



**The Humboldt Schools.**  
*Motivating achievement since 1906.*

## **GOVERNING BOARD MEETING**

**Tuesday, January 12, 2021**

**Glassford Hill Middle School  
6901 Panther Path  
Prescott Valley, AZ**

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

### **OFFICIAL COPY**

**Mr. John Pothast, Superintendent**

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

POSTED  
1-8-2021  
4:00 p.m.

## 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 **January 12, 2021**, at **Glassford Hill Middle School**, located at **6901 Panther Path, Prescott Valley, Arizona**. This meeting will also be **live-streamed**, as we begin our transition back to the traditional in-person only meetings.

**\*\*ALL ATTENDEES ARE REQUIRED TO WEAR A FACEMASK, PER HUSD POLICY KI-RB.\*\***

- If authorized by a majority vote of the members of the Governing Board, any matter on the Open Meeting Agenda may be discussed in executive session for the purpose of obtaining legal advice thereon, pursuant to A.R.S. 38-431.03 (A)(3). The Board may also vote to convene in executive session to review and discuss issues marked with an asterisk (\*). These sessions are not open to the public; however, Board decisions will be made in open public assembly.
- Members of the HUSD Governing Board who are not able to attend in person may participate via an electronic medium.
- The Agenda may be revised up to twenty-four (24) hours prior to the meeting. Revisions will be posted at the HUSD District Office located at 6411 N. Robert Road, Prescott Valley, Arizona, and on the district website [www.humboldtunified.com](http://www.humboldtunified.com) and go to the Governing Board Tab.
- Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Jackie Plumb at (928)759-4004 or [jackie.plumb@humboldtunified.com](mailto:jackie.plumb@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.

**\*\*ALL ATTENDEES ARE REQUIRED TO WEAR A FACEMASK, PER HUSD POLICY KI-RB.\*\***

### 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. **BOARD ORGANIZATIONAL MEETING PURSUANT TO A.R.S. § 15-321**
  - A. Election of Governing Board President
  - B. Election of Governing Board Vice-President
  - C. Establish regular board meeting dates, times, and location(s)
  - D. Establish official location(s) for posting of board notices/agendas
  - E. Possible action regarding choice of options for student expulsion hearings

Pages 1-3

- 7. CELEBRATING SUCCESSES**  
Pages 4-7 **A. HUSD VIPs – Christine Griffin, Granville Elementary School Principal**  
1. Certified – Mary Ticer  
2. Classified – Faith Dekens  
3. Volunteer – Eva Gibson

**8. 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.

**9. CONSENT ITEMS**

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

- Pages 8-11 **A. Personnel Recommendations**

- Pages 12-16 **B. Governing Board Meeting Minutes of December 8, 2020 and December 15, 2020 (audio recordings are posted on the District's website at [www.humboldtunified.com](http://www.humboldtunified.com))**

- Pages 17-114 **C. Financial/Business**  
1. Approval of Accounts Payable voucher(s) in the amount of \$ 1,000,921.73  
2. Approval of Payroll voucher(s) in the amount of \$ 2,995,444.19

- Pages 115-122 **D. Monthly Budget Report**

- Pages 123-125 **E. Monthly Student Activities Report**

- Pages 126-128 **F. Request for ratification of expenditures for Contracts, Work Agreements and supplementals for December 2020**

- Pages 129-136 **G. Request for approval of the research study from Grand Canyon University per Policy LC**

- Pages 137-140 **H. Request for approval to submit a 15-915 letter for recalculation of equalization of state aid**

- Pages 141-143 **I. Request for approval of revised authorized signers for Glassford Hill Middle School bank Accounts**

- Pages 144-157 **J. Request for approval to sell inoperable district vehicles**

- Pages 158-160 **K. Request for approval to dispose of obsolete equipment**

- Pages 161-162 **L. Gifts and donations**

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

- Pages 163-164 **A.** School update from Granville Elementary School Principal Christine Griffin to include:
- Successes from SY2020 through present
  - Updates on Essential Standards and Common Formative Assessments (CFA)
  - Schoolwide focus on Multi-Tiered Systems of Support (MTSS)

Pages 165-166 **B.** Review of Humboldt Unified School District's Pandemic Preparedness plans

**11. ACTION**

Pages 167-170 **A.** Request for approval of the new 5-year tower lease with option for T-Mobile

Pages 171-172 **B.** Request for approval of new course at Bradshaw Mountain High School for 2021-2022 school year: Stagecraft 3

Pages 173-174 **C.** Request for approval of new course at Bradshaw Mountain High School for 2021-2022 school year: Business I and II

Pages 175-243 **D.** Request for approval of proposed 2021-2022 Bradshaw Mountain High School Course Description Guide

**12. PERSONNEL**

Pages 244-247 **A.** Discussion and possible action to accept the evaluation report of the Superintendent for the 2020-21 school year

Pages 248-249 **B.** Discussion and possible action regarding payment of the first half of the Superintendent's performance pay for the 2020-21 school year

**13. ANNOUNCEMENTS**

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

February 9, 2021	6:30 PM	Regular Meeting	@ TBD
March 9, 2021	6:30 PM	Regular Meeting	@ TBD
April 13, 2021	6:30 PM	Regular Meeting	@ TBD

**14. ADJOURNMENT**

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

# BOARD ORGANIZATIONAL MEETING

## Item 6

- A. Election of Governing Board President
- B. Election of Governing Board Vice-President
- C. Establish regular board meeting dates, times, and location(s)
- D. Establish official location(s) for posting of board notices/agendas
- E. Possible action regarding choice of options for student expulsion hearings

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board  
FROM: John Pothast, Superintendent  
DATE: January 12, 2021  
SUBJECT: Organizational Meeting of the Board for 2021

Item # **6 A-E**  
Reading  
Discuss  
Action X

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OBJECTIVE: Board Governance

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### **SUPPORTING DATA:**

Arizona Revised Statute 15-321 and Board Policy BDA require the Board to hold an organizational meeting between January 1 and January 15 of each year. The purpose of this meeting is the election of officers, the scheduling of meetings, and the establishment of an official posting place for Board notices and agendas.

The Board currently meets on the second Tuesday of each month, beginning at 6:30 p.m., and rotates meeting locations among the district's schools when meeting in person. The official posting locations are the district's website and the Administrative Office. Once voted on, this information is filed with the Yavapai County Board of Supervisors.

The officers of the Board and their duties are outlined in Board Policy BDB and shall consist of a president, with a term of one or two years established by the Board at the time of election, and a vice president, with a term of one year.

In addition, at the time of the organizational meeting the Board may choose between two options for the hearing of student expulsion cases. Option A would be for the board to conduct expulsion hearings; Option B allows the Board to approve all expulsion hearings to be held by a hearing officer and recommendations sent to the Board for final action. The Board previously approved a list of hearing officers and may, if they desire, vote at this time to accept Option B for the 2020 calendar year, as was done for the 2020 calendar year.

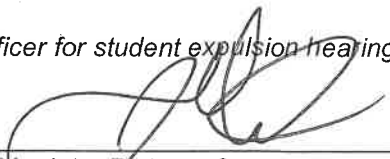
### **SUMMARY & RECOMMENDATION:**

It is recommended the Governing Board elect a president and vice president, set meeting dates, times and locations, establish an official posting place, and elect to continue the practice of a hearing officer hearing all expulsion hearings with the recommendation sent to the Board for final action.

### **Sample Motions:**

- A) I move to nominate \_\_\_\_\_ for the office of president for a one-year/two-year term (select one).
- B) I move to nominate \_\_\_\_\_ for the office of vice president for a one-year term.
- C) I move to approve regular governing board meetings to be held the second Tuesday of each month at 6:30 PM at various District locations.
- D) I move to approve the posting locations at the District Office and on the District website.
- E) I move to approve Option B to use a Hearing Officer for student expulsion hearings.

Approved for transmittal to the Governing Board

  
Mr. John Pothast, Superintendent

Questions should be directed to: Rebecca Cooley, Administrative Assistant to the Superintendent & Governing Board (759-5007)



# The Humboldt Schools.

*Motivating achievement since 1906.*

## GOVERNING BOARD MEETING DATES

The following are official dates for the Board of Education open meetings to be held during 2021. Board meetings are *generally* held the second Tuesday of every month (except for March/Spring Break and October/Fall Break, or prominent religious holidays). The deadline for submitting public information to be considered as an agenda item is **15 days prior to the Board Meeting for which someone would like an item addressed.** Consideration of a public request will be given to the Superintendent and discussed with the Board President for approval. **Official agendas are posted at the District Office and on the District website ([www.humboldtunified.com](http://www.humboldtunified.com)) no later than 24 hours prior to the Board Meeting.**

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**Meetings will be held at 6:30 pm unless otherwise posted.**

<b>2021</b>		
January	Tuesday, 1/12	@ Granville Elementary
February	Tuesday, 2/9	@ Bradshaw Mountain High
March	Tuesday, 3/9	@ Glassford Hill Middle School
April	Tuesday, 4/13	@ Humboldt Elementary School
May	Tuesday, 5/11	@ Transportation Training Facility
June	Tuesday, 6/8	@ Transportation Training Facility
July	Tuesday, 7/13	@ Transportation Training Facility
August	Tuesday, 8/10	@ Coyote Springs Elementary
September	Tuesday, 9/14	@ Liberty Traditional
October	Tuesday, 10/12	@ Bradshaw Mountain Middle
November	Tuesday, 11/9	@ Mountain View Elementary
December	Tuesday, 12/14	@ Lake Valley Elementary

*Revised December 22, 2020*





# CELEBRATING SUCCESSES

## Item 7

- A. HUSD VIPs – Granville Elementary School
  - 1. Certified – Mary Ticer
  - 2. Classified – Faith Dekens
  - 3. Volunteers – Eva Gibson



## **Granville Elementary School**

5250 Stover Drive, Prescott Valley, Arizona 86314

Main: (928) 759-4800 - Attendance: (928) 759-4801 - Fax: (928) 759-4820

Christine Griffin, Principal

January 12, 2021

I would like to recognize Mrs. Mary Ticer as Granville Elementary School's 2021 Certified VIP. Mary comes to us with an extensive background in education. Last year, she applied for our GES Title I Teacher position. Our reading intervention program was a bit archaic and we needed a champion to bring it into the 21st century. Mary was up for the task and took the lead on providing a comprehensive world class education for all by creating a team of professionals geared for success.

Last year I asked Mary to pilot the Accelerating Learning Model in 2nd grade where her team of specialists pushed-in for the Tier II reading intervention time. She provided training in previewing strategies for her team and also for the 2nd grade teachers. They learned how vocabulary instruction, activating strategies, and comprehension strategies, helps students access prior knowledge and build background knowledge when it is missing so they can more effectively learn new information. Mary is committed to ensuring that all students have the experiences necessary to meet or exceed grade-level expectations.

In May, she trained the entire staff in the Accelerating Learning Model and rolled out our Tier II reading intervention plan. She guided the teachers and her staff to do push-in for grades K-3, meeting with them weekly to help plan for personalized instruction that is paced 1 week ahead of classroom instruction. She was able to fully implement this in the 2nd quarter.

This August, thanks to her leadership and her reading team, every student was given a beginning of the year screener, in our parking lot, Sonic style. Every student was DIBELS tested by appointment in September and this December when we found out that we had 3 days left of in-person learning, the team sprang into action and gave out the DIBELS winter benchmark before students went back to remote learning. Mary's positive impact on her team leaves them smiling and asking, "How else can I help?"

I deeply appreciate Mary's beneficial expertise, her willingness to problem-solve, and her valuable contributions to our school and that is why Mary is our GES 2021 Certified VIP.

Sincerely,

Christine Griffin

**Vision:** *Granville Elementary prepares college and career-bound civic leaders who will create positive change in a dynamic world.*



## **Granville Elementary School**

5250 Stover Drive, Prescott Valley, Arizona 86314

Main: (928) 759-4800 - Attendance: (928) 759-4801 - Fax: (928) 759-4820

Christine Griffin, Principal

January 12, 2020

I would like to recognize Mrs. Faith Dekens as our Granville Elementary School's 2021 Classified VIP. Faith began her career in education at GES 4 years ago as our technology teacher. Going into her third year, we added art as a special in place of computers. We desperately needed a media specialist who was well versed in digital citizenship and understood how to guide students in their application of research and informational literacy. Faith was the right lady for the job. She finally agreed to take the position after several months of persuasion. If you could see her now, you would think that she was born to be a librarian.

Faith immediately collaborated with the other librarians in our district to learn more about her new position. She sought out professional development opportunities on her own to improve her teaching methods and effectively manage the different age groups she is charged with. She is hungry for knowledge and took it upon herself to read *The Readaloud* and *7 Keys to Comprehension* over the summer in order to expand her teaching repertoire.

Last fall, when students were not able to come in the building, Faith made sure every student had a book to check out during our first week drive-in orientation. She was camped outside on Mondays for the first quarter from 8:00 in the morning till 6:00 at night with carts of books so students could have something new to read. Because of Faith, we now have kindergarten students checking out books for the first time in GES's history!

Faith cares deeply about her students and her library is a favorite place for students and staff alike. Some students who need a quiet place to go and a listening ear can count on Mrs. Dekens to be there. She always steps up to help out and is a positive asset to our community. Faith can be found outside greeting families with a smile in the mornings and waving goodbye as she is loading little ones into cars in the afternoons.

Mrs. Faith Dekens is a lifelong learner and a positive role model for our students and that is why she is our GES 2021 Classified VIP.

Sincerely,

Christine Griffin

**Vision:** *Granville Elementary prepares college and career-bound civic leaders who will create positive change in a dynamic world.*



## **Granville Elementary School**

5250 Stover Drive, Prescott Valley, Arizona 86314

Main: (928) 759-4800 - Attendance: (928) 759-4801 - Fax: (928) 759-4820

Christine Griffin, Principal

January 12, 2020

Mrs. Eva Gibson is our 2021 GES Volunteer VIP. Eva started volunteering at GES last year when her daughter began kindergarten. Eva was eager to help around the school and initially started out in the library. The library may have been too calm for her so she made her way to the cafeteria where there is a little more hustle and bustle. She has been showing up every day for the last year and a half now to help out in our active lunch room. Eva is a mover and shaker. She didn't miss a beat when we changed some of our protocols this year. She takes initiative and influences those around her.

Eva has an incredible impact on our school community. Her positive attitude and selfless acts make a real difference in the daily lives of our students. While communication may seem to be a barrier between us, she effectively shows she cares and makes connections with staff and students alike. I enjoy watching as she teaches students how to sign "thank you" and "love". Students asked that we put up an American Sign Language poster in the cafeteria so that they could learn to better communicate with Eva. They look forward to seeing her smile. She is a great role model and lifts the spirits of all she comes in contact with.

Her generosity doesn't stop with her time, she also has brought in homemade gifts for the staff such as knitted hand towels and exceptionally delicious BBQ sauce. Eva's contributions to Granville make it a safe and happy place to be.

It is with great appreciation and pleasure that I acknowledge Mrs. Eva Gibson as our GES 2021 Volunteer VIP.

Sincerely,

Christine Griffin  
GES Principal

**Vision:** *Granville Elementary prepares college and career-bound civic leaders who will create positive change in a dynamic world.*

# **CONSENT**

## **Item 9A.**

### **Personnel Recommendations**

HUMBOLDT UNIFIED SCHOOL DISTRICT #22

PERSONNEL DEPARTMENT

Personnel Consent Agenda for Board Meeting on January 12, 2021

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

Certified Staff

1. Denise Antonio - 4th Grade Teacher at MVES (LOA 11/2/20 - 2/12/20)
2. Marty Boles - PE Teacher @ GHMS (FMLA 11/5/20 TO 11/20/20)
3. Jack Fields - Special Education Instructor @ BMHS (5/21/21)
4. Lorrie Kolbe - Preschool Aide @ BFPS (LOA 10/21/20 TO 11/17/20)
5. Dianne Tennant Rucker - Occupational Therapist (1/4/20)

Classified Staff

1. Roxanne Briggs - Afterschool Aide @ BASP (11/23/20)
2. Terri Carlson - F and N Cook @ GES (11/17/20)
3. Rebecca Cooley - Board/Superintendent Admin Secretary (1/7/21)
4. Devon Embury - Custodian @ BMHS (10/26/20)
5. Angely Forero - F and N Worker @ LVES (11/3/20)
6. Stephanie Hawk Van Dyke - Computer Lab Aide (FMLA 11/16/20 TO 12/18/20)
7. Lupe Peterson - F and N Worker @ BMHS (11/25/20)
8. Michael Reardon - Lead Custodian @ GHMS (11/17/20 - 2/17/20)
9. Aaron Stamper - M/S/P Aide @ BMHS (11/17/20)

Substitute + Staff

1. Robert Gittins - Boy's Head Soccer Coach @ BMHS (11/20/20)

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

Certified Staff

1. Shelby Carrasco - F and N Worker @ BFPS (Kristen Wise)

Classified Staff

1. April Adams - Custodian @ BMHS (replaces Don Hanson)
2. Jennifer Beadle - Bus Driver @ Transportation (replaces Vickie Hale)
3. Mark Foreman - District Maintenance Tech (replaces John Wurtz)
4. Ronald Hart - Lead Night Custodian @ GES (replaces Mark Foreman)
5. Michael Hungerford - Custodian @ BMHS (replaces Devon Embury)
6. Lawrence Lufkin - Mod/Sev/Prof Aide @ GHMS (replaces Ross Herbert)
7. Patricia McCarthy - Mod/Sev/Prof Aide @ HES (replaces Annamarie Love)
8. Kristina McCarty - Mod/Sev/Prof Aide @ CSES (replaces Jennifer Rice)
9. Erica Tenette - Title 1 Aide @ MVES (replaces Maria Castro)
10. Radford Paul - Title 1 Aide @ CSES (replaces Eric Bruhn)
11. Michael Peek - Lead Custodian @ GHMS (replaces Michael Reardon)
12. Margaret Ramirez - F and N Worker @ LVES (replaces Angely Forero)
13. Trista Ramirez - Title 1 Aide @ CSES (replaces Maricella McGill)
14. Morgen Rogos - Resource Aide @ MVES (unfilled position)
15. Jennifer Vogel - Mod/Sev/Prof Aide @ CSES (replaces Eric Bruhn)
16. Jeff Wing - IS Specialist @ DO (replaces Kyle Bossert)
17. Samantha Bartmus - Board/Superintendent Admin Secretary 01/19/2021)

## HUMBOLDT UNIFIED SCHOOL DISTRICT #22

### PERSONNEL DEPARTMENT

## Personnel Consent Agenda for Board Meeting on January 12, 2021

### Substitute + Staff

1. Lawren Dowling Sprague (12-2)
2. Diana Hash - Bus Aide Substitute (11/24/20)

### C. SUPPLEMENTAL CONTRACTS

#### Overloads

1. Carli Acton - SPED Teacher @ LTS (overload is for the instructor to teach online)
2. Doug Beilfuss - Math Instructor @ BMHS (overload due to a math teacher resigning)
3. Yvonne Berry - 3rd Grade Teacher @ CSES (overload is due to class size)
4. Jeff Brown - SPED Teacher @ BMHS (overload is for the instructor to teach online)
5. Karen Christerson - SPED Teacher @ BMHS (overload for the instructor to teach online till Nov 5th)
6. Jack Fields - ED Teacher @ BMHS (overload is for the instructor to teach online)
7. Ron Killen - SPED Teacher @ BMHS (overload is for the instructor to teach online till Nov 5th)
8. Dani Larson - Math Instructor @ BMHS (overload due to a math teacher resigning)
9. Lisa Moser - Math Instructor @ BMHS (overload due to a math teacher resigning)
10. Kristin Munchinsky - 4th Grade Teacher @ MVES (overload is due to class sizes)
11. Jeff Goodman - SPED Teacher @ BMHS (overload is for the instructor to teach online)
12. Jona Lourenco - Preschool Instructor @ BFPS (overload due to class sizes)
13. Kimberly Pittman - SPED Teacher @ SS (overload due to class sizes)
14. Marvin Portillo - Math Instructor @ BMHS (overload due to a math teacher resigning)
15. Andrea Strobel - Math Instructor @ BMHS (overload due to a math teacher resigning)

Certified Stipends Specifically Listed on Board-approved 2020-2021 Stipend Schedule  
(M&O-\$6,737.50); Tax Credit-\$00.00; General Tax Credit- \$00; SPED-\$0.00; Other- \$4,000)

1. Kim Beaird - Marching Band Assistant @ BMHS
2. David Capka - CTE Director
3. Lisa Haywood - Yearbook Sponsor @ LTS
4. Connie Kuball - MS Student Council Advisor @ LTS
5. Deanne Iredale - JV Girls Soccer Coach @ BMHS
6. Joshua Schreiner - Athletic Director @ 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. NONE

HUMBOLDT UNIFIED SCHOOL DISTRICT #22

*PERSONNEL DEPARTMENT*

Personnel Consent Agenda for Board Meeting on January 12, 2021

**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 9B.

## Minutes

December 8, 2020 and December 15, 2020

(audio minutes are available on the district website)

**HUMBOLDT UNIFIED SCHOOL DISTRICT #22**  
*"To provide a comprehensive, world-class education for all students"*

The Governing Board of the Humboldt Unified School District #22 convened during a virtual meeting open to the public on **December 8, 2020**.

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

**AGENDA**

**6:30 REGULAR SESSION**

**Markers**

- |       |    |   |
|-------|----|---|
| 00:05 | 1. | <b>WELCOME AND CALL TO ORDER</b>  |
| 01:18 | 2. | <b>PLEDGE OF ALLEGIANCE/FLAG CEREMONY</b>   |
| 01:48 | 3. | <b>ROLL CALL</b><br><b>ALL PRESENT</b>  |
| 02:18 | 4. | <b>AGENDA REVIEW/ACCEPT</b><br><b>ITEM 8J WAS PULLED FROM THE CONSENT AGENDA</b><br><b>AGENDA APPROVED UNANIMOUSLY WITH CHANGES</b>   |
| 03:09 | 5. | <b>CURRENT EVENTS</b>   |
| 11:14 |    | <b>A. Board</b>   |
|       |    | <b>B. Superintendent</b>  |
| 11:33 | 6. | <b>CELEBRATING SUCCESSES</b>  |
|       |    | <b>A. Presentation by Yavapai County Community Health Services to Coyote Springs Elementary School</b>  |
|       |    | <b>B. HUSD VIPs – Aimee Fleming, Lake Valley Elementary School Principal</b>  |
| 21:42 |    | 1. Certified – Amanda Paffumi   |
| 26:38 |    | 2. Classified – Jordan LaJeunesse   |
| 29:35 |    | 3. Volunteer – Ryan Stamper   |
| 35:08 | 7. | <b>PUBLIC PARTICIPATION</b>   |
|       |    | Due to the virtual format of our Governing Board Meetings, we are unable to include a traditional call to the public. However, we encourage members of the public wishing to address the board to complete the HUSD Online Public Participation Form by 9:00 AM on the day of the meeting (December 8, 2020). This form can be found on the Virtual Meetings page under the School Board heading at <a href="http://www.humboldtunified.com">www.humboldtunified.com</a> .<br><b>ONLINE COMMENTS SUBMITTED BY: JEREMY PLATT, CYNTHIA McINERNY</b> |
| 35:48 | 8. | <b>CONSENT ITEMS</b>  |
|       |    | 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.   |
|       |    | <b>A. Personnel Recommendations</b>   |
|       |    | <b>B. Governing Board Meeting Minutes of November 10, 2020 (audio recordings are posted on the District's website at <a href="http://www.humboldtunified.com">www.humboldtunified.com</a>)</b>  |

- C. Financial/Business
    - 1. Approval of Accounts Payable voucher(s) in the amount of \$ 967,333.68
    - 2. Approval of Payroll voucher(s) in the amount of \$ 5,253,152.76
  - D. Monthly Budget Report
  - E. Monthly Student Activities Report
  - F. Request for ratification of expenditures for Contracts, Work Agreements and supplementals from November 2020
  - G. Request for approval of the five (5) year Regional Cooperative Agreement with the Arizona School for the Deaf and Blind (ASDB)
  - H. Request for ratification of the Addendum to Sparklight WAN Agreement
  - I. Request for approval of the Grand Canyon University Student Placement Agreement
  - ~~J. Request for approval to transfer obsolete library books~~
  - K. Request for approval to ratify the Authorization of Enrollment Stabilization Grant award
  - L. Request for approval to sign IRS Tax Form 8038-G
  - M. Request for approval of the revised 2020-21 Stipend Schedule
  - N. Gifts and donations
- ITEMS 8A-8H AND 8K-8M PASSED UNANIMOUSLY**  
**ITEM 8I PASSED 4-0 (Mr. Ryan Gray abstained from voting)**

39:47      **9. DISCUSSION ITEMS (no action will be taken)**  
**A.** Report from Lake Valley Elementary School Principal Aimee Fleming to include:
 

- Quarter 2 Transition back to in-person
- Updates on program implementations
- Happenings at Lake Valley

57:25      **B.** Discussion on Governing Board Self-Evaluation for 2020-21

1:06:06      **C.** Review of Humboldt Unified School District's Pandemic Preparedness

2:26:20      **10. ACTION**  
**A.** Request to approve Award of Procurement to Netsian  
**PASSED UNANIMOUSLY**

2:32:43      **B.** Request for approval of Tyler Hosting Agreement  
**PASSED UNANIMOUSLY**

2:42:53      **C.** Request for approval of revision to FY 20-21 Budget  
**PASSED UNANIMOUSLY**

2:47:03      **11. ANNOUNCEMENTS**  
**A.** Next Scheduled Board Meetings are:

December 15, 2020	6:30 p.m.	Special Meeting	@ TBD
January 12, 2021	6:30 p.m.	Organizational & Regular Meeting	@ TBD
February 9, 2021	6:30 p.m.	Regular Meeting	@ TBD
March 9, 2021	6:30 p.m.	Regular Meeting	@TBD

2:49:48 12. **ADJOURNMENT**  
**ADJOURNED AT 9:21 PM**

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

**HUMBOLDT UNIFIED SCHOOL DISTRICT #22**  
*A Caring, Learning Community Transforming Today's Learners into Tomorrow's Successes*

The Governing Board of the Humboldt Unified School District #22 convened during a virtual meeting open to the public on **December 15, 2020**.

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

**AGENDA**

**6:30 SPECIAL SESSION**

**Markers**

- 00:04    1.    **WELCOME AND CALL TO ORDER**
- 00:31    2.    **PLEDGE OF ALLEGIANCE/FLAG CEREMONY**
- 00:59    3.    **SWEARING IN OF GOVERNING BOARD MEMBERS RICHARD ADLER, SUZIE ROTH and PAUL RUWALD – Tim Carter, Yavapai County School Superintendent**
- 07:44    4.    **ROLL CALL**  
          **ALL PRESENT**
- 08:35    5.    **AGENDA REVIEW/ACCEPT**  
          **AGENDA APPROVED UNANIMOUSLY**
- 09:09    6.    **PERSONNEL**  
          \*A. Annual evaluation of the Superintendent, John Pothast  
              (Possible executive session pursuant to A.R.S. § 38-431.03 (A)(1) (Personnel))
- 09:48            **Motion to go into Executive Session for Item 6A**

***Minutes of executive sessions are confidential and it is unlawful to disclose or otherwise divulge to any person who is not present, other than a current member of the Board, or pursuant to a specific statutory exception, anything that has transpired or has been discussed during this executive session. Failure to comply is a violation of A.R.S. § 38-431-03.***

2:09:06            **Reconvene Open Session**

2:09:22    7.    **ANNOUNCEMENTS**

          A. Next Scheduled Board Meetings are:

January 12, 2021	6:30 PM	Organizational & Regular Meeting	@ TBD
February 9, 2021	6:30 PM	Regular Meeting	@ TBD
March 9, 2021	6:30 PM	Regular Meeting	@ TBD

2:09:56    8.    **ADJOURNMENT**  
          **ADJOURNED AT 8:40 PM**

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# CONSENT

## Item 9D.

### Monthly Budget Report

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # 9 D  
FROM: Roger Studley, Finance Director Reading  
DATE: January 12, 2021 Discuss  
SUBJECT: Monthly Budgets - Board Report Action  
Consent X

---

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

---

### SUPPORTING DATA:

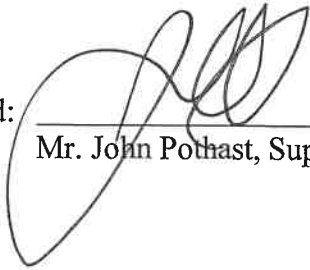
Attached is the monthly Expenditure Budget Balance Report.

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. John Pothast, Superintendent

*Questions should be directed to: Roger Studley Finance Director 928.759.4027*



# Humboldt Unified School District No. 22

## Expenditure Budget Balance Report

Fiscal Year: 2020-2021

Account Number / Description

☒ Summary Only From Date: 7/1/2020 To Date: 12/21/2020

Budget Balance

% Remaining Bud

Fund:	001	MAINT & OPER FUNDS	Budget	Range To Date	YTD	Balance	Encumbrance	% Remaining Bud
		<b>Fund 001 Total:</b>	\$34,632,001.08	\$11,984,781.97	\$11,984,781.97	\$22,647,219.11	\$16,158,463.31	\$6,488,755.80 18.74%
Fund:	011	CLASSROOM-BASE SAL	\$684,704.98	\$245,340.73	\$245,340.73	\$439,364.25	\$0.00	\$439,364.25 64.17%
		<b>Fund 011 Total:</b>						
Fund:	012	CLASSROOM-PERF PAY	\$1,513,085.97	\$3,858.24	\$3,858.24	\$1,509,227.73	\$0.00	\$1,509,227.73 99.75%
		<b>Fund 012 Total:</b>						
Fund:	013	CLASSROOM-OTHER	\$1,979,784.38	\$491,317.05	\$491,317.05	\$1,488,467.33	\$0.00	\$1,488,467.33 75.18%
		<b>Fund 013 Total:</b>						
Fund:	021	INDIAN GAMING-INSTRUCTION IMPROV	\$64,608.12	\$0.00	\$0.00	\$64,608.12	\$0.00	\$64,608.12 100.00%
		<b>Fund 021 Total:</b>						
Fund:	024	INDIAN GAMING - INSTRUCTIONAL IMPROV	\$435,190.25	\$85,736.08	\$85,736.08	\$349,454.17	\$106,358.43	\$243,095.74 55.86%
		<b>Fund 024 Total:</b>						
Fund:	071	SEI - STRUCTURED ENGLISH IMMERSION	\$202,058.00	\$76,758.25	\$76,758.25	\$125,299.75	\$94,107.67	\$31,192.08 15.44%
		<b>Fund 071 Total:</b>						
Fund:	110	TITLE 1 LEA	\$1,458,795.78	\$598,110.61	\$598,110.61	\$860,685.17	\$652,203.14	\$208,482.03 14.29%
		<b>Fund 110 Total:</b>						
Fund:	111	TITLE 1 LEA	\$0.00	\$73,754.51	\$73,754.51	(\$73,754.51)	\$0.00	(\$73,754.51) 0.00%
		<b>Fund 111 Total:</b>						
Fund:	140	TITLE II-IMPROV TEACHER QUAL(14/15)	\$267,435.79	\$79,512.37	\$79,512.37	\$187,923.42	\$52,409.61	\$135,513.81 50.67%
		<b>Fund 140 Total:</b>						
Fund:	141	TITLE II-IMPROV TEACHER QUAL(15/16)	\$0.00	\$12,188.85	\$12,188.85	(\$12,188.85)	\$0.00	(\$12,188.85) 0.00%
		<b>Fund 141 Total:</b>						
Fund:	162	TITLE IV-A STUDENT SUPPORT & ACADEMIC I						

Expenditure Budget Balance Report

Fiscal Year: 2020-2021

To Date: 12/21/2020

From Date: 7/1/2020

☒ Summary Only

Account Number / Description

Budget Range To Date YTD Balance Encumbrance % Remaining Bud

Fund 162 Total:						
Fund:	163	TITAL IV-A, STUDENT SUPPORT & ENRICHMEI	\$10,667.99	\$0.00	\$10,667.99	\$0.00 \$10,667.99 100.00%
Fund 163 Total:						
Fund:	190	TITLE III LEP PROGRAM	\$26,254.03	\$0.00	\$26,254.03	\$0.00 \$26,254.03 100.00%
Fund 190 Total:						
Fund:	191	TITLE III LEP PROGRAM (FY20)	\$0.00	\$6,025.61	(\$6,025.61)	\$3,167.24 (\$9,192.85) 0.00%
Fund 191 Total:						
Fund:	195	TARGETED SUPPORT & IMPROVEMENT GRNT	\$83,234.19	\$752.87	\$82,481.32	\$0.00 \$82,481.32 99.10%
Fund 195 Total:						
Fund:	196	TARGETED SUPPORT & IMPROVEMENT GRNT	\$27,900.71	\$9,001.31	\$18,899.40	\$3,410.54 \$15,488.86 55.51%
Fund 196 Total:						
Fund:	220	IDEA - BASIC - ENT	\$42,500.00	\$3,641.83	\$38,858.17	\$0.00 \$38,858.17 91.43%
Fund 220 Total:						
Fund:	221	IDEA - PRESCHOOL GRANT	\$1,361,075.67	\$409,187.13	\$951,888.54	\$453,225.31 \$498,663.23 36.64%
Fund 221 Total:						
Fund:	260	CTE BASIC GRANT	\$24,810.76	\$11,929.19	\$12,881.57	\$11,357.34 \$1,524.23 6.14%
Fund 260 Total:						
Fund:	261	CTE BASIC GRANT	\$158,218.34	\$8,546.99	\$149,671.35	\$0.00 \$149,671.35 94.60%
Fund 261 Total:						
Fund:	290	MEDICAID OUTREACH	\$107,128.84	\$10,743.87	\$96,384.97	\$8,959.27 \$87,425.70 81.61%
Fund 290 Total:						
Fund:	291	MEDICAID DIRECT	\$133,290.85	\$18,402.76	\$114,888.09	\$0.00 \$114,888.09 86.19%
Fund 291 Total:						
			\$1,280,149.53	\$194,595.67	\$1,085,553.86	\$412,859.63 \$672,694.23

# Humboldt Unified School District No. 22

## Expenditure Budget Balance Report

Fiscal Year: 2020-2021

Account Number / Description

☒ Summary Only      From Date: 7/1/2020      To Date: 12/21/2020

	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Remaining Bud
<b>Fund:</b> 326      COVID ESSER							52.55%
<b>Fund 326 Total:</b>	\$1,160,790.00	\$5,512.11	\$5,512.11	\$1,155,277.89	\$37,901.75	\$1,117,376.14	
<b>Fund:</b> 328      COVID ESG Enfrmnt Stabilz							96.26%
<b>Fund 328 Total:</b>	\$0.00	\$2,100,940.23	\$2,100,940.23	(\$2,100,940.23)	\$0.00	(\$2,100,940.23)	
<b>Fund:</b> 349      NAT'L FOREST FEES							0.00%
<b>Fund 349 Total:</b>	\$2,022,281.20	\$951,233.88	\$951,233.88	\$1,071,047.32	\$574,032.32	\$497,015.00	24.58%
<b>Fund:</b> 353      TAYLOR GRAZING							
<b>Fund 353 Total:</b>	\$87,713.00	\$3,336.17	\$3,336.17	\$84,376.83	\$3,561.51	\$80,815.32	92.14%
<b>Fund:</b> 374      E-RATE							
<b>Fund 374 Total:</b>	\$101,097.91	\$0.00	\$0.00	\$101,097.91	\$0.00	\$101,097.91	100.00%
<b>Fund:</b> 400      CTE PRIORITY PROGRAM							
<b>Fund 400 Total:</b>	\$44,704.19	\$5,535.04	\$5,535.04	\$39,169.15	\$7,324.12	\$31,845.03	71.24%
<b>Fund:</b> 435      ACADEMIC CONTESTS							
<b>Fund 435 Total:</b>	\$1,134.04	\$0.00	\$0.00	\$1,134.04	\$0.00	\$1,134.04	100.00%
<b>Fund:</b> 450      GIFTED							
<b>Fund 450 Total:</b>	\$5,009.74	\$0.00	\$0.00	\$5,009.74	\$0.00	\$5,009.74	100.00%
<b>Fund:</b> 456      COLLEGE CREDIT BY EXAMINATION INCENTIV							
<b>Fund 456 Total:</b>	\$21,596.43	\$0.00	\$0.00	\$21,596.43	\$0.00	\$21,596.43	100.00%
<b>Fund:</b> 457      RESULTS - BASED FUNDING							
<b>Fund 457 Total:</b>	\$86,959.74	\$45,900.40	\$45,900.40	\$41,059.34	\$0.00	\$41,059.34	47.22%
<b>Fund:</b> 483      SAFE SCHOOLS							
<b>Fund 483 Total:</b>	\$0.00	\$5,843.03	\$5,843.03	(\$5,843.03)	\$410.57	(\$6,253.60)	0.00%

## Expenditure Budget Balance Report

Fiscal Year: 2020-2021

Account Number / Description

To Date: 12/21/2020

From Date: 7/1/2020

☒ Summary Only[illegible]

# Humboldt Unified School District No. 22

## Expenditure Budget Balance Report

Fiscal Year: 2020-2021

Account Number / Description

☒ Summary Only From Date: 7/1/2020 To Date: 12/21/2020

	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance
						% Remaining Bud
<b>Fund 540 Total:</b>	\$5,661,43	\$0.00	\$0.00	\$5,661,43	\$0.00	\$5,661,43 100.00%
<b>Fund:</b> 550 INSURANCE PROCEEDS						
<b>Fund 550 Total:</b>	\$322,748.28	\$16,582.03	\$16,582.03	\$306,166.25	\$5,000.00	\$301,166.25 93.31%
<b>Fund:</b> 551 INSURANCE - AEI						
<b>Fund 551 Total:</b>	\$50,250.14	\$3,207.59	\$3,207.59	\$47,042.55	\$3,558.23	\$43,484.32 86.54%
<b>Fund:</b> 555 TEXTBOOKS						
<b>Fund 555 Total:</b>	\$21,246.01	\$2,999.60	\$2,999.60	\$18,246.41	\$0.00	\$18,246.41 85.88%
<b>Fund:</b> 565 LITIGATION RECOVERY						
<b>Fund 565 Total:</b>	\$26,154.34	\$0.00	\$0.00	\$26,154.34	\$0.00	\$26,154.34 100.00%
<b>Fund:</b> 570 INDIRECT COSTS						
<b>Fund 570 Total:</b>	\$1,237,087.86	\$320,406.16	\$320,406.16	\$916,681.70	\$402,796.27	\$513,885.43 41.54%
<b>Fund:</b> 575 UNEMPLOYMENT INSURANCE						
<b>Fund 575 Total:</b>	\$108,840.32	\$0.00	\$0.00	\$108,840.32	\$0.00	\$108,840.32 100.00%
<b>Fund:</b> 590 GRANT/GIFT TEACHER						
<b>Fund 590 Total:</b>	\$21,928.90	\$0.00	\$0.00	\$21,928.90	\$0.00	\$21,928.90 100.00%
<b>Fund:</b> 595 SCHOOL BUS ADVERTISEMENT						
<b>Fund 595 Total:</b>	\$5,810.91	\$0.00	\$0.00	\$5,810.91	\$0.00	\$5,810.91 100.00%
<b>Fund:</b> 596 JTED - MTN. INSTITUTE						
<b>Fund 596 Total:</b>	\$1,051,306.66	\$90,729.74	\$90,729.74	\$960,576.92	\$156,355.47	\$804,221.45 76.50%
<b>Fund:</b> 610 CAPITAL OUTLAY						
<b>Fund 610 Total:</b>	\$3,513,250.67	\$816,559.42	\$816,559.42	\$2,696,691.25	\$302,865.80	\$2,393,825.45 68.14%
<b>Fund:</b> 630 BOND BUILDING						
<b>Fund 630 Total:</b>	\$124,073.75	\$0.00	\$0.00	\$124,073.75	\$0.00	\$124,073.75

Expenditure Budget Balance Report

Fiscal Year: 2020-2021

Account Number / Description

		<input checked="" type="checkbox"/> Summary Only	From Date: 7/1/2020	To Date: 12/21/2020	Budget Balance	
					Encumbrance	% Remaining Bud
		Budget	Range To Date	YTD	Balance	
Fund: 650	GIFTS & DONATIONS					100.00%
	Fund 650 Total:	\$13,737.85	\$0.00	\$0.00	\$13,737.85	\$13,737.85
Fund: 665	ENERGY REBATES					100.00%
	Fund 665 Total:	\$341,231.82	\$0.00	\$0.00	\$341,231.82	\$341,231.82
Fund: 691	BUILDING RENEWAL GRANT - SFB					100.00%
	Fund 691 Total:	\$3,643,919.68	\$109,897.23	\$109,897.23	\$3,534,022.45	\$78,485.52
Fund: 700	DEBT SERVICE FUNDS					2.15%
	Fund 700 Total:	\$3,971,900.00	\$27,381.15	\$27,381.15	\$3,944,518.85	\$3,944,518.85
Fund: 850	STUDENT ACTIVITIES					99.31%
	Fund 850 Total:	\$103,011.26	\$1,737.63	\$1,737.63	\$101,273.63	\$98,832.72
Fund: 855	EMPLOYEE INSURANCE					95.94%
	Fund 855 Total:	\$5,708,474.66	\$2,427,620.41	\$2,427,620.41	\$3,280,854.25	\$455,255.66
	Grand Total:	\$73,686,796.05	\$22,406,518.18	\$22,406,518.18	\$51,280,277.87	\$23,956,899.67

End of Report

32.51%

# CONSENT

## Item 9E.

### Student Activities Report

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # **9E**  
FROM: Roger Studley, Finance Director Reading  
DATE: January 12, 2021 Discuss  
SUBJECT: Student Activities - Board Report Action  
Consent X

---

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

---

### SUPPORTING DATA:

Attached is the monthly Student Activity Report.

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

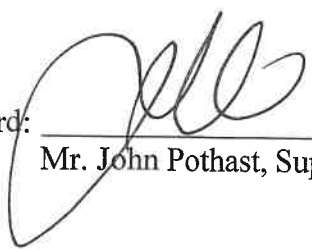
This report is in a new format since it is a cash driven fund. Beginning cash balances have been added in so you can see all the transactions for each club.

The report adds Revenue to the Beginning Balance then subtracts Expenses to show the current cash Balance in each club. Then Encumbrances are subtracted from the Balance to show the Available Cash per club.

### SUMMARY & RECOMMENDATION:

No action necessary. Report presented for informational purposes only.

Approved for transmittal to the Governing Board:



Mr. John Pothast, Superintendent

*Questions should be directed to: Roger Studley, Finance Director 759-4027*



## STUDENT ACTIVITY REPORT

December 2020

	Beginning Balance	Revenue	Expended	Balance	Incumbered	Available Cash
<b>Coyote Springs 133</b>						
Student Council	1,603	-	-	1,603	-	1,603
<b>Granville 135</b>						
Chorus/Choir	348	-	-	348	-	348
Student Council	1,594	-	-	1,594	-	1,594
<b>Humboldt 131</b>						
Student Council	5,342	140	-	5,482	-	5,482
<b>Lake View 110</b>						
Student Council	5,858	-	-	5,858	-	5,858
<b>Liberty Traditional 134</b>						
Jr Optimists	185	-	-	185	-	185
Student Council	3,883	-	-	3,883	-	3,883
<b>Mountain View 132</b>						
Student Council	1,728	-	-	1,728	-	1,728
Subtotal ES	20,542	140	-	20,682	-	20,682
<b>Brad Mntn MS</b>						
Ntl Honor Society	2,792	-	-	2,792	-	2,792
Science	376	-	-	376	-	376
Student Council	2,747	-	-	2,747	-	2,747
<b>Glassford Hill MS</b>						
Ntl Honor Society	84	-	-	84	-	84
Student Council	5,793	-	385	5,408	600	4,808
Subtotal MS	11,793	-	385	11,408	600	10,808
<b>Brad Mntn HS</b>						
Art	352	-	-	352	-	352
AVID	342	-	-	342	-	342
Baseball	20	-	-	20	-	20
DECA	633	450	450	633	450	183
FBLA	252	-	-	252	-	252
French Club	33	-	-	33	-	33
G.O.A.L.S. Club	61	-	-	61	-	61
Girls Basketball	216	-	-	216	-	216
HOSA/Nursing	4,579	-	-	4,579	-	4,579
HOSA/SportsMedicine	1,224	800	-	2,024	826	1,198
Interact	3,193	-	-	3,193	-	3,193
JROTC	1,536	-	-	1,536	-	1,536
Mu Alpha Theta	170	-	-	170	-	170
Ntl Art Honor Society	434	105	85	453	65	389
Ntl Honor Society	2,202	-	-	2,202	-	2,202
P.A.L.S.	2,102	-	-	2,102	-	2,102
Student Council	3,616	-	818	2,799	500	2,299
Upward Bound	37	-	-	37	-	37
Subtotal HS	21,002	1,355	1,353	21,004	1,841	19,163
Interest To Date:		170				
<b>TOTAL Student Activities</b>	<b>53,337</b>	<b>1,665</b>	<b>1,738</b>	<b>53,094</b>	<b>2,441</b>	<b>50,823</b>



# CONSENT

## Item 9F.

### Ratification of Expenditures

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 9F
FROM:	Kort Miner, Executive Director of Operations	Reading
DATE:	Tuesday, January 12, 2021	Discuss
SUBJECT:	Ratifications of Expenditures for Contracts / Work Agreements & Supplementals	Action
		Consent X

---

OBJECTIVE: Board Governance

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### **SUPPORTING DATA:**

This is the approval of ratifications of all Contracts, Work Agreements and Supplementals from December during the 2020-2021 fiscal year.

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

### **SUMMARY & RECOMMENDATION:**

It is recommended that the Governing Board approve the ratification of all Contracts, Work Agreements and Supplementals from December during the 2020-2021 fiscal year.

### **Sample Motion:**

*I move to approve the ratification of all Contracts, Work Agreements and Supplementals from December during the 2020-2021 fiscal year.*

Approved for transmittal to the Governing Board:



Mr. John Pothast, Superintendent

Questions should be directed to: Kort Miner, Executive Director of Operations (759-5016)

## RATIFICATION G. EXPENDITURES

(Contracts, Work Agreements, Supplementals)

Contract Type	Name	Primary Job Title	Check Location	Hire Date
OVERLOAD 3RD QUARTER	ACTON, CARLI J	TEACHER	LIBERTY TRADITIONAL 134	7/27/2020
CLASSIFIED	BEADLE, JENNIFER M	BUS DRIVER - Regular Ed	TRANSPORTATION 506	8/27/2020
CLASSIFIED	BEARD, KIMBERLY KB	COACH	SUBSTITUTES 501	8/24/2011
CLASSIFIED	BEDFORD, VICKI	OCCUPATIONAL THERAPY	SPECIAL SERVICES OFFICE 508	1/4/2021
OVERLOAD 1ST SEM	BELFUSS, DOUGLAS R	TEACHER	BRADSHAW MOUNTAIN HIGH SCHOOL 230	6/5/2001
OVERLOAD 3RD QUARTER	FIELDS, JACK R	TEACHER	BRADSHAW MOUNTAIN HIGH SCHOOL 230	11/20/2017
CLASSIFIED	HART, RONALD J	LEAD NIGHT CUSTODIAN	GRANVILLE ELEMENTARY 135	12/4/2020
CLASSIFIED	IREDALE, DEANNE	COACH	SUBSTITUTES 501	10/26/2020
OVERLOAD 2ND SEM	LARSON, DANIELLE R	TEACHER	BRADSHAW MOUNTAIN HIGH SCHOOL 230	8/2/2010
CLASSIFIED	LILLY, HOWARD J	CUSTODIAN	LAKE VALLEY ELEMENTARY 110	12/17/2020
CLASSIFIED	LILLY, HOWARD J	CUSTODIAN	LAKE VALLEY ELEMENTARY 110	12/17/2020
CLASSIFIED	LONG, REBECCA A	MOD SEV PROF AIDE	LAKE VALLEY ELEMENTARY 110	12/4/2020
OVERLOAD 3RD QUARTER	LOURENCO, JONA R	TEACHER	BMHS EAST 240	7/31/2017
CLASSIFIED	MARTIN, KIMBERLY D	BUS AIDE	TRANSPORTATION 506	8/3/2018
CLASSIFIED	MCCARTY, KRISTINA	MOD SEV PROF AIDE	COYOTE SPRINGS ELEMENTARY 133	1/4/2021
OVERLOAD 3RD QUARTER	MORENO, PAULA L	TEACHER	BRADSHAW MTN MIDDLE SCHOOL 120	7/30/2018
OVERLOAD 1ST SEM	MOSER, LISA	TEACHER	BRADSHAW MOUNTAIN HIGH SCHOOL 230	7/28/2014
OVERLOAD 2ND SEM	MUNCHINSKY, KRISTEN M	TEACHER	HUMBOLDT ELEMENTARY SCHOOL 131	1/14/2015
OVERLOAD 3RD QUARTER	OBRIEN, SHAWNA A	TEACHER	BRADSHAW MOUNTAIN HIGH SCHOOL 230	10/29/2020
CLASSIFIED	PAUL, RADFORD L	TITLE I AIDE	COYOTE SPRINGS ELEMENTARY 133	8/4/2016
CLASSIFIED	PAUL, RADFORD L	TITLE I AIDE	COYOTE SPRINGS ELEMENTARY 133	8/4/2016
CLASSIFIED	PEARL, MELISSA J	RESOURCE AIDE	LIBERTY TRADITIONAL 134	9/26/2019
OVERLOAD 3RD QUARTER	PITTMAN, KIMBERLY A	TEACHER	COYOTE SPRINGS ELEMENTARY 133	8/22/2017
OVERLOAD 1ST SEM	PORTILLO, MARVIN J	TEACHER	BRADSHAW MOUNTAIN HIGH SCHOOL 230	7/27/2020
CLASSIFIED	QUAMMEN, DAWN M	TITLE I AIDE	COYOTE SPRINGS ELEMENTARY 133	11/2/2020
CLASSIFIED	QUAMMEN, DAWN M	TITLE I AIDE	COYOTE SPRINGS ELEMENTARY 133	11/2/2020
CLASSIFIED	REARDON, MICHAEL O	LEAD CUSTODIAN	GLASSFORD HILL MIDDLE SCHOOL 125	6/6/2007
CLASSIFIED	ROGOS, MORGAN	RESOURCE AIDE	MOUNTAIN VIEW ELEMENTARY 132	1/4/2021
CERTIFIED	ROWADER, DARRELL	TEACHER	BRADSHAW MTN MIDDLE SCHOOL 120	7/30/2004
OVERLOAD 2ND SEM	STROBEL, ANDREA R	TEACHER	BRADSHAW MOUNTAIN HIGH SCHOOL 230	7/29/2019
CLASSIFIED	WING, JEFFREY	IS SPECIALIST	BMHS EAST 240	12/7/2020



# CONSENT

## Item 9G.

### Policy LC – Research Study

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 96
FROM:	Dr. Rob Bueche, Executive Director of Educational Services and Federal Programs	Reading
DATE:	January 12, 2021	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 Grand Canyon University to conduct a quantitative, causal-comparative study to gather perceptions from elementary teachers on implementing school and classroom physical activity.

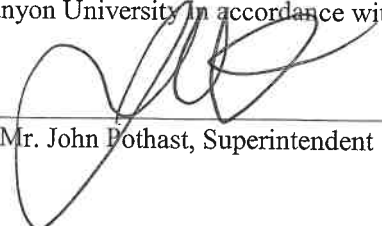
### SUMMARY & RECOMMENDATION

The researcher has received Institutional Review Board approval from Grand Canyon University. This approval is currently filed in the Office of Educational Services and attached to this transmittal, along with the data security procedures for the study. 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

Move to approve the research study from Grand Canyon University in accordance with Policy LC.

Approved for transmittal to the Governing Board:

  
Mr. John Pothast, Superintendent

Questions should be directed to: Dr. Rob Bueche, Executive Director of Educational Services and Federal Programs @ (928-759-4010)



SCHOOL/COMPAN/ORGANIZATION LETTERHEAD  
COMPANY NAME  
ADDRESS  
FULL CONTACT INFORMATION OF SITE CONTACT

Date May 22,2020

Office of Academic Research  
Grand Canyon University  
College of Doctoral Studies  
3300 W. Camelback Road  
Phoenix, AZ 85017  
Phone: 602-639-7804

Dear IRB Members,

After reviewing the proposed study, "Differences in Elementary Classroom Teachers' Perceived Movement Integration Competence and Attitudes Towards Physical Activity Promotion Based on Self-Reported Teachers' Movement Integration Practices presented by Monica Eklund, I have granted authorization for Monica Eklund to conduct research at Humboldt Unified School District

I acknowledge that the purpose of the study is to examine elementary classroom teachers' perceptions regarding school and classroom physical activity as compared to the amount of physical activity that teachers use in the classroom. I understand that this study will add to the current literature promoting school and classroom-based physical activity practices.

I have indicated to Monica Eklund that Humboldt Unified School District will allow the following research activities:

- Email access to the elementary classroom teachers that meet the specified criteria listed below.
- An introductory email to the eligible elementary classroom teachers to introduce myself and the study along with an attached link to the survey.
- One online survey that will be emailed to the elementary classroom teachers that consists of participant consent, demographic information, and questions directly pertaining to perceptions and use of school and classroom physical activity.

The participants that will be in this study must meet the following criteria:

- Elementary classroom teachers that teach full time in grades kindergarten, first, second, third, fourth, fifth or sixth grade in the academic classroom.

To ensure that the Humboldt Unified School District and participating teachers are protected, Monica Eklund has will provid to me a copy of Grand Canyon University IRB-approved informed consent document, and recruitment information, before she recruits participants at Humboldt unified School District. I understand that the name Humboldt Unified School District will not be used in any publications or presentations and that Monica Eklund will protect data to the best of her ability.

If the IRB has any concerns about the permission being granted by this letter, please contact me by (phone or email preference of site granting permission).

Sincerely,

School

GCU IRB 1.18.19 v1.0

School District  
Official signature  
Title

---

Printed Name

---

Signature Date



# GRAND CANYON UNIVERSITY™

3300 West Camelback Road, Phoenix Arizona 85017 602.639.7500 Toll Free 800.800.9776 [www.gcu.edu](http://www.gcu.edu)

DATE: December 01, 2020

TO: Monica Eklund  
FROM: Grand Canyon University Institutional Review Board

STUDY TITLE: Differences in Elementary Teachers' Perceptions Towards Classroom  
Movement Integration Practices

IRB  
REFERENCE #: IRB-2020-2969  
SUBMISSION  
TYPE: Submission Response for Initial Review Submission Packet

ACTION: Determination of Exempt Status

REVIEW  
CATEGORY: Category 2

Thank you for your submission of study materials.

Grand Canyon University Institutional Review Board has determined this study to be  
EXEMPT FROM IRB REVIEW according to federal regulations. You now have GCU IRB  
approval to collect data.

If applicable, please use the approved recruitment script and informed consent that  
are included in your published documents.

We will put a copy of this correspondence on file in our office.

If you have any questions, please contact the IRB office at [irb@gu.edu](mailto:irb@gu.edu) or 602-639-7804.  
Please include your study title and reference number in all correspondence with this office.



Grand Canyon University  
College of Doctoral Studies  
3300 W. Camelback Road  
Phoenix, AZ 85017  
Phone: 602-639-7804  
Email: [irb@gnu.edu](mailto:irb@gnu.edu)

## RECRUITMENT

Date: May 22, 2020

Hello, Dr. Bueche,

I am a doctoral student under the direction of Dr. Kurt Hubbard at Grand Canyon University. My name is Monica Eklund, I am conducting a research study on elementary classroom teachers' perceptions on implementing school and classroom physical activity I am recruiting individuals that meet these criteria:

- Elementary classroom teachers that teach full time in grades kindergarten, first, second, third, fourth, fifth or sixth in the academic classroom.

The elementary classroom teacher cannot be in this study if:

- He/She does not teach in an academic classroom (i.e. specials teachers, elective teacher, resource teacher).

The activities for this research project will include:

- Email access to the elementary classroom teachers that meet the specified criteria listed above.
- One survey will be emailed to the elementary classroom teachers that consist of participant consent, demographic information, and questions directly pertaining to perceptions and use of school and classroom physical activity. The survey will be completed online and will take approximately 3-5 minutes to complete.

Participation in this study is completely voluntary and will help advance the current literature promoting school and classroom-based physical activity practices. All data in this study will be kept confidential and participants may withdraw from the study at any point with no repercussions. To ensure anonymity, data for every teacher will be coded numerically and will be deleted once the study is complete. The data collected from the participants will be held on a personal computer that is password protected as well as password-protected cloud backup storage.

If you have any questions regarding this study please feel free to contact me by phone or email.

Monica Eklund

Mobil: (928) 600-0033

Email: [MEklund@my.gcu.edu](mailto:MEklund@my.gcu.edu)

Thank you for your time and consideration,

Monica Eklund

Grand Canyon University

Doctoral Candidate

## ADVANCEMENT TO CANDIDACY

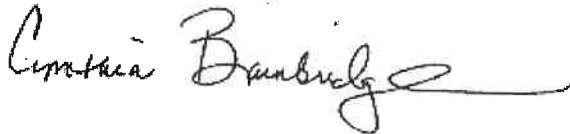
Congratulations!

On behalf of the College of Doctoral Studies, we are pleased to inform you that you have now advanced to the Candidacy stage of your Doctoral journey. This means you have completed all of the required proposal phases of the dissertation and you are now ready to move into the research portion of the dissertation work.

This is an important step in the doctoral process. Through advancing to candidacy, you are now among an elite group of learners who are doing academic research. This also means you are representing yourself and Grand Canyon University as an independent doctoral researcher and with that comes a great deal of responsibility. We wish you the best in your endeavors! Congratulations on this important step in your doctoral journey and welcome to Candidacy!



Dr. Michael Berger  
Dean, College of Doctoral Studies



Dr. Cynthia Bainbridge  
Assistant Dean, Research and Dissertations  
Director, Institutional Review Board  
College of Doctoral Studies

# CONSENT

## Item 9H.

15-915 Letter

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 9 H
FROM:	Roger Studley	Reading
DATE:	January 12, 2021	Discuss
SUBJECT:	15-915 Correction to State Aid	Action
		Consent X
<hr/> OBJECTIVE: Goal #2: To Focus on Planning for Future Student Needs <hr/>		

### SUMMARY & RECOMMENDATION:

The 15-915 letter is the process to request ADE to change some part of a budget that may have been miscalculated or some other parameter changed.

This 915 letter is to request ADE recalculate our state aid after the reduction of assessed value of the Transwestern pipeline litigation. State equalization is formula driven in a direct relationship to assessed values. Since our assessed value went down, our state aid will go up.

### SUGGESTED MOTION:

I move to approve the authorization to submit a 15-915 recalculation of equalization state aid.

Approved for transmittal to the Governing Board:

  
Mr. John Pothast, Superintendent

*Questions should be directed to: Roger Studley, Chief Financial Officer (928.759-4027)*





Arthur Studley &lt;arthur.studley@humboldtunified.com&gt;

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**Transwestern Litigation**

1 message

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**Renee Raskin** <Renee.Raskin@yavapai.us>  
To: Arthur Studley <arthur.studley@humboldtunified.com>

Wed, Dec 30, 2020 at 11:33 AM

Hello,

Attached is a from letter for the 15-915 for the equalization recalculation for ADE.

Please have your Governing Board approve the request and sign the letter.

Also complete the areas I have left open.

I am attaching the court orders, the original NAVS from the assessor and the settlement revisions from the assessor.

All of these items need to be submitted to xin.liu@azed.gov

If you would also please include me in the email to ADE.

Please let me know if you have questions.

**Renee Raskin**

**Chief Deputy**

**Yavapai County Education Service Agency**

**2970 Centerpointe East Drive**

**Prescott, Arizona 86301**

**Phone 928-442-5141**

01/12/2021

Arizona Department of Education  
School Finance Division  
1535 West Jefferson Street  
Phoenix, AZ 85007

RE: 15-915 Transwestern Litigation

To Whom It May Concern:

Humboldt School District is requesting a recalculation of equalization under 15-915(B) to correct state aid due to assessed valuations changes. These changes are due to tax appeals filed by Transwestern Pipeline Company challenging the valuation of their natural gas pipeline in the State of Arizona. The fiscal years impacted are 2017, 2018, 2019, 2020 and 2021.

	Noticed Values	Lawsuit Settlement Values
2017	\$367,773,339	\$366,861,266
2018	\$393,767,515	\$392,909,250
2019	\$421,367,383	\$420,899,151
2020	\$456,747,009	\$455,980,036
2021	\$495,004,659	\$494,226,689

Please contact Roger Studley, CFO, 928.759.4027, [arthur.studley@humboldtunified.com](mailto:arthur.studley@humboldtunified.com) if you have any additional questions.

Respectfully,

---

Governing Board President

# CONSENT

## Item 9I.

Authorized Signers

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO: Humboldt Unified School District Governing Board Item # **9 I**  
FROM: Roger Studley, Chief Financial Officer Reading  
DATE: January 12, 2021 Discuss  
SUBJECT: Bank Accounts – Authorized Signers Action

Consent X

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**OBJECTIVE:** Annual Requirement

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### **SUPPORTING DATA:**

Glassford Hill Middle School is requesting the following individuals be Retained, Added, or Removed on the below listed district bank accounts:

**#0450002724** Glassford Hill Middle School Athletic Account

Remove - Melissa Tannehill

Retain - Beth Denman

Add - Jared Friedrich

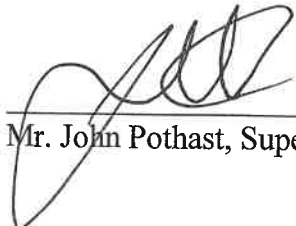
**All District bank accounts require two signatures.**

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

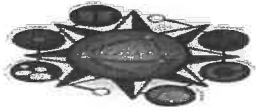
### **SUMMARY & RECOMMENDATION:**

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

Approved for transmittal to the Governing Board:

  
Mr. John Pothast, Superintendent

Questions should be directed to: Roger Studley Chief Financial Officer (928.759-4027)



Arthur Studley &lt;arthur.studley@humboldtunified.com&gt;

---

**Signers on GHMS Athletic Account**

1 message

**Veronica March** <veronica.march@humboldtunified.com>

Mon, Nov 2, 2020 at 9:26 AM

To: Arthur Studley &lt;arthur.studley@humboldtunified.com&gt;, Beth Denman &lt;beth.denman@humboldtunified.com&gt;

Good Morning Roger,

I was advised to email you that we need to change the signers on GHMS' athletic account. We need to remove Melissa Tannehill and add Jared Friedrich, our Athletic Director, to the account. Beth Denman will remain as a signer on the account.

Thank you!

Roni March  
Administrative Secretary  
Glassford Hill Middle School  
928.759.4601  
veronica.march@humboldtunified.com

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# CONSENT

## Item 9J.

### Sale of Inoperable Vehicles

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 95
FROM:	Roger Studley, Director of Finance	Reading
DATE:	January 12, 2021	Discuss
SUBJECT:	Sale of Inoperable District Vehicles	Action
		Consent X
<hr/> OBJECTIVE: Goal #2 – To Focus on Planning for Future Student Needs <hr/>		

### **SUPPORTING DATA**

Administration seeks Governing Board approval to sell seven (7) inoperable district-owned vehicles. Per Arizona Administrative Code, R7-2-1131 a Request for Quote was issued to four (4) auto recyclers on November, 2020. The winning offeror is U-Pick-It, Inc. located in Prescott Valley, AZ which has offered to tow the vehicles free of charge and pay the District \$1,940.00.

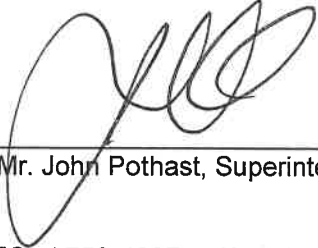
### **SUMMARY & RECOMMENDATION**

It is recommended that the Governing Board approve the sale of seven (7) inoperable district-owned vehicles to U-Pick-It of Prescott Valley for a total sales offer of \$1,940.00.

### **Sample Motion**

*I move to approve the sale of seven (7) inoperable district-owned vehicles as presented.*

Approved for transmittal to the Governing Board:

  
Mr. John Pothast, Superintendent

*Questions should be directed to: Roger Studley, CFO at 759-4027 or Ken Fox, Director of Transportation at 759-5192.*



**Humboldt Unified School District #22**  
**Finance Department**

**Written Quote Summary Form**

Use this form to summarize quotes received and to recommend vendor for award

Name: Jeannette Arntzen, Procurement Specialist

Department/School: District Office

Phone #: (928) 759-4014

Signature of Requester:  Date: 12/2/20

**Quote#1** Date: 11/30/20

Vendor Name: American Auto Recycling

Contact Name: Steve Stoker Phone #: 480.961.1112

Email Address: steve@americanaz.com Amount \$ No Bid

**Quote#2** Date: 12/2/20

Vendor Name: Yavapai Metal Recycling

Contact Name: Mike Phone #: 928.632.5205

Email Address: ymrecycling@gmail.com Amount \$ No Bid

**Quote#3** Date: 12/2/20

Vendor Name: U-Pick-It

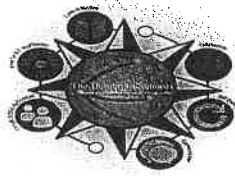
Contact Name: Paul Lazutin & Alex Phone #: 928.443.1765

Email Address: faspaul@gmail.com Amount \$ 1,940.00

Recommended Vendor: U-Pick-It

*If you are recommending a vendor other than the low quote, you are required to provide written justification as to why the lowest quote was not selected:*

NOTE: An addition RFQ was sent to Javier Garcia at javier@arizonaautoparts.com at  
Complete Auto Recyclers, Tel # 602.269.3236 - No Bid



**Humboldt Unified School District**  
*Providing a Comprehensive, World-Class Education for All Students*

**REQUEST FOR QUOTE**

**Disposal of Inoperable District Vehicles**

**Due Date: December 11, 2020 @ 10:00AM**

**Please submit Quote by email at: [jeannette.arntzen@humboldtunified.com](mailto:jeannette.arntzen@humboldtunified.com)  
or by fax at (928) 759-4020**

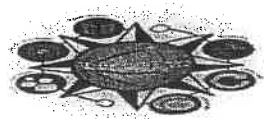
**SCOPE OF WORK**

The Humboldt Unified School District is seeking a quote for the sale of several inoperable district-owned vehicles. The value of these vehicles is primarily in scrap metal and parts. Please state the price you are willing to pay for the vehicle and the cost to the district for towing.

To view the vehicles, please contact the HUSD Transportation Department at (928) 759-5191

Vehicle Year, Make & Model	Sale Offer	Towing Fee	Net Offer
<b>1999 Bluebird School Bus (ID 99-1)</b> (Was in an accident years ago and was totaled, Frame Bent, Engine shot, transmission shot. Used all parts to keep other buses running.)			
<b>1997 Bluebird School Bus (ID 97-1)</b> (Was involved in an accident, was totaled out Frame bent, Engine and transmission used for fixing newer buses.)			
<b>1999 Dodge Intrepid (ID #50)</b> (Needs Engine & Transmission)			
<b>1999 Chevy Astro Van (ID #51)</b> Needs engine & Transmission and suspension work			
<b>2001 Dodge Ram Van (ID #56)</b> Needs Engine, all the suspension worn out, needs all the vacuum hoses replaced, transmission slipping, also ECM shot.)			
<b>2005 Ford Freestar Van (ID #70)</b> (Transmission slipping, rear end needs rebuilt, suspension needs rebuilt.)			
<b>2010 Chevrolet Aveo (ID #82)</b> (Needs engine & Transmission work.)			
		<b>TOTAL</b>	

**Jeannette Arntzen, Procurement Specialist**  
Tel: (928) 759-4014 / Fax: (928) 759-4020  
Email: [jeannette.arntzen@humboldtunified.com](mailto:jeannette.arntzen@humboldtunified.com)  
Humboldt Unified School District  
6411 N Robert Rd, Prescott Valley AZ



Jeannette Arntzen <jeannette.arntzen@humboldtunified.com>

---

**Re: REQUEST FOR QUOTE - Sale of Vehicles**

1 minute ago

Mon, Nov 30, 2020 at 3:38 PM

**Steve Stoker** <steve@americanaz.com>

Reply-To: Steve Stoker <steve@americanaz.com>

To: Jeannette Arntzen <jeannette.arntzen@humboldtunified.com>

⚡ No quote due to age of vehicles.

Thank you  
Steve

**From:** Jeannette Arntzen

**Sent:** Monday, November 30, 2020 2:40 PM

**To:** steve@americanaz.com

**Cc:** Jeannette Arntzen

**Subject:** REQUEST FOR QUOTE - Sale of Vehicles

Good afternoon,

**Please see the attached Request for Quote**

The Humboldt Unified School District is seeking a quote for the sale of several inoperable district-owned vehicles. Please complete the attached Request for Quote form and return it to my attention no later 10:00 AM on Friday, December 11, 2020.

Please reply to this email to confirm receipt. If you are unable to provide a quote, please reply "NO QUOTE".

Do not hesitate to contact me directly with any questions you may have.

Thank you and best regards,

Jeannette Arntzen  
Procurement Specialist  
Humboldt Unified School District  
6411 N Robert Rd  
Prescott Valley, AZ 86314  
Tel: (928) 759-4014  
Fax: (928) 759-4020

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Virus-free. [www.avg.com](http://www.avg.com)

**Subject: REQUEST FOR QUOTE - Sale of Vehicles**

Message

**vapai Metal Recycling salome** <ymrecycling@gmail.com>  
Jeannette Arntzen <jeannette.arntzen@humboldtunified.com>

Wed, Dec 2, 2020 at 9:47 AM

Jeannette  
We are not accepting vehicles at this time  
Mike

On Mon, Nov 30, 2020 at 2:38 PM Jeannette Arntzen <jeannette.arntzen@humboldtunified.com> wrote:  
Good afternoon,

**Please see the attached Request for Quote**

The Humboldt Unified School District is seeking a quote for the sale of several inoperable district-owned vehicles. Please complete the attached Request for Quote form and return it to my attention no later 10:00 AM on Friday, December 11, 2020.

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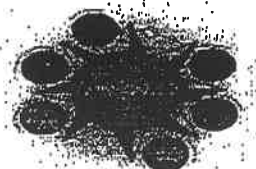
Do not hesitate to contact me directly with any questions you may have.

Thank you and best regards,

Jeannette Arntzen  
Procurement Specialist  
Humboldt Unified School District  
6411 N Robert Rd  
Prescott Valley, AZ 86314  
Tel: (928) 759-4014  
Fax: (928) 759-4020

This is a staff email account managed by Humboldt Unified School District. This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error please notify the sender.

Selena  
Brandon



Humboldt Unified School District  
Providing a Comprehensive, World-Class Education for All Students

**REQUEST FOR QUOTE**

Disposal of Inoperable District Vehicles

Due Date: December 11, 2020 @ 10:00AM

Please submit Quote by email at: [jeannette.arntzen@humboldtunified.com](mailto:jeannette.arntzen@humboldtunified.com)  
or by fax at (928) 759-4020

**SCOPE OF WORK**

The Humboldt Unified School District is seeking a quote for the sale of several inoperable district-owned vehicles. The value of these vehicles is primarily in scrap metal and parts. Please state the price you are willing to pay for the vehicle and the cost to the district for towing.

To view the vehicles, please contact the HUSD Transportation Department at (928) 759-5191

Vehicle Year Make & Model	Sale Offer	Towing Fee	Net Offer
1999 Bluebird School Bus (ID 99-1) (Was in an accident years ago and was totaled, Frame Bent, Engine shot, transmission shot. Used all parts to keep other buses running.)	400	0	
1997 Bluebird School Bus (ID 97-1) (Was involved in an accident, was totaled out Frame bent, Engine and transmission used for fixing newer buses.)	400		
1999 Dodge Intrepid (ID #50) (Needs Engine & Transmission)	300		
1999 Chevy Astro Van (ID #51) Needs engine & Transmission and suspension work	300		
2001 Dodge Ram Van (ID #56) Needs Engine, all the suspension worn out, needs all the vacuum hoses replaced, transmission slipping, also ECM shot.)	350		
2005 Ford Freestar Van (ID #70) (Transmission slipping, rear end needs rebuilt, suspension needs rebuilt.)	300		
2010 Chevrolet Aveo (ID #82) (Needs engine & Transmission work.)	250	0	
	1940		1940
		TOTAL	

Jeannette Arntzen, Procurement Specialist  
Tel: (928) 759-4014 / Fax: (928) 759-4020  
Email: [jeannette.arntzen@humboldtunified.com](mailto:jeannette.arntzen@humboldtunified.com)  
Humboldt Unified School District  
6411 N Robert Rd, Prescott Valley AZ

ALEX E. UPICKIT  
12/2/20  
928-443-1765

**REQUEST FOR QUOTE - Sale of Vehicles**

Message

Paul Lazutin <faspaul@gmail.com>  
Jeannette Arntzen <jeannette.arntzen@humboldtunified.com>

Wed, Dec 2, 2020 at 10:29 AM

Just faxed it over  
Alex @ U Pick IT  
928-443-1765

On Wed, Dec 2, 2020 at 9:38 AM Jeannette Arntzen <jeannette.arntzen@humboldtunified.com> wrote:

Excellent, thank you!  
Jeannette Arntzen  
Procurement Specialist  
Humboldt Unified School District  
6411 N Robert Rd  
Prescott Valley, AZ 86314  
O: (928) 759-4014

On Wed, Dec 2, 2020 at 9:37 AM Paul Lazutin <faspaul@gmail.com> wrote:

Going to look today and will have the bid back to you this afternoon  
Alex @ U Pick IT  
928-443-1765

On Tue, Dec 1, 2020 at 1:31 PM Jeannette Arntzen <jeannette.arntzen@humboldtunified.com> wrote:

Hi Paul,

Thank you so much for confirming that you received this request for quote. Give our transportation department a call and they will set up a time for you to come by and look at the vehicles.

Best regards,

Jeannette

On Tue, Dec 1, 2020, 11:27 AM Paul Lazutin <faspaul@gmail.com> wrote:

Received, thank you.  
Might have to come look on Wednesday if that's OK  
Alex @ U Pick IT  
928-443-1765

On Mon, Nov 30, 2020 at 2:31 PM Jeannette Arntzen <jeannette.arntzen@humboldtunified.com> wrote:

Good afternoon,

**Please see the attached Request for Quote**

The Humboldt Unified School District is seeking a quote for the sale of several inoperable district-owned vehicles. Please complete the attached Request for Quote form and return to my attention no later 10:00 AM on Friday, December 11, 2020.

Please reply to this email to confirm receipt. If you are unable to provide a quote, please reply "NO QUOTE".

Do not hesitate to contact me directly with any questions you may have.

Thank you and best regards,

Jeannette Arntzen  
Procurement Specialist

Humboldt Unified School District  
6411 N Robert Rd  
Prescott Valley, AZ 86314  
Tel: (928) 759-4014  
Fax: (928) 759-4020

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**RE: REQUEST FOR QUOTE - Sale of Vehicles**

Message

Javier Garcia <javier@arizonaautoparts.com>  
Jeannette Arntzen <jeannette.arntzen@humboldtunified.com>

Wed, Dec 2, 2020 at 9:44 AM

Received, thank you. we are not purchasing vehicles that are parted out thak you

On Mon, Nov 30, 2020 at 2:41 PM Jeannette Arntzen <jeannette.arntzen@humboldtunified.com> wrote:  
Good afternoon,

**Please see the attached Request for Quote**

The Humboldt Unified School District is seeking a quote for the sale of several inoperable district-owned vehicles. Please complete the attached Request for Quote form and return to my attention no later 10:00 AM on Friday, December 11, 2020.

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Do not hesitate to contact me directly with any questions you may have.

Thank you and best regards,

Jeannette Arntzen  
Procurement Specialist  
Humboldt Unified School District  
6411 N Robert Rd  
Prescott Valley, AZ 86314  
Tel: (928) 759-4014  
Fax: (928) 759-4020

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Jeannette Arntzen <jeannette.arntzen@humboldtunified.com>

---

## REQUEST FOR QUOTE - Sale of Vehicles

1 page

---

Jeannette Arntzen <jeannette.arntzen@humboldtunified.com>

Mon, Nov 30, 2020 at 2:41 PM

To: javier@arizonaautoparts.com

Cc: Jeannette Arntzen <jeannette.arntzen@humboldtunified.com>

Bcc: Kenneth Fox <kenneth.fox@humboldtunified.com>, Brandon Ramirez <brandon.ramirez@humboldtunified.com>, Krystal Anglin <krystal.anglin@humboldtunified.com>

Good afternoon,

### Please see the attached Request for Quote

The Humboldt Unified School District is seeking a quote for the sale of several inoperable district-owned vehicles. Please complete the attached Request for Quote form and return to my attention no later 10:00 AM on Friday, December 11, 2020.

Please reply to this email to confirm receipt. If you are unable to provide a quote, please reply "NO QUOTE".

Do not hesitate to contact me directly with any questions you may have.

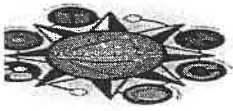
Thank you and best regards,

Jeannette Arntzen  
Procurement Specialist  
Humboldt Unified School District  
6411 N Robert Rd  
Prescott Valley, AZ 86314  
Tel: (928) 759-4014  
F: (928) 759-4020



Request for Quote Sale of Vehicles.docx

351K



Jeannette Arntzen <jeannette.arntzen@humboldtunified.com>

## EQUEST FOR QUOTE - Sale of Vehicles

message

Jeannette Arntzen <jeannette.arntzen@humboldtunified.com>

Mon, Nov 30, 2020 at 2:40 PM

cc: steve@americanaz.com

cc: Jeannette Arntzen <jeannette.arntzen@humboldtunified.com>

cc: Kenneth Fox <kenneth.fox@humboldtunified.com>, Brandon Ramirez <brandon.ramirez@humboldtunified.com>, Krystal Anglin <krystal.anglin@humboldtunified.com>

Good afternoon,

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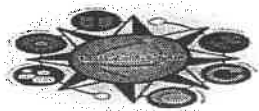
Please reply to this email to confirm receipt. If you are unable to provide a quote, please reply "NO QUOTE".

Do not hesitate to contact me directly with any questions you may have.

Thank you and best regards,

Jeannette Arntzen  
Procurement Specialist  
Humboldt Unified School District  
6411 N Robert Rd  
Prescott Valley, AZ 86314  
Tel: (928) 759-4014  
Fax: (928) 759-4020

 Request for Quote Sale of Vehicles.docx  
351K



Jeannette Arntzen <jeannette.arntzen@humboldtunified.com>

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## REQUEST FOR QUOTE - Sale of Vehicles

1 page

---

Jeannette Arntzen <jeannette.arntzen@humboldtunified.com>

Mon, Nov 30, 2020 at 2:38 PM

To: ymrecycling@gmail.com

Cc: Jeannette Arntzen <jeannette.arntzen@humboldtunified.com>

Bcc: Kenneth Fox <kenneth.fox@humboldtunified.com>, Krystal Anglin <krystal.anglin@humboldtunified.com>, Brandon Ramirez <brandon.ramirez@humboldtunified.com>

Good afternoon,

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Do not hesitate to contact me directly with any questions you may have.

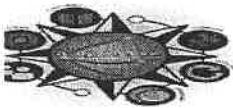
Thank you and best regards,

Jeannette Arntzen  
Procurement Specialist  
Humboldt Unified School District  
6411 N Robert Rd  
Prescott Valley, AZ 86314  
Tel: (928) 759-4014  
F: (928) 759-4020



Request for Quote Sale of Vehicles.docx

351K



Jeannette Arntzen <jeannette.arntzen@humboldtunified.com>

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## EQUEST FOR QUOTE - Sale of Vehicles

message

---

Jeannette Arntzen <jeannette.arntzen@humboldtunified.com>

Mon, Nov 30, 2020 at 2:31 PM

From: faspaul@gmail.com

To: Jeannette Arntzen <jeannette.arntzen@humboldtunified.com>

Cc: Kenneth Fox <kenneth.fox@humboldtunified.com>, Krystal Anglin <krystal.anglin@humboldtunified.com>, Brandon Ramirez <brandon.ramirez@humboldtunified.com>

Good afternoon,

### Please see the attached Request for Quote

The Humboldt Unified School District is seeking a quote for the sale of several inoperable district-owned vehicles. Please complete the attached Request for Quote form and return to my attention no later 10:00 AM on Friday, December 11, 2020.

Please reply to this email to confirm receipt. If you are unable to provide a quote, please reply "NO QUOTE".

Do not hesitate to contact me directly with any questions you may have.

Thank you and best regards,

Jeannette Arntzen  
Procurement Specialist  
Humboldt Unified School District  
6411 N Robert Rd  
Prescott Valley, AZ 86314  
Tel: (928) 759-4014  
Fax: (928) 759-4020

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 Request for Quote Sale of Vehicles.docx

351K

# CONSENT

## Item 9K.

### Disposal of Obsolete Equipment

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item #	9K
FROM:	Ramon (Ray) Rosario, Director of Maintenance	Reading	
DATE:	01/12/2020	Discuss	
SUBJECT:	Authorization for Disposal	Action	
		Consent	X
<hr/>			
OBJECTIVE:	Board Governance		

---

### **SUPPORTING DATA**

Administration seeks Governing Board approval to dispose of obsolete equipment that is no longer needed or usable by the District. While some equipment is held for future use by departments, stockpiling of surplus equipment uses valuable space that maybe used to house new maintenance supplies and maintenance equipment. All equipment has been stripped of usable parts or otherwise rendered unusable

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

The District will utilize Waste Management disposal bins or local recycling vendors.

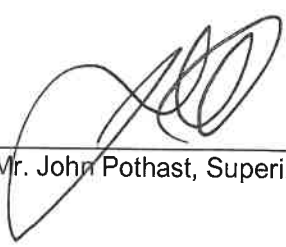
### **SUMMARY & RECOMMENDATION**

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

### **Sample Motion**

*I move to approve the request for authorization of disposal as presented.*

Approved for transmittal to the Governing Board:

  
Mr. John Pothast, Superintendent

Questions should be directed to: Ray Rosario, Director of Maintenance, (928)759-5011







# CONSENT

## Item 9L.

### Gifts & Donations

## **GIFTS & DONATIONS – January 12, 2021**

Burk Family of Prescott Valley

Donated prizes for PAW drawings at Coyote Springs Elementary School

With a donor's value of \$200.00

Prescott Branch of the American Association of University Women (AAUW)

Donated 2 Classroom Select Advocate Pedestal Leg student desks (48 x 20) to Glassford Hill Middle School

With a donor's value of \$555.83

Prescott Valley Ace Hardware

Donated a Gift Card for the 6<sup>th</sup> grade beautification project at Coyote Springs Elementary School

With a donor's value of \$200.00

# DISCUSSION

## Item 10A.

### GES School Update

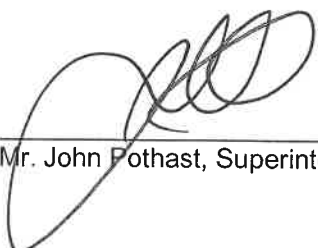
# HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item #	10 A
FROM:	Christine Griffin, Granville Elementary School Principal	Reading	
DATE:	January 12, 2021	Discuss	X
SUBJECT:	Granville Elementary School Board Update	Action	
		Consent	
OBJECTIVE:	To share the success on campus at Granville Elementary School		

Principal Christine Griffin will give an update of current events at Granville Elementary School including:

- Successes from SY2020 through present.
- Updates on Essential Standards and Common Formative Assessments (CFA)
- Schoolwide focus on Multi-Tiered Systems of Support (MTSS)

Approved for transmittal to the Governing Board:

  
Mr. John Pothast, Superintendent

Questions should be directed to: Christine Griffin, 759-4800

# DISCUSSION

## Item 10B.

### Pandemic Preparedness Update

**HUMBOLDT UNIFIED SCHOOL DISTRICT**

TO: Humboldt Unified School District Governing Board  
FROM: John Pothast, Superintendent  
DATE: January 12, 2021  
SUBJECT: Pandemic Preparedness Plan / Re-Entry Roadmap

Item # 10B  
Reading  
Discuss X  
Action  
Consent

---

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

---

**SUPPORTING DATA**

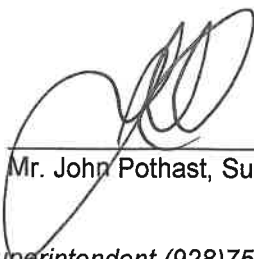
Superintendent Pothast and the Governing Board will discuss the current pandemic and Humboldt Unified School District's plans moving forward.

**SUMMARY & RECOMMENDATION**

**Sample Motion**

N/A

Approved for transmittal to the Governing Board:

  
\_\_\_\_\_  
Mr. John Pothast, Superintendent

Questions should be directed to: John Pothast, Superintendent (928)759-4000

# ACTION

## Item 11A.

5-Year Tower Lease –  
T-Mobile

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item #	11A
FROM:	Kort Miner, Executive Director of Operations/HR	Reading	
DATE:	January 12, 2021	Discuss	
SUBJECT:	T-Mobile Tower Lease	Action	X
		Consent	

---

OBJECTIVE: Goal #1: To raise the level of student achievement

---

### **SUPPORTING DATA:**

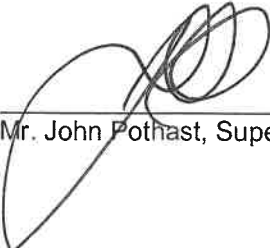
The 5-year tower lease with T-Mobile has come to an end and another 5-year cycle has to be renewed. T-Mobile and Sprint have consolidated. Their tower sits at the BMHS football field. The previous 5-year lease with option was for \$1,080/month. The new 5-year lease with option agreement is for \$2,380/month per the recommendations from the district attorney, the Trust and Steel in the Air.

### **SUMMARY & RECOMMENDATION:**

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

I move to approve the 5-year tower lease with option for T-Mobile.

Approved for transmittal to the Governing Board:



---

Mr. John Pothast, Superintendent

*Questions should be directed to: Kort Miner, Executive Director of Operations/HR*



**SECOND AMENDMENT TO TOWER LEASE WITH OPTION**

This Second Amendment to Tower Lease with Option (the "**Amendment**") is effective as of the date of execution by the last party to sign (the "**Effective Date**") by and between Humboldt Unified School District #22 of Yavapai County, a political subdivision of the State of Arizona, Inc. ("**Landlord**") and T-Mobile West LLC, a Delaware limited liability company ("**Tenant**") (each a "**Party**", or collectively, the "**Parties**").

Landlord and Tenant (or their predecessors-in-interest) entered into that certain Tower Lease with Option dated September 22, 2000, including that certain Addendum to Tower Lease with Option dated September 22, 2000, as amended by First Amendment to Tower Lease with Option dated February 13, 2014 (collectively, the "**Lease**") regarding the leased premises ("**Premises**") located at Bradshaw Mountain High School, 6000 Long Look Drive, Prescott Valley, AZ 86314, Yavapai County, Arizona (the "**Property**").

For good and valuable consideration, Landlord and Tenant agree as follows:

1. At the expiration of the Lease, the Term of the Lease will automatically be extended for one (1) additional and successive five (5) year term (the "**Renewal Term**"), provided, that Tenant may elect not to renew by providing Landlord at least thirty (30) days' notice prior to the expiration of the then current term or Renewal Term.
2. At the commencement of the Renewal Term provided for in this Amendment, Tenant shall pay Landlord Two Thousand Three Hundred Eighty and 00/100 Dollars (\$2,380.00) per month ("**Rent**"), partial calendar months will be prorated in advance, by the fifth (5th) day of each calendar month. Where duplicate Rent would occur, a credit shall be taken by Tenant for any prepayment of Rent by Tenant.
3. All notices, requests, demands and other communications shall be in writing and shall be deemed to have been delivered upon receipt or refusal to accept delivery, and are effective only when deposited into the U.S. certified mail, return receipt requested, or when sent via a nationally recognized courier to the addresses set forth below. Landlord or Tenant may from time to time designate any other address for this purpose by providing written notice to the other Party.

If to Tenant:  
T-Mobile USA, Inc.  
12920 SE 38th Street  
Bellevue, WA 98006  
Attn: Lease Compliance/ PH23928S

If to Landlord:  
Humboldt Unified School District #22  
Superintendent of Schools  
12150 Turquoise Circle  
Dewey, AZ 86327

4. Should the Landlord approve Tenant's request for permit applications and the activities related thereto, Landlord will reasonably cooperate with further requests to provide documents related to the property without additional payment or consideration.

- 5. Landlord will execute a mutually agreeable Memorandum of Agreement at Tenant's request. If the Property is encumbered by a deed, mortgage or other security interest, Landlord will also execute a commercially reasonable subordination, non-disturbance and attornment agreement.
- 6. Any charges payable under the Lease other than Rent shall be billed by Landlord to Tenant within twelve (12) months from the date in which the charges were incurred or due; otherwise the same, to the extent such charges are known or should be known shall be deemed time-barred and be forever waived and released by Landlord.
- 7. Except as expressly set forth in this Amendment, the Lease otherwise is unmodified. To the extent any provision contained in this Amendment conflicts with the terms of the Lease, the terms and provisions of this Amendment shall control. Each reference in the Lease to itself shall be deemed also to refer to this Amendment.
- 8. This Amendment may be executed in duplicate counterparts, each of which will be deemed an original. Signed electronic, scanned, or facsimile copies of this Amendment will legally bind the Parties to the same extent as originals.
- 9. Each of the Parties represents and warrants that it has the right, power, legal capacity and authority to enter into and perform its respective obligations under this Amendment. Landlord represents and warrants to Tenant that the consent or approval of a third party has either been obtained or is not required with respect to the execution of this Amendment.
- 10. This Amendment will be binding on and inure to the benefit of the Parties herein, their heirs, executors, administrators, successors-in-interest and assigns.

IN WITNESS, the Parties execute this Amendment as of the Effective Date.

LANDLORD:

Humboldt Unified School District #22 of  
Yavapai County, a political subdivision of the  
State of Arizona

By: \_\_\_\_\_  
Print Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

TENANT:

T-Mobile West LLC, a Delaware limited  
liability company

DocuSigned by:  
By: Ana Hemmert  
E7E3DECA23384A0...  
Print Name: Ana Hemmert  
Title: Director Technology Procurement  
Date: 12/3/2020

Kelly Dunham 11/2/2020  
T-Mobile Contract Attorney, as to form



# **ACTION**

## **Item 11B.**

**New Course at BMHS-  
Stagecraft**

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 118
FROM:	Brett Dahl, BMHS Principal	Reading
DATE:	January 12, 2021	Discuss
SUBJECT:	Approval of new course: Stagecraft 3	Action X
		Consent
<hr/>		
OBJECTIVE:	1. To Raise the Level of Student Achievement	

---

### SUPPORTING DATA

This is a dual enrollment class with Yavapai College. Students will earn six (6) college credits. Emphasis in this course is on sound, makeup, hair and costuming for the productions of the BMHS Theatrical Troupe. Involvement in productions is required which includes night and weekend commitments as per dual enrollment requirements. Third-year students in the Stagecraft program will continue to compile a professional portfolio started in Stagecraft 2 and are required 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.

### SUMMARY & RECOMMENDATION

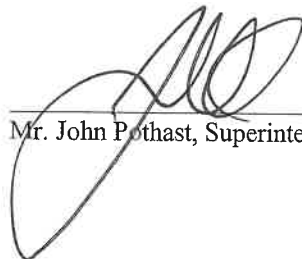
Stagecraft 3 is designed to build upon prior knowledge of Stagecraft 1 and 2 and extend learning of previous skills and course material. Students will perform through school and community events, as well as at conferences and competitions.

It is the recommendation from the BMHS administration to approve the 2021-2022 Bradshaw Mountain High School Stagecraft 3 class.

### Sample Motion

*I move to approve Stagecraft 3 as a one-year course worth one credit. The course will be offered at Bradshaw Mountain High School beginning in the 2021-2022 school year.*

Approved for transmittal to the Governing Board:

  
Mr. John Pothast, Superintendent

*Questions should be directed to: Brett Dahl, Bradshaw Mountain High School Principal, Dave Capka, CTE Director, & Dr. Rob Bueche, Executive Director of Educational Services and Federal Programs*

# **ACTION**

## **Item 11C.**

**New Courses at BMHS-  
Business I and II**

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item # 11C
FROM:	Brett Dahl, BMHS Principal	Reading
DATE:	January 12, 2021	Discuss
SUBJECT:	Approval of new courses: Business I and II	Action X
		Consent

---

OBJECTIVE: 1. To Raise the Level of Student Achievement

---

### SUPPORTING DATA

#### **Business I**

This is a dual enrollment course with Yavapai College. Students earn six (6) college credits. Students must maintain a grade of "C" or better to remain in the program. During Semester 1, students will learn the theory of communication in detail, writing for the workplace and develop their skills for delivering professional oral presentations in their workplace. During Semester 2, students will gain a greater understanding of universal management philosophies. Additionally, the student will begin to focus on phases of managerial decision making; planning, organizing, directing, and controlling. Equivalent Yavapai College courses are MGT-120: Supervision Techniques and MGT-223: Human Resources Management.

#### **Business II**

This is a dual enrollment course with Yavapai College. Students earn six (6) college credits. Students must maintain a grade of "C" or better to remain in the program. Students will learn about the different types of supervisory techniques and how to develop those skills. They will also learn how to be effective listeners and problem solvers with regard to their human resources management processes, conflict resolution, change management and team-building. Semester 2 will be based on human resources theory and practice. Students will learn about employee relations, recruitment processes and placement. Students will also learn about the development and evaluation of employees and gain a greater understanding of compensation and benefits. Equivalent Yavapai College courses are MGT-120: Supervision Techniques and MGT-223: Human Resources Management.

\*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.

### SUMMARY & RECOMMENDATION

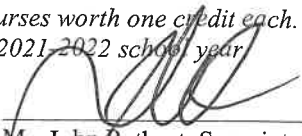
Business I and II will replace the Marketing I and II courses at BMHS. Students will learn the basics of Business as well as having the option to participate in FBLA (Future Business Leaders of America) at conferences and competitions.

It is the recommendation from the BMHS administration to approve the 2021-2022 Bradshaw Mountain High School Business I and II classes.

### Sample Motion

*I move to approve Business I and II as one-year courses worth one credit each. The courses will be offered at Bradshaw Mountain High School beginning in the 2021-2022 school year.*

Approved for transmittal to the Governing Board:

  
Mr. John Pothast, Superintendent

*Questions should be directed to: Brett Dahl, Bradshaw Mountain High School Principal, Dave Capka, CTE Director, & Dr. Rob Bueche, Executive Director of Educational Services and Federal Programs*

# **ACTION**

## **Item 11C.**

**New Courses at BMHS-  
Business I and II**

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item #
FROM:	Dr. Rob Bueche, Executive Director of Educational Services & Federal Programs	Reading
DATE:	1/12/21	Discuss
SUBJECT:	Proposed 2021-2022 BMHS Course Description Guide	Action X
		Consent
OBJECTIVE:	Goal 1: Student Achievement	
	Goal 2: Focus on Planning for Future Student Needs	

For your approval is the proposed 2021-2022 Bradshaw Mountain High School Course Description Guide. This guide has multiple purposes for students and families when planning for course selection in the subsequent school year, understanding the many educational pathways available, fees for courses, graduation requirements and provides answers to questions concerning a student's four-year plan of study at BMHS. This is being presented to you in January to meet the needs of those families making decisions for their children's next steps for attending schools in Humboldt Unified School District. Additionally, this information is made available to our eighth-grade students to have and use during transition meetings scheduled at all of our HUSD Middle Schools. This guide allows for HUSD to proactively answer many questions that parents and students may have and make available to the community a complete description of BMHS course offerings, fees, and educational pathways available.

The Course Description Guide has the following changes from the 2020-2021 version:

- The name of Advanced Math (formerly a year-long course) is now differentiated by semester, with Advanced Math as S1 and Financial Math as S2, pp. 21-22. (Note: Course content is the same.);
- World Languages has replaced the name of Foreign Languages, p. 31;
- Business I and II will replace Marketing 1 and 2, p. 46. The business courses will also be offered as dual credit through our partnership with Yavapai College, including \$10 course fees for these courses on p. 62;
- Stagecraft has been moved to the CTE section and now includes Stagecraft 3. Stagecraft 2 and 3 will be offered as dual credit courses through our partnership with Yavapai College, pp. 51-52, with a decrease in course fees for Dual Enrollment in Stagecraft 2 and addition of fees for new course Stagecraft 3;
- Construction Technologies will be introduced by MICTED, p. 56.
- Name change from "Pay to Play" to "Pay to Participate," p. 63
- Increase to the athletic pass fees in conjunction with previously approved changes in gate fees, p. 63

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

### SUPPORTING DATA

### SUMMARY & RECOMMENDATION:

**It is the recommendation from administration to approve the 2021-2022 Bradshaw Mountain High School Course Description Guide.**

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

***I move to approve the 2021-2022 Bradshaw Mountain High School Course Description Guide.***

Approved for transmittal to the Governing Board:

Mr. John Pothast, Superintendent

*Questions should be directed to: Brett Dahl, Bradshaw Mountain High School Principal & Dr. Rob Bueche, Executive Director of Educational Services and Federal Programs*



# BRADSHAW MOUNTAIN HIGH SCHOOL



## Course Description Guide 2021-2022

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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:

**BRADSHAW MOUNTAIN HIGH SCHOOL 2**

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El Distrito Unificado de las Escuelas Humboldt no discrimina en ninguna forma en lo que se refiere a lo relacionado con el sexo, la raza, el color de la piel, la nacionalidad, la edad o incapacidad física en la participación en sus programas y/o actividades y también provee acceso igual a los niños Scouts y a los otros grupos que son designados para gente joven. El Departamento de Educación Técnica y de Carreras Universitarias del Distrito Unificado de Escuelas Humboldt no discrimina la inscripción o el acceso a cualquier programa disponible tales como: Fotografía digital, de películas y televisión, de enfermería, de medicina de deportes, de teatro técnico, de conexión de redes, de mercadotecnia, y en 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).  
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. A 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](http://www.parchment.com) to request an official transcript at a small cost.

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

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

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

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

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

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

## Testing

### State required tests:

- AzMERIT for English 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 freshmen, five classes for sophomores, 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 student 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 a 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 MAY 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](http://www.ncaa.org/eligibilitycenter) or [www.playnaia.org](http://www.playnaia.org). Register to take the ACT and/or SAT and use the NCAA Eligibility Center code "9999" and for the NAIA Eligibility Center use code "9876." Visit the counseling office to have your transcript uploaded and to learn more about a submission of a fee waiver.

## Grades

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

## Grading Scale

90-100% = A  
80-89% = B  
70-79% = C  
60-69% = D  
59-below = F  
I = Incomplete  
AU = Audit  
NC = No Credit

## FamilyLink

Parents and students can access information, such as: attendance, grades, schedule and the school calendar through the internet by logging into the Humboldt Unified School District website ([www.humboldtunified.com](http://www.humboldtunified.com)). Information on how to access Family Link is available in the school counseling 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 and 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 school counselor. 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*
<b>REQUIRED CORE COURSES</b>				
ENGLISH	4 credits	4 credits	4 credits	4 credits
MATHEMATICS	4 credits	4 credits	4 credits	4 credits
SCIENCE	3 credits	3 credits	3 credits	3 credits
WORLD HISTORY AND GEOGRAPHY	1 credit	1 credit	1 credit	1 credit
U.S. HISTORY	1 credit	1 credit	1 credit	1 credit
AMERICAN GOVERNMENT	0.5 credit	0.5 credit	0.5 credit	0.5 credit
ECONOMICS	0.5 credit	0.5 credit	0.5 credit	0.5 credit
ADDITIONAL CORE CREDIT*	not necessary	1 credit	1 credit	not necessary
<b>OTHER REQUIRED COURSES</b>				
PHYSICAL EDUCATION	1 credit	1 credit	1 credit	1 credit
CAREER AND TECHNICAL EDUCATION	1 credit	1 credit	1 credit	1 credit
FINE ARTS	1 credit	1 credit	1 credit	1 credit
ELECTIVES	5 credits	4 credits	4 credits	4 credits
ACADEMY PREP	not necessary	not necessary	not necessary	1 credit
FOREIGN LANGUAGE	not necessary	2 credits	2 credits	2 credits
MEET STATE TESTING REQUIREMENTS	Yes	Yes	Yes	Yes
<b>TOTAL</b>	<b>22</b>	<b>24</b>	<b>24</b>	<b>24</b>
<p><b>All STUDENTS MUST MEET THE ACADEMIC REQUIREMENTS FOR THE BMHS DIPLOMA, which includes meeting the requirements for state-mandated testing.</b></p> <p>*<b>Class of 2016 &amp; beyond</b> – the full-time, four-year AVID student waives the 1.0 additional core credit requirement for Silver/Gold Diploma.</p> <p>*<b>Gold and Silver Diploma candidates</b> 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>*<b>Gold, Silver, and AP Academy Diploma candidates (class of 2020 and beyond)</b> 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.

#### **\*AP Capstone 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. Take AP Seminar and score 3 or higher, AP Research and score 3 or higher, take 4 additional AP Exams earning a score of 3 or higher on each exam.
5. Remain in the AP Academy.

### **AGEC-A (Arizona General Education Curriculum) Opportunity**

The AGECA 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 AGECA 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 AGECA 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 AGECA 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 AGECA Special Awareness areas:**

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

**BRADSHAW MOUNTAIN HIGH SCHOOL 11**

## 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**

**Fee: AP exam fee**

**English/Elective credit**

**Semester: 0.5 credit**

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

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

**Students 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.
- S 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**

**Placement: Teacher recommendation only**

**Math credit**

**Year: 1.0 credit**

**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. This course will also introduce first semester Geometry concepts: Transversals and their angles, Rigid and Non-Rigid Transformations, and Similar and Congruent Figures. *Course titles: Algebra 1A, Algebra 1A E, Algebra 1A M, Algebra 1A CC, Algebra 1A SS*

## **Algebra I B**

**Grades: 10-12**

**Fee: none**

**Placement: Teacher recommendation only**

**Math credit**

**Year: 1.0 credit**

**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 Functions, Quadratic Expressions and Functions, Function Transformations and Modeling. This course will also introduce second semester Geometry concepts: Pythagorean Theorem, Polygons, Perimeter, Area, Volume, Surface Area, and Circles. *Course titles: Algebra 1B, Algebra 1B E, Algebra 1B M, Algebra 1B CC, Algebra 1B SS*

## **Algebra I**

**Grades: 9-12**

**Fee: none**

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

**Math credit**

**Year: 1.0 credit**

This course provides students experiences with problem solving and patterns, 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, graphing functions, quadratic expressions and functions, function transformations and modeling. *Course titles: Algebra 1, Algebra 1 E, Algebra 1 M, Algebra 1 CC, Algebra 1 SS*

## **Geometry**

**Grades: 10-12**

**Fee: none**

**Prerequisite: Successful completion of Algebra I**

**Math credit**

**Year: 1.0 credit**

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

Math credit

Year: 1.0 credit

Fee: none

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

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

## Algebra II

Grades: 10-12

Math credit

Year: 1.0 credit

Fee: none

**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

Math credit

Year: 1.0 credit

Fee: none

**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

Math credit

Fee: none

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 (Semester 1 only)

Grades: 11-12

Math credit

Fee: none

Semester: 0.5 credit

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

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) This course is not offered for dual enrollment. It is high school credit only.

## College Math (MAT 142)\* (Semester 1 only)

Grades 11 - 12

Math credit

Fee: \$10/ college 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)\* (Semester 1 only)

Grades: 11-12

Math credit

Fee: \$10/college 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. 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)



## Financial Math (Semester 2 only)

Grades 11-12

Math/Elective credit

Semester: 0.5 credit

Fee: None

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

A survey of personal financial math topics. Topics include: Paystubs, taxes, credit, checking accounts, savings accounts, loans, mortgages, investments, and budgets. This course will be offered for all students taking Advanced Math, College Math, or College Algebra 1st semester. In addition, those students enrolled in Pre-Calculus and Calculus may take this semester as an additional elective credit to learn more about personal finance in preparation for life after high school graduation.

## Precalculus (MAT 187)\*

Grades: 10-12

Math credit

Year: 1.0 credit

Fee: \$10/college 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 and their graphs (linear, quadratic, exponential, rational, circular and logarithmic), trigonometry, and analytical geometry. Topics from college algebra and trigonometry essential to the study of calculus and analytic geometry will also be covered. Duplicate credit for MAT 142 and/or MAT 152 will not be awarded. This course is a year-long dual enrollment course. **Once a student has enrolled, the student may not drop the course.** Credit is earned at Yavapai College only after successfully completing the entire year with an average score of a "C" or better. (Note: A graphing calculator is required) (Yavapai College: 5 credit hours)

## AP Calculus AB

Grades: 11-12

Math credit

Year: 1.0 credit

Fee: AP Exam Fee

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. A graphing calculator is required for the course and the exam.

## AP Calculus BC

Grades: 11-12

Math credit

Year: 1.0 credit

Fee: AP Exam Fee

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. A graphing calculator is required for the course and the exam.

## AP Statistics

Grades: 11-12

Fee: AP Exam Fee

Math credit

Year: 1.0 credit

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

AP Statistics consists of two semesters of high school academic work that is comparable to the first semester statistics courses in colleges and universities. 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. A graphing calculator is required for the course and the exam.

### 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**

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*

**Social Studies credit**

**Year: 1.0 credit**

### AP World History: Modern

**Grade: 10**

**Fee: AP exam fee**

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

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.. This course prepares students to pass the Advanced Placement Exam for World History:Modern for college credit, therefore the academic demands of this class are exacting and challenging.

**Social Studies credit**

**Year: 1.0 credit**

### United States History

**Grade: 11**

**Fee: none**

**Prerequisite: Completion of World History**

This course is a survey of the people and events that influenced the development of the United States of America. Students follow the history of our nation and the democratic way of life from the times of colonization to the present. *Course titles: U.S. History, U.S. History E, U.S. History M, U.S. History CC, U.S. History SS*

**Social Studies credit**

**Year: 1.0 credit**

### AP United States History

**Grade: 11**

**Fee: AP exam fee**

**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. This course prepares students for the Advanced Placement Exam in United States History, for which college credit may be earned.

**Social Studies credit**

**Year: 1.0 credit**

## **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.
- 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.

## SCIENCE

**Bradshaw Mountain offers comprehensive lab-based science courses.  
Our offerings range from the study of the earth to AP Physics.**

### **Geoscience**

**Grade: 9**

**Fee: \$5 lab fee**

**Prerequisite: none**

This course is the conventional entry course in science. It offers an in-depth process study of the earth and the universe. It enhances a student's understanding and appreciation of astronomy, geology, meteorology; as well as how humans impact and interact with Earth's systems. Classroom activities include lectures, laboratory experiences, and individual activities. *Course titles: Geoscience, Geoscience E, Geoscience M, Geoscience CC, Geoscience SS*

**Lab Science credit**

**Year: 1.0 credit**

### **Pre-AP Geoscience**

**Grade: 9**

**Fee: \$5 lab fee**

**Placement: Should maintain a C average**

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

**Lab Science credit**

**Year: 1.0 credit**

### **Biology**

**Grades: 10-12**

**Fee: \$10 lab fee**

**Prerequisite: none**

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

**Lab Science credit**

**Year: 1.0 credit**

### **Pre-AP Biology**

**Grades: 9-10**

**Fee: \$10 lab fee**

**Placement: Should maintain a C average**

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

**Lab Science credit**

**Year: 1.0 credit**

## **AP Biology**

**Grades: 10-12**

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

**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.

**Lab Science credit**

**Year: 1.0 credit**

## **Chemistry**

**Grades: 10-12**

**Fee: \$10 lab fee**

**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*

**Lab Science credit**

**Year: 1.0 credit**

## **Pre-AP Chemistry**

**Grades: 10-12**

**Fee: \$10 lab fee**

**Placement: Should maintain a C average**

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

**Lab Science credit**

**Year: 1.0 credit**

## **AP Chemistry**

**Grades: 10-12**

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

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

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

**Lab Science credit**

**Year: 1.0 credit**

## **Physics**

**Grades: 11-12**

**Fee: \$10 lab fee**

**Prerequisite: Successful completion of Algebra II**

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

**Lab Science credit**

**Year: 1.0 credit**

## **Pre-AP Physics**

**Grade: 11-12**

**Fee: \$10 lab fee**

**Placement: Should maintain a C average**

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

**Lab Science credit**

**Year: 1.0 credit**

## **AP Physics 1**

**Grades: 11-12**

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

**Placement: Should maintain a C average**

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

**Lab Science credit**

**Year: 1.0 credit**

## **AP Physics 2**

**Grades: 11-12**

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

**Placement: Should maintain a C average**

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

**Lab Science credit**

**Year: 1.0 credit**



## Environmental Science

Grades: 11-12

Lab Science credit

Year: 1.0 credit

Fee: \$10 lab fee

**Prerequisite:** Successful completion of Biology

Environmental science is an interdisciplinary academic field that integrates physical and biological sciences, to the study of the environment, and the solution of environmental problems. Environmental science provides an integrated, quantitative, and interdisciplinary approach to the study of environmental systems. Related areas of study include environmental studies and environmental engineering. Environmental studies 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

Science credit

Year: 1.0 credit

Fee: \$20

**Prerequisite:** Biology

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

*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.
- 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.

## WORLD LANGUAGES

**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

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

Foreign Language/Elective credit

Semester: 1.0 credit for each course

YC credit: 3.0 credits with grade of C or higher

## Pre-AP Spanish 3

Grades: 11-12

Fee: none

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

Prerequisite: none

Foreign Language/Elective credit

Year: 1.0 credit

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

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

Foreign Language/Elective credit

Year: 1.0 credit

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**

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

**Foreign Language/Elective credit**

**Year: 1.0 credit**

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.
- 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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# 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 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: 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

**Prerequisite:** Intro to Art & Design

**Fine Art credit**

**Year:** 1.0 credit

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

**Prerequisite:** Drawing & Painting or by instructor approval

**Fine Art credit**

**Year:** 1.0 credit

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

**Prerequisite:** Intro to Art and Design

**Fine Art credit**

**Year:** 1.0 credit

Students will explore various 3-D designs by solving visual problems. Basic ceramic arts are discovered through handbuilding and use of a 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

**Prerequisite:** none

**Fine Art credit**

**Year:** 1.0 credit

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

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

**Grade: 11-12**  
**Fee: \$20 course fee and \$30 portfolio fee for a total of \$50; AP exam fee**

**Fine Art credit**  
**Year: 1.0 credit**

**Prerequisite: 70% C or higher in previous art course and instructor approval, with portfolio**  
This course is designed for students who are highly motivated in the study, experimentation and creation of art. The exam incorporates submission of a portfolio of student artwork to the AP College Board. This requires the production of a large volume of consistently high quality work. Course may be repeated for credit if a student develops a new portfolio and different portfolio. Open to students that will engage in Studio Art courses in a post- secondary learning institute.

**INSTRUMENTAL MUSIC**

**Marching Band**

**Grades: 9-12**  
**Fees: \$100 (includes Concert Band/Percussion fee for the year)**  
**Shoes: \$27 (required of all freshmen and as needed for grades 10-12)**  
**School-owned instruments: \$50 for the year**

**Fine Art credit; Semester 1: 0.5 credit OR**  
**PE credit; Semester 1: 0.25 PE/0.25 Fine Arts**  
**(PE credit ONLY if taken all four years.)**

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

**Concert Band**

**Grades: 9-12**  
**Fee: Included in Marching Band fee**  
**Prerequisite: Participation in middle/high school band or director approval.**

**Fine Art credit**  
**Semester 1 and 2: 0.5 credit each semester**

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**

**Fee: Included in Marching Band fee**

**Fine Art credit**

**Year: 1.0 credit**

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

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

## **Color Guard/Winter Guard**

**Grades: 9-12**

**Fee: \$50/course**

**Fine Art credit**

**Semester: 0.5 credit/course**

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

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

## **Jazz Ensemble**

**Grades: 9-12**

**Fee: \$50**

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

**Prerequisite: Audition and director approval only**

**Fine Art credit**

**Year: 1.0 credit**

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

## **String Orchestra**

**Grades: 9-12**

**Fee: \$50**

**Fine Art credit**

**Year: 1.0 credit**

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

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

**Fine Art credit**

**Year: 1.0 credit**

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

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

## **Chamber Singers**

**Grades: 10-12**

**Fee: \$40**

**Fine Art credit**

**Year: 1.0 credit**

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

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

## THEATER

### Introduction to Theater and Film

**Grades: 9-12**

**Fee: \$15 supply fee**

**Prerequisite: none**

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

**Fine Art/CTE credit**

**Year: 1.0 credit**

### Beginning Drama

**Grades: 10-12**

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

**Prerequisite: Audition with director**

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

**Fine Art credit**

**Year: 1.0 credit**

### 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**

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.

**Fine Art credit**

**Year: 1.0 credit**

### Advanced Drama

**Grades: 11-12**

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

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

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

**Fine Art credit**

**Year: 1.0 credit**

## Key for Course Titles

- 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.
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# 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, Network Security, Business Management, Software and Application Design & 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

Brett Dahl

6000 E. Long Look Dr.

Prescott Valley, AZ 86314

(928) 759-4000

brett.dahl@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 the CNA program with a 75% or higher through Dual Enrollment at Yavapai College. Career and Technical Student Organization (HOSA) standards will be an integral part of this program.

## **Certified Nursing Assistant - Fundamentals**

**Grades: 12**

**CTE credit**

**Fee: \$30**

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

**Prerequisite: Successful completion of Anatomy and Physiology with a C or higher in both semesters; Application to program; Instructor interview/approval; Current Health Care Provider (professional) CPR Certification; Current First Aid Certification**

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

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

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

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

**Grades: 12**

**CTE credit**

**Fee: \$114 for CNA State Board Exam at completion of program (optional)**

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

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

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



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

*\*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.*

## BUSINESS

### Business I

**Grades: 10-12**

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

**Prerequisite: None**

**CTE credit**

**Year: 1.0 credit**

**YC credit: 6.0 credits with grade of C or higher or teacher recommendation.**

This is a dual enrollment course with Yavapai College. Students earn six (6) college credits. Students must maintain a grade of "C" or better to remain in the program. During Semester 1, students will learn the theory of communication in detail, writing for the workplace and develop their skills for delivering professional oral presentations in their workplace. During Semester 2, students will gain a greater understanding of universal management philosophies. Additionally, the student will begin to focus on phases of managerial decision making; planning, organizing, directing, and controlling. Equivalent Yavapai College courses are MGT-120: Supervision Techniques and MGT-223: Human Resources Management.

### Business II

**Grades: 11-12**

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

**Prerequisite: Business I**

**CTE credit**

**Year: 1.0 credit**

**YC credit: 6.0 credits with grade of C or higher or teacher recommendation.**

This is a dual enrollment course with Yavapai College. Students earn six (6) college credits. Students must maintain a grade of "C" or better to remain in the program. Students will learn about the different types of supervisory techniques and how to develop those skills. They will also learn how to be effective listeners and problem solvers with regard to their human resources management processes, conflict resolution, change management and team-building. Semester 2 will be based on human resources theory and practice. Students will learn about employee relations, recruitment processes and placement. Students will also learn about the development and evaluation of employees and gain a greater understanding of compensation and benefits. Equivalent Yavapai College courses are MGT-120: Supervision Techniques and MGT-223: Human Resources Management.

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 COMMUNICATION

### Digital Media 1- Photography, Videography and Graphic Design

Grade 10-12

CTE credit

Fee: None

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: None

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: None

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.

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

## COMPUTER SECURITY

### Computers and Networking I

Grades: 10-12

Fee: \$10/college credit

**Prerequisite:** None

CTE credit

Year: 1.0 credit

YC credit: 7.0 credits with grade of C or higher

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

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

#### **CNT-110: A+ Computer Technician Certification (Semester 1)**

Install, configure, support, and troubleshoot personal computers. Emphasis on personal computer hardware and software, operating systems, networking, mobile devices, and security. Preparation for the Comp TIA A+ Certification exam.

#### **NT-118: Operating System Fundamentals (Semester 2)**

An introduction to operating system concepts and functions. Topics include memory management, processes and threads, file systems, networking, virtualization, and operating system security.

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## Computers and Networking II

**Grades: 10-12**

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

**Prerequisite: None**

**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-101: Networking & Cyber Security Fundamentals (Semester 1)**

Essential skills practiced in the networking and cybersecurity professions. Network device operation and configuration, network protocols, network security, and troubleshooting are key topics of discussion with hands-on activities. The latest networking standards and technologies are covered.

### **CNT-140: Cisco Routing & Switching I (Semester 2)**

Study of computer networking standards and operation. Includes network topologies, network protocols and communications, network addressing, network device configuration, network design, and network security. First of three courses to prepare students to pass the Cisco Certified Network Associate (CCNA) certification examination.

## Cybersecurity

**Grades: 10-12**

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

**Prerequisite: Concurrent enrollment/completion of CNT II**

**CTE credit**

**Year: 1.0 credit**

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

This is a dual enrollment course with Yavapai College. Students earn seven (7) college credits. Students learn to install, support, secure, and troubleshoot network devices such as routers, switches, and servers. In addition, students learn how to configure virtual private networks, firewalls, and intrusion prevention systems.

**Equivalent college courses are:**

### **CNT 105 - Cybersecurity Principles (Semester 1)**

Foundation knowledge and essential 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 (Semester 2)**

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.

### **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.

### **Certificate Program Requirements**

CNT 101 Networking & Cyber Security Fundamentals

CNT 105 Cybersecurity Principles

CNT 140 Cisco Routing & Switching I

CNT 135 Security+: Implementing and Maintaining Network Security

### **Computer Networking Technician Certificate**

This certificate is designed to provide students with the skills necessary to install, troubleshoot and support computers and servers in a small to medium-sized computer network. Students are prepared for two industry certifications: CompTIA A+ Certified IT Technician and CompTIA Network+. Successful students will have the skills required to gain employment in entry-level positions in the information technology field.

### **Certificate Program Requirements**

CNT 101 Networking & Cyber Security Fundamentals

CNT 110 A+ Computer Technician Certification

CNT 118 Operating System Fundamentals

CNT 140 Cisco Routing & Switching I

## **COMPUTERS**

### **Computer Science**

**Grades: 9**

**Elective credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: none**

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.

### **Software and App Design 1**

**Grade: 10-11**

**Elective credit**

**Fee: none**

**Year: 1.0 credit**

**Prerequisite: Computer Science**

This course focuses on applying problem-solving and critical thinking involved in the process of software development. The course introduces students to coding 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**

**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.

**Elective credit**

**Year: 1.0 credit**

\*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**

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.

**CTE/Elective credit**

**Year: 1.0 credit**

### **LET 2**

**Grade: 10-12**

**Fee: \$25**

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

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.

**CTE/Elective credit**

**Year: 1.0 credit**



### **LET 3**

**Grade: 11-12**

**CTE/Elective credit**

**Year: 1.0 credit**

**Fee: \$25**

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

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**

**CTE/Elective credit**

**Year: 1.0 credit**

**Fee: \$25**

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

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.

## **STAGECRAFT**

### **Stagecraft 1**

**Grades: 9-12**

**CTE/Fine Art credit**

**Year: 1.0 credit**

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

**Prerequisite: none**

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

### **Stagecraft 2**

**Grades: 10-12**

**CTE credit**

**Year: 1.0 credit**

**Fee: \$15 course material fee/\$10 college credit**

**YC Credit: 6.0 with grade of C or higher**

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

This is a dual enrollment class with Yavapai College. Students will earn six (6) college credits. Students will further enhance their skills in all areas of theatrical production learned in Stagecraft 1. Emphasis will be placed on set, prop, sound and lighting design for the productions of the BMHS Theatrical Troupe. Involvement in productions is required which includes night and weekend commitments as per dual enrollment requirements. Second-year students in the Stagecraft program will compile a professional portfolio and are required 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.

### **Stagecraft 3**

**Grades: 10-12**

**Fee: \$15 course material fee/\$10 college credit**

**Prerequisite: Successful completion of Stagecraft 1/2 with a C or higher and an interview with the director.**

**CTE credit**

**Year: 1.0 credit**

**YC Credit: 6.0 with grade of C or higher**

This is a dual enrollment class with Yavapai College. Students will earn six (6) college credits. Emphasis in this course is on sound, makeup, hair and costuming for the productions of the BMHS Theatrical Troupe. Involvement in productions is required which includes night and weekend commitments as per dual enrollment requirements. Third-year students in the Stagecraft program will continue to compile a professional portfolio started in Stagecraft 2 and are required 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.

## **WORK EXPERIENCE**

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

**Grades: 12**

**Fee: none**

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

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

**CTE credit**

**Year: 1.0 credit**

### **DCE Work Experience**

**Grade: 12**

**Fee: none**

**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 credit**

**Year: Up to 3.0 credits**

### **CTE Internship**

**Grades: 12**

**Fee: none**

**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.

**CTE credit**

**Sem: 1.0 credit**

# 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 with grade of C or higher

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 with grade of C or higher

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.**

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## **Welding Technologies I & II**

**Grades: 11 & 12**

**Prerequisites: none**

**CTE credit**

**Year: 2.5 credits**

**YC credits: 20 with grade of C or higher**

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 with grade of C or higher**

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 with grade of C or higher**

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 with grade of C or higher**

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 practicality. 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 with grade of C or higher**

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.**

## **CONSTRUCTION TECHNOLOGIES**

### **Basic Carpentry I**

**Grades: 11-12**

**Prerequisites: None**

**CTE credit**

**Year: 2.5 credits**

Each class is yearlong and will earn a student 2.5 HS credits a year. The student will be reinforced with the skills learned in Basic Carpentry I with hands-on experience in cutting, fastening, footings, framing, assembly, door/window installation, flooring, and finishing.

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

### **Basic Carpentry II**

**Grades: 11-12**

**Prerequisites: Basic Carpentry I**

**CTE credit**

**Year: 2.5 credits**

**YC credits: 16 with grade of C or higher**

Each class is yearlong and will earn a student 2.5 HS credits a year. The student will be introduced to carpentry safety, hand and power tool operation, blueprint reading, materials, and layout. Hands-on experience in cutting, fastening, footings, framing, assembly, door/window installation, flooring, and finishing.

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

## NON-DEPARTMENTAL

### Peer Tutor

**Grade: 11-12**

**Fee: None**

**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.

**Elective credit**

**Year: 1.0 credit**

### Teacher Aide

**Grades: 11-12**

**Fee: none**

**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.

**Elective credit**

**Semester: 0.25 credit**

### Office/Counselor Aide

**Grades: 11-12**

**Fee: none**

**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.

**Elective credit**

**Semester: 0.5 credit**

### Library Aide

**Grades: 11-12**

**Fee: none**

**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.

**Elective credit**

**Semester: 0.5 credit**

### Nurse Aide

**Grades: 11-12**

**Fee: none**

**Prerequisite: 2.5 GPA; Administrative approval**

Acceptance is by mutual agreement and for the benefit of student and nurse. Students require both clerical and minor first aid skills. This position is graded as pass/fail.

**Elective credit**

**Semester: 0.5 credit**

## **Student Leadership**

**Grades: 9-12**

**Elective credit OR Extracurricular activity**

**Year: 1.0 credit OR no credit**

**Fee: none**

**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**

**Elective credit**

**Year: 1.0 credit**

**Fee: none**

**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**

**Elective credit**

**Semester: 0.5 credit**

**Fee: None**

**Prerequisite: 3.0 GPA; AVID Teacher and Coordinator approval**

Acceptance by mutual agreement only after completion of application by students wishing to be tutors for the AVID program. Under the direct supervision of the AVID teacher, tutors work with 5-7 AVID students twice a week during tutorials and assist the teacher in providing academic and organizational skills to students. Tutors are trained in the use of WICOR (writing, including Cornell Note-taking, inquiry, collaboration and reading) strategies and methodologies. Students’ workload may fluctuate and are expected to bring homework or study. This class is Pass/Fail.

## **Mentor Academy Period (MAP)**

**Grades: 9-12**

**Elective Credit**

**Semester: 0.5 credit**

**Fee: none**

**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**

**Elective Credit**

**Semester: 0.5 credit**

**Fee: none**

**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 essential skills lab offers pre-teaching and re-teaching of key concepts from the general education curriculum as well as support for completion of assignments.

**Elective credit**

**Semester: 0.5 credit**

## **Interpersonal Skills**

**Grade: 9-12**

**Fee: none**

**Prerequisite: Per IEP Team**

Students 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**

Students 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**

Students 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**

**Elective credit**

**Year: 1.0 credit**

**Fee: none**

**Prerequisite: Individual Transition Plan**

Students 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**

**Elective credit**

**Year: 1.0 credit**

**Fee: none**

**Prerequisite: Individual Transition Plan**

Students 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**

**Elective credit**

**Year: 1.0 credit**

**Fee: none**

**Prerequisite: Individual Transition Plan**

Students 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**

**Not For Credit**

**Fee: none**

**Prerequisite: Per IEP Team**

Students 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 must attempt and/or pass a minimum of 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 period 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**

The Bradshaw Mountain Online Academy (BMOA) is an online learning system designed for students who are either unable or choose not to attend traditional 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 2021-2022

## CAREER AND TECHNICAL EDUCATION

BROADCAST TV AND FILM 1	\$10.00
BROADCAST TV AND FILM 2	\$10.00
<b>BUSINESS I</b>	<b>\$10/YC CREDIT</b>
<b>BUSINESS II</b>	<b>\$10/YC CREDIT</b>
COMPUTERS AND NETWORKING 1	\$10/YC CREDIT
COMPUTERS AND NETWORKING 2	\$10/YC CREDIT
CNA FUNDAMENTALS	\$30.00
CNA STATE BOARD EXAM (OPTIONAL)	\$108.00
CYBERSECURITY	\$10/YC CREDIT
DIGITAL PHOTOGRAPHY	\$10.00
YEARBOOK/DIGITAL PHOTOGRAPHY 2	\$10.00
LET (JROTC)	\$25.00
MULTIMEDIA INDEPENDENT STUDY	\$10.00

## FINE ARTS

ADVANCED CERAMICS AND 3D SCULPTURE	\$50.00
ADVANCED DRAWING AND PAINTING	\$50.00
AP STUDIO ART: 2-D DRAWING, 2-D DESIGN AND 3-D DESIGN	\$50.00
AP STUDIO ART: EXAM FEE	TBD
CERAMICS AND 3D SCULPTURE	\$40.00
DRAWING AND PAINTING	\$40.00
INTRO TO ART	\$30.00

## PERFORMING ARTS

<b>DRAMA</b>	
ADVANCED DRAMA	\$15.00
BEGINNING DRAMA	\$15.00

## PERFORMING ARTS (CONTINUED)

INTERMEDIATE DRAMA	\$15.00
INTRO TO THEATER AND FILM	\$15.00
<b>STAGECRAFT 1</b>	<b>\$15.00/\$10/YC CREDIT</b>
<b>STAGECRAFT 2</b>	<b>\$15.00/\$10/YC CREDIT</b>
<b>INSTRUMENTAL MUSIC</b>	
COLOR GUARD PARTICIPATION FEE	\$50.00
GUITAR	\$25.00
GUITAR 2	\$25.00
INSTRUMENT USAGE (IF APPLICABLE)	\$50.00
JAZZ ENSEMBLE	\$50.00
MARCHING BAND	\$100.00
MARCHING SHOES (IF APPLICABLE)	\$27.00
STRING ORCHESTRA	\$50.00
WINTER GUARD PARTICIPATION FEE	\$50.00

## VOCAL MUSIC

CHAMBER SINGERS	\$40.00
CONCERT CHOIR	\$30.00
WOMEN'S CHORUS	\$30.00
WOMEN'S ENSEMBLE	\$40.00

## SOCIAL STUDIES

AP PSYCHOLOGY LAB FEE	\$10.00
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## PHYSICAL EDUCATION

PE LOCK REPLACEMENT	\$ 5.50
UNIFORM (REQUIRED)	\$25.00

**BRADSHAW MOUNTAIN HIGH SCHOOL 62**

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		LOST TEXTBOOK/BOOK REPLACEMENT	TBD
SPANISH 102	\$10/YC CREDIT	OVERDUE LIBRARY BOOK	\$0.10/DAY; MAX \$3.00
		PARCHMENT TRANSCRIPT	\$5.00/TRANSACTION
MATHEMATICS		PAY TO PLAY	\$110.00
COLLEGE ALGEBRA	\$10/YC CREDIT	PAY TO PLAY - FREE/REDUCED	\$55.00
PRE-CALC	\$10/YC CREDIT	STUDENT PARKING	\$70.00
		STUDENT PARKING AFTER SPRING BREAK	\$45.00
ENGLISH		SUMMER SCHOOL CREDIT RECOVERY	\$50.00/CLASS
COLLEGE ENGLISH 101	\$10/YC CREDIT	TO REOPEN A CREDIT RECOVERY CLASS	\$20.00
COLLEGE ENGLISH 102	\$10/YC CREDIT	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 DEPENDING ON COURSE

**PLEASE NOTE: ALL UNPAID FEES WILL BECOME FINES IF NOT PAID BY SEPTEMBER 7, 2021**



## HUMBOLDT UNIFIED SCHOOL DISTRICT DEFINITIONS AND PROCEDURE FOR REPORTING STUDENT VIOLENCE / HARASSMENT/ INTIMIDATION / BULLYING

The Governing Board of the Humboldt Unified School District believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Governing Board further believes a school environment that is inclusive of these traits maximizes student achievement, fosters student personal growth, and helps a student build a sense of community that promotes positive participation as citizens in society.

To assist in achieving a school environment based on the beliefs of the Governing Board, bullying in any form will not be tolerated.

**Bullying:** Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that:

- has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property;
- is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm;
- occurs when there is a real or perceived imbalance of power or strength;
- may constitute a violation of the law.

Bullying of a student or group of students can be manifested through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to:

- verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyberbullying;
- exposure to social exclusion or ostracism;
- physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting;
- and damage to or theft of personal property.

**Cyberbullying:** Cyberbullying is, but not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other internet communications, on school computers, networks, forums and mailing list, or other District-owned property, and by means of an individual's personal electronic media and equipment.

**Harassment:** Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be related, but not limited to, race, religious orientation, sexual preference, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

**Intimidation:** Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media.

Students are prohibited from bullying on school grounds, school property, school buses, at school bus stops, at school sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists.

Disciplinary action may result for bullying which occurs outside of the school and the school day when such acts result in a substantial physical, mental, or emotional negative effect on the victim, while on school grounds, school property, school buses, at school bus stops, or at school sponsored events and activities, or when such act(s) interfere with the authority of the school system to maintain order. All suspected violations of law will be reported to local law enforcement.

Students who believe they are experiencing being bullied or expect another student is bullied should report their concern to any staff member of the School District. School personnel are to maintain appropriate confidentiality of the reported information.

Reprisal by any student directed toward a student or employee related to the reporting of a case or a suspected case of bullying shall not be tolerated, and the individual(s) will be subject to the disciplines set out in applicable District policies and administrative regulations.

Students found to be bullying others will be disciplined up to and including suspension or expulsion from school.

Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

Law enforcement authorities shall be notified any time District officials have a reasonable belief that an incidence of bullying is a violation of the law.

**Each Humboldt Unified School District campus has a positive behavioral program. Please contact the principal regarding the campus program and support services available.**

Reference: (the documents listed below are available on the district website at [www.humboldtunified.com](http://www.humboldtunified.com))

HUSD Policy JICK – Student Violence/Harassment/Intimidation/Bullying  
Regulation JICK-R – Student Violence/Harassment/Intimidation/Bullying Exhibit JICK-EA – Student Violence/Harassment/Intimidation/Bullying



# **The Humboldt Schools.**

*Motivating achievement since 1906.*

## **Humboldt Unified School District Governing Board Members**

**Mr. Ryan Gray, President**  
**Mr. Richard Adler, Vice President**  
**Mr. Corey Christians, Member**  
**Ms. Suzie Roth, Member**  
**Mr. Paul Ruwald, Member**

**Mr. John Pothast, Superintendent**  
**Dr. Rob Bueche, Executive Director of Federal Programs and School Innovation**  
**Mr. Kort Miner, Executive Director of Operations**

**Ms. Patty Bitsilly, Director of Special Services**  
**Mr. Roger Studley, Director of Finance**



# PERSONNEL

## Item 12A.

### Superintendent Evaluation Report

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item #	12 A
FROM:	Ryan Gray, Governing Board President	Reading	
DATE:	January 12, 2021	Discuss	
SUBJECT:	Report of Superintendent Pothast's annual evaluation	Action	X
		Consent	
<hr/>			
OBJECTIVE:	Board Governance		

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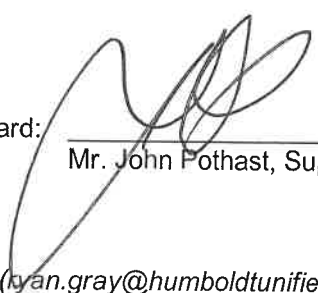
### **SUPPORTING DATA:**

Governing Board President Ryan Gray will present a summary of Superintendent Pothast's annual evaluation which was held in executive session at the December 15, 2020, Governing Board meeting.

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

*I move to accept the report of Superintendent Pothast's annual evaluation for fiscal year 2020-21 as presented.*

Approved for transmittal to the Governing Board:



Mr. John Pothast, Superintendent

Questions should be directed to: Ryan Gray ([ryan.gray@humboldtunified.com](mailto:ryan.gray@humboldtunified.com))

Summary Report  
Annual Evaluation of Superintendent Mr. John Pothast  
January 12, 2021

District policy CBI outlines the process for the annual evaluation of the Superintendent by the Governing Board. This evaluation relates to the Superintendent's individual performance in relation to the duties and responsibilities of his position. This year's process was modified as policy CBI states *"If the Superintendent's contract is in its first year, this initial evaluation will not be a comprehensive evaluation, but will be used to allow the Board to communicate its perspective on the Superintendent's performance to date and to allow the Board and the Superintendent to communicate on performance matters."*

A simplified version of the standard evaluation instrument was used, it included 17 areas for each board member to rate as outstanding, satisfactory, unsatisfactory, needs improvement or not observed. Written comments are also invited for every item as well as summary/concluding comments at the end. On December 8, 2020 Board Members received Mr. Pothast's comments to each item as well as a binder of supporting material. Each Board Member then independently completed the evaluation Instrument and submitted their ratings and comments to the Board Secretary. The Board Secretary compiled each Board Member's submissions with the Superintendent's input and the resulting document was reviewed and discussed with Mr. Pothast in Executive Session during item 6A of the Special Board Meeting held December 15, 2020 with all 5 Board Members participating.

The compiled results of Board Member ratings and comments provided the framework for a robust discussion about the Superintendent's strengths, successes and areas for continued growth. The consensus of the discussion showed that the Board has great confidence in Mr. Pothast as the leader of the Humboldt Unified School District.

Some written comments from Board Members include:

*"The first half of John's first year has simply been defined by COVID. His ability to navigate this year as a new, first-time superintendent has been above expectations."*

*"In short, you have stepped in as a leader and that is what we need right now. You are willing to listen and understand how to make difficult decisions. I look forward to seeing you lead in a post-COVID environment."*

*"Mr. Pothast has done an outstanding job navigating an already difficult job in these unprecedented times. His leadership from the day he set foot on campus has been a great example."*

*"I truly appreciate how difficult a transition this must have been coming in as a brand new Super! John has all the qualities of a great Superintendent, and I am confident he will continue to refine*

*his skills and lead the district forward as we emerge from this most unusual time to a more typical time of educating as the district's instructional leader!"*

*"Mr. Pothast has done an excellent job. Especially considering he is a first time superintendent in his first year of work at a new district. We made a good selection and I continue to be impressed."*

The Humboldt Unified School District has benefited from the leadership and decision making of Superintendent Pothast as he has begun his tenure during the most difficult time for school leaders in our lifetime. The Board appreciates all that Mr. Pothast has done and will continue to do for the students and staff of HUSD and we look forward to working with him to guide HUSD into the post-pandemic era and beyond.

On behalf of the Governing Board of the Humboldt Unified School District

Respectfully submitted,

Ryan Gray, President



# PERSONNEL

## Item 12B.

### Superintendent Performance Pay

## HUMBOLDT UNIFIED SCHOOL DISTRICT

TO:	Humboldt Unified School District Governing Board	Item #	12 B
FROM:	Ryan Gray, Governing Board President	Reading	
DATE:	January 12, 2021	Discuss	
SUBJECT:	Superintendent's Performance Pay	Action	X
		Consent	
<hr/>			
OBJECTIVE:	Board Governance		

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### **SUPPORTING DATA:**

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

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

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

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

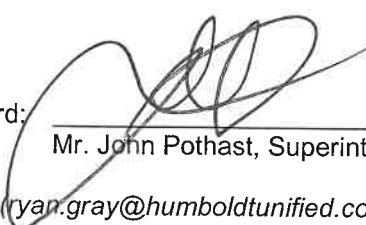
### **SUMMARY & RECOMMENDATION:**

The Superintendent's evaluation was held December 15, 2020. It is recommended that the Board approve payment of this portion of the Superintendent's Performance Pay Plan.

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

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

Approved for transmittal to the Governing Board:

  
\_\_\_\_\_  
Mr. John Pothast, Superintendent

Questions should be directed to: Ryan Gray ([ryan.gray@humboldtunified.com](mailto:ryan.gray@humboldtunified.com))