\$21,928.90	\$0.00	\$0.00	\$21,928.90	\$0.00
Fund:	595 SCHOOL BUS ADVERTISEMENT					\$21,928.90 100.00%
Fund 595 Total:		\$5,810.91	\$0.00	\$0.00	\$5,810.91	\$0.00
Fund:	596 JTED - MTN. INSTITUTE					\$5,810.91 100.00%
Fund 596 Total:		\$1,051,306.66	\$117,482.84	\$117,482.84	\$933,823.82	\$149,297.61
Fund:	610 CAPITAL OUTLAY					\$784,526.21 74.62%
Fund 610 Total:		\$3,302,243.21	\$982,325.89	\$982,325.89	\$2,319,917.32	\$621,842.43
Fund:	630 BOND BUILDING					\$1,698,074.89 51.42%
Fund 630 Total:		\$317,148.64	\$296,303.86	\$296,303.86	\$20,844.78	\$0.00
Fund:	650 GIFTS & DONATIONS					\$20,844.78 6.57%
Fund 650 Total:		\$13,737.85	\$0.00	\$0.00	\$13,737.85	\$0.00

Humboldt Unified School District No. 22

Expenditure Budget Balance Report

Fiscal Year: 2019-2020

Account Number / Description

		<input checked="" type="checkbox"/> Summary Only	From Date: 7/1/2019	To Date: 8/30/2020		
		Budget	Range To Date	YTD	Balance	Encumbrance
						Budget Balance
						% Remaining Bud
						100.00%
Fund: 665	ENERGY REBATES					
	Fund 665 Total:	\$341,231.82	\$0.00	\$0.00	\$341,231.82	\$340,716.50
						\$515.32
						0.15%
Fund: 691	BUILDING RENEWAL GRANT - SFB					
	Fund 691 Total:	\$361,701.18	\$231,344.00	\$231,344.00	\$130,357.18	\$103,052.80
						\$27,304.38
						7.55%
Fund: 700	DEBT SERVICE FUNDS					
	Fund 700 Total:	\$3,971,900.00	\$0.00	\$0.00	\$3,971,900.00	\$3,971,900.00
						100.00%
Fund: 850	STUDENT ACTIVITIES					
	Fund 850 Total:	\$93,741.65	\$37,371.70	\$37,371.70	\$56,369.95	\$12,675.34
						\$43,694.61
						46.61%
Fund: 855	EMPLOYEE INSURANCE					
	Fund 855 Total:	\$4,895,374.86	\$2,938,350.15	\$2,938,350.15	\$1,957,024.71	\$0.00
						\$1,957,024.71
						39.98%
	Grand Total:	\$68,343,709.62	\$26,473,286.38	\$26,473,286.38	\$41,870,423.24	\$21,423,586.88
						\$20,446,836.36
						29.92%

End of Report

CONSENT

Item 8E.

Student Activities Report

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 8E
FROM:	Cynthia Windham, Executive Director of Finance	Reading
DATE:	February 11, 2020	Discuss
SUBJECT:	Student Activities - Board Report	Action
		Consent X
<hr/>		
OBJECTIVE:	Goal #2: To Focus on Planning for Future Student Needs	

SUPPORTING DATA:

Attached is the monthly Student Activities Report.

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

SUMMARY & RECOMMENDATION:

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

Approved for transmittal to the Governing Board:



Dr. 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: 2019-2020

☐ Subtotal by Collapse Mask

☒ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

From Date: 7/1/2019

To Date: 1/27/2020

☐ 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	\$6,152.94	\$0.00	\$0.00	\$6,152.94	\$0.00	\$6,152.94	100.00%
850.610.1000.6610.110.1319	GENERAL SUPPLIES	\$0.00	\$411.54	\$411.54	(\$411.54)	\$0.00	(\$411.54)	0.00%
	COURSE: STUDENT COUNCIL - 1319	\$6,152.94	\$411.54	\$411.54	\$5,741.40	\$0.00	\$5,741.40	93.31%
	UNIT: LVES - 110	\$6,152.94	\$411.54	\$411.54	\$5,741.40	\$0.00	\$5,741.40	93.31%
850.100.1000.6000.120.1319	GENERIC EXPENSE	\$2,823.59	\$0.00	\$0.00	\$2,823.59	\$0.00	\$2,823.59	100.00%
850.610.1000.6610.120.1319	GENERAL SUPPLIES	\$0.00	\$192.61	\$192.61	(\$192.61)	\$307.39	(\$500.00)	0.00%
	COURSE: STUDENT COUNCIL - 1319	\$2,823.59	\$192.61	\$192.61	\$2,630.98	\$307.39	\$2,323.59	82.29%
850.100.1000.6000.120.1362	GENERIC EXPENSE	\$1,896.61	\$0.00	\$0.00	\$1,896.61	\$0.00	\$1,896.61	100.00%
850.610.1000.6610.120.1362	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	(\$500.00)	0.00%
	COURSE: NATIONAL HONOR SOCIETY - 1362	\$1,896.61	\$0.00	\$0.00	\$1,896.61	\$500.00	\$1,396.61	73.64%
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	\$5,096.49	\$192.61	\$192.61	\$4,903.88	\$807.39	\$4,096.49	80.38%
850.100.1000.6000.125.1319	GENERIC EXPENSE	\$9,196.58	\$0.00	\$0.00	\$9,196.58	\$0.00	\$9,196.58	100.00%
850.100.1000.6610.125.1319	GENERAL SUPPLIES	\$0.00	\$1,144.28	\$1,144.28	(\$1,144.28)	\$455.72	(\$1,600.00)	0.00%
850.610.1000.6610.125.1319	GENERAL SUPPLIES	\$0.00	\$2,599.00	\$2,599.00	(\$2,599.00)	\$0.00	(\$2,599.00)	0.00%
850.610.1000.6890.125.1319	MISC EXPENDITURES	\$0.00	\$2,375.00	\$2,375.00	(\$2,375.00)	\$0.00	(\$2,375.00)	0.00%
850.610.2790.6519.125.1319	TRANSP - PRIVATE	\$0.00	\$431.00	\$431.00	(\$431.00)	\$3,882.00	(\$4,313.00)	0.00%
	COURSE: STUDENT COUNCIL - 1319	\$9,196.58	\$6,549.28	\$6,549.28	\$2,647.30	\$4,337.72	(\$1,690.42)	-18.38%
850.100.1000.6000.125.1362	GENERIC EXPENSE	\$439.49	\$0.00	\$0.00	\$439.49	\$0.00	\$439.49	100.00%
850.610.1000.6610.125.1362	DUES AND FEES	\$0.00	\$385.00	\$385.00	(\$385.00)	\$0.00	(\$385.00)	0.00%
	COURSE: NATIONAL HONOR SOCIETY - 1362	\$439.49	\$385.00	\$385.00	\$54.49	\$0.00	\$54.49	12.40%
	UNIT: GHMS - 125	\$9,636.07	\$6,934.28	\$6,934.28	\$2,701.79	\$4,337.72	(\$1,635.93)	-16.98%
850.100.1000.6000.131.1319	GENERIC EXPENSE	\$5,165.32	\$0.00	\$0.00	\$5,165.32	\$0.00	\$5,165.32	100.00%
850.100.1000.6610.131.1319	GENERAL SUPPLIES	\$0.00	\$168.70	\$168.70	(\$168.70)	\$331.30	(\$500.00)	0.00%
	COURSE: STUDENT COUNCIL - 1319	\$5,165.32	\$168.70	\$168.70	\$4,996.62	\$331.30	\$4,665.32	90.32%
	UNIT: HES - 131	\$5,165.32	\$168.70	\$168.70	\$4,996.62	\$331.30	\$4,665.32	90.32%
850.100.1000.6000.132.1319	GENERIC EXPENSE	\$2,288.56	\$0.00	\$0.00	\$2,288.56	\$0.00	\$2,288.56	100.00%
850.610.2630.6431.132.1319	REPAIRS/MAINT - NON-TECH	\$0.00	\$0.00	\$0.00	\$0.00	\$250.00	(\$250.00)	0.00%
	COURSE: STUDENT COUNCIL - 1319	\$2,288.56	\$0.00	\$0.00	\$2,288.56	\$250.00	\$2,038.56	89.08%
	UNIT: MVES - 132	\$2,288.56	\$0.00	\$0.00	\$2,288.56	\$250.00	\$2,038.56	89.08%
850.100.1000.6000.133.1319	GENERIC EXPENSE	\$1,545.08	\$0.00	\$0.00	\$1,545.08	\$0.00	\$1,545.08	100.00%
850.610.1000.6610.133.1319	GENERAL SUPPLIES	\$0.00	\$0.00	\$0.00	\$0.00	\$58.36	(\$58.36)	0.00%
	COURSE: STUDENT COUNCIL - 1319	\$1,545.08	\$0.00	\$0.00	\$1,545.08	\$58.36	\$1,486.72	96.22%
	UNIT: CSES - 133	\$1,545.08	\$0.00	\$0.00	\$1,545.08	\$58.36	\$1,486.72	96.22%
850.100.1000.6000.134.1319	GENERIC EXPENSE	\$4,578.18	\$0.00	\$0.00	\$4,578.18	\$0.00	\$4,578.18	100.00%
850.100.1000.6610.134.1319	GENERAL SUPPLIES	\$0.00	\$367.89	\$367.89	(\$367.89)	\$0.00	(\$367.89)	0.00%

Humboldt Unified School District No. 22

850 STUDENT ACTIVITIES BOARD REPORT

Fiscal Year: 2019-2020

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

☒ Include pre encumbrance
☒ Print accounts with zero balance

From Date: 7/1/2019 To Date: 1/27/2020

Filter Encumbrance Detail by Date Range

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
850.610.1000.6610.134.1319	GENERAL SUPPLIES COURSE: STUDENT COUNCIL - 1319	\$0.00 \$4,578.18	\$164.70 \$532.59	\$164.70 \$532.59	(\$164.70) \$4,045.59	\$85.00 \$85.00	(\$249.70) \$3,960.59	0.00% 86.51%
850.100.1000.6000.134.2203	GENERIC EXPENSE COURSE: CLUB- JOI-JUNIOR OPTIMISTS - 2203	\$185.00 \$185.00	\$0.00 \$0.00	\$0.00 \$0.00	\$185.00 \$185.00	\$0.00 \$0.00	\$185.00 \$185.00	100.00% 100.00%
850.100.1000.6000.135.1319	UNIT: LTS - 134 GENERIC EXPENSE COURSE: STUDENT COUNCIL - 1319	\$4,763.18 \$1,225.96 \$1,225.96	\$532.59 \$0.00 \$0.00	\$532.59 \$0.00 \$0.00	\$4,230.59 \$1,225.96 \$1,225.96	\$85.00 \$0.00 \$0.00	\$4,145.59 \$1,225.96 \$1,225.96	87.03% 100.00% 100.00%
850.100.1000.6000.135.1355	UNIT: GRANVILLE ELEMENTARY SCHOOL - 135 GENERIC EXPENSE GENERAL SUPPLIES COURSE: CHORUS/CHOIR - 1355	\$432.00 \$0.00 \$432.00	\$0.00 \$0.00 \$0.00	\$0.00 \$0.00 \$0.00	\$432.00 \$0.00 \$432.00	\$0.00 \$84.03 \$84.03	\$432.00 (\$84.03) \$347.97	100.00% 0.00% 80.55%
850.100.1000.6000.230.1311	UNIT: GRANVILLE ELEMENTARY SCHOOL - 135 GENERIC EXPENSE GENERAL SUPPLIES COURSE: HOSA/SPORTS MEDICINE - 1311	\$1,657.96 \$2,223.52 \$0.00 \$2,223.52	\$0.00 \$0.00 \$999.19 \$999.19	\$0.00 \$0.00 \$999.19 \$999.19	\$1,657.96 \$2,223.52 (\$999.19) \$1,224.33	\$84.03 \$0.00 \$0.00 \$0.00	\$1,573.93 \$2,223.52 (\$999.19) \$1,224.33	94.93% 100.00% 0.00% 55.06%
850.100.1000.6000.230.1316	UNIT: GRANVILLE ELEMENTARY SCHOOL - 135 GENERIC EXPENSE GENERAL SUPPLIES MISC EXPENDITURES COURSE: HOSANURSING - 1316	\$6,464.19 \$0.00 \$0.00 \$6,464.19	\$0.00 \$0.00 \$675.00 \$675.00	\$0.00 \$0.00 \$675.00 \$675.00	\$6,464.19 \$0.00 (\$675.00) \$5,789.19	\$0.00 \$25.00 \$25.00 \$50.00	\$6,464.19 (\$25.00) (\$700.00) \$5,739.19	100.00% 0.00% 0.00% 88.78%
850.100.1000.6000.230.1319	UNIT: GRANVILLE ELEMENTARY SCHOOL - 135 GENERIC EXPENSE DIESEL FUEL TRAVEL GENERAL SUPPLIES FF&E \$1000 - \$4999 FF&E > \$5,000 DUES AND FEES MISC EXPENDITURES TECHNICAL SERVICES TECHNICAL SERVICES COURSE: STUDENT COUNCIL - 1319	\$29,174.72 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$29,174.72	\$0.00 \$414.34 \$144.61 \$2,100.55 \$5,495.00 \$7,933.50 \$250.00 \$2,236.50 \$4,695.00 \$420.00 \$23,689.50	\$0.00 \$414.34 \$144.61 \$2,100.55 \$5,495.00 \$7,933.50 \$250.00 \$2,236.50 \$4,695.00 \$420.00 \$23,689.50	\$29,174.72 (\$414.34) (\$144.61) (\$2,100.55) (\$5,495.00) (\$7,933.50) (\$250.00) (\$2,236.50) (\$4,695.00) (\$420.00) \$5,485.22	\$0.00 \$0.00 \$0.00 \$949.26 \$437.10 \$0.00 \$10.92 \$0.00 \$162.50 \$0.00 \$1,559.78	\$29,174.72 (\$414.34) (\$144.61) (\$3,049.81) (\$5,932.10) (\$7,933.50) (\$260.92) (\$2,236.50) (\$4,857.50) (\$420.00) \$3,925.44	100.00% 0.00% 0.00% 0.00% 0.00% 0.00% 0.00% 0.00% 0.00% 0.00% 13.45%
850.100.1000.6000.230.1320	UNIT: GRANVILLE ELEMENTARY SCHOOL - 135 GENERIC EXPENSE COURSE: UPWARD BOUND WARRIORS - 1320	\$37.29 \$37.29	\$0.00 \$0.00	\$0.00 \$0.00	\$37.29 \$37.29	\$0.00 \$0.00	\$37.29 \$37.29	100.00% 100.00%
850.100.1000.6000.230.1361	UNIT: GRANVILLE ELEMENTARY SCHOOL - 135 GENERIC EXPENSE DIESEL FUEL GENERAL SUPPLIES COURSE: MU ALPHA THETA - 1361	\$3,282.43 \$0.00 \$0.00 \$3,282.43	\$0.00 \$0.00 \$0.00 \$0.00	\$0.00 \$0.00 \$0.00 \$0.00	\$3,282.43 \$0.00 \$0.00 \$3,282.43	\$0.00 \$198.64 \$550.00 \$748.64	\$3,282.43 (\$198.64) (\$550.00) \$2,533.79	100.00% 0.00% 0.00% 77.19%
850.100.1000.6000.230.1362	UNIT: GRANVILLE ELEMENTARY SCHOOL - 135 GENERIC EXPENSE DUES AND FEES COURSE: NATIONAL HONOR SOCIETY - 1362	\$2,132.32 \$0.00 \$2,132.32	\$0.00 \$385.00 \$385.00	\$0.00 \$385.00 \$385.00	\$2,132.32 (\$385.00) \$1,747.32	\$0.00 \$0.00 \$0.00	\$2,132.32 (\$385.00) \$1,747.32	100.00% 0.00% 81.94%
850.100.1000.6000.230.1363	UNIT: GRANVILLE ELEMENTARY SCHOOL - 135 GENERIC EXPENSE COURSE: ART - 1363	\$351.86 \$351.86	\$0.00 \$0.00	\$0.00 \$0.00	\$351.86 \$351.86	\$0.00 \$0.00	\$351.86 \$351.86	100.00% 100.00%

Humboldt Unified School District No. 22

850 STUDENT ACTIVITIES BOARD REPORT

Fiscal Year: 2019-2020

☐ Subtotal by Collapse Mask

☒ Include pre encumbrance

☐ Print accounts with zero balance

From Date: 7/1/2019

To Date: 1/27/2020

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 COURSE: AVID - 1364	\$1,490.43	\$0.00	\$0.00	\$1,490.43	\$0.00	\$1,490.43	100.00%
850.100.1000.6000.230.1368	GENERIC EXPENSE	\$3,125.00	\$0.00	\$0.00	\$3,125.00	\$0.00	\$3,125.00	100.00%
850.610.1000.6610.230.1368	GENERAL SUPPLIES	\$0.00	\$457.44	\$457.44	(\$457.44)	\$0.00	(\$457.44)	0.00%
850.610.1000.6890.230.1368	MISC EXPENDITURES COURSE: DECA - 1368	\$0.00	\$1,210.00	\$1,210.00	(\$1,210.00)	\$3,000.00	(\$4,210.00)	0.00%
		\$3,125.00	\$1,667.44	\$1,667.44	\$1,457.56	\$3,000.00	(\$1,542.44)	-49.36%
850.100.1000.6000.230.1375	GENERIC EXPENSE	\$4,395.03	\$0.00	\$0.00	\$4,395.03	\$0.00	\$4,395.03	100.00%
850.400.2710.6627.230.1375	DIESEL FUEL	\$0.00	\$69.40	\$69.40	(\$69.40)	\$358.00	(\$427.40)	0.00%
850.610.1000.6610.230.1375	GENERAL SUPPLIES	\$0.00	\$135.07	\$135.07	(\$135.07)	\$519.50	(\$654.57)	0.00%
850.610.1000.6890.230.1375	MISC EXPENDITURES COURSE: INTERACT - 1375	\$0.00	\$0.00	\$0.00	\$0.00	\$225.00	(\$225.00)	0.00%
		\$4,395.03	\$204.47	\$204.47	\$4,190.56	\$1,102.50	\$3,088.06	70.26%
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	\$707.27	\$0.00	\$0.00	\$707.27	\$0.00	\$707.27	100.00%
850.610.1000.6610.230.1383	GENERAL SUPPLIES	\$0.00	\$159.06	\$159.06	(\$159.06)	\$115.94	(\$275.00)	0.00%
850.610.1000.6810.230.1383	DUES AND FEES COURSE: NATIONAL ART HONOR SOCIETY - 1383	\$0.00	\$105.00	\$105.00	(\$105.00)	\$0.00	(\$105.00)	0.00%
		\$707.27	\$264.06	\$264.06	\$443.21	\$115.94	\$327.27	46.27%
850.100.1000.6000.230.1398	GENERIC EXPENSE	\$180.97	\$0.00	\$0.00	\$180.97	\$0.00	\$180.97	100.00%
	COURSE: SKILLS USA COMMUNICATION MEDIA - 1398	\$180.97	\$0.00	\$0.00	\$180.97	\$0.00	\$180.97	100.00%
850.100.1000.6000.230.1403	GENERIC EXPENSE	\$3,005.16	\$0.00	\$0.00	\$3,005.16	\$0.00	\$3,005.16	100.00%
850.610.1000.6610.230.1403	GENERAL SUPPLIES COURSE: P.A.L.S. - 1403	\$0.00	\$1,247.32	\$1,247.32	(\$1,247.32)	\$502.68	(\$1,750.00)	0.00%
		\$3,005.16	\$1,247.32	\$1,247.32	\$1,757.84	\$502.68	\$1,255.16	41.77%
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%
850.100.1000.6000.230.2201	GENERIC EXPENSE	\$71.00	\$0.00	\$0.00	\$71.00	\$0.00	\$71.00	100.00%
	COURSE: CLUB- FBIA (FUTURE BUS LDRS AMERICA) - 2201	\$71.00	\$0.00	\$0.00	\$71.00	\$0.00	\$71.00	100.00%
	UNIT: BMHS - 230	\$56,971.14	\$29,131.98	\$29,131.98	\$27,839.16	\$7,079.54	\$20,759.62	36.44%
Grand Total:		\$93,276.74	\$37,371.70	\$37,371.70	\$55,905.04	\$13,033.34	\$42,871.70	45.96%

End of Report

CONSENT

Item 8F.

Ratification of Expenditures

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 8F
FROM:	Cole Young, Assistant Superintendent-Operations	Reading
DATE:	February 11, 2020	Discuss
SUBJECT:	Ratifications of Expenditures for Contracts/Work Agreements & Supplementals	Action
		Consent X
<hr/>		
OBJECTIVE:	Board Governance	

SUPPORTING DATA:

This is the approval of ratifications of all Contracts, Work Agreements and supplementals from January during the 2019-2020 school year.

Information related to Contract, Work Agreements and Supplementals are matters of public record and available at the District Office upon request.

SUMMARY & RECOMMENDATION

Sample Motion:

I move to approve the ratification of all Contracts, Work Agreements and Supplementals from January during the 2019-2020 school year.

Approved for transmittal to the Governing Board:



Dr. Daniel Streeter, Superintendent

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

CONSENT Item 8G.

Research Study

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 8 G
FROM:	Dr. Robert Bueche, Executive Director of Federal Programs/Educational Services	Reading
DATE:	February 11, 2020	Discuss
SUBJECT:	Governing Board Policy LC, Relations with Education Research Agencies	Action
		Consent X
OBJECTIVE:	Goal 1: To Raise the Level of Student Achievement Goal 2: To Prepare for Future Student Needs	

SUPPORTING DATA

Governing Board Policy LC, Relations with Education Research Agencies, outlines the District's opportunity to cooperate with colleges, universities, and other recognized research agencies in promoting potentially useful research. Decisions in connection with research that involves students, teachers, or other employees are influenced by factors that include:

- The objectives of the research are clearly stated and the design should produce valid and reliable results that will then be made available to the District.
- The research should be expected to contribute to the improvement of education or the general welfare of students.
- Research proposals should be of sufficient scope and depth to justify the time and effort.
- Projects involving student researchers must have prior written approval by a faculty member of the institution in which the student is enrolled. This faculty member must have direct responsibility related to the student's research.

The District has been approached by a doctoral student from Northern Arizona University to conduct a qualitative, case study design to determine how school principals evaluate and influence school culture in promoting healthy learning environments through the implementation of social emotional learning.


SUMMARY & RECOMMENDATION

Prior to any data being collected, the researcher will receive Institutional Review Board approval from Northern Arizona University. This approval will be held on file in the Office of Educational Services. Additionally, the request will seek data that does not contain identifiable school information. Any data received from the school district will be stored in an encrypted, password-protected file. Further, all participants will display on any stored file as an alphanumeric identifier known only to the researcher. All data, as well as the results of the study, will be returned to the Office of Educational Services upon completion of the study in accordance with district procedures for outside agencies conducting research.

Sample Motion

I move to approve the research study from Northern Arizona University in accordance with Policy LC.

Approved for transmittal to the Governing Board:



Dr. Daniel Streeter, Superintendent

Questions should be directed to: Dr. Robert Bueche, (928-759-4010)

CONSENT

Item 8H.

Authorized Signers

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # 8H
FROM: Cynthia Windham, Finance Director Reading
DATE: Feb. 11, 2020 Discuss
SUBJECT: Bank Accounts – Authorized Signers Action
Consent X

OBJECTIVE: Annual Requirement

SUPPORTING DATA:

The finance office is requesting the following individuals be added (or retained) on the district bank accounts:

JPMorgan Chase Bank, NA
#0003854546 HUSD Payroll

National Bank of Arizona
#0450001924 Clearing Account
#0061000774 Revolving Account
#0450009176 BMHS Athletic Account
#0450002724 GHMS Athletic Account
#0450002716 BMMS Athletic Account
#0450012316 LTS Athletic Account
#0061000717 Food Service Account

Daniel Streeter– Superintendent
Arthur Studley – Finance Director
Mary Kay Schrenk – Internal Auditor
Rebecca Cooley – Secretary to the Superintendent

In addition to the above, the finance office is requesting the following individuals be added (or retained) on the:

#0450009176 Bradshaw Mtn. High School Athletic Account
Kort Miner – Principal
Clariinda Weatherwax – Athletic Director
Jessica Robertson – Athletic Secretary
Richard Bradshaw – Assistant Principal

#0450002724 Glassford Hill Middle School Athletic Account
Melissa Tannehill – Principal
Beth Denman – Asst. Principal

#0450002716 Bradshaw Mtn. Middle School Athletic Account
Jessica Bennett – Principal
Darla Lindberg – Secretary

#0450012316 Liberty Traditional School Athletic Account
Dannette Derickson – Principal
Teresa Herman – Secretary

#0061000717 Food Service Account
Jody Buckle – Food Service Director
Pamela Liuzzo – Nutritionist

#0003854546 HUSD Payroll
Leticia Barker – Business Manager
Arthur Studley – Finance Director

All District bank accounts require two signatures.

In addition, the athletic accounts are limited in their use to referee payments and game security, as needed.

SUMMARY & RECOMMENDATION:

Motion to approve the recommended changes in authorized signers for the above referenced accounts.

Approved for transmittal to the Governing Board:


Dr. Daniel Streeter, Superintendent

Questions should be directed to: **Arthur Studley, Finance Director or
Dr. Daniel Streeter, Superintendent
(759-4000)**

CONSENT

Item 8I.

BMHS / BMOA 2020-2021 Course Description Guides

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 8I
FROM:	Kort Miner	Reading
DATE:	February 11, 2020	Discuss
SUBJECT:	Proposed 2020-2021 BMHS and BMOA Course Description Guides	Action
		Consent X

OBJECTIVE:	Board Goal #1: To Raise the Level of Student Achievement
	Board Goal #2: To Focus on Planning for Future Student Needs

For your approval are the proposed 2020-2021 Bradshaw Mountain High School (BMHS) and Bradshaw Mountain Online Academy (BMOA) Course Description Guides. These guides have 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, and graduation requirements. They also provide answers to questions concerning a student's four-year plan of study at BMHS and BMOA. These course description guides are presented to you in February in efforts of meeting the needs of those families making decisions for the children's next steps when attending BMHS and BMOA. This information also needs to be available for new enrollments as well as during ECAP meetings at the high school. These guides allow for HUSD to address many questions that parents and students may have and make a complete description of BMHS and BMOA course offerings, fees, and educational pathways available to the community.

The Course Description Guides have the following changes:

- Inclusion of Bradshaw Mountain High School's Leadership, Education, and Training (LET) – JROTC program; and
- Updated course fees, including \$25 for Leadership, Education, and Training (LET) – JROTC and bundling of Concert Band/Marching Band fees from \$50 each to \$100 total.

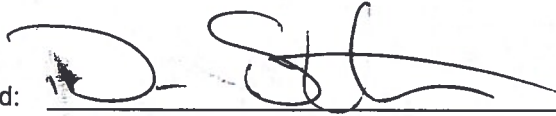
SUPPORTING DATA

SUMMARY & RECOMMENDATION

Sample Motion

I move to approve the revised Bradshaw Mountain High School and Bradshaw Mountain Online Academy 2020-2021 Course Description Guides.

Approved for transmittal to the Governing Board:


Dr. Daniel Streeter, Superintendent

Questions should be directed to: Kort Miner, Bradshaw Mountain High School Principal (759-4104), Dr. Rob Bueche, Executive Director of Federal Programs and School Innovation (759-4010) & Patty Bitsilly, Director of Special Services (759-4040)

BRADSHAW MOUNTAIN HIGH SCHOOL



Course Description Guide 2020-2021

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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 school counseling curriculum is composed of organized objectives and is delivered by school counselors 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, Stage Craft, 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
Kort Miner
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 MICTED*. 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.

Translation Services

Any school document or information can be translated as needed. Contact the English Language Department at 928-759-4047. Cualquier documento de la escuela y la información que se puede traducir como sea necesario. Contacte el departamento de idioma inglés al 928-759-4047.

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 freshman year and ending with the completion of the first semester of 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 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 and math in 10th grade.
- Arizona's Instrument to Measure Standards (AIMS) Science in 10th grade or 9th grade Pre-AP Biology.
- 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.
- 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.
- Beginning with the class of 2020, all students must complete a CPR training.
 - **NOTE:** 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/counselor Education Career Action Plan (ECAP) meeting Fall of 9th grade.

ECAP (Education and Career Action Plan)

An ECAP reflects a student's current plan of coursework, career aspirations, and extended learning opportunities in order to develop the student's individual academic and career goals. Every student in grades 9-12 shall develop an ECAP in consultation with a school counselor and parent/guardian. The student ECAP may be revised throughout high school to ensure that the student has the opportunity to study careers of his/her choice. 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 counselor for completion.

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 counselor 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 Interscholastic 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 the 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 eligible for homebound services. . Students who must be absent from school due to an extended illness (90 days) may be eligible with medical documentation from a physician. The school nurse should be contacted to obtain the homebound packet. Once the student has a completed application, medical documentation and a meeting with school administration, homebound services may begin.

Special Education Services

Humboldt Unified School District provides a full continuum of special education supports and services to eligible students as stated on their Individual Education Program (IEP) under IDEA. Each eligible students will be enrolled in classes based on the services listed on their IEP. The student may take a general education class, a co-taught general education class (taught by a general education teacher and a special education teacher) or a class taught by a special education teacher. **Please note: Course titles are found within the course description for each class and on the schedule and transcript of the student(s) enrolled in these classes. The key for the course titles is listed at the end of each department where applicable.**

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.

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.

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 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 or 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). 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 the fall and spring semesters, showing credit earned on the 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 by 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*
REQUIRED CORE COURSES				
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
OTHER REQUIRED COURSES				
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
TOTAL	22	24	24	24
<p>All students must meet the academic requirements for the BMHS Diploma, which includes meeting the requirements for state-mandated testing.</p> <p>*Class of 2016 & beyond – the full-time, four-year AVID student waives the 1.0 additional core credit requirement for Silver/Gold Diploma.</p> <p>*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.</p> <p>*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.</p>				

***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.

AGEC-A (Arizona General Education Curriculum) Opportunity

The AGEC-A is a 35 semester-credit general education curriculum block that fulfills the lower division general education requirements (foundational studies) from Arizona public community college to any other Arizona public community college or university. Students who take advantage of the AGEC-A opportunities can continue to participate in all of Bradshaw Mountain High School's opportunities (pre-AP, AP, AP Academy, CTED, dual enrollment, and extracurriculars). Students who successfully complete all 35 credits through the AGEC-A and Yavapai College will be accepted at any of Arizona's public post-secondary institutions and courses will transfer without loss of credit. Students must maintain a minimum of a 2.5 GPA. Students who pass certain Advanced Placement (AP) tests meeting minimum cut scores can count AP earned credits as part of the 35-credit AGEC-A block. Yavapai College tuition may be required for concurrent coursework.

Subject Area Requirements

- First Year Composition (6 credits)
- Mathematics (3 credits)
- Physical and Biological Sciences (8 credits - 2 classes)
- Arts and Humanities (6-9 credits selected from at least two different course prefixes)
- Social and Behavioral Sciences (6-9 credits selected from at least two different course prefixes)
- Communication (0-3 credits)
- Options (0-6 credits)

Students must complete a course from each of the following AGEC Special Awareness areas:

- Intensive Writing/Critical Inquiry (IWR)
- Ethnic/Race/Gender (ERG) Awareness
- Global/International or Historical (GIH)

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 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, 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. *Course titles: English 9, English 9 E, English 9 M, English 9 CC, English 9 SS*

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 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

Fee: none

Placement: determined by test scores and grades.

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 - Read 180

Grade: 10

Fee: none

Placement: Determined by test scores and grades.

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 class every day that utilizes software, independent reading, and whole and small group instruction.

English Credit

Year: 1.0 credit for each course

English 10

Grade: 10

Fee: none

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, 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. *Course titles: English 10, English 10 E, English 10 M, English 10 CC, English 10 SS*

English credit

Year: 1.0 credit

Pre-AP English 10

Grade: 10

Fee: none

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 credit

Year: 1.0 credit

English 11

Grade: 11

Fee: none

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. *Course titles: English 11, English 11 E, English 11 M, English 11 CC, English 11 SS*

English credit

Year: 1.0 credit

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 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 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 prepares students 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 emphasizes the writing process and good editing, which includes grammar, usage, and mechanics. *Course titles: English 12, English 12 E, English 12 M, English 12 CC, English 12 SS*

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 a 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

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 a 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!

Key for Course Titles

- E Essentials** - This class is designed to address the standards of the course while individualizing to meet student needs. It addresses the essential content in a small group setting.
- M Modified Class** - This is a general education class that is modified to meet students' individual learning needs for students that access a modified curriculum.
- CC Core Connectors** - This is a class that is modified to meet students' individual learning needs in a small group setting.
- SS Special School** - This is a specially designed program for students who require a separate location for delivery of services.

SHELTERED ENGLISH IMMERSION

Humboldt Unified School District offers 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 grammar, listening, speaking, reading, and writing. Students are placed in SEI classes and/or English Language Arts classes based on Arizona English Language Learner Assessment scores and guidelines established by the Arizona Department of Education.

SEI English

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

SEI Block 1

Integrated reading, writing, listening, and speaking

SEI Block 2

Focused language instruction, grammar, and vocabulary

SEI Intermediate 1

Integrated reading, writing, listening, and speaking

SEI Intermediate 2

Focused language instruction, grammar, and vocabulary

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 Math (MAT 142)* 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

Fee: none

Math credit

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. *Course titles: Algebra 1A, Algebra 1A E, Algebra 1A M, Algebra 1A CC, Algebra 1A SS*

Algebra I B

Grades: 10-12

Fee: none

Math credit

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. *Course titles: Algebra 1B, Algebra 1B E, Algebra 1B M, Algebra 1B CC, Algebra 1B SS*

Algebra I

Grades: 9-12

Fee: none

Math credit

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 nonlinear functions. They will be introduced to descriptive statistics. *Course titles: Algebra 1, Algebra 1 E, Algebra 1 M, Algebra 1 CC, Algebra 1 SS*

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. *Course titles: Geometry, Geometry E, Geometry M, Geometry CC, Geometry SS*

Pre-AP Geometry

Grades: 9-10

Fee: none

Math credit

Year: 1.0 credit

Prerequisite: Successful completion of Algebra I in 8th 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.) *Course titles: Algebra II, Algebra II E, Algebra II M, Algebra II CC, Algebra II SS*

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. *Course titles: BTM, BTM E, BTM M, BTM CC, BTM CC, BTM SS*

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 Math (MAT 142) *

Grades 11 - 12

Fee: \$10/ college credit

Math credit

Semester: 0.5 credit

Placement: Satisfactory fulfillment of all Yavapai College Dual Enrollment requirements

Survey of mathematical topics and applications. This course includes statistics, probability, exponential functions, finance, dimensional analysis and other selected discrete math topics. Note: Computer use and graphing calculator required. (TI-84 recommended) Prerequisite: Two years of high school algebra and one year of geometry completed within the last 4 years. Yavapai College: 3 Credit Hours. Should be taken by all non-STEM, and non - business majors)

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. Should be taken by all business majors)

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

Fee: AP Exam Fee/Optional Camp Fee

Math credit

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

Fee: AP Exam Fee/Optional Camp Fee

Math credit

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

Fee: AP Exam Fee/Optional Camp Fee

Math credit

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.)

Key for Course Titles

- E Essentials** - This class is designed to address the standards of the course while individualizing to meet student needs. It addresses the essential content in a small group setting.
- M Modified Class** - This is a general education class that is modified to meet students' individual learning needs for students that access a modified curriculum.
- CC Core Connectors** - This is a class that is modified to meet students' individual learning needs in a small group setting.
- SS Special School** - This is a specially designed program for students who require a separate location for delivery of services.

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 relevance 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. *Course titles: World History, World History E, World History M, World History CC, World History SS*

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. *Course titles: U.S. History, U.S. History E, U.S. History M, U.S. History CC, U.S. History SS*

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

Fee: none

Social Studies credit

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. *Course titles: Am. Govt, Am. Govt E, Am. Govt M, Am. Govt CC, Am. Govt SS*

AP United States Government and Politics

Grade: 12

Fee: AP exam fee

Social Studies credit

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

Fee: none

Social Studies credit

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. *Course titles: Econ, Econ E, Econ M, Econ CC, Econ SS*

AP Economics

Grade: 12

Fee: AP exam fee

Social Studies credit

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

Elective credit

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.

Key for Course Titles

- E Essentials** - This class is designed to address the standards of the course while individualizing to meet student needs. It addresses the essential content in a small group setting.
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- SS Special School** - This is a specially designed program for students who require a separate location for delivery of services.

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. *Course titles: Geoscience, Geoscience E, Geoscience M, Geoscience CC, Geoscience SS*

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. *Course titles: Biology, Biology E, Biology M, Biology CC, Biology SS*

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

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. *Course titles: Chemistry, Chemistry E, Chemistry M, Chemistry CC, Chemistry SS*

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-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

Fee: \$10 lab fee

Lab Science credit

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. *Course titles: Physics, Physics E, Physics M, Physics CC, Physics SS*

Pre-AP Physics

Grade: 11-12

Fee: \$10 lab fee

Lab Science credit

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

Fee: AP exam fee; \$20 lab fee

Lab Science credit

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

Fee: AP exam fee; \$20 lab fee

Lab Science credit

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

Fee: \$10 lab fee

Lab Science credit

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 incorporates 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.

Course titles: Environmental Science, Environmental Science E, Environmental Science M, Environmental Science CC, Environmental Science SS

Anatomy & Physiology

Grades 11-12

Fee: \$20

Science credit

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.

Course titles: Anatomy and Physiology, Anatomy and Physiology E, Anatomy and Physiology M, Anatomy and Physiology CC, Anatomy and Physiology SS

Key for Course Titles

- E Essentials** - This class is designed to address the standards of the course while individualizing to meet student needs. It addresses the essential content in a small group setting.
- M Modified Class** - This is a general education class that is modified to meet students' individual learning needs for students that access a modified curriculum.
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- SS Special School** - This is a specially designed program for students who require a separate location for delivery of services.

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. *Course titles: Spanish 1, Spanish 1 E, Spanish 1 M, Spanish 1 CC, Spanish 1 SS*

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. *Course titles: Spanish 2, Spanish 2 E, Spanish 2 M, Spanish 2 CC, Spanish 2 SS*

Foreign Language/Elective credit

Year: 1.0 credit

Spanish 101

Grades: 9-12

Fee: \$10/credit

Placement: Satisfactory fulfillment of all Yavapai College Dual Enrollment requirements

Dual credit course offered in conjunction with Yavapai College. This course focuses on the fundamentals of speaking, writing, listening, and reading of Spanish. Includes an introduction to the 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

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

Foreign Language/Elective credit

Semester: 1.0 credit for each course

YC credit: 3.0 credits with grade of C or higher

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

Fee: none

Elective credit

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

Fee: none

Elective credit

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

Fee: none

Foreign Language/Elective credit

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. *Course titles: French 1, French 1 E, French 1 M, French 1 CC, French 1 SS*

French 2

Grades: 9-12

Fee: none

Foreign Language/Elective credit

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. *Course titles: French 2, French 2 E, French 2 M, French2 CC, French 2 SS*

French 3

Grades: 9-12

Fee: none

Foreign Language/Elective credit

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.

Key for Course Titles

- E Essentials** - This class is designed to address the standards of the course while individualizing to meet student needs. It addresses the essential content in a small group setting.
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PHYSICAL EDUCATION

Girls P.E.

Grades: 9-12

Fee: \$25 P.E. uniform

Prerequisite: none

P.E. credit

Year: 1.0 credit

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, 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 heels. Course titles: Girls PE, Girls PE E, Girls PE M, Girls PE CC, Girls PE SS

Girls Weight Training

Grades: 10-12

Fee: \$25 P.E. uniform

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

P.E./Elective credit

Year: 1.0 credit

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. *Course titles: Girls Weight Training, Girls Weight Training E, Girls Weight Training M, Girls Weight Training CC, Girls Weight Training SS*

Boys P.E.

Grades: 9-12

Fee: \$25 P.E. uniform

Prerequisite: none

P.E. credit

Year: 1.0 credit

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 heels. Course titles: Boys PE, Boys PE E, Boys PE M, Boys PE CC, Boys PE SS*

Boys Weight Training

Grades: 10-12

Fee: \$25 P.E. uniform

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

P.E./Elective credit

Year: 1.0 credit

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. *Course titles: Boys Weight Training, Boys Weight Training E, Boys Weight Training M, Boys Weight Training CC, Boys Weight Training SS*

Athletic Physical Education

Grades: 10-12

Fee: none

P.E./Elective credit

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.

Adaptive PE

Grades: 9-12

Fee: none

Physical Education credit

Year: 1.0 credit

Prerequisite: Placement determined by a student's Individual Education Program (IEP).

Students experience an alternative to general P.E. due to challenges related to disability. Activities are structured around the needs of the student.

Key for Course Titles

- E Essentials** - This class is designed to address the standards of the course while individualizing to meet student needs. It addresses the essential content in a small group setting.
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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. *Course titles: Art, Art M*

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. *Course titles: Drawing and Painting, Drawing and Painting M*

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. *Course titles: Ceramic and 3-D Sculpture, Ceramic and 3-D Sculpture M*

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

Fine Art credit

Fee: \$20 course fee and \$30 portfolio 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

Fine Art credit; Semester 1: 0.5 credit OR

Fees: \$100 (includes Concert Band/Percussion fee for the year)

PE credit; Semester 1: 0.25 PE/0.25 Fine Arts (PE credit ONLY if taken all four years.)

Shoes: \$27 (required of all freshmen and as needed for grades 10-12)

School-owned instruments: \$50 for the year

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. *Course titles: Marching Band, Marching Band*

Concert Band

Grades: 9-12

Fine Art credit

Fee: Included in Marching Band fee

Semester 1 and 2: 0.5 credit each semester

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. *Course titles: Concert Band, Concert Band M*

Drumline/Percussion

Grades: 9-12

Fine Art credit

Fee: Included in Marching Band fee

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 the 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. *Course titles: String Orchestra, String Orchestra M*

Guitar 1

Grades: 9-12

Fee: \$25 course fee

Prerequisite: none

Fine Art credit

Year: 1.0 credit

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

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. *Course titles: Concert Choir, Concert Choir M*

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. *Course titles: Women's Chorus, Women's Chorus M*

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

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

Fine Art credit

Year: 1.0 credit

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.

Course titles: Introduction to Theater and Film, Introduction to Theater and Film M

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. *Course titles: Beginning Drama, Beginning Drama M*

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.

Stagecraft 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.

Stagecraft 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 Stagecraft 1. 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 the Stagecraft 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

Key for Course Titles

- E Essentials** - This class is designed to address the standards of the course while individualizing to meet student needs. It addresses the essential content in a small group setting.
- M Modified Class** - This is a general education class that is modified to meet students' individual learning needs for students that access a modified curriculum.
- CC Core Connectors** - This is a class that is modified to meet students' individual learning needs in a small group setting.
- SS Special School** - This is a specially designed program for students who require a separate location for delivery of services.

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 JROTC, Film & TV/Digital Communication Nursing, Sports Med, Stagecraft, Networking, Marketing & MICTED courses offered at Yavapai College.

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

Clairinda Weatherwax

6000 E. Long Look Dr.

Prescott Valley, AZ 86314

(928) 759-4100

clairinda.weatherwax@humboldtunified.com

Principal

Kort Miner

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(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 MICTED*. 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.

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

Fee: \$30

CTE credit

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

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

CTE credit

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.

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

MARKETING

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 an introduction to the concept of software development, data analysis, and ethical impacts of computing technology on business practices. The class will also cover employability skills, 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 fundamental concepts beginning with understanding consumer behavior and targets marketing to business ethics and careers in marketing.

Marketing 2

Grades: 11-12

Fee: \$20

Prerequisite: Marketing 1

CTE Credit

Year: 1.0 credit

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 MICTED cord, a certificate and a copy of their transcript, which document their skill attainment and may be used for prospective employers.*

DIGITAL MEDIA

Digital Media 1- Photography, Videography and Graphic Design

Grade 10-12

CTE credit

Fee: \$10

Year: 1.0 credit

Students in this course learn the basic fundamentals of digital photography, videography and graphic design. Students use Adobe based computer application systems such as Photoshop and Premiere Pro to create photo video and design 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.

Digital Media 2A - Production Studio

Bradshaw Mountain Morning News

Grade: 11-12

CTE credit

Fee: \$10

Year: 1.0 credit

Prerequisite: Digital Media 1 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, FBLA. 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 CTED cord, a certificate and a copy of their transcript, which document their skill attainment and may be used for prospective employers.

Digital Media 2B -Yearbook

Grade: 11-12

CTE credit

Fee: \$10

Year: 1.0 credit

Prerequisite: Digital Media 1

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, FBLA.

Multimedia Independent Study

Grades: 11-12

CTE credit

Fee: \$10

Year: 1.0 credit

Prerequisite: Successful completion of Digital Media 2 with a grade of C or better.

Students serve as mentors to the Digital Media 2 students, as they demonstrate their mastery of the technical skills required by the professional industry by creating a digital portfolio. 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

Fee: \$40 (HOSA)

CTE credit

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

Fee: \$40 (HOSA)

CTE credit

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 MICTED cord, a certificate and a copy of their transcript, which document their skill attainment and may be used for prospective employers.

NETWORK SECURITY

Computers and Networking I

Grades: 10-12

Fee: \$10/college credit

CTE 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. 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: 10-12

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: 10-12

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 120 Introduction to Windows Server

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

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 and App Design 1

Grade: 10-11

Fee: none

Elective credit

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 languages including but not limited to HTML, CSS, JavaScript, and Python. Curriculum from Code.org will be a core aspect of the program. This course explores program coding, analysis, and debugging. Current issues related to privacy and ethical issues in computer security will be addressed in this course. All students who take Software and App Design 1 are encouraged to complete the program and take Software and App Design 2.

*On completion of the CTE program and passing of the state assessment, the student shall receive an MICTED cord, a certificate, and a copy of their transcript which document their skill attainment and may be used for prospective employers.

Software and App Design 2

Grade: 10-11

Fee: none

Elective credit

Year: 1.0 credit

Prerequisite: Software Development 1

This course elaborates on the concepts covered in Software and App Design 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 languages including but not limited to, HTML, CSS, JavaScript, and Python. Curriculum from Code.org will be a core aspect of the program. This course expands program coding, analysis, and debugging. Current issues related to privacy and ethical issues in computer security will be addressed in this course.

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

Leadership, Education, and Training (LET) - JROTC

JROTC (Junior Reserve Officer Training Corps) has four levels of Leadership, Education, and Training (LET). These classes are designed to teach the values of citizenship, leadership, service to the community, personal responsibility, and give a sense of accomplishment, while instilling self-esteem, teamwork, and self-discipline. The program's focus is reflected in its mission statement, "To Motivate Young People to be Better Citizens." JROTC's performance-based curriculum requires that cadets master competencies, perform skills, apply knowledge, and model or exhibit behaviors representing the desired attitudes. A custom-fitted uniform is worn once a week on the designated uniform day. There is no obligation to join the armed forces; however, satisfactory completion of two years can lead to advanced rank in the Armed Forces. College ROTC scholarships are available for outstanding students meeting college entrance requirements.

*Students successfully completing a year of JROTC Physical Training (PT) requirements receive (.25) credits for Physical Education (PE). Bradshaw Mountain High School requires 1.0 credit of PE for graduation.

LET 1

Grade: 9-12

Fee: \$25

Prerequisite: None

CTE/Elective credit

Year: 1.0 credit

This course will give an overview of the JROTC structure and the LET levels. It will focus on maximizing student's potential for success in high school and life through learning study skills and self-management. Students will develop basic leadership, follower, and citizenship skills while beginning to learn effective ways to build relationships with peers and co-workers. Students will practice conflict resolution and engage in community/service learning.

LET 2

Grade: 10-12

Fee: \$25

Prerequisite: Grades of "C" or above in LET 1

CTE/Elective credit

Year: 1.0 credit

This course continues developing the skills learned in LET 1. In addition, students learn to promote wellness through nutrition, physical fitness, and substance abuse prevention. Students will apply physical and political geography to build global awareness and correlate the rights and responsibilities of citizenship to the purposes of the US government.

LET 3

Grade: 11-12

Fee: \$25

Prerequisite: Grades of "C" or above in LET 2

CTE/Elective credit

Year: 1.0 credit

This course continues developing the skills learned in LET 1 and 2. In addition, we relate events in US history to choices and responsibilities Americans have today. Students will learn organizational structure and how organizations work. Leadership skills expand into decision making, problem solving, team building, and planning skills needed for complex events.

LET 4

Grade: 12

Fee: \$25

Prerequisite: Grades of "C" or above in LET 3

CTE/Elective credit

Year: 1.0 credit

This course continues developing the skills learned as LET 1, 2, and 3. In addition, students learn teaching skills and the National Endowment for Financial Education Planning Program (NEFE). Students will learn advanced leadership principles of power bases and influence, styles of leadership, management skills, communication, and motivation. They will learn the role of the military in defending and maintaining peace for a democratic society.

WORK EXPERIENCE

Diversified Cooperative Education (DCE) Class

Grades: 12

Fee: none

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

CTE credit

Year: 1.0 credit

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.

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

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.**

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 counseling 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 aide 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” and first-generation college students 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

Fee: none

Elective Credit

Semester: 0.5 credit

Prerequisite: Application and acceptance into the AP Academy

MAP is an elective designed specifically for the students that are in the AP Academy.

English Language Arts Lab

Grade: 9-12

Fee: none

Elective Credit

Semester: 0.5 credit

Prerequisite: Per IEP team

This is a course that aims to strengthen reading decoding and comprehension skills through a research-based intervention program.

Essential Skills Lab

Grade: 9-12

Fee: none

Prerequisite: Per IEP Team

The focus of essential skills lab is on completion of general classroom assignments pre-teaching and re-teaching of key concepts from the general education curriculum.

Elective credit

Semester: 0.5 credit

Interpersonal Skills

Grade: 9-12

Fee: none

Prerequisite: Per IEP Team

Student will be given the opportunity to interact with peers and staff in order to increase their interpersonal skills.

Elective credit

Semester: 0.5 credit

Social Skills

Grade: 9-12

Fee: none

Prerequisite: Per IEP Team

Student will be given the opportunity to interact with peers and staff in order to increase their social skills.

Elective credit

Semester: 0.5 credit

Organizational and Study Skills

Grade: 9-12

Fee: none

Prerequisite: Per IEP Team

Student will be given the opportunity to increase their ability to organize their school day, assignments and responsibilities in order to increase their academic success.

Elective credit

Semester: 0.5 credit

TSW/ Career Development

Grade: 11

Fee: none

Prerequisite: Per IEP team

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.

Elective credit

Year: 1.0 credit

TSW/Employment Skills

Grade: 12

Fee: none

Prerequisite: Per IEP team

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.

Elective credit

Year: 1.0 credit

TSW-M Independent Living Skills

Grade: 9-12

Fee: none

Elective credit

Year: 1.0 credit

Prerequisite: Individual Transition Plan

Student will be given the opportunity to work on transition goals and objectives that have been identified by the student and the IEP team in community and classroom settings. Independent living focuses on money management, community resources, and housing options.

TSW-M Career Development

Grade: 9-12

Fee: none

Elective credit

Year: 1.0 credit

Prerequisite: Individual Transition Plan

Student will be given the opportunity to work on transition goals and objectives that have been identified by the student and the IEP team in community and classroom settings. This course explores possible career, vocational, and workplace options through interest inventories and a variety of hands-on work related experiences to assist students in determining their strengths, preferences and interests as it relates to potential work opportunities and careers.

TSW-M Employment Skills

Grade: 9-12

Fee: none

Elective credit

Year: 1.0 credit

Prerequisite: Individual Transition Plan

Student will be given the opportunity to work on transition goals and objectives that have been identified by the student and the IEP team in community and classroom settings. A course that provides job readiness experience while training in a job site generally within the school through on campus or in-district work experience.

Student Support Center

Grade: 9-12

Fee: none

Not For Credit

Prerequisite: Per IEP Team

Student will be given the opportunity to meet unique needs that cannot be met during academic courses. Examples of unique needs may be physical therapy or occupational therapy, adapted eating/feeding, etc.

ONLINE LEARNING

The Learning Center (TLC)

Grade: 10-12

Fee: none

Admittance: Scheduled through counseling office

Credits assigned to a variety of courses

Semester: 0.5 credit/course successfully completed

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.

School 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.

Bears' Den

Grade: 9-12

Fee: none

Admittance: Scheduled through counseling office

Credits assigned to a variety of courses

Semester: 0.5 credit/course successfully completed

The Bear Den is a blended learning environment for students who are behind in credits. This class allows for students to make up credits during the day in an online learning system with a teacher available to help, assist, and monitor their progress. The goal of this class is for students to complete one course per quarter.

Bradshaw Mountain Online Academy (BMOA)

Grade: 9-12

Fee: none

Admittance: Scheduled through counseling office

Credits assigned to a variety of courses

Semester: 0.5 credit/course successfully completed

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 counseling office or BMOA literature for more information.

BMHS COURSE FEES/SCHOOL FEES 2020-2021

CAREER AND TECHNICAL EDUCATION

PERFORMING ARTS (CONTINUED)

BROADCAST TV AND FILM 1	\$10.00	INTERMEDIATE DRAMA	\$15.00
BROADCAST TV AND FILM 2	\$10.00	INTRO TO THEATER AND FILM	\$15.00
COMPUTERS AND NETWORKING 1	\$10/YC CREDIT	STAGECRAFT 1	\$15.00
COMPUTERS AND NETWORKING 2	\$10/YC CREDIT	STAGECRAFT 2	\$15.00
CNA FUNDAMENTALS	\$30.00	INSTRUMENTAL MUSIC	
CNA STATE BOARD EXAM (OPTIONAL)	\$108.00	COLOR GUARD PARTICIPATION FEE	\$50.00
CYBERSECURITY	\$10/YC CREDIT	GUITAR	\$25.00
DIGITAL PHOTOGRAPHY	\$10.00	GUITAR 2	\$25.00
YEARBOOK/DIGITAL PHOTOGRAPHY 2	\$10.00	INSTRUMENT USAGE (IF APPLICABLE)	\$50.00
LET (JROTC)	\$25.00	JAZZ ENSEMBLE	\$50.00
MARKETING 1	\$10.00	MARCHING BAND	\$100.00
MARKETING 2	\$20.00	MARCHING SHOES (IF APPLICABLE)	\$27.00
MULTIMEDIA INDEPENDENT STUDY	\$10.00	STRING ORCHESTRA	\$50.00

WINTER GUARD PARTICIPATION FEE \$50.00

FINE ARTS

VOCAL MUSIC

ADVANCED CERAMICS AND 3D SCULPTURE	\$50.00	CHAMBER SINGERS	\$40.00
ADVANCED DRAWING AND PAINTING	\$50.00	CONCERT CHOIR	\$30.00
AP STUDIO ART: 2-D DRAWING, 2-D DESIGN AND 3-D DESIGN	\$50.00	WOMEN'S CHORUS	\$30.00
AP STUDIO ART: EXAM FEE	TBD	WOMEN'S ENSEMBLE	\$40.00
CERAMICS AND 3D SCULPTURE	\$40.00		
DRAWING AND PAINTING	\$40.00		
INTRO TO ART	\$30.00		

SOCIAL STUDIES

AP PSYCHOLOGY LAB FEE	\$10.00
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PERFORMING ARTS

PHYSICAL EDUCATION

DRAMA		PE LOCK REPLACEMENT	\$ 5.50
ADVANCED DRAMA	\$25.00	UNIFORM (REQUIRED)	\$25.00
BEGINNING DRAMA	\$15.00		

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
FOREIGN LANGUAGE		EXTRA PHOTO ID	\$5.00
		LIBRARY COPIES	\$0.10/COPY
		LOST TEXTBOOK/BOOK REPLACEMENT	TBD
SPANISH 102	\$10/YC CREDIT	OVERDUE LIBRARY BOOK	\$0.10/DAY; MAX \$3.00
MATHEMATICS		PARCHMENT TRANSCRIPT	\$5.00/TRANSACTION
		PAY TO PLAY	\$110.00
		PAY TO PLAY - FREE/REDUCED	\$55.00
COLLEGE ALGEBRA	\$10/YC CREDIT	STUDENT PARKING	\$70.00
PRE-CALC	\$10/YC CREDIT	STUDENT PARKING AFTER SPRING BREAK	\$45.00
ENGLISH		SUMMER SCHOOL CREDIT RECOVERY	\$50.00/CLASS
		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
		YAVAPAI COLLEGE CONCURRENT TUITION	\$95/\$110/\$122/ YC CREDIT DEPENDENT ON COURSE

PLEASE NOTE: ALL UNPAID FEES WILL BECOME FINES IF NOT PAID BY SEPTEMBER 8, 2020

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)

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

Dr. 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

Mr. Roger Studley, Director of Finance

BRADSHAW MOUNTAIN ONLINE ACADEMY



Course Description Guide

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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 guidance program that will contribute to their success in school and beyond.

School Counseling Curriculum

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

- Academic development
- Career development
- Personal/social development

The school counseling curriculum is composed of organized objectives and is delivered by school counselors 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 MICTED*. 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.

GPA/Class Rank

1. Class ranking is determined each semester beginning with the completion of the first semester of freshman 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 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 and math in 10th grade.
- Arizona's Instrument to Measure Standards (AIMS) Science in 10th grade or 9th grade Pre-AP Biology.
- 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.
- 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.
- Beginning with the class of 2020, all students must complete a CPR training.
 - **NOTE:** 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/counselor Education Career Action Plan (ECAP) meeting Fall of 9th grade.

ECAP (Education and Career Action Plan)

An ECAP reflects a student's current plan of coursework, career aspirations, and extended learning opportunities in order to develop the student's individual academic and career goals. Every student in grades 9-12 shall develop an ECAP in consultation with a school counselor and parent/guardian. The student ECAP may be revised throughout high school to ensure that the student has the opportunity to study careers of his/her choice. 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 counselor for completion.

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 counselor for completion.

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 the 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 eligible for homebound services. . Students who must be absent from school due to an extended illness (90 days) may be eligible with medical documentation from a physician. The school nurse should be contacted to obtain the homebound packet. Once the student has a completed application, medical documentation and a meeting with school administration, homebound services may begin.

Special Education Services

Humboldt Unified School District provides a full continuum of special education supports and services to eligible students as stated on their Individual Education Program (IEP) under IDEA. Each eligible students will be enrolled in classes based on the services listed on their IEP. The student may take a general education class, a co-taught general education class (taught by a general education teacher and a special education teacher) or a class taught by a special education teacher. **Please note: Course titles are found within the course description for each class and on the schedule and transcript of the student(s) enrolled in these classes. The key for the course titles is listed at the end of each department where applicable.**

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 or 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 the 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 counselor. 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	
	BMOA Diploma
REQUIRED CORE COURSES	
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
OTHER REQUIRED COURSES	
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
TOTAL	22
All STUDENTS MUST MEET THE ACADEMIC REQUIREMENTS FOR THE BMOA 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.	

SHELTERED ENGLISH IMMERSION

Humboldt Unified School District offers 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 grammar, listening, speaking, reading, and writing. Students are placed in SEI classes and/or English Language Arts classes based on Arizona English Language Learner Assessment scores and guidelines established by the Arizona Department of Education.

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

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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
Clairinda Weatherwax
6000 E. Long Look Dr.
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(928) 759-4100
clairinda.weatherwax@humboldtunified.com

Principal
Kort Miner
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(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 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.

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 2020-2021

(Fees may vary for BMOA students)

CAREER AND TECHNICAL EDUCATION		PERFORMING ARTS (CONTINUED)	
BROADCAST TV AND FILM 1	\$10.00	INTERMEDIATE DRAMA	\$15.00
BROADCAST TV AND FILM 2	\$10.00	INTRO TO THEATER AND FILM	\$15.00
COMPUTERS AND NETWORKING 1	\$10/YC CREDIT	STAGECRAFT 1	\$15.00
COMPUTERS AND NETWORKING 2	\$10/YC CREDIT	STAGECRAFT 2	\$15.00
CNA FUNDAMENTALS	\$30.00	INSTRUMENTAL MUSIC	
CNA STATE BOARD EXAM (OPTIONAL)	\$108.00	COLOR GUARD PARTICIPATION FEE	\$50.00
CYBERSECURITY	\$10/YC CREDIT	GUITAR	\$25.00
DIGITAL PHOTOGRAPHY	\$10.00	GUITAR 2	\$25.00
YEARBOOK/DIGITAL PHOTOGRAPHY 2	\$10.00	INSTRUMENT USAGE (IF APPLICABLE)	\$50.00
LET (JROTC)	\$25.00	JAZZ ENSEMBLE	\$50.00
MARKETING 1	\$10.00	MARCHING BAND	\$100.00
MARKETING 2	\$20.00	MARCHING SHOES (IF APPLICABLE)	\$27.00
MULTIMEDIA INDEPENDENT STUDY	\$10.00	STRING ORCHESTRA	\$50.00
		WINTER GUARD PARTICIPATION FEE	\$50.00
FINE ARTS		VOCAL MUSIC	
ADVANCED CERAMICS AND 3D SCULPTURE	\$50.00	CHAMBER SINGERS	\$40.00
ADVANCED DRAWING AND PAINTING	\$50.00	CONCERT CHOIR	\$30.00
AP STUDIO ART: 2-D DRAWING, 2-D DESIGN AND 3-D DESIGN	\$50.00	WOMEN'S CHORUS	\$30.00
AP STUDIO ART: EXAM FEE	TBD	WOMEN'S ENSEMBLE	\$40.00
CERAMICS AND 3D SCULPTURE	\$40.00		
DRAWING AND PAINTING	\$40.00	SOCIAL STUDIES	
INTRO TO ART	\$30.00	AP PSYCHOLOGY LAB FEE	\$10.00
PERFORMING ARTS		PHYSICAL EDUCATION	
DRAMA		PE LOCK REPLACEMENT	\$ 5.50
ADVANCED DRAMA	\$25.00	UNIFORM (REQUIRED)	\$25.00
BEGINNING DRAMA	\$15.00		

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
FOREIGN LANGUAGE			
SPANISH 102	\$10/YC CREDIT	LOST TEXTBOOK/BOOK REPLACEMENT	TBD
		OVERDUE LIBRARY BOOK	\$0.10/DAY; MAX \$3.00
		PARCHMENT TRANSCRIPT	\$5.00/TRANSACTION
MATHEMATICS			
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
ENGLISH			
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
		YAVAPAI COLLEGE CONCURRENT TUITION	\$95/\$110/\$122/ YC CREDIT DEPENDENT ON COURSE

PLEASE NOTE: ALL UNPAID FEES WILL BECOME FINES IF NOT PAID BY SEPTEMBER 8, 2020

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)

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

Dr. 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
Mr. Roger Studley, Director of Finance

CONSENT

Item 8J.

Revised 2019-2020 Supplemental Wage Schedule

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 8 J
FROM:	Cole Young, Assistant Superintendent-Operations	Reading
DATE:	February 11, 2020	Discuss
SUBJECT:	Approval of Supplemental Wage Schedule for 2019-20 (Update to Substitute Pay @ LTS)	Action
		Consent X

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

SUPPORTING DATA

The attached *HUSD 2019-20 Supplemental Wage Schedule* provides a listing of a variety of extra duty wages which are not included on any Board approved salary or stipend schedules.

Liberty Traditional School, at one time, had a school schedule which reflected longer periods during the day which warranted higher pay to those certified staff that used their prep time to cover a class that had no substitute. Because Liberty no longer has a bell schedule that reflects the extra time for class coverage, administration recommends striking the class coverage line for Liberty Traditional from the Supplemental Wage Scale schedule. Liberty Traditional would then revert to the general class coverage lines followed by all elementary and middle schools within the district, respectively.

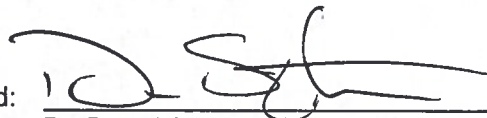
SUMMARY & RECOMMENDATION

It is recommended that the Governing Board approve the *HUSD 2019-20 Supplemental Wage Schedule* as presented.

Sample Motion

I move to approve the attached *HUSD 2019-20 Supplemental Wage Schedule* as presented.

Approved for transmittal to the Governing Board:


Dr. Daniel Streeter, Superintendent

Questions should be directed to: Cole Young, 759-5016

2019-2020 HUSD SUPPLEMENTAL WAGE SCHEDULE (Pending Board Approved 2/11/2020)

Position	Rate	Per		Notes
After School Detention	\$15.00	Hour	Certified	
After School Detention	Hrly Rate	Hour	Classified	
Catering - Civic	1.5 @ Hrly Rate	Hour	Classified	
Class Coverage - Elementary	\$11.00	Period	Certified	Based on \$15.00 per hour
Class Coverage - High School	\$13.75	Period	Certified	Based on \$15.00 per hour
Class Coverage - LTS (K-8)	\$17.50	Period	Certified	Based on \$15.00 per hour
Class Coverage - Middle	\$12.50	Period	Certified	Based on \$15.00 per hour
Class Coverage - Other	\$15.00	Hour	Certified	Based on \$15.00 per hour
IEP Compliance/Caseload Support	\$25.00	Hour	Certified	
CTE Grant Supplemental Activities	\$25.00		Class/Cert	Teacher/Nurse Paid w/CTE funds
Custodian - Civic	\$25.00	Hour	Position	Based on \$15.00 per hour
Parental Involvement	\$25.00	Hour	Certified	Incl. Nurse Paid w/Title 1 Funds
Parental Involvement	\$15.00	Hour	Classified	Paid w/Title I Funds
Saturday School	\$15.00	Hour	Certified	
Saturday School	Hrly Rate	Hour	Classified	
Special Projects	Hourly Rate	Hour	Classified	
Student Worker - Food	\$12.00	Hour		Paid w/ F&N Funds
Student Worker - SPED Transition	\$12.00	Hour		Paid w/ SPED Funds
Substitute Certified	\$90.00	Day	Certified	
Long-Term Certified Sub	\$105.00	Day	Certified	Starting at Day 11 after 10 consecutive days doing the same job.
Substitute Certified (Humboldt Elementary)	\$100.00	Day	Certified	
Substitute Classified		Hour	Classified	Entry Level Pay Per Hour Based On Job Category after 10 days
Nurse Substitute	\$95	Day	Classified	
Summer School - ESY (Instructor/Coordinator/Prep)	\$25.00	Hour	Certified	
Summer School - ESY (OT/PT/Speech)	Hrly Rate	Hour	Classified	
Summer School - ESY Aide	\$15.00	Hour	Classified	
Summer School - Title I Aide/Title I Admin Asst	\$12.50	Hour	Classified	
Summer School - Instructors	\$25.00	Hour	Certified	
Training - AZELLA Certification	\$25.00	Hour	Certified	
Training - CPI	Hourly Rate	Hour	Classified	
Translation / Interpreting - Certified	\$25.00	Hour	Certified	if performed off-contract hours
Translation / Interpreting - Classified	\$25.00	Hour	Classified	if performed off-contract hours
Tutoring	\$25.00	Hour	Certified	Includes Homebound Service
Tutoring	\$15.00	Hour	Classified	
Tutoring - AVID	\$12.00	Hour	Class/Cert	
Adult English Tutor	\$25.00	Hour	Class/Cert	Paid with Title III monies
Varsity Football*				
Ticket Seller / Taker	\$35.00	Event	Certified	Paid w/ General Athletics Auxiliary Funds
Announcer	\$35.00	Event	Certified	Paid w/ General Athletics Auxiliary Funds
Scoreboard	\$35.00	Event	Certified	Paid w/ General Athletics Auxiliary Funds
Chain Crew	\$35.00	Event	Certified	Paid w/ General Athletics Auxiliary Funds
Security	\$35.00	Event	Certified	Paid w/ General Athletics Auxiliary Funds
Team Liaison	\$50.00	Event	Certified	Paid w/ General Athletics Auxiliary Funds
JV/Freshman Football*				
Ticket Seller / Taker	\$30.00	Event	Certified	Paid w/ General Athletics Auxiliary Funds

	Announcer	\$30.00	Event	Certified	Paid w/ General Athletics Auxiliary Funds
	Scoreboard	\$30.00	Event	Certified	Paid w/ General Athletics Auxiliary Funds
	Chain Crew	\$30.00	Event	Certified	Paid w/ General Athletics Auxiliary Funds
	Security	\$30.00	Event	Certified	Paid w/ General Athletics Auxiliary Funds
Volleyball (Varsity, JV, and Freshman Games)*					
	Ticket Seller / Taker	\$40.00	Event	Certified	
	Announcer / Scoreboard	\$50.00	Event	Certified	Or \$20, \$15, \$15/game. (\$30 Flat Fee for Middle School) Paid w/General Athletics Auxiliary Funds / Tax-Credit
	Libero Tracker	\$50.00	Event	Certified	Or \$20, \$15, \$15/game. Paid w/General Athletics Auxiliary Funds
	Security	\$50.00	Event	Certified	Or \$20, \$15, \$15/game. Paid w/General Athletics Auxiliary Funds
Basketball (Varsity, JV, and Freshman Games)*					
	Ticket Seller / Taker	\$40.00	Event	Certified	Paid w/ General Athletics Auxiliary Funds
	Announcer	\$50.00	Event	Certified	Or \$20, \$15, \$15/game. Paid w/General Athletics Auxiliary Funds
	Scoreboard	\$50.00	Event	Certified	Or \$20, \$15, \$15/game. (\$30 Flat Fee for Middle School) Paid w/General Athletics Auxiliary Funds / Tax-Credit
	Security	\$50.00	Event	Certified	Or \$20, \$15, \$15/game. Paid w/General Athletics Auxiliary Funds
	Team Liaison	\$50.00	Event	Certified	Paid w/ General Athletics Auxiliary Funds
Soccer (JV, Varsity games)					
	Ticket Seller / Taker	\$40.00	Event	Certified	Or \$20/game. Paid w/General Athletics Auxiliary Funds
	Scoreboard	\$40.00	Event	Certified	Or \$20/game. Paid w/General Athletics Auxiliary Funds
	Security	\$40.00	Event	Certified	Or \$20/game. Paid w/General Athletics Auxiliary Funds
Wrestling (Varsity, JV, and Freshman Matches)					
	Ticket Seller / Taker	\$40.00	Event	Certified	Paid w/ General Athletics Auxiliary Funds
	Scoreboard	\$40.00	Event	Certified	Paid w/ General Athletics Auxiliary Funds
	Security	\$40.00	Event	Certified	Paid w/ General Athletics Auxiliary Funds
Track					
	Announcer	\$40.00	Event	Certified	Paid w/ General Athletics Auxiliary Funds
	Timer	\$40.00	Event	Certified	Paid w/ General Athletics Auxiliary Funds
	Event Judge	\$40.00	Event	Certified	Paid w/ General Athletics Auxiliary Funds
Baseball/Softball*					
	Announcer	\$25.00	Event	Certified	Paid w/ General Athletics Auxiliary Funds
	Ticket Seller / Taker	\$25.00	Event	Certified	Paid w/ General Athletics Auxiliary Funds
	Security	\$35.00	Event	Certified	Paid w/ General Athletics Auxiliary Funds
Cross Country/Golf					
	Security	\$50.00	Event	Certified	Paid w/ General Athletics Auxiliary Funds

CONSENT Item 8K.

Parent/Citizen/Booster Organization - BMHS PTSA

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 8 K
FROM:	Dr. Daniel Streeter, Superintendent	Reading
DATE:	February 11, 2020	Discuss
SUBJECT:	Annual approval of Parent/Citizen/Booster organization	Action
		Consent X
<hr/>		
OBJECTIVE:	Board Goal #3: To Increase Parental & Community Engagement	

SUPPORTING DATA

Governing Board Policy KJA requires that Parent/Citizen/Booster organizations seeking to be approved by the school and District must be approved by the Governing Board. Parent/Citizen/Booster organizations must provide:

- A. Name of the organization and school affiliation.
- B. Written statement of purpose.
- C. A current list of officers including their corresponding contact information.
- D. Bylaws.
- E. If applicable, a copy of the Articles of Incorporation, including the organization's 501(c)(3) "Not for Profit" status letter from the Internal Revenue Service. Parent/citizen organizations can obtain their own 501(c)(3) determinations from the Internal Revenue Service.
- F. Employer Identification Number.
- G. Certificate of Insurance (one million dollar [\$1,000,000] policy) naming the District as additional insured.

The following organization has submitted the required documentation and documents are on file with the District's Finance Department.

- BMHS PTSA

SUMMARY & RECOMMENDATION

It is recommended that the Governing Board approve recognition for the Bradshaw Mountain High School PTSA for the 2019-2020 school year.

Sample Motion

I move to approve recognition of the Bradshaw Mountain High School PTSA for the 2019-2020 school year.

Approved for transmittal to the Governing Board:



Dr. Daniel Streeter, Superintendent

Questions should be directed to: Dr. Daniel Streeter, 928-759-4000

CONSENT Item 8L.

Gifts & Donations

GIFTS & DONATIONS – February 11, 2020

Mr. & Mrs. Andaverde
7285 E. Sheriff Lane, Prescott Valley
Donated \$150 to the Coyote Springs Elementary Cafeteria Angel Fund

Myra Anderson
201 E. Papago Lane, Cottonwood
Donated a Tuba to the Bradshaw Mountain High School Band
With a donor's value of \$1,000

Batteries Plus
7129 E. First St, #103, Prescott Valley
Donated \$100 to the Bradshaw Mountain High School softball program

Bradshaw Family Dental
7136 E. Pav Way, Prescott Valley
Donated \$250 to the Bradshaw Mountain High School softball program

Devine Diesel Industries (Breanne Barney & Joe Devine)
11775 E. Berry Drive, Ste. A, Dewey
Donated \$500 to the Bradshaw Mountain High School softball program

Ed Brohner
8633 E. Stirrup Way, Prescott Valley
Donated 3 shelves for the Bradshaw Mountain High School Resource Center
With a donor's value of \$120

Central AZ Model Railroad Club
514 Goshawk Way, Prescott
Donated \$200 to the Liberty Traditional School National Jr. Honor Society

Jeff Dougherty
7670 E. Roundup Drive, Prescott Valley
Donated \$11 to the Coyote Springs Elementary School Cafeteria Angel Fund

Emmanuel Lutheran Church
7763 E. Long Look Drive, Prescott Valley
Donated \$200 to the Liberty Traditional School Cafeteria Angel Fund

Cindy George
9584 E. Lakeshore Drive, Prescott Valley
Donated \$50 to the Coyote Springs Elementary School Cafeteria Angel Fund

Parent-Teacher-Organization (PTO) of Glassford Hill Middle School
6901 Panther Path, Prescott Valley
Donated \$100 to the Glassford Hill Middle School Cafeteria Angel Fund, and
\$500 to the Glassford Hill Middle School Catalina trip

Debbie Hanaya
6168 E. Belton Lane, Prescott Valley
Donated \$25 to Glassford Hill Middle School for Drama

Todd Kelsey
10824 E. Buckboard Trail, Dewey
Donated \$18 for the 8th grade field trip at Glassford Hill Middle School

Peak Performance Physical Therapy
6455 N. Viewpoint, Prescott Valley
Donated \$50 to the Bradshaw Mountain High School softball program

GIFTS & DONATIONS – February 11, 2020 (Continued)

Bill & Christine Resnick
1360 Winfield Circle, Prescott
Donated \$100 to the Bradshaw Mountain High School softball program

Claudeen Ryan
17515 E. Purple Sage Trail, Dewey
Donated \$260 to the Humboldt Elementary School Cafeteria for unpaid meal balances

Grace & Richard Sanders
1728 N. Colton Drive, Prescott Valley
Donated a Flute to Liberty Traditional School
With a donor's value of \$1,000

Barbara Stevens
12697 E. Ortiz Street, Dewey
Donated clothing, a uniform and backpacks to Liberty Traditional School
With a donor's value of \$200

Marilynn Stone
7714 E. Paseo Hermoso, Prescott Valley
Donated \$100 to all HUSD sites for the Cafeteria Angel Fund

Vallejo Dental
12075 E. State Rte 69, Prescott Valley
Donated \$150 to the Bradshaw Mountain High School softball program

Yavapai Regional Medical center
1003 Willow Creek Road, Prescott
Donated \$5,000 to Humboldt Unified School District for use in all District schools, *and*
Donated a Bear Mascot costume to Lake Valley Elementary School with a donor's value of \$150, *and*
Donated office and school supplies for use in all HUSD schools
With a donor's value of \$250

DISCUSSION

Item 9A.

Bradshaw Mountain High School Update

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board
FROM: Kort Miner, Bradshaw Mountain High School Principal
DATE: February 11, 2020
SUBJECT: Bradshaw Mountain High School Board Update

Item # 9A
Reading
Discuss X
Action
Consent

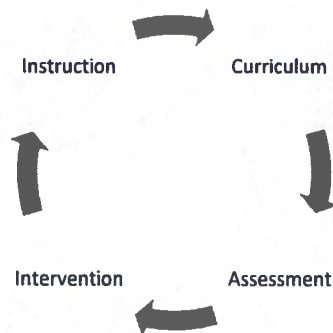
OBJECTIVE: To share the success on campus at Bradshaw Mountain High School

Principal Kort Miner will give an update of current events at Bradshaw Mountain High School including:

- BMHS Learning Systems
 - Data Picture from SY2018-19
 - School Improvement Plan
 - School wide focus: WAC-Writing Across Curriculums
 - Successes from SY2019-20
-

SUPPORTING DATA:

BMHS Learning System



Bradshaw Mountain High School is extremely proud of its successes in student achievement over the last seven years. For the 2018-19 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 four of the Eureka math adoption. We are also in our second 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 writing within content areas. School wide focus: At the beginning of 2nd quarter the **ELA** Department provided training for the **science, social studies, CTE, fine arts, performing arts, PE and foreign languages**. These departments will implement "Writing Across the Curriculum" or "WAC" during 2nd, 3rd and 4th quarter. After each writing prompt is administered to their students they will be calibrating with their content team and with an ELA teacher in the room to help with fidelity. All student work and scores will be put into a binder and presented to the

appropriate administrator once a quarter. Each writing prompt is content specific so that the student writing is appropriate as to where that subject is in relation to their scope and sequence.

Math will be using their data from the Galileo pretest to build quizzes on any of the areas that the students have fallen below 10%. Quizzes will be built on previous concepts the student are struggling with and current concepts that have been covered. Math teachers will continue spiraling concepts throughout the quarter. At the end of 1st semester, teachers will administer the CBAS and look for improvement from the pretest but also will look for the areas students continue to struggle in. The spiraling quizzes for 2nd semester will be based on the standards that students scored a 10% or below in on the CBAS. All quizzes, student scores and Galileo Pretest, CBAS and post data will be presented to an administrator each quarter. On November 13th we rolled out our first WAC calibration. Science, social studies, CTE, fine arts, performing arts, PE and foreign language departments calibrated their writing prompt with an English teacher. The math department will be meeting with Ashley Tetrealt to discuss what she can do to support the math department in their math Galileo spiral initiative.

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 st semester	iChoose	Fail rate 13.4%
2015-16 1 st semester	iChoose	Fail rate 17.3 %
2016-17 1 st semester	iChoose	Fail rate 16%
2017-18 1 st semester	Intervention Wednesday	Fail rate 5%
2018-19 1 st semester	Intervention Wednesday	Fail Rate 5.3%
2019-20 1 st semester	Intervention Wednesday	Fail Rate 6.9%

Our behavioral **intervention** program (PBIS) is in its fifth year. Numbers for major student discipline have decreased; in fact, we have sent over 1,200 "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 st Period	2 nd Period	3 rd Period	4 th Period	5 th Period	6 th 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	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<i>Indicator:</i>					
AZMERIT ELA	24%/31%/24%	26%/26%/21%	34%/29%/26%	40%/32%/27%	33%/28%/27%
AZMERIT Math	17%/26%/36%	17%/27%/24%	28%/27%/33%	16%/38%/27%	27%/30%/38%
AIMS Science	48	46	38	36	33
ACT median composite score	21.8	21.5	21.7	18.5	17.7
SAT median score	1176	1174	1115	1135	--
# of Students who took PSAT/PLAN	295	578	151	184	--
# of Students who took ACT/SAT	91/227	109/273	91/210	305/X	330/X
AP Test # of tests passed/taken/%	174/361/48%	168/370/45%	146/375/38%	136/379/35%	133/362/36%
Overall Fail Rates – 1 st Sem/2 nd Sem	5%/5%	5%/5%	5%/5%	5%/6%	5%/8%
Scholarship Amount (millions \$)	5.1	7.1	5.4	5.3	5.2
College and Career Readiness Index	--	--	12.0/17	15.7+1/17	14.8+1/20
Student Participation	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Average Daily Attendance	92.39	92.47	93.47	94.12	92%
Graduation rate (4 year)	88%	88%	88%	90%	84%
Drop Out Rate	3.0%	2.9%	2.9%	2.9%	3.6%
Faculty Absences # of days	768	799.5	800	694	750

Student Discipline	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<i>Indicator:</i>					
# of Referrals	1126	1401	1329	1183	1292
Top 3 - # of tardy/disrespect/truancy	924	1036	1006	745	723
# of In-School Suspensions	273	258	278	152	189
# of Out-of-School Suspensions	163	243	263	191	274
# of Detentions	738	880	720	665	634
# of Expulsions	0	0	0	0	0
# of Long Term Suspensions	4	4	4	2	2



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2019-2020

Goal 1: To Raise the Level of Student Achievement

Smart Goal: 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.				
<u>Strategy/Intervention</u>	<u>Activities to Implement the Strategy/Intervention</u>	<u>Metrics</u>	<u>Person(s) Responsible</u>	<u>Progress/Update</u>
Curriculum				
1) ELA My Perspectives 2) Math Eureka	2 nd year adoption of My Perspectives 4 th year of Eureka adoption		-DC, Principal, APSS -DC, Principal, APSS	AZMERIT data AZMERIT data
3) Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Conduct Formative and Summative Assessments	-Common content specific assessments (Formative) -Galileo assessment (Pre/CBAS#2/Posttest) -AZMERIT (Summative)	-Department Chairs, Content Team lead. -Math, Science, and English department, Principal, APES. -Math, Science, Social Studies, and English Department, Principal, APES.	-Benchmarks each quarter (Oct/Dec/Mar/May) - Pre-Test in Aug/CBAS#2 Nov/CBAS#3 April/Post-Test in May. - April 2020
4) Curriculum Maps	Refine Curriculum Maps, Pacing Guides, rigorous District Assessments and data collection calendar	Update Maps, Pacing Guides, rigorous District Assessments and data collection calendar throughout the year.	Department Chairs, APES, APOR, APDA, Principal.	Aug. – Oct. '20 Maps Aug. – Oct. '20 Guides Aug – May '20 Rigorous Assessments
5) WAC/Math Spiral	-All subjects except for math will be implementing writing across the curriculum 2 nd , 3 rd , 4 th quarter.	-Binder checks each quarter to monitor progress.	Department Chair, AP's, Principal, Rob Bussche	Aug – May '20 Calendar November 20, 2019 March 4, 2020 April 15, 2020



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2019-2020

Goal 1: To Raise the Level of Student Achievement

6) Equity	"My Path" curriculum for math and ELA	student success through pre and posttests.	Principal, APES, Gena Hatfield, Bennie Bennett	Aug – May 2020
Instruction				
1) Content Team Meetings	Refine Curriculum Maps, Pacing Guides, rigorous District Assessments and Reflections on CFAs. Share "best practices" with content team.	Two content team meetings a month from Aug – May. CFA reflection sheets turned in.	Department chairs and content team leads. Mr. Miner-Science/Math Ms. Weatherwax- FL/Art Mrs. Gotschall- English/SS Mr. Bradshaw – PE/CTE	August – May 2020
2) AVID "Bradshaw" Strategies	PD in AVID strategies. PD on annotating nonfiction text, reading strategies, and Turnitin.com. Phase II and III trainings.	ISS/CSS from AVID and walk through data for implementation of strategies.	English department/APES, APOR, APDA, and Principal.	October 23, 2019
3) Mary Matheson Training	Support for the SPED and regular education teacher.	Calibrate and create common language.	IS, APOR, APES, APDA, and Principal	November 4/5, 2019
4) Co-Teacher Training	Support for the SPED and regular education teacher.	Time to plan, share and discuss curriculum, students, and instruction.	Principal, APES, Patty Bussche	September 2019
5) Instructional Specialist	Support for 1, 2, and 3 year specifically but available for all	Support of EEL and common	Principal, IS, Cole	Aug – May 2020



The Humboldt Schools.
Motivating achievement since 1906

2019-2020

Goal 1: To Raise the Level of Student Achievement

6) Google Classroom	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	October 23, 2019
Assessment				
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/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 '20
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 2020
5) ASVAB	All Juniors, Campus wide	To help provide career/college support as well as the CCRI	APES	Fall 2019
Intervention				
1) Int Wednesday's	Continue remediation efforts for ALL students and ALL subjects.	Failure Rates in all subjects	APES (fail list)	Every week.



The Humboldt Schools.
Motivating achievement since 1906

2019-2020

Goal 1: To Raise the Level of Student Achievement

2) PBIS	Positive behavior intervention program – Good News Bears Cards	Two students drawn a week and one a month for the "Bear of the Month"	APDA	Every Friday: The last Friday of the month is 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 th 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 th 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) BMOA/TLC/Bears Den	BMOA/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.



The Humboldt Schools.

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2019-2020

Goal 2: To Focus on Planning for Future Student Needs

Smart Goal:				
Strategy/Intervention	Activities to Implement the Strategy/Intervention	Metrics	Timelines Begin/End	Person(s) Responsible
Safety				
1) Due Process announcements	Due process announcements are made the first 2 weeks verbally and then video PSA's throughout the year on attendance, eligibility, alcohol, drugs, bullying, etc.	Monthly discipline logs are provided to the staff through DC meetings.	First two weeks of each semester.	APDA
2) Visibility	Principal, AP's, SRO, and security members have "stations" to report to before school, after school, and during lunch.	Duty assignment are passed out and gone over at the beginning of each year.	Aug – May 2020	APDA, Principal
3) Campus lock down	Campus duties to lockdown all gates and entrances to the school.	Security, admin and custodians locking down school at 8 am, 1:30 pm, 11:00 pm.	Aug – May 2020	Admin, custodians, security, SRO
4) Fire Drills	Fire drills practiced once a month	APAD picks a date and a period once a month to practice.	Aug – May 2020	APAD, Admin, Security, SRO
Sig. Program Development				
1) AP Academy	-Building the master schedule so that this cohort stays together in their core classes -Career Fair/Field trips/Guest speakers from colleges and military. Provide training for AP teachers and	Track enrollment numbers and students success on AZMerit, ACT/SAT tests, college entrance, etc. Track enrollment/drop rates	Aug – May 2020 May 2020	Principal, APES APES Academic



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2019-2020

Goal 2: To Focus on Planning for Future Student Needs

3) ACT Test Prep	Four Saturdays in January to prep students for the February ACT test.	Focus on math, ELA and science. One instructor for each subject.	January 2020	APES, select teachers
4) JROTC Program	Currently we have 42 students in our first year of JROTC. Need 100 by year 2.	Retention of students through year 1, 2, 3 and 4.	Aug – May 2020	JROTC Instructor, Principal, APES
Site Level Technology & Capital				
1) Smart Slates (Mobi's)	Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	To increase teacher proximity and the ability to increase vividness and novelty in teachers' delivery through drop-in data.	Aug – May 2020	APES, Principal, Math department
2) Doc Cameras	Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	To increase vividness and novelty in teachers' delivery through drop-in data.	Aug – May 2020	APES, Principal, English and science departments.
3) Campus Wi-Fi	Change in cell phone policy to allow classroom instruction to be enhanced by students using Apps or other programs related to their subject area.	Student and staff effectiveness surveys.	May 2020	All teachers, staff, admin
4) Athletics/Facility	Renovations to facilities, grounds, stadium and classrooms. HVAC, cement, roofing, wrestling room.	Observational "campus walks" throughout the year.	Aug – May 2020	District lead of maintenance, Asst. Superintendent, APOR, Principal



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2019-2020

Goal 2: To Focus on Planning for Future Student Needs

5) Remind	Remind is a program that sends out text/email blast one-way to students and parents to inform them about important dates and events coming up at BMHS (ACT/SAT/ECAP's/College visits/etc.)	Monitor attendance at school events and check to see if Remind is increasing participation.	Aug – May 2020	APES, Counseling Department
6) ECAP's	Education Career Action Plan. Every 9 th grade student and their parent meet with an academic advisor and "build" the students 4 year high school schedule based on their Career Clusters from the AzCIS.	The goal is to get 100% of the freshman and their parents to attend the meeting.	October – December 2019	APES, Counselling Department
7) Parchment	Third party company who sends electronic transcripts to colleges and universities for a nominal fee.	By 2 nd semester 2017 ALL transcripts done electronically.	January 2017-20	APES, Registrar
8) Lap Top Carts	16 laptop carts available per check out. 1 for CTE, 1 for Biology, 1 for the Bears Den.	Google calendar through APES to reserve the cart.	August 2018 – May 2020	APES
9) 8 th grade pre-enrollment online	Program built to allow students to sign up for courses immediately after presentation from HS Counselors.	All middles schools – GHMS, BMMS, LTS	February 2020	Principal, APES, Counselors



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2019-2020

Goal 2: To Focus on Planning for Future Student Needs

Future Initiatives				
1) Technology training	PD for teachers creating lessons for students by the use of their electronic devices, BYOD.	Surveys from staff and students.	May 2020	APES, Principal, IS
2) AVID training	AVID training in San Diego.	Department's are responsible for providing two AVID strategy PD workshops to the staff when they return.	June 2020	Director of Federal Programs, Principal, Math department chair.
3) PD in the 4 C's	Developing lessons with collaboration, critical thinking, communication, and creativity.		May 2020	Principal, APES
4) Athletic Leadership Class	BMHS students will be partnering up with the AIA and YCC's leadership programs.	Students will meet once a quarter to discuss leadership and what it entails.	May 2020	APOR, head coaches, varsity athletes
5) Neptune Radio	A professional way to provide announcements, interviews, and music for sporting events at BMHS.		May 2020	APOR
6) Coaching Evaluator	A program for AD's to better monitor and evaluate their coaches and athletic programs.		May 2020	APOR, IT



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2019-2020

Goal 3: To Increase Parental and Community Engagement

Smart Goal:				
Strategy/Intervention	Activities to Implement the Strategy/Intervention	Metrics	Timelines Begin/End	Person(s) Responsible
Open House	Opportunity for parent, teachers and the school to communicate about school-wide expectations	Increase parent attendance	Fall 2019	Teachers, APDA, APES, APOR, Principal
SITE council	Opportunity for parents to voice concerns and the Principal to communicate with parents and community members	Increase parent and community support	Aug – May 2020	Principal
College Fair	The only rural college fair in the state	Increase parent and student attendance with the overall goal of increasing students attending a post-secondary school	Fall 2019	Counseling department, APES, Principal
College and Career Night for Juniors	Post-secondary planning	Increase parent and student attendance	Fall 2019	Counseling department, APES
AVID Night	Opportunity to gain access for first – time college bound families	Increase enrollment of all AVID cohorts	Fall 2019	
AP Academy Night	Insight to the expectations and rigor to the AP Academy	Maintain enrollment for each cohort throughout the 4 years of HS	Spring 2020	APES, Principal
Future Freshman Night	Opportunity to share with the community all of the great things that are occurring at BMHS	Increase in attendance followed by increase in enrollment for the following SY	Spring 2020	APES, Principal
Fall/Winter/Spring Sport parent meetings	Expectations of parents, coaches, and players throughout the sport season	Increase in parent and player attendance	Fall '19, Winter '19 and Spring '20	APOR



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2019-2020

Goal 3: To Increase Parental and Community Engagement

Financial Aid Night	Opportunity for juniors, seniors and parents to be given information on how to fill out the FAFSA paperwork and college counselors are present to answer questions.	As always, to increase parent and student attendance	Spring 2020	APES, Counseling department
CTE Day	Opportunity for current enrolled students to see the offerings of both JTED and BMHS' CTE programs	Increase student participation and enrollment in satellite programs	Spring 2020	CTE Director, Rob Bueche, APES, Principal
Career Fair	Opportunity for AP Academy students to gain access to ASU's elite Barret College	Increase in the number of students accepted to Barret College	Fall 2015, 2016, 2017, 2020?	APES, Principal, Superintendent
NCAA Eligibility Night	Opportunity for junior and senior athletes to hear what it takes to be NCAA eligible.	Twice a year or as needed	Fall 2019/Spring 2020	APOR/Counselors
Senior Awards Night	Evening event to honor all of the seniors who have received academic and/or athletic scholarships.	Honor and encourage students to apply for scholarships.	May 2020	APES/Counselors
Community Forums	Community events to keep our community up on trends and happenings in the high school.	Bullying/Hazing/Vaping/Sexting/Texting. MatForce	August 2019 – May 2020	Superintendent, Principal, APAD
Summer Sport Camps	Camps put on by our coaches and sports programs to excite future Bears in our area – ages 3 rd grade through 8 th grade.	Summer camps to help retain and attract future Bears to our sports programs.	July 2019/July 2020	APOR, Head coaches



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2019-2020

Goal 4: To Attract and Retain Highly Effective Employees

Smart Goal:				
Strategy/Intervention	Activities to Implement the Strategy/Intervention	Metrics	Timelines Begin/End	Person(s) Responsible
Attract				
Collaborative Culture/PLC/PD	Deliver high-quality professional development	Classroom Walk Through Results, Growth on Assessments (District and AZMerit), Site Team Plan	Aug – May 2020	Administration, AVID Site Team, IS
301 Monies	Teacher PD inside and outside of the school district for professional growth **Would like to attach WAC to 301 monies in 20-21 SY.	Rate of teachers receiving 301	Aug – May 2020	Principal
Teacher Mentor Program	Support for 1 st , 2 nd and 3 rd year teachers	Retention of teachers through the mentoring program	Aug – May 2020	Cole Young, IS, APES, Principal
Instructional Specialist	Support for 1 st , 2 nd and 3 rd year specifically but available for all teachers	Retention of teachers through the mentoring program	Aug – May 2020	Cole Young, IS, Principal
Convocation	Motivation for returning staff	Survey	Aug 2019	Superintendent, Administration
Retain				
BMHS garb	t-shirts/backpacks/lunch bags/etc	Survey	Aug 2019	Administration
Food at the end of each mid-quarter	Backburner/Gabby's	Survey	Each quarter	Administration
Attendance Incentive	Instruction is the biggest key in closing the gap in education and teachers being here makes all the	Decrease in teacher absence rates	Aug – May 2020	Principal, Melissa Sanford, Connection



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2019-2020

Goal 4: To Attract and Retain Highly Effective Employees

AP Training	To provide ongoing training for AP teachers	Identify per test scores or new hires who needs to attend training each year	June 2020	Administration
AVID Training	To provide AVID training for each Department	Increase the number of AVID trained personal on campus each year	June 2020?	Administration, AVID Site team, Rob Bucche
CCEIP Monies	College credit by examination incentive program (advance placement only).	AP teachers have a chance to earn extra money by their students getting a 3/4/5 on the AP exam.	May 2020	Superintendent, Asst. Superintendent, Principal, APES, AP teachers
Culture				
Back to School Party/End of the year Party	Promote a Positive School Environment/Campus Climate	Feedback, survey	Aug 2019/May 2020	Administration
Staff Choir	Promote a Positive School Environment/Campus Climate	Feedback, survey	Fall/Spring 2020	Administration, Amy Van Winkle
Christmas Party	Promote a Positive School Environment/Campus Climate	Feedback, survey	Winter 2019	Administration
End of the Year Party/retirees	Promote a Positive School Environment/Campus Climate	Feedback, survey	Spring 2020	Administration
Teacher of the Month - FF	Promote a Positive School Environment/Campus Climate	Feedback, survey	Aug – May 2020	Administration
Bleachers in the end zone	Promote a Positive School Environment/Campus Climate	Feedback, survey	Fall 2019	Administration
Teacher Appreciation Week	Promote a Positive School Environment/Campus Climate	Feedback, survey	Spring 2020	Principal, Connection

Here are some of our outstanding successes from the 2019-20 school year:

- 1 – BMHS is labeled a “B” school as part of the AZMERIT and CCRI scoring rubric.
- 2 – Nicole Babbitt early acceptance and full ride scholarship into the US Naval Academy and West Point. She was also nominated for the Prescott Area Leadership Female Youth of the Year.
- 3– Continuing collaboration with the Town of Prescott Valley and the Optimist Club of PV to continue honoring our Student of the Month once a month at the PV Town Council meetings.
- 4 – Senior, Caitlynn Neal, being selected to the U-18 Team USA softball team. They won the gold and Caitlynn was selected as the tournament MVP. She has also signed a full-ride scholarship to the University of Nebraska.
- 5 – Volleyball made it to the 2nd round of state (first time in 16 years). Swim had one representative at the State Swim competition.
- 6 - Congratulations to all of our BMHS DECA delegates for competing in various Marketing events at Arizona DECA District Career Development Conference at Estrella Mountain Community College in Avondale. Bradshaw “brought it” to Districts with 3 first place medals, 16 medalists overall with a combined 20 medals total!
- 7 – BMHS’ Chamber Choir and Women’s performed at POW/MIA Remembrance Ceremony at the VA Hospital on September 20th.
- 8 – BMHS was once again honored as a “Babe Ruth” winner in the Vitalant High School Blood Drive Challenge. This award is given to the best high school blood drive out of all of the Northern Arizona high schools. This is the 4th year in a row BMHS has received this award. BMHS does three major blood drives a year.
- 9 – BMHS clubs and organizations participated in our Angel Tree program. Nurse Linda, Mu Alpha Theta (math club), Val Young and our CNA students provided gifts for 10 local BMHS families - every present they had on their wish list for their children was purchased for them.
- 10– BMHS hosted the 13th annual National College Fair with more than 80 colleges and universities in attendance. Almost 800 participants in attendance.
- 11 – BMHS Choir Director, Amy Van Winkle, created a BMHS Staff Choir this year to allow the staff to perform at events and to bring BMHS teachers closer together.
- 12 –Congratulations to our girls’ soccer program for being recognized by the United Soccer Coaches (formerly NSCAA) as the “2018-2019 High School Team - Academic Award.” By the way, this is the 4th year in a row.
- 13 - Congratulations to Anastasiya Jonas, sophomore, for her Holiday card being selected as the YCESA high school winner.
- 14 – For the 6th year in a row, BMHS hosted 6 students from Zeitz, Germany. These students spent three weeks in Prescott Valley as a BMHS student attending classes, events, football games, etc. BMHS will be sending 4 students to Zeitz, Germany this summer.
- 15 - Scholarships at 5.4 million for Class of 2019
- 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 8th.
- 19 - Collaboration with YCESA and Kendra Hobson - College and Career Specialist.
- 20 - The Bradshaw Mountain Theatrical Troupe attended the Arizona Thespians State Festival at the Phoenix Convention Center. The Advanced Drama class was awarded an “Excellent” rating for their One-Act performance and the Troupe was awarded “Gold Honor Troupe” and All-State Superior Ranking for 2019.

21 - Congratulations to Guadalupe Gonzales who was selected as HOBY's primary candidate! Guadalupe will represent BMHS when she attends HOBY's youth leadership conference at ASU West, June 2020.

22 – BMHS is very proud of their community supporters such as Backburner Restaurant, Gabby's Kitchen, Prescott Valley Christian Church, Custom Cuts and Color and St. Luke's Episcopal Church for their donations and support throughout the year.

23 – 47 current students in our 1st year JROTC Army program.

24 - A big shout out to our BMHS DECA students for their volunteer service at Salvation Army during Thanksgiving

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 15 students inducted into Mu Alpha Theta. We now have 57 members at BMHS!

28 - The Bradshaw Mountain Hacking Bears competed at Embry Riddle's ethical hacking CyberAreo Capture the flag event. The BMHS Bears took first place by a landslide, they dominated in areas of cryptography, cyber forensics, lock picking, and password cracking.

29 – 59 BMHS students will be honored at the Lion's Club 4.0 dinner. The most in school history.

30 - A BIG Congratulations to AJ Villafana who has been selected as a 2019 Youth Bronze Award recipient for the Healthcare & Science category in the amount of \$1,000!!!

31 – Interact Club members packed nutritious meals for overseas distribution in the "Feed the Starving Children "event.

32 - BMHS' National Art Honor Society has decorated a Christmas tree and it is part of the "Festival of Trees" at the Gateway Mall. Our tree was purchased and donated by Raskin Jewelers of Prescott. The club made ornaments and decorated the tree called "Artistree". It will be auctioned with money going to Kind Defined, a nonprofit organization who helps needy families.

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.

36 - We had 6 band students, 6 choir students and 2 orchestra students make the All-Region Honor Band, Orchestra and Choir.

Approved for transmittal to the Governing Board:



Dr. Daniel Streeter, Superintendent

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

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 Programs and School Innovation	Reading
DATE:	2/11/20	Discuss X
SUBJECT:	Yavapai County Education Foundation Mini-Grant Recipient Presentation	Action
		Consent

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

SUPPORTING DATA:

Each year, the Yavapai County Education Foundation (YCEF) puts out applications for a classroom and schoolwide mini-grant so the teachers can innovate and offer the best educational opportunities for their students. Humboldt Unified School District received a total of 10 mini-grants from the Yavapai County Education Foundation during the 2019-2020 school year grant cycle.

Bradshaw Mountain High School had 2 grant recipients, Nancy Vallely and Beth Van Oss. Additionally, Lake Valley Elementary School had 1 grant recipient, Gaylee Chilicky. 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:



Dr. Daniel Streeter, Superintendent

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

ACTION

Item 10A.

MOU – The National Center for Youth Law (NCYL)- FosterEd Initiative

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 10 A
FROM:	Dr. Rob Bueche, Executive Director of Federal Programs & School Innovation	Reading
DATE:	February 11, 2020	Discuss
SUBJECT:	Memorandum of Understanding between Humboldt Unified School District and National Center for Youth Law	Action X Consent
OBJECTIVE:	Goal #2 – Focus on planning for future student needs Goal #3 – Increase parental and community engagement	

SUPPORTING DATA:

The National Center for Youth Law (NCYL) has been in existence as a non-profit since 1970. It is a non-profit law firm that helps low-income children achieve their potential by transforming the public agencies that serve them. A critical part of their mission of service is to provide support and test new service models for impacting vulnerable youth.

Through its FosterED program, NCYL will to work with students enrolled in HUSD, providing both “intensive” and “responsive” level services. Intensive services are long-term, provided for approximately 18-24 months, with the goal of helping students graduate high school with a plan for their future. Responsive services are shorter-term, provided for approximately 1-6 months, to resolve difficult issues and remove barriers to school success. HUSD believes that NCYL’s services will promote its mission of “providing a comprehensive, world-class education for all students” and the educational function of the school district.

The Memorandum of Understanding has been reviewed and approved by Humboldt Unified School District’s legal counsel.

SUMMARY & RECOMMENDATION:

It is the recommendation of administration that the HUSD Governing Board approve the Memorandum of Understanding between Humboldt Unified School District and the National Center for Youth Law.

Sample Motion:

I move to approve the Memorandum of Understanding between Humboldt Unified School District and the National Center for Youth Law.

Approved for transmittal to the Governing Board:



Dr. Daniel Streeter, Superintendent

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

Memorandum of Understanding
Humboldt Unified School District and National Center for Youth Law

This Memorandum of Understanding (“MOU”) is entered into between Humboldt Unified School District No. 1 of Yavapai County (hereinafter “HUSD”) and FosterEd, an initiative of the National Center for Youth Law (hereinafter “NCYL”), a non-profit corporation, located at 405 14th Street, 15th Floor, Oakland, California 94612.

I. SCOPE OF WORK:

1. NCYL is a California-based non-profit corporation operating in Arizona whose mission is to help low-income children achieve their potential by transforming the public agencies that serve them. FosterEd is an initiative of NCYL focused on improving the educational experiences and outcomes of students in foster care.
2. NCYL has operated in Pima County, Arizona since 2013, expanded into Maricopa County, Arizona in the summer of 2017, and expanded to Yavapai County in the summer of 2018.
3. NCYL will to work with students enrolled in HUSD, providing both “intensive” and “responsive” level services. Intensive services are long-term, provided for approximately 18-24 months, with the goal of helping students graduate high school with a plan for their future. Responsive services are shorter-term, provided for approximately 1-6 months, to resolve difficult issues and remove barriers to school success. HUSD believes that NCYL’s services will promote its mission of “providing a comprehensive, world-class education for all students” and the educational function of the school district.
4. NCYL has agreed to provide such a program on the terms and conditions set forth below.
5. The purpose of this MOU is to set forth a summary of the understandings that both HUSD and NCYL are making.
6. The term of this MOU shall begin upon the complete execution of this MOU and end on June 30, 2021.

II. RESPONSIBILITIES OF HUSD AND ITS SCHOOL SITES:

1. Provide, on an in-kind basis, a HUSD liaison to meet quarterly with the NCYL supervisor to review program implementation and student progress.
2. Provide assistance and access to appropriate data regarding individual participating students, including grades, progress reports, report cards, and transcripts. Allow for FosterEd Education Liaison(s) (whether singular or plural, hereinafter, “Education Liaisons”) to attend parent teacher conferences, IEP meetings, etc. with parent/guardian permission. Permission will be granted in writing using HUSD approved documentation.
3. Assist in facilitating communication with parents or legal guardians, especially in gaining parent/guardian support and consent for each eligible or participating student as needed.
4. Work with FosterEd staff to identify students who are eligible to receive NCYL services

and make referrals accordingly.

5. Coordinate times with FosterEd staff to ensure services for students do not interfere with core academic classes.

III. RESPONSIBILITIES OF NCYL:

1. NCYL will provide supports to students in foster care through the FosterEd program. These supports fall into two categories, “responsive” and “intensive,” and are centered around the goals of ensuring that students are (a) supported by education champions, (b) supported by education teams, and (c) have student-centered education plans. FosterEd Education Liaisons will serve as advocates and coaches for students, and partner with HUSD.
2. NCYL will provide a FosterEd introduction and training to relevant HUSD staff to orient them to referral criteria, referral processes, and the supports provided by NCYL, at the request of HUSD.
3. NCYL will maintain student confidentiality and safeguard student information in accordance with state and federal law. Additionally, NCYL staff who collaborate with HUSD students and staff will participate in any FERPA-related training provided by HUSD to which they are invited and may reasonably attend.
4. All NCYL staff members directly serving students at HUSD school sites will complete any trainings or screenings that are required by HUSD to engage in this work, including the obtaining of the required fingerprint clearance under A.R.S. § 15-512 for any individual interacting with students on an unsupervised basis.

IV. ACCESS TO DISTRICT LOCATIONS STUDENTS AND STUDENT INFORMATION, AND TECHNOLOGY:

1. HUSD will provide NCYL Education Liaisons with access to school sites for the purposes of delivering FosterEd services to students and collaborating with school staff during site hours of operation.
2. Training will be provided on HUSD building procedures, rules of conduct, etc. that will apply to NCYL Education Liaisons to be adhered to during hours of service or while at a HUSD facility.
3. NCYL-issued laptops will connect to the HUSD/school site internet network. NCYL Education Liaisons will have access to HUSD’s electronic student records provided through the Parent Portal when written consent for such access has been provided by the student’s parent/guardian.
4. NCYL Education Liaisons will first attempt to meet with participating students during their advisory periods, and when that is not possible, will meet with a HUSD liaison to review the student’s class schedule to identify appropriate times.

V. TERMS AND CONDITIONS:

1. Both NCYL and HUSD reserve the right to terminate this MOU, subject to thirty (30) days written notice, in whole or in part at any time without penalty or recourse. NCYL may assign this MOU and this MOU will be binding upon and inure to the benefit of the parties’ respective

successors and assigns.

2. Nothing in this MOU is intended to create an employer-employee or supervisor-supervisee relationship between HUSD and NCYL staff.
3. HUSD and NCYL recognize that student educational records are protected by the federal Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g). FERPA permits disclosure of student “educational records” to “school officials” that have a “legitimate educational interest” in the information. The federal Family Policy Compliance Office has recognized that institutions can designate other entities, including vendors and consultants, as “other school officials.” NCYL FosterEd staff will be designated as “other school officials” for purposes of this MOU. No NCYL FosterEd (or other) staff shall disclose student educational records it receives under this MOU to any third party, except with the prior written consent of the student, parent, or guardian (as applicable), or as permitted by law. Any disclosures to or by NCYL under the FERPA school official exception will comply with the definition of “legitimate educational interest.” NCYL agrees and warrants that it shall use student educational records received under this MOU solely to accomplish its obligations under this MOU, or for purposes of NCYL’s program evaluation, and solely in a manner and for purposes consistent with the terms and conditions of this MOU and HUSD policies and procedures.
4. HUSD understands that, in order for NCYL to deliver the program services described herein, NCYL may use its online software case management system EdTeamConnect (“ETC”), as well as third-party technology, vendors, and software, to collect, store, analyze, and use the education records and data described herein. NCYL may engage subcontractors as necessary to provide support and development to such services, technology, and work. For the sake of clarity, the services with which NCYL may share such records and information include ETC, Google (e.g., Gmail for nonprofits), Pantheon (web hosting), ThinkShout (web support and development), SharePoint (document storage and sharing), Salesforce, and other services, vendors, consultants, and subcontractors that NCYL determines are reasonably necessary to carry out its work.

VI. Term: January 1, 2019 to June 30, 2021.

Humboldt Unified School District

By: _____
Ryan Gray, President
Governing Board

Date

By: _____
Dan Streeter
Superintendent

Date

National Center for Youth Law

By: _____
Jesse Hahnel
Executive Director

Date

Personnel Item 11A.

Resignation

(Charles Brown)

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board
FROM: Cole Young, Assistant Superintendent-Operations
DATE: February 11, 2020
SUBJECT: Resignation of Charles Brown

Item # 11 A
Reading
Discuss
Action x
Consent

OBJECTIVE: Board Governance

SUPPORTING DATA

Mr. Charles Brown was hired as a math teacher at Bradshaw Mountain Middle School and signed a contract for the 2019-20 school year on May 1, 2019. On January 8, 2020, Mr. Brown informed his Principal that he would not be completing his contract and submitted a letter of resignation.


SUMMARY & RECOMMENDATION

Administration recommends that the Governing Board reject the resignation of Mr. Brown, math teacher at Bradshaw Mountain Middle School, and assess a recruitment fee of \$1,000.

Sample Motion

I move to reject the resignation of Mr. Charles Brown, math teacher at Bradshaw Mountain Middle School, and assess a recruitment fee of \$1,000.

Approved for transmittal to the Governing Board:


Dr. Daniel Streeter, Superintendent

Questions should be directed to: Cole Young, 759-5016

Personnel Item 11B.

Resignation

(Patricia Brown)

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board
FROM: Cole Young, Assistant Superintendent-Operations
DATE: February 11, 2020
SUBJECT: Resignation of Patricia Brown

Item # 11B
Reading
Discuss
Action x
Consent

OBJECTIVE: Board Governance

SUPPORTING DATA

Mrs. Patricia Brown was hired as a 4th grade teacher at Lake Valley Elementary School and signed a contract for the 2019-20 school year on July 1, 2019. On January 8, 2020, Mrs. Brown informed her Principal that she would not be completing her contract and submitted a letter of resignation.

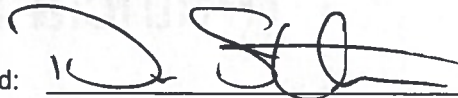
SUMMARY & RECOMMENDATION

Administration recommends that the Governing Board reject the resignation of Mrs. Brown, 4th grade teacher at Lake Valley Elementary School, and assess a recruitment fee of \$1,000.

Sample Motion

I move to reject the resignation of Mrs. Brown, 4th grade teacher at Lake Valley Elementary School, and assess a recruitment fee of \$1,000.

Approved for transmittal to the Governing Board:



Dr. Daniel Streeter, Superintendent

Questions should be directed to: Cole Young, 759-5016

Personnel Item 11C.

Possible Termination

(Peter Von Storch)

HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 11C
FROM:	Cole Young, Assistant Superintendent-Operations	Reading
DATE:	February 11, 2020	Discuss
SUBJECT:	Possible Executive session pursuant to A.R. S. 38-431.03 (A) (1)—Discussion concerning employment of teacher Peter Von Storch.	Action x Consent
OBJECTIVE:	Board Governance	

SUPPORTING DATA

Possible executive session pursuant to A.R. S. 38-431.03 (A) (1)—Discussion concerning employment of teacher Peter Von Storch and a recommendation to terminate his employment.

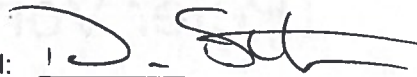
SUMMARY & RECOMMENDATION

Administration recommends that the Governing Board terminate the contract of Peter Von Storch, 7th grade math teacher at Liberty Traditional School.

Sample Motion

I move to terminate the 2019-2020 teaching contract of Peter Von Storch, 7th grade math teacher at Liberty Traditional School.

Approved for transmittal to the Governing Board:



Dr. Daniel Streeter, Superintendent

Questions should be directed to: Cole Young, 759-5016