



Avon Board of Education  
34 Simsbury Road, Avon, Connecticut

**Mission Statement**

*Our mission is to inspire in each student a joy and passion for learning and a commitment to excellence, personal integrity, and social responsibility.*

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**Tuesday, December 19, 2023 7:00 pm**

Avon High School, Library

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Avon High School  
510 West Avon Road  
Avon, CT 06001

**Agenda**

I. Call to Order

A. Roll Call

II. Pledge of Allegiance

III. Mission Statement

IV. Recognition

A. Retirement of 2 long standing Board Members:

Jackie Blea and Laura Young have been on Avon's Board of Education for 8 years. We would like to thank them for their dedication, compassion and their limitless commitment to the students of Avon.

V. Approval of Minutes

A. Board of Education Regular Monthly Meeting Minutes of November 14, 2023

VI. Communication from Public

Communications are generally limited to 15 minutes as a total maximum for all speakers, with each speaker limited to 3 minutes in accordance with standing Board policy. The Board may waive these limits in exceptional circumstances.

VII. Items of Information and Proposals

A. Student Representative Report – Lillian Peng and Nikolai Meltser

B. Financial Report – Susan Russo, Business Manager

VIII. Committees & Liaison Reports

A. Committee Reports

- Curriculum & Professional Practices – Jackie Blea, Chair
- Finance – Lynn Katz, Chair (Minutes of December 12, 2023 Meeting)
- Negotiations – Deb Chute, Chair
- Policy – Laura Young, Chair (Minutes of November 28, 2023)

B. Liaison Report

- Capital Region Education Council – Jackie Blea, Board Representative

IX. Chair's Report –Ms. Debra Chute, Board Chair

A. Board Chair Update

X. Superintendent's Report – Dr. Bridget Heston Carnemolla

- A. Hiring Report
- B. Enrollment Report
- C. Strategic Plan Update
- D. Updates

XI. Consent Calendar -

- 23-24/19 - Budget Transfers
- 23-34/20 - TBS PTO Donation of \$4,400

XII. Old Business

The BOE approved a 30 day review period of the following instructional materials, which concluded on December 18, 2023

- A. 23-24/17 - Approval of Primary Instructional Material: Patron Saint of Nothing by Randy Ribay

XIII. New Business

- 23-24/ 21 Policy 5145.4 - Nondiscrimination (Student)
- 23-24/ 22 Policy 4118.11 - Nondiscrimination (Personnel)
- 23-24/ 23 Policy 4118.235 - Reports of Suspected Abuse or Neglect of Children or Reports of Sexual Assault of Students by School Employees
- 23-24/24 Policy 6148 - Improve Completion of FAFSA
- 23-24/25 Policy 9325.2 - Construction of Agenda
- 23-24/26 2024-2025 High School Course of Studies

XIV. Communication from Public

Please remember communications are generally limited to 15 minutes as a total maximum for all speakers, with each speaker limited to 3 minutes in accordance with standing Board policy. The Board may waive these limits in exceptional circumstances.

XV. Communication from Avon Board of Education Members

XVI. Adjournment



**Monthly Meeting**  
Avon Board of Education  
34 Simsbury Road, Avon, Connecticut

**Mission Statement**

*Our mission is to inspire in each student a joy and passion for learning and a commitment to excellence, personal integrity, and social responsibility.*

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**Tuesday, November 14, 2023, 7:00 pm**

Virtual

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Avon High School  
510 West Avon Road  
Avon, CT 06001

**Minutes**

**Attendance**

**Board Members Present:** Debra Chute, Board Chair; Jeffrey S. Fleischman, Board Secretary; Lynn Katz; Nicole Russo; Thej Singh, Board Vice-Chair; Sarah Thompson; Laura Young

**Board Members Absent:** Jackie Blea

**Administration Present:** Dr. Bridget Carnemolla, Superintendent of Schools; Jess Giannini, Assistant Superintendent; Roberto Medic, Assistant Superintendent; Susan Russo, Business Manager

- I. Call to Order  
*Ms. Debra Chute, Board Chair, called the meeting to order at 7:00 p.m.*
  - A. Roll Call
- II. Pledge of Allegiance
- III. Mission Statement
- IV. Recognition - There was no recognition this evening.
- V. Approval of Minutes
  - A. Board of Education Regular Monthly Meeting Minutes of October 17, 2023  
  
*Ms. Katz made a motion to approve the BOE Regular Monthly minutes of October 17, 2023*  
*Ms. Thompson seconded.*  
*Motion Passed 7-0-0*
- VI. Communication from Public-
- VII. Items of Information and Proposals
  - A. Student Representative Report – Lillian Peng and Nikolai Meltser  
Miss Peng began:  
All Schools had a Veterans assembly that was very impactful  
AHS: Parent/Teacher conferences coming up  
Halloween Parade and Diwali celebration was amazing  
AMS: 1st Pto meeting  
Boston Trip

Halloween Dance

Turkey bowl Flag Football Game

Mr. Nikolai Meltser continued:

TBS: Wrapped up Unity Week, with a Kindness Beehive Bulletin Board

RBS: Halloween parade at High School

Schoolwide Spirit Day

All students and staff wore a sea of pink for Breast Cancer awareness

PGS: Parent/Teacher conferences this week

Student council holding a food drive

Halloween parade

B. Financial Report – Susan Russo, Business Manager - There was no Financial Meeting this month, the next meeting will be December 12, 2023.

Ms. Chute mentioned the first budget workshop starting at 6:00 p.m., and then the regular meeting follows at 7:00 p.m. on December 19, 2023.

### VIII. Committees & Liaison Reports

#### A. Committee Reports

- Curriculum & Professional Practices – Last meeting was held on October 24th where a new instructional material was presented to the committee. That material has begun its 30 day review as of the CPP meeting and if there are no reservations, will be approved at the next Board meeting.
- Finance – Lynn Katz, Chair - Ms. Katz stated the Finance Committee did not meet this month and will meet December 12, 2023.
- Negotiations – Deb Chute, Chair - We are not actively negotiating with any one at this time.
- Policy – Laura Young, Chair - Policy will be meeting on November 28, 2023.

#### B. Liaison Report

- Capital Region Education Council – Jackie Blea, Board Representative  
Ms. Blea was absent and unavailable to give a report.

### IX. Chair's Report – Ms. Debra Chute, Board Chair

A. Board Chair Update - Ms. Chute wanted to recognize the wonderful Veterans Day celebration at each school, and how impactful it is. There were alot of performances at each school, each school giving a unique experience for the Veterans. The Veterans speeches made indelible impressions and will linger with her.

Ms. Chute wanted to also wish everyone a very Happy Thanksgiving.

### X. Superintendent's Report – Dr. Bridget Heston Carnemolla

A. Hiring Report - Mr. Medic briefly stated that they continue to fill some non certified positions. Mr. Medic wanted to recognize Michelle Gladue, who is retiring in December, for her time at Avon Public Schools. He is sure there are countless families in the 36 years of service that benefited from their child being in her class; she will be greatly missed.

#### B. Enrollment Report-

Dr. Carnemolla stated we are holding steady at this point.

C. Strategic Plan Update - Dr. Carnemolla mentioned the technology updates that are being installed, particularly the text messaging option being offered to the parent/guardians of the Avon School System, to alert them of a school closing/emergency closing. There will be an 'Opt In' text on Friday, November 17, 2023 to all the mobile numbers on file and the parent/guardian can opt in at that time. There will be other opportunities to join and sign up for text messaging, but hopefully we will get the majority of the parents/guardians on Friday with the 'opt in' text. Eventually, students may be added to this option as well. Ms. Katz asked if it could be filtered by school, and even by bus if needed, and Dr. Carnemolla said, yes that capability is there to filter by school, but we are not there yet to filter down to buses yet.

The Capital Improvement Projects was presented to the town of Avon, and we are waiting to see how the CIP moves through on the town side.

Mr. Giannini added that they wanted to thank the historical society for the banners for Native American Heritage Month. Mr. Giannini met with the Avon Historical Society to find ways to integrate Native American History into our curriculum and the Historical society is happy and willing to work with us on that.

Dr. Carnemolla added that it has been said that April 2nd the town may need to use the schools for primary voting. Since there is school that day we may need to move the calendar around a bit.

- D. Updates - Thank all our Veterans for coming to the schools, and that our students know what Veterans Day is for. Thank Specialty for donating the transportation for the Veterans. Grateful that we were able to pull host all the Veterans and all the schools were able to honor them in a special way.

Dr. Carnemolla thanked the high school administrators and Central Office staff for the NEASC visit. A draft has been received and it will be shared with the high school, and then it will come to the Board. Central office team had great conversations with the visiting committee. We can be proud of what we demonstrated here in Avon.

Mr. Fleischman asked if the Board will be able to see the self studies for NEASC, before the budget is voted on, and Dr. Carnemolla assured him the Board would see the report before the budget vote.

XI. Consent Calendar -

There is nothing on the Consent Calendar this evening.

XII. Old Business - No Old Business

XIII. New Business

- A. **23-24/16- Set Graduation Date - June 12, 2024-** Dr. Carnemolla stated that state law allows school districts to set their graduation date, as long as it is at the 180th day of the school year. The date Avon is looking to set the date at is June 12th, which is 3 days past the scheduled last day of school, accounting for some snow days.

*Ms. Singh made a motion to approve the Avon High School Graduation Date of June 12, 2024,  
Mr. Fleischman seconded  
Motion passed 7-0-0*

- B. Instructional Material- Book for 8th grade ELA, The Patron Saint of Nothing by Randy Ribay. Mr. Giannini briefly talked about what the CPDC is focusing on this school year: Working on Portrait of a Graduated, CLT's, Teacher Evaluations and Updating the Curriculum where needed. Culminating from the CPP meeting held on October 24th, there is a Primary Instructional Material being put on its 30 day review at the District Office; The Patron Saint of Nothing by Randy Ribay for the 8th grade ELA Curriculum. Mr. Giannini gave a brief overview of the book and stated that it has been approved unanimously by the CPDC committee. Approval for this book by the Board will take place at the December meeting.

C. **23-24/18 Consolidated Title I, II and III Grants and Sheff Settlement - Open Choice Academic and Social Support Grant.**

Mr. Giannini stated that the bulk of this funding is used to offset the salaries of the intervention tutors, with the exception of some being used for Professional Development (use on PD was a parameter of some of the grants).

Ms Young recognized the work that goes into getting these grants, and questions if it was possible to take a look at the most recent grant applications or budget narrative that have already been done to see how the money was dispersed in the past. Dr. Carnemolla answered that there were reports that they can download from the state for her.

Ms. Singh asked what we do if we don't get these grants. Mr. Giannini answered that the state 'pre-loads' these grant amounts, and it is our job to provide a narrative on how we plan to use the funding. If our use of funds doesn't fall in line with what they want the grant used for, they give it back to us to revise it to make it an acceptable use of funds. Ms. Russo added that these grants are set by legislation, it would take a legislative change for these grants to change or be taken away from us, and we would know that a few years in advance of that happening and be able to pivot and make the budgetary adjustments.

***Ms. Young made a motion to accept the Consolidated Title I, II and III Grants and the Sheff Settlement – Open Choice Academic and Social Support Grant and approve the application of the grants as discussed, Ms. Katz seconded.  
The motion passed 7-0-0***

XIV. Communication from Public

There was no communication from the public.

XV. Communication from Avon Board of Education Members

Mr. Jeff Fleischman, Ms. Thompson and Ms. Nicole Russo all wanted to comment on the wonderful Veterans Day celebrations. The Board members all mentioned the impact it has on the students; how some students' parents or grandparents who were Veterans came as well; the performances by the students and the overall effort put into the Veterans Day Celebration by all the schools. The Veterans commented to a Board member on how impressed they were with the student's performances, and how everything went so smoothly from school to school.

Ms. Thompson wanted to note the positive environment and the 'feeling' you get when you enter Roaring Brook, the welcoming feeling is felt as you walk in the door. She wanted to mention this to the Board.

XVI. Adjournment

***Ms. Nicole Russo made the motion to adjourn the meeting at 7:00 p.m., Ms. Thej Singh seconded  
Motion passed 7-0-0***

Minutes prepared by Christine Sardinkas, Board Recording Clerk

Minute respectfully submitted by Jeffrey S. Fleischman, Avon Board Secretary

# Financial Highlights Memo

December 2023

## FY23-24 – November 2023

- Salaries
  - Administrative salaries
    - Variances due to RBS Interim Assistant Principal encumbered partial year and per diem Assistant Principal coverage at AMS during FMLA leave
  - Certified Salaries Teachers
    - Vacancy due to retirement; replacement to be encumbered December 2023
    - Positive balances due to unfilled stipend positions not yet encumbered
    - Other variances due to encumbrance timing or transfers
  - Non-Certified Salaries
    - Nurses – variances due to additional hours worked (field trips)
    - Custodian/Maintainers – variance due to staff movement; interim positions to cover leaves
    - Teaching Assistants – additional encumbrances
    - Paraeducators – additional FTEs needed for Preschool & 1:1 student needs
  - Budget transfer #2024-028
    - To offset deficits from lines with savings
- Other Expenses
  - Copier lease
    - Increased usage at buildings
  - Telecommunications
    - Reclass of funds between CO & districtwide
  - Utilities
    - Variance at AMS for water usage
  - Budget transfer # 2024-029
    - To offset deficits from lines with savings
- Special Education
  - Tuition/Transportation
    - Increased student needs for wheelchair transportation
    - Increased student needs, pricing and route changes have caused deficits in transportation lines
    - Budget transfer # 2024-029 to clear with savings from tuition line
- General Fund unencumbered balance
  - 11/30/23 - \$5,018,415.46 – 7.52%
  - 11/30/22 - \$5,309,923.58 – 8.25%

# Avon Public Schools

## BM - Financial Report by Object Summary

From Date: 11/1/2023

To Date: 11/30/2023

Fiscal Year: 2023-2024

- Subtotal by Collapse Mask   
  Include pre encumbrance   
  Print accounts with zero balance   
  Filter Encumbrance Detail by Date Range  
 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.0.0000.100	SALARIES	\$42,309,669.43	\$3,545,296.21	\$12,996,684.92	\$29,312,984.51	\$28,598,277.68	\$714,706.83	1.69%
01.0.0000.200	EMPLOYEE BENEFITS	\$11,100,533.18	\$169,959.72	\$9,262,173.43	\$1,838,359.75	\$626,255.46	\$1,212,104.29	10.92%
01.0.0000.300	PURCHASED PROF & TECH SVCS	\$1,331,551.21	\$148,198.89	\$457,245.25	\$874,305.96	\$615,536.10	\$258,769.86	19.43%
01.0.0000.400	PROPERTY SVCS	\$844,158.42	\$93,973.32	\$375,951.65	\$468,206.77	\$315,726.16	\$152,480.61	18.06%
01.0.0000.500	OTHER PURCHASED SVCS	\$7,854,043.72	\$374,082.60	\$2,830,459.05	\$5,023,584.67	\$3,757,324.32	\$1,266,260.35	16.12%
01.0.0000.600	General Supplies & Utilities	\$2,593,653.00	\$138,502.45	\$882,279.17	\$1,711,373.83	\$812,982.26	\$898,391.57	34.64%
01.0.0000.700	EQUIPMENT	\$562,816.99	\$2,697.71	\$38,296.20	\$524,520.79	\$94,786.55	\$429,734.24	76.35%
01.0.0000.800	FEES & MEMBERSHIPS	\$147,383.00	\$3,855.96	\$42,069.84	\$105,313.16	\$19,345.75	\$85,967.41	58.33%
	Fund: General Fund - 01	\$66,743,808.95	\$4,476,566.86	\$26,885,159.51	\$39,858,649.44	\$34,840,234.28	\$5,018,415.16	7.52%
<b>Grand Total:</b>		\$66,743,808.95	\$4,476,566.86	\$26,885,159.51	\$39,858,649.44	\$34,840,234.28	\$5,018,415.16	7.52%

End of Report





**Minutes**  
**FINANCE COMMITTEE**  
**Avon Board of Education 34 Simsbury, Avon, Connecticut 06001**  
**Via Zoom**  
**Tuesday, December 12, 2023 – 6:00 p.m.**

**Attendance**

**Members Present:** Lynn Katz, Committee Chair; Deb Chute; Jeffrey S. Fleischman; Laura Young

**Member(s) Absent:** None

**Administration Present:** Dr. Bridget H. Carnemolla, Superintendent; Jess Giannini, Assistant Superintendent; Susan Russo, Business Manager

**Others Present:** Christine Sardinkas, Board Recording Secretary

**I. Call to order**

***The meeting was called to order by Ms. Lynn Katz, at 6:00 pm.***

Before the meeting began, Ms. Lynn Katz wanted to recognize that this was Laura Young's last committee meeting. Ms. Katz thanked Ms. Young for taking her position seriously, always asking the right questions and having the right priorities. She spent 9 years on the Board and maintained her values for the Board and the Community, always doing what was best for the kids. She will be greatly missed.

**II. Approval of September 19, 2023 Minutes**

***Mr. Fleischman moved to approve the minutes of the October 10, 2023 Finance Committee meeting, Ms. Chute seconded.***  
***The motion passed 4-0-0.***

**III. Financial Report September 2023 Ms. Russo explained the Financial Highlights-**

Ms. Russo began by speaking about a few of the variances that have occurred due to the Assistant Principal position at Roaring Brook and a short FMLA leave of the Assistant Principal at the Middle School, as well as general transfers of Certified staff (retirements and hiring) creating a few variances as well.

Non-Certified staff created some variances, some were due to the need to add some hours to Para-educators for special needs students, as well as nurses working field trips, and custodians to cover absences.

Other expenses showed some copier usage up in the month of November and the water usage at the middle school was up as well due to the leak that was discovered (and since rectified). The Eversource increase was not as bad as expected, so there was line savings there to offset some of the other expenditures.

All of the students for SPED are finally all encumbered, except for one, and it is found that the transportation needs are significantly higher than expected. There has been some tuition savings in the SPED line where we are able to make up some of those variances for SPED transportation.

With the SPED transportation needs coming in, there was a pause on spending, or a soft freeze, to ensure we had the funds to cover the higher than anticipated SPED transportation needs.

The end of the month unencumbered for November 2023 is \$5,018,415.46 - 7.52%

Compared to last year in November of 2022 which was \$5,309,923.58 - 8.25%

The \$300,000 difference between the years is directly tied to the transportation we have encumbered for SPED this year.

Ms. Katz questioned if the Business Office had to reject many requests due to the pause in spending and Ms. Russo answered that since there was the pause, many administrators were cognizant of what they put in for, and so rejecting any requests were few and far between.

***Ms. Young motioned to have the Financial Report moved to the Full Board, Ms. Chute seconded.  
Motion Passed 4-0-0***

IV. Transfers

Transfers:

- 2024-019 - \$550.00 - PGS Supplies
- 2024-020 - \$476.61 - PGS Instructional Supplies
- 2024-021 - \$402.91 - AHS Instructional Supplies
- 2024-22- \$4,700 - District Maintenance Supplies/Plant Operations
- 2024-23- \$4,700 - District Maintenance Supplies/Plant Operations
- 2024-24- \$4,700 - District Maintenance Supplies/Plant Operations
- 2024-25 - \$95.00 - TBS Printing/repairs
- 2024-26 - \$48.10 - AMS Instructional Supplies
- 2024-27 - \$14,000 - HVAC Repairs/ Maintenance RBS
- 2024-28 - \$87,795.54 - Certified/Non-certified Salaries
- 2024-29 - \$308,756.08 - SPED Transportation
- 2024-30 - \$5,000 - District Maintenance
- 2024-31 - \$5,500 - District Maintenance
- 2024-31 - \$6,500 - HVAC Repairs/Maintenance AHS

***Ms. Chute moved to have the transfers brought to the full board for approval, Ms. Young seconded.  
Motion passed 4-0-0***

V. New Business

There was one donation letter from the TBS PTO for \$4,400 for additional supplies for the teachers. This was clarified as enhanced supplies such as stickers, games etc. for the classroom.

***Mr. Fleischman moved to bring the TBS donation letter to the full board and Ms. Chute seconded.  
Motion passed 4-0-0***

VII. Comments from the Public

There were no comments from the public.

VIII. Adjournment

***Ms. Deb Chute made a motion to adjourn the meeting at 6:48 p.m., Laura Young seconded.  
Motion passed 4-0-0***

Minutes prepared by Christine Sardinkas, Recording Secretary  
Minutes respectfully submitted by Lynn Katz, Finance Committee Chair

Minutes respectfully received by Jeffrey S. Fleischman, Board Secretary

***Minutes are approved at the next Finance Committee meeting, and any corrections to the minutes, if needed, will be made at that time.***



**Minutes**  
**POLICY COMMITTEE MEETING**  
**Avon Board of Education**  
**34 Simsbury, Avon, Connecticut 06001**  
**Via Zoom**  
**Tuesday, November 28, 2023 – 6:00 p.m.**

**Attendance**

**Members Present:** Ms. Laura Young, Chair; Ms. Nicole Russo; Ms. Thej Singh; Ms. Sarah Thompson

**Member(s) Absent:** None

**Administration Present:** Dr. Bridget Heston Carnemolla, Superintendent of Schools; Mr. Jess Giannini, Assistant Superintendent; Mr. Roberto Medic, Assistant Superintendent

**Others Present:** Ms. Deb Chute, Board Chair; Attorney Sarah Gleason, Shipman & Goodwin

I. Call to Order

The meeting was called to order at 6:01 pm by Committee Chair, Ms. Laura Young.

II. Approval of September 12, 2023 Minutes

*Ms. Thej Singh motioned to approve the minutes of September 12, 2023 Policy meeting, Ms. Nicole Russo seconded.*

*The motion passed 4-0-0*

III. Communication from Public

There was no communication from the public.

IV. New Business-Items for Review and Discussion

A. Policy 5145.4- Nondiscrimination (Student)

Dr. Carnemolla stated that the Legislature and Connecticut State Department of Education (CSDE) have both been busy this year with many updates. The Nondiscrimination policy has been revised several times in the recent past. Dr. Carnemolla thanked Ms. Gleason for attending and for providing a basis for proposed changes.

Ms. Gleason explained that the revisions were straightforward and focused on two specific changes stemming from recent legislation. The first one discussed was that Domestic Violence has been added to “Protected Classes” and is newly defined in the policy. The second one refers to a revised definition of Sexual Orientation. “Protected Classes” is a term meant to be all encompassing, rather than having to list each class individually and it includes all identified classes. Changes to the Regulations make reference to complaint procedures, more specifically how complaints are to be handled and investigated. Ms. Gleason also noted that the personnel version of the Nondiscrimination policy has the same changes as the student version.

Ms. Russo asked to clarify a portion of the policy where it refers to ‘intent to harm’ out of concern that a younger student may not understand what they are saying or have knowledge of what they are saying. Ms. Gleason answered that

school administrators will treat each set of circumstances individually and consider all aspects including a student's age and other background knowledge etc.

Ms. Singh asked if the policy would need to be revised if/when another protected class was added, and Ms. Gleason confirmed that the definition of that class would have to be added and would fall under the 'umbrella' of a "Protected Class"

Dr. Carnemolla asked Attorney Gleason to convey legal considerations and related guidance for transgender student athletes in Avon. Ms. Gleason clarified that both state law and district policy stipulate that it is illegal to discriminate against transgender students. Shipman & Goodwin LLP anticipates that the state will soon be releasing new guidance pertaining to transgender students, which may or may not include athletics. The Connecticut Interscholastic Athletic Conference (CIAC) has concluded that it would be fundamentally unjust to preclude students from participating in a sport that coincides with their gender identity and/or expression. The United States Education Department has new Title IX eligibility for athletics indicating that a district cannot categorically ban transgender students from participating in a sport by how they identify.

Ms. Singh asked how would a coach know how a student identifies and in what way would such information be provided, verbally or written? Ms. Gleason answered that it is how a student consistently demonstrates their identity.

Dr. Carnemolla brought up a question received from a board member about unsubstantiated complaints of discrimination, such as those not made "in good faith" A discussion ensued regarding how each incident/claim is investigated and if a claim were to be found unsubstantiated or not in "good faith" then the complainant would likely be subject to the discipline policy for lying and/or treating others unjustly. Each complaint takes into consideration the age(s) of any student and their perception of the situation. Every complaint is investigated thoroughly and if necessary, follow-up action will be taken.

***Ms. Young motioned to bring revised policy 5145.4, Nondiscrimination (Student) to the full board, as presented, for approval. Ms. Singh seconded.  
Motion passed 4-0-0***

**B. Policy 4118.11- Nondiscrimination (Personnel)**

Attorney Gleason reiterated that proposed changes to the Nondiscrimination policy for Personnel were the same as the Student version, including the additions of definitions of Sexual Orientation and Domestic Violence. The singular change, specific only to the Personnel policy, refers to situations such in which someone has an erased criminal history, then they cannot be discriminated against, when applying for a job.

Ms. Singh asked if an erased history were related to child endangerment, how that would be addressed in the policy. Ms. Gleason and Dr. Carnemolla confirmed that any charges against someone having had anything to do with harm to children would *not* be something that would be erased off someone's record, so therefore that person would not be able to work in a school district.

***Ms. Young made a motion to bring revised policy 4118.11, Nondiscrimination (Personnel), to the full board, as presented, for approval. Ms. Thompson seconded.***

***Motion passed 4-0-0***

C. Policy 4118.235- Reports of Suspected Abuse or Neglect of Children or Reports of Sexual Assault of Students by School Employees

Ms. Gleason said the basis of this policy is to help guide those who are mandated reporters. Terms that are used help guide mandated reporters to better understand what needs to be reported and how. The newest legislative change comes under the Appendix of this policy to expand the Sexual Contact definition to include “contact with a deceased person”

***Ms. Young made a motion to bring revised policy 4118.235, Reports of Suspected Abuse or Neglect of Children or Reports of Sexual Assault of Students by School Employees, to the full board, as presented, for approval. Ms. Singh seconded. Motion passed 4-0-0***

D. Policy 6148- Improve Completion of FAFSA

Dr. Carnemolla explained that this was a new policy introduced just last year. The update is that having to complete the FAFSA will now be a graduation requirement, starting with the class of 2025. Attorney Gleason reiterated that while it is a requirement for now, graduation requirements seem to change often. Included in this policy is the option of filling out a waiver which can be submitted in lieu of the FAFSA, so as not to deter anyone from graduating. Dr. Carnemolla confirmed that a waiver may be completed by guidance counselors with a student. Ms. Singh expressed concern about the policy, specifically pertaining to students who may not have legal immigration status. She asked if a student cannot complete the FAFSA under this circumstance, would there be action taken against them? Attorney Gleason responded that institutions of higher learning have their own financial aid forms that can be filled out and immigration status would not be a factor, and filling out the financial aid form for that institution would complete the requirement for this policy. Also, in a situation when a student may not have legal immigration status, a waiver may also be utilized.

Ms. Russo asked how the waiver would work and Attorney Gleason said it was her understanding that it would be an internal process at school and that the state would most likely be looking for a waiver to be signed by a certified educator to show that a student made a good faith attempt to complete the FAFSA with the parent/guardian but was unable to do so. A short discussion ensued about the waiver itself and when it would be made available. Dr. Carnemolla said the waiver could be found on the CSDE website.

***Ms. Young made a motion to bring revised policy, 6148 Improve Completion of FAFSA, to the full board, as presented, for approval. Ms. Russo seconded. Motion passed 4-0-0***

E. Policy 9325.2 - Construction of Agenda

Dr. Carnemolla stated that this revision is a simple one, specifying that districts should be putting all supplemental materials that the Board will be receiving at a BOE meeting online for the public to see. Avon already has this practice in place, so the policy is essentially catching up to what is already being done.

At this time, Dr. Carnemolla revisited the Nondiscrimination policy, as she had wanted to further discuss a portion of the wording. She mentioned that recent revisions to the policy included some language not outlined in the Shipman Model

policy, but that which the Avon Board of Education wanted to be clearly stated in the policy: “*Gender identity or expression*” includes “*transgender*” and “*gender non-conforming*” Dr. Carnemolla asked Attorney Gleason if this wording was legally acceptable, since it was not in the Shipman model. Attorney Gleason said there was nothing legally wrong with the wording, therefore it was fine to be included in the policy.

Ms. Thompson posed a follow-up question regarding the Nondiscrimination Student policy. She asked about a situation in which a minor aged student who identifies as transgender, but the student’s parents/guardians don’t acknowledge the student as transgender, what would be the school’s responsibility? Attorney Gleason said this is one of the major questions being talked about across the country and that current legal guidance from the state does not address this issue well and there is not enough information available for how to best counsel students and parents on this subject.

Dr. Carnemolla added that Avon’s practice if this situation becomes apparent, would be to work with each student on a case-by-case basis, including the student’s guidance counselor, a social worker, or whomever the student has confided in (a trusted adult) about this issue. School support staff would try to bring the student and their parents/guardians together to facilitate a conversation about the student’s transgender identity. Legal counsel would be solicited to ensure that the trusted adult is handling the matter in compliance with all laws of confidentiality and also to advise on the case itself, to ensure the outcome is beneficial to the student.

***Ms. Young made a motion to bring revised policy 9325.2 Construction of Agenda to the full board, as presented, for approval. Ms. Russo seconded. Motion passed 4-0-0***

Ms. Young thanked Attorney Gleason for joining us tonight, and Dr. Carnemolla offered to anyone to reach out if they have any further questions.

VI. Future Items for Review

Ms. Young stated that there are no items for review at this time.

VI. Adjournment

***Ms. Thej Singh motioned to adjourn the meeting at 6:50 pm, Ms. Young seconded.***

***Motion passed 4-0-0***

Minutes prepared by Christine Sardinkas, Recording Secretary

Minutes respectfully submitted by Laura Young, Policy Committee Chair

Minutes approved by Jeffrey S. Fleischman, Board Secretary

***Minutes are approved at the next Policy meeting, and any corrections to the minutes, if needed, will be made at that time.***



## DECEMBER 2023

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### NEW HIRES- CERTIFIED

12/18/2023	Elserafy, Mohanad	PGS	Grade 4 Teacher
1/2/2024	Smith, Tia	AHS	Special Ed Teacher

### NEW HIRES-NON CERTIFIED

11/27/2023	Guzallis, Laura	RBS	Teaching Assistant
12/4/2023	Arborio, Janet	AHS	Food Service Worker
11/27/2023	Guimaraes, Vera	TBS	Food Service Worker

### RESIGNATIONS

11/14/2023	Scottela, Katy	PGS	Teaching Assistant
11/30/2023	Williamson, Laura	AHS	Para Educator

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OFFICE OF THE SUPERINTENDENT OF SCHOOLS

Dr. B. Heston Carnemolla • Superintendent

34 SIMSBURY ROAD • AVON • CONNECTICUT • 06001

TEL (860) 404-4700 • FAX (860) 404-4704

bhcarnemolla@avon.k12.ct.us

Enrollment Report October 17, 2023

School	Grade	December 2022	# Sect	Average Class Size	August 2023	September 2023	October 2023	November 2023	December 2023	# Sect	Average Class Size
APS Pre-K	Pre-K	60	5	12	71	73	72	73	74	6	12.33
PGS	K	113	7	16.14	119	126	126	126	126	6	21.00
PGS	1	132	6	22.00	114	115	114	117	117	6	19.50
PGS	2	135	6	22.50	137	136	134	135	136	7	19.43
PGS	3	151	7	21.57	143	142	142	142	142	7	20.29
PGS	4	117	5	23.40	146	148	148	146	146	7	20.86
Total in School		<b>648</b>			<b>659</b>	<b>667</b>	<b>664</b>	<b>666</b>	<b>667</b>		
RBS	K	89	5	17.80	105	104	105	104	104	5	20.80
RBS	1	84	4	21.00	89	88	88	88	88	5	17.60
RBS	2	91	5	18.20	85	85	85	85	85	4	21.25
RBS	3	99	5	19.80	93	96	96	96	96	5	19.20
RBS	4	118	6	19.67	98	98	99	99	99	5	19.80
Total in School		<b>481</b>			<b>470</b>	<b>471</b>	<b>473</b>	<b>472</b>	<b>472</b>		
TBS	5	204	11	18.55	235	235	236	236	237	11	21.55
TBS	6	253	12	21.08	201	205	205	206	207	10	20.70
Total in School		<b>457</b>			<b>436</b>	<b>440</b>	<b>441</b>	<b>442</b>	<b>444</b>		
AMS	7	247			261	260	259	259	258		
AMS	8	279			249	251	253	253	253		
Total in School		<b>526</b>			<b>510</b>	<b>511</b>	<b>512</b>	<b>512</b>	<b>511</b>		
AHS	9	226			259	254	254	254	253		
AHS	10	238			220	219	219	218	218		
AHS	11	223			241	241	241	240	241		
AHS	12	235			231	226	225	224	223		
Total in School		<b>922</b>			<b>951</b>	<b>940</b>	<b>939</b>	<b>936</b>	<b>935</b>		Difference from 2022
<b>Grand Total</b>		<b>3094</b>			<b>3097</b>	<b>3102</b>	<b>3101</b>	<b>3101</b>	<b>3103</b>		<b>9</b>

121 Choice students are included in enrollment, projection and average class size figures.

27 Outplaced students were not included in enrollment counts.



AVON PUBLIC SCHOOLS  
BUDGET TRANSFER REQUEST  
2023-2024

TRANSFER # 2024- 019

	ACCOUNT NUMBER	DESCRIPTION	AMOUNT
FROM	01.6.1100.730	Equipment/Instruction/PGS	\$550.00
TOTAL			\$550.00

✓  
10/5/23

	ACCOUNT NUMBER	DESCRIPTION	AMOUNT
TO	01.6.1102.611	Instr. Supplies/Science/PGS	\$550.00
TOTAL			\$550.00

EXPLAIN THE REASON FOR THE TRANSFER:

Need to order science items in the spring: Ant Habitats, Betta Fish, & Food, Earthworms, Seeds, soil, etc.

\*\*\*NET BALANCE "TO" AND "FROM" SHOULD EQUAL ZERO.\*\*\*

	<u>10/4/23</u> DATE		
ADMINISTRATOR/DIRECTOR APPROVAL	DATE	BOARD OF EDUCATION APPROVAL	DATE
	<u>10/10/23</u> DATE		
BUSINESS MANAGER APPROVAL	DATE		
	<u>10/11/23</u> DATE		
SUPERINTENDENT APPROVAL	DATE		

AVON PUBLIC SCHOOLS  
BUDGET TRANSFER REQUEST  
2023-2024

TRANSFER #

2024- 020

	ACCOUNT NUMBER	DESCRIPTION	AMOUNT
F			
R	01.6.1112.611	Instr. Supplies/Wellness/ PGS	\$290.40
O	01.6.1111.611	Instr. Supplies/World Language/ PGS	\$252.3
M	01.6.1105.611	Instr. Supplies/Social Studies/PGS	\$12.51
	01.6.1106.611	Instr. Supplies/Music/PGS	\$51.65
	01.6.1187.611	Instr. Supplies/ELL/PGS	\$57.36
	01.6.2150.611	Instr. Supplies/Speech & Hearing/PGS	\$39.46
		TOTAL	\$476.61

✓  
✓  
BO  
10/5/23

	ACCOUNT NUMBER	DESCRIPTION	AMOUNT
T			
O	01.6.1200.611	Instr. Supplies/Special Ed./PGS	\$476.61
		TOTAL	\$476.61

EXPLAIN THE REASON FOR THE TRANSFER:

Off set a negative balance and add money for consumables for students.

\*\*\*NET BALANCE "TO" AND "FROM" SHOULD EQUAL ZERO.\*\*\*

\_\_\_\_\_  
ADMINISTRATOR/DIRECTOR APPROVAL

10/4/23  
DATE

\_\_\_\_\_  
BOARD OF EDUCATION APPROVAL

\_\_\_\_\_  
DATE

\_\_\_\_\_  
BUSINESS MANAGER APPROVAL

10/10/23  
DATE

\_\_\_\_\_  
SUPERINTENDENT APPROVAL

12/10/23  
DATE

AVON PUBLIC SCHOOLS  
BUDGET TRANSFER REQUEST  
2023 - 2024

TRANSFER # 2024 - 021

	ACCOUNT NUMBER	DESCRIPTION	AMOUNT
FROM	01.1.1102.611	Instruction Supplies/Science /AHS	\$402.91

Be  
10/12/23

TOTAL

	ACCOUNT NUMBER	DESCRIPTION	AMOUNT
TO	01.1.1308.516	Transportation/Student Activities /AHS	\$402.91

TOTAL

\$402.91

EXPLAIN THE REASON FOR THE TRANSFER:

to cover cost for the Uconn Katzenstien Distinguished Lecture

\*\*\*NET BALANCE "TO" AND "FROM" SHOULD EQUAL ZERO.\*\*\*

\_\_\_\_\_  
ADMINISTRATOR/DIRECTOR APPROVAL      10/12/23  
DATE

\_\_\_\_\_  
BOARD OF EDUCATION APPROVAL      DATE

\_\_\_\_\_  
BUSINESS MANAGER APPROVAL      10/11/23  
DATE

\_\_\_\_\_  
SUPERINTENDENT APPROVAL      10/11/23  
DATE

AVON PUBLIC SCHOOLS  
BUDGET TRANSFER REQUEST

2022-2023

OPERATIONS DEPARTMENT

TRANSFER #

2024- 022

FROM:

ACCOUNT NUMBER	DESCRIPTION	AMOUNT
01.6.2600.614	Maintenance Supplies/Plant Operations/PGS	\$ 1,700.00
01.1.2600.614	Maintenance Supplies/Plant Operations/AHS	\$ 3,000.00
TOTAL		\$ 4,700.00

✓  
11/17/23

TO:

ACCOUNT NUMBER	DESCRIPTION	AMOUNT
01.6.2600.431	HVAC Repairs/Plant Operations/PGS	\$ <u>4700</u>
TOTAL		\$ <u>4700.00</u>

EXPLAIN THE REASON FOR THE TRANSFER:

Rooftop unit stand repair

\*\*\*NET BALANCE "TO" AND "FROM" SHOULD EQUAL ZERO. ROUND TO THE NEAREST DOLLAR.\*\*\*

ADMINISTRATOR/DIRECTOR APPROVAL

DATE

BOARD OF EDUCATION

DATE

DIRECTOR OF FINANCE APPROVAL

DATE

SUPERINTENDENT APPROVAL

DATE

Nov 6

11/6/23

4/2/Nov 23

AVON PUBLIC SCHOOLS  
 BUDGET TRANSFER REQUEST  
 2022-2023

OPERATIONS DEPARTMENT

TRANSFER #

2024-023

FROM:

ACCOUNT NUMBER	DESCRIPTION	AMOUNT
01.5.2600.430	Repairs & Svcs/Maint/Plant Operations/TBS	\$ 2,000.00
01.3.2600.430	Repairs & Svcs/Maint/Plant Operations/RBS	\$ 1,000.00
01.1.2600.430	Repairs & Svcs/Maint/Plant Operations/AHS	\$ 1,000.00
<b>TOTAL</b>		<b>\$ 4,000.00</b>

*Be 11/17/23*

TO:

ACCOUNT NUMBER	DESCRIPTION	AMOUNT
01.5.2600.431	HVAC Repairs/Plant Operations/TBS	\$ 2,000.00
01.1.2600.431	HVAC Repairs/Plant Operations/AHS	\$ 1,000.00
01.3.2600.431	HVAC Repairs/Plant Operations/RBS	\$ 1,000.00
<b>TOTAL</b>		<b>\$ 4,000.00</b>

EXPLAIN THE REASON FOR THE TRANSFER:

Miscellaneous HVAC repairs

**\*\*NET BALANCE "TO" AND "FROM" SHOULD EQUAL ZERO. ROUND TO THE NEAREST DOLLAR.\*\***

ADMINISTRATOR/DIRECTOR APPROVAL

DATE

BOARD OF EDUCATION

DATE

DIRECTOR OF FINANCE APPROVAL

DATE

SUPERINTENDENT APPROVAL

DATE

*6 Nov*  
*1/18/23*  
*13 Nov 2023*

AVON PUBLIC SCHOOLS  
 BUDGET TRANSFER REQUEST  
 2022-2023

OPERATIONS DEPARTMENT

TRANSFER # 2024 024

FROM:

ACCOUNT NUMBER	DESCRIPTION	AMOUNT
01.7.2600.430	Repairs & Svcs/Maint/Plant Operations/CO	\$3,000
01.5.2600.614	Maintenance Supplies/Plant Operations/TBS	\$3,000
01.1.2600.614	Maintenance Supplies/Plant Operations/AHS	\$9,000
TOTAL		\$ 15,000.00

*B2  
11/7/23*

TO:

ACCOUNT NUMBER	DESCRIPTION	AMOUNT
01.6.2600.430	Repairs & Svcs/Maint/Plant Operations/PGS	\$ 15,000.00
TOTAL		\$ 15,000.00

EXPLAIN THE REASON FOR THE TRANSFER:

Replace water heater

\*\*\*NET BALANCE "TO" AND "FROM" SHOULD EQUAL ZERO. ROUND TO THE NEAREST DOLLAR.\*\*\*

ADMINISTRATOR/DIRECTOR APPROVAL	DATE	BOARD OF EDUCATION	DATE
<i>[Signature]</i>	<i>11/8/23</i>		
DIRECTOR OF FINANCE APPROVAL	DATE		
<i>[Signature]</i>	<i>11/8/23</i>		
SUPERINTENDENT APPROVAL	DATE		

**AVON PUBLIC SCHOOLS**  
**BUDGET TRANSFER REQUEST**  
 2023 - 2024

TRANSFER #

2024- 025

	ACCOUNT NUMBER	DESCRIPTION	AMOUNT
FROM	01.5.2400.550	Printing/Schools/TBS	\$95.00
	<b>TOTAL</b>		<b>\$95.00</b>

✓  
11/13/23

	ACCOUNT NUMBER	DESCRIPTION	AMOUNT
TO	01.5.1106.430	Repairs/Maint/Music/TBS	\$95.00
	<b>TOTAL</b>		<b>\$95.00</b>

**EXPLAIN THE REASON FOR THE TRANSFER:**

Funds are needed to repair bass fingerboard.

\*\*\*NET BALANCE "TO" AND "FROM" SHOULD EQUAL ZERO.\*\*\*

ADMINISTRATOR/DIRECTOR APPROVAL \_\_\_\_\_ DATE 11/16/2023     
 BOARD OF EDUCATION APPROVAL \_\_\_\_\_ DATE \_\_\_\_\_

BUSINESS MANAGER APPROVAL \_\_\_\_\_ DATE 11/13/23

SUPERINTENDENT APPROVAL \_\_\_\_\_ DATE 11/27/23

AVON PUBLIC SCHOOLS  
BUDGET TRANSFER REQUEST  
2023 - 2024

TRANSFER #

2024- 0210

	ACCOUNT NUMBER	DESCRIPTION	AMOUNT
FROM	01.2.1100.611	Instructional Supplies/Instruction/AMS	\$48.10
TOTAL			\$48.10

11/21/23

	ACCOUNT NUMBER	DESCRIPTION	AMOUNT
TO	01.2.1100.611	Instructional Supplies/Reading/AMS	\$48.10
TOTAL			\$48.10

EXPLAIN THE REASON FOR THE TRANSFER:

to cover increase cost for shipping on Academic Therapy publications order

\*\*\*NET BALANCE "TO" AND "FROM" SHOULD EQUAL ZERO.\*\*\*

\_\_\_\_\_  
PRINCIPAL/DIRECTOR APPROVAL      11-27-23      DATE

\_\_\_\_\_  
BOARD OF EDUCATION APPROVAL      DATE

\_\_\_\_\_  
BUSINESS MANAGER APPROVAL      11/25/23      DATE

\_\_\_\_\_  
SUPERINTENDENT APPROVAL      11/25      DATE



AVON PUBLIC SCHOOLS  
BUDGET TRANSFER REQUEST  
2022-2023

OPERATIONS DEPARTMENT

TRANSFER #

2023- 027

FROM:

ACCOUNT NUMBER	DESCRIPTION	AMOUNT
01.3.2600.430	Repairs & Svcs/Maint/Plant Operations/RBS	\$14,000
TOTAL		\$ 14,000.00

✓  
B2  
11/15/23

TO:

ACCOUNT NUMBER	DESCRIPTION	AMOUNT
01.3.2600.431	HVAC Repairs/Plant Operations/RBS	\$ 14,000.00
TOTAL		\$ 14,000.00

EXPLAIN THE REASON FOR THE TRANSFER:

Replace boiler controls and othe repairs

\*\*\*NET BALANCE "TO" AND "FROM" SHOULD EQUAL ZERO. ROUND TO THE NEAREST DOLLAR.\*\*\*

ADMINISTRATOR/DIRECTOR APPROVAL

DATE

11/15

BOARD OF EDUCATION

DATE

DIRECTOR OF FINANCE APPROVAL

DATE

11/15/23

SUPERINTENDENT APPROVAL

DATE

11/29/23

Transfer 2024-028

Transfer To		
Account #	Description	Amount
01.2.2400.110	Cert Salaries/Admin/AMS	\$ 464.10
01.2.1308.111	Cert Salaries/Teachers/Student Activity	\$ 5,205.00
01.8.1187.111	Cert Salaries/Teachers/ELL	\$ 13,625.07
01.3.2600.112	Non Cert/Plant/RBS	\$ 41,772.47
01.5.2600.112	Non Cert/Plant/TBS	\$ 5,197.89
01.6.1100.114	Non Cert/Intevention/TA/PGS	\$ 6,540.00
01.6.1200.115	Non Cert/Para/PGS	\$ 11,491.01
01.8.2700.117	Non Cert/Bus driver/DW	\$ 3,500.00
		\$ 87,795.54

Business Manager

Superintendent

Transfer From		
Account #	Description	Amount
01.3.2400.110	Cert Salaries/Admin/RBS	\$ 464.10
01.1.1241.111	Cert Salaries/Sped/AHS	\$ 18,830.07
01.1.2600.112	Non Cert/Plant/AHS	\$ 46,970.36
01.3.1100.114	Non Cert/Intevention/TA/RBS	\$ 6,540.00
01.3.1200.115	Non Cert/Para/RBS	\$ 5,000.00
01.2.1200.115	Non Cert/Para/AMS	\$ 6,491.01
01.1.1302.518	Transportation/Interscholastic athlet	\$ 3,500.00
		\$ 87,795.54
	Difference	\$ -

Board of Education

Transfer 2024-029

Transfer To			Transfer From		
Account #	Description	Amount	Account #	Description	Amount
01.8.1200.512	Transportation/Sped/Out of District	\$ 201,762.51	01.8.1200.564	Tuition Non Public/Sped	\$ 287,786.86
01.8.1200.514	Transportation/Sped/WheelChair	\$ 94,524.35	01.8.1200.560	Tuition Non Public/Sped/Summer	\$ 8,500.00
01.1.1100.442	Copier Lease/Instruction/AHS	\$ 88.72	01.1.1302.730	Equipment/Interscholastic Athletics	\$ 6,569.22
01.3.1100.442	Copier Lease/Instruction/RBS	\$ 5,521.29			
01.5.1100.442	Copier Lease/Instruction/TBS	\$ 387.49			
01.6.1100.442	Copier Lease/Instruction/PGS	\$ 571.72			
01.7.2600.532	Telecommunications/CO	\$ 5,000.00	01.8.2600.532	Telecommunications/DW	\$ 5,000.00
01.2.2600.411	Water/Sewer/Plant Operations/AMS	\$ 900.00	01.1.2600.411	Water/Sewer/Plant Operations/AHS	\$ 500.00
			01.7.2600.411	Water/Sewer/Plant Operations/CO	\$ 400.00
		\$ 308,756.08			\$ 308,756.08

Difference \$ -

Business Manager

Superintendent

Board of Education

AVON PUBLIC SCHOOLS  
BUDGET TRANSFER REQUEST  
2022-2023

OPERATIONS DEPARTMENT

TRANSFER #

2023- 030

FROM:

ACCOUNT NUMBER	DESCRIPTION	AMOUNT
01.5.2600.430	Repairs & Svcs/Maint/Plant Operations/TBS	\$ 2,000.00
01.3.2600.430	Repairs & Svcs/Maint/Plant Operations/RBS	\$ 1,000.00
01.1.2600.430	Repairs & Svcs/Maint/Plant Operations/AHS	\$ 2,000.00
<b>TOTAL</b>		<b>\$ 5,000.00</b>

TO:

ACCOUNT NUMBER	DESCRIPTION	AMOUNT
01.5.2600.431	HVAC Repairs/Plant Operations/TBS	\$ 2,000.00
01.3.2600.431	HVAC Repairs/Plant Operations/RBS	\$ 1,000.00
01.6.2600.430	Repairs & Svcs/Maint/Plant Operations/PGS	\$ 2,000.00
<b>TOTAL</b>		<b>\$ 5,000.00</b>

EXPLAIN THE REASON FOR THE TRANSFER:

Miscellaneous HVAC repairs /Startup : PM

\*\*\*NET BALANCE "TO" AND "FROM" SHOULD EQUAL ZERO. ROUND TO THE NEAREST DOLLAR.\*\*\*

ADMINISTRATOR/DIRECTOR APPROVAL \_\_\_\_\_ DATE 11/14 BOARD OF EDUCATION \_\_\_\_\_ DATE \_\_\_\_\_

DIRECTOR OF FINANCE APPROVAL \_\_\_\_\_ DATE 12/5

SUPERINTENDENT APPROVAL \_\_\_\_\_ DATE 12/14/23

AVON PUBLIC SCHOOLS  
BUDGET TRANSFER REQUEST  
2022-2023

OPERATIONS DEPARTMENT

TRANSFER #

2023- 031

FROM:

ACCOUNT NUMBER	DESCRIPTION	AMOUNT
01.1.2600.430	Repairs & Svcs/Maint/Plant Operations/AHS	\$ 5,500.00
TOTAL		\$ 5,500.00


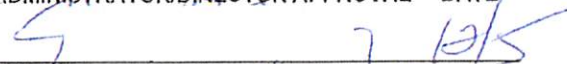
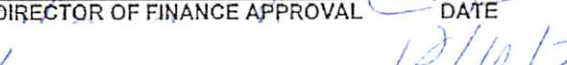
TO:

ACCOUNT NUMBER	DESCRIPTION	AMOUNT
01.6.2600.431	HVAC Repairs/Plant Operations/PGS	\$ 5,500.00
TOTAL		\$ 5,500.00

EXPLAIN THE REASON FOR THE TRANSFER:

Boiler startup/pm inspection i repairs costs

**\*\*\*NET BALANCE "TO" AND "FROM" SHOULD EQUAL ZERO. ROUND TO THE NEAREST DOLLAR.\*\*\***

	2 Dec 5 DATE	BOARD OF EDUCATION	DATE
	2/12/5 DATE		
	12/10/23 DATE		

AVON PUBLIC SCHOOLS  
 BUDGET TRANSFER REQUEST  
 2022-2023

OPERATIONS DEPARTMENT

TRANSFER # 2023- 032

FROM:

ACCOUNT NUMBER	DESCRIPTION	AMOUNT
01.1.2600.430	Repairs & Svcs/Maint/Plant Operations/AHS	\$6,500
TOTAL		\$ 6,500.00

TO:

ACCOUNT NUMBER	DESCRIPTION	AMOUNT
01.1.2600.431	HVAC Repairs/Plant Operations/AHS	\$ 6,500.00
TOTAL		\$ 6,500.00

EXPLAIN THE REASON FOR THE TRANSFER:

Miscellaneous HVAC repairs / Boiler Startup/PM

\*\*\*NET BALANCE "TO" AND "FROM" SHOULD EQUAL ZERO. ROUND TO THE NEAREST DOLLAR.\*\*\*

[Signature] ADMINISTRATOR/DIRECTOR APPROVAL      Dec 4 DATE  
 BOARD OF EDUCATION      DATE  
[Signature] DIRECTOR OF FINANCE APPROVAL      12/5/ DATE  
[Signature] SUPERINTENDENT APPROVAL      12/10/23 DATE

# Thompson Brook School

150 Thompson Road • Avon, CT 06001  
(860) 404-4870 • [www.avon.k12.ct.us](http://www.avon.k12.ct.us)



---

**To:** Dr. Bridget Carnemola  
**From:** Noam Sturm, Principal  
**Date:** October 2, 2023  
**Subject:** Request to accept donation

Dr. Carnemolla,

Thompson Brook School is requesting that the Board of Education accept the following donation:

TBS PTO	\$4400.00 for teacher purchases of supplemental classroom materials. Sarah McDonough, Treasurer.
---------	--

Total Donation:	\$4400.00
-----------------	-----------

Thank you,

*Noam Sturm* MS

Noam Sturm, Principal

Thompson Brook School PTO

150 Thompson Road  
Avon, CT 06001

Simsbury Bank and Trust Co., Inc.

Avon, CT 06001

57-235/111

2336

9-20-23

PAID TO THE ORDER OF

Thompson Brook School

\$ 4400-

four thousand four hundred

DOLLARS

EMO



*[Handwritten Signature]*  
AUTHORIZED SIGNATURE

⑈002336⑈ ⑆01110435⑆

⑆278378⑈

Security features include: Digital watermark





Dear TBS Teachers,

We hope this year is off to a great start. We so appreciate all that you do for the students to make every day positive and productive.

Historically, the PTO has given cash stipends at the start of the school year to teachers. The APS business manager recently instructed us to no longer give cash stipends, but we do not want teachers to lose out on these funds. Therefore, the PTO will be allocating \$100 for each teacher into the student activity fund. In order to access these funds, please contact Lucia in the office, and she will place your orders.

As always, we are here to help with any other ideas or needs that arise throughout the year. Please don't hesitate to contact us at any time!

With appreciation,  
Your PTO Board

Dana Wynner and Mary Wallace – Co Presidents  
Sarah McDonough – Treasurer  
Lana Vorona – Activities Director  
Kim Galati and Nicole Russo – Volunteers and  
Communications  
Erin Petrunti - Secretary

## Students

### Nondiscrimination

The Avon Board of Education (the "Board") complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of, including all academic, extra-curricular, and school-sponsored activities, on the basis of any protected characteristic (or protected class) including race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status, status as a victim of domestic violence or any other basis prohibited by state or federal law ("Protected Class"), subject to the conditions and limitations established by law. When the Board has created a limited public forum, the Board shall provide equal access to the Boy Scouts and other groups as required by law.

It is the policy of the Board that any form of discrimination or harassment on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status, or any other basis prohibited by state or federal law is prohibited an individual's actual or perceived membership in a Protected Class, whether by students, Board employees, Board members or third parties subject to the control of the Board, is prohibited in the Avon Public Schools (the "District"). The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination or harassment on the basis of protected characteristics such as race, color, religion, age,

#### **Retaliation Prohibited:**

The Board further prohibits reprisal or retaliation against any individual who reports incidents in good faith that may be a violation of this policy, or who participates in the investigation of such reports.

#### **Discrimination on the Basis of Protected Class Association Prohibited:**

Discrimination and/or harassment against any individual on the basis of that individual's association with someone in a Protected Class may also be considered a form of Protected Class discrimination and/or harassment, and is therefore prohibited by this policy.

## Students

### Nondiscrimination (continued)

#### Scope and Applicability:

Students, Board employees, Board members and community members (e.g., other individuals affiliated with the District, accessing or seeking access to District Facilities) are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

**Definitions:** The following definitions apply for purposes of this policy:

#### A. Discrimination:

With respect to students, unlawful discrimination occurs when a student is denied participation in, or the benefits of, a program or activity of the Board because of such student's actual or perceived membership in a Protected Class.

#### B. Harassment:

Harassment is a form of Protected Class discrimination that is prohibited by law and by this policy. Harassment constitutes unlawful discrimination when it creates a hostile environment, which occurs when the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by the District.

The following non-exhaustive list provides examples of the types of prohibited conduct that may be considered Protected Class harassment that can lead to a hostile environment, and are therefore prohibited by this policy:

- objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated with any Protected Class membership);
- other words or phrases commonly considered demeaning or degrading on the basis of Protected Class membership;
- display of images or symbols commonly associated with discrimination against individuals on the basis of their membership in a Protected Class;
- graphic, written or electronic communications that are harmful, or humiliating based on Protected Class membership;
- bigoted conduct or communications; or
- physical, written, electronic or verbal threats based on Protected Class membership.

## Students

### Nondiscrimination (continued)

Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.

Sexual harassment is a form of harassment that is prohibited by law and Board Policy 5145.5, Policy Regarding Title IX of the Education Amendments of 1972 – Prohibition of Sex Discrimination and Sexual Harassment (Students). For more information regarding harassment based on sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, or gender identity or expression, or veteran status, contact the District’s Title IX Coordinator at:

**Roberto Medic, Assistant Superintendent, 34 Simsbury Road,  
Avon, CT 06001 or by phone 860-404-4700**

#### C. Veteran:

For the purposes of this policy, “A veteran” means **is** any person honorably discharged from, released under honorable conditions from or released with an other than honorable discharge based on a qualifying condition from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard. “Qualifying condition” means (i) a diagnosis of post-traumatic stress disorder or traumatic brain injury made by an individual licensed to provide health care services at a United States Department of Veterans Affairs facility, (ii) an experience of military sexual trauma disclosed to an individual licensed to provide health care services at a United States Department of Veterans Affairs facility, or (iii) a determination that sexual orientation, gender identity or gender expression was more likely than not the primary reason for an other than honorable discharge, as determined in accordance with Conn. Gen. Stat. §§ 27-103(c), (d).

#### D. Gender identity or expression:

For the purposes of this policy, “Gender identity or expression” includes “transgender” and “gender non-conforming” — means **refers to** a person’s gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

## Students

### Nondiscrimination (continued)

#### E. Sexual Orientation:

Sexual orientation refers to a person's identity in relation to the gender or genders to which they are romantically, emotionally or sexually attracted, inclusive of any identity that a person (i) may have previously expressed, or (ii) is perceived by another person to hold.

#### F. Race:

For the purposes of this policy, "The term race" is inclusive of ethnic traits historically associated with race, including but not limited to, hair texture and protective hairstyles. "Protective hairstyles" includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.

#### G. Domestic Violence:

The term domestic violence means (1) a continuous threat of present physical pain or physical injury against a family or household member, as defined in Conn. Gen. Stat. § 46b-38a; (2) stalking, including but not limited to, stalking as described in Conn. Gen. Stat. § 53a-181d, of such family or household members; (3) a pattern of threatening, including but not limited to, a pattern of threatening as described in Conn. Gen. Stat. § 53a-62, of such family or household member or a third party that intimidates such family or household member; or (4) coercive control of such family or household member, which is a pattern of behavior that in purpose or effect unreasonably interferes with a person's free will and personal liberty. "Coercive control" includes, but is not limited to, unreasonably engaging in any of the following: (a) isolating the family or household member from friends, relatives or other sources of support; (b) depriving the family or household member of basic necessities; (c) controlling, regulating or monitoring the family or household member's movements, communications, daily behavior, finances, economic resources or access to services; (d) compelling the family or household member by force, threat or intimidation, including, but not limited to, threats based on actual or suspected immigration status, to (i) engage in conduct from which such family or household member has a right to abstain, or (ii) abstain from conduct that such family or household member has a right to pursue; (e) committing or threatening to commit cruelty to animals that intimidates the family or household member; or (f) forced sex acts, or threats of a sexual nature, including, but not limited to, threatened acts of sexual conduct, threats based on a person's sexuality or threats to release sexual images.

## Students

### Nondiscrimination (continued)

#### **H. Reporting to District Officials:**

It is the policy of the Board to provide for the prompt and equitable resolution of complaints alleging Protected Class discrimination or harassment.

Any student, staff member and/or parent/guardian wishing to file a complaint regarding who believes a student has experienced Protected Class discrimination or harassment may obtain a copy of or an act of retaliation or reprisal in violation of this policy should report such concern in writing to **the school principal or designee** in accordance with the Board's complaint procedures and complaint form, which are included in the Board's Administrative Regulations Regarding Non-Discrimination/Students. These regulations, which accompany Board Policy # \_\_\_\_\_ ~~[Insert Policy # for Students/Non-Discrimination Policy]~~ this policy and are available online at [www.avon.k12.ct.us](http://www.avon.k12.ct.us) or upon request from the main office of any district school. District school. Students are encouraged to immediately report concerns about Protected Class discrimination, harassment, or retaliation.

**Students may make verbal or written reports about Protected Class discrimination, harassment, or retaliation to any school employee.**

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex, gender identity, sexual orientation, disability, or pregnancy pregnancy, or gender identity or expression, such complaints will be handled under other appropriate policies (e.g., in accordance with the procedures set forth in Board Policy #5145.5 Students/Policy Regarding Title IX of the Educational Amendments of 1972 - Prohibition of Sex Discrimination and Sexual Harassment; (Students). Complaints involving allegations of discrimination or harassment of a student based on disability will be addressed in accordance with the procedures set forth in Board Policy #5145 Section 504/ADA)- (Students). In the event reported conducted allegedly violates more than one policy, the Board will coordinate any investigation in compliance with the applicable policies.

#### **Mandatory Staff Reporting for Student Incidents:**

District employees are required to report incidents of alleged student-to-student and employee-to-student discrimination, harassment or retaliation that may be based on a Protected Class when District employees witness such incidents or when District employees receive reports or information about such incidents, whether such incidents are verbal or physical or amount to discrimination, harassment or retaliation in other forms. Reports should be made to any District Administrator or:  
**Mr. Roberto Medic, Asst. Superintendent.**

## Students

### Nondiscrimination (continued)

#### Remedial Action:

If the District makes a finding of discrimination, harassment or retaliation of a student, the District will take remedial action designed to:

- A. eliminate the discriminatory/harassing/retaliatory conduct
- B. prevent its recurrence, and
- C. address its effects on the complainant and any other affected individuals.

Examples of appropriate action may include, but are not limited to:

- A. In the case of a student respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, discipline (including but not limited to suspension and/or expulsion), educational interventions, exclusion from extra-curricular activities and/or sports programs, and/or referral to appropriate state or local agencies;
- B. In the case of an employee respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, supervisor notification, discipline (including possible termination of employment), training, and/or referral to appropriate state or local agencies;
- C. In the case of respondent who is otherwise associated with the school community, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, exclusion from school property and/or activities and/or referral to appropriate state or local agencies;
- D. Follow-up inquiries with the complainant and witnesses to ensure that the discriminatory/harassing conduct has stopped and that they have not experienced any retaliation;
- E. Supports for the complainant; and
- F. Training or other interventions for the larger school community designed to ensure that students, staff, parents, Board members and other individuals within the school community understand the types of behavior that constitute discrimination/harassment, that the District does not tolerate it, and how to report it.

District staff members and administrators will work with students and parents/guardians to take steps designed to prevent acts of discrimination, harassment and retaliation.

## Students

### Nondiscrimination (continued)

#### Reporting to State and Federal Agencies

In addition to reporting to the Board, any student and/or parent/guardian also may file a complaint with the following agencies:

Office for Civil Rights, U.S. Department of Education (“OCR”):

*Office for Civil Rights, Boston Office  
U.S. Department of Education  
8th Floor  
5 Post Office Square  
Boston, MA 02109-3921  
(617-289-0111)  
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>*

Connecticut Commission on Human Rights and Opportunities:

*Connecticut Commission on Human Rights and Opportunities  
450 Columbus Blvd.  
Hartford, CT 06103-1835  
(860-541-3400 or Connecticut Toll Free Number 1-800-477-5737)*

Questions/Requests for Accommodation:

Any parent, student, staff member, Board member or community member who:

1. Has questions or concerns about this policy, or its accompanying regulations;
2. wishes to request or discuss accommodations for a student based on religion, and/or who would like a copy of the Board’s complaint procedures or complaint forms related to claims of discrimination or harassment, may contact:

**Mr. Roberto Medic, Asst. Superintendent**  
**34 Simsbury Road, Avon, CT 06001**  
**[rmedic@avon.k12.ct.us](mailto:rmedic@avon.k12.ct.us)**

Anyone Any parent, student, staff member, Board member or community member who has questions or concerns about the Board’s policies regarding discrimination or harassment of students on the basis of gender/sex, gender identity, pregnancy or sexual orientation may contact the District’s Title IX Coordinator:

**Mr. Roberto Medic, Asst. Superintendent**  
**34 Simsbury Road, Avon, CT 06001**  
**[rmedic@avon.k12.ct.us](mailto:rmedic@avon.k12.ct.us)**



## Students

### Nondiscrimination (continued)

**Any parent, student, staff member, Board member or community member who:**

1. ~~Anyone who has~~ **specific** questions or concerns about the Board's policies regarding discrimination ~~or harassment~~ on the basis of disability, ~~and/or who may wish to request or discuss accommodations for a disability,~~ **applicable to students; OR**
  2. wishes to request an accommodation for a student on the basis of disability
- may contact the District's Section 504/ADA Coordinator:

**Ms. Tiffany Fox, Director of Pupil Services**  
**34 Simsbury Road, Avon, CT 06001**  
**tfox@avon.k12.ct.us**

### Legal References:

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.  
 Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, et seq.  
 Boy Scouts of America Equal Access, 20 U.S.C. § 7905  
 Americans with Disabilities Act, 42 U.S.C. § 12101, et seq.  
 Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, et seq.  
 Connecticut General Statutes § 1-1n, "Gender Identity or Expression" defined  
 Connecticut General Statutes § 10-15c  
 Connecticut General Statutes § 27-103  
 Connecticut General Statutes § 46a-51, Definitions  
 Connecticut General Statutes § 46a-58, Deprivation of rights  
**Connecticut General Statutes § 46b-1, Family relations matters and domestic violence defined**  
 Public Act No. 23-145, **"An Act Revising the State's Antidiscrimination Statutes"**

Policy adopted: February 15, 2022

Policy revised: May 16, 2023

Policy revised:

AVON PUBLIC SCHOOLS  
 Avon, Connecticut

## Students Nondiscrimination

It is the policy of the The Avon Board of Education (the "Board") that any form of discrimination or harassment complies with all laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities, on the basis of any protected characteristics such as characteristic (or protected class) including race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status, status as a victim of domestic violence or any other basis prohibited by state or federal law ("Protected Class"), subject to the conditions and limitations established by law.

It is forbidden the policy of the Board that any form of discrimination or harassment on the basis of an individual's actual or perceived membership in a Protected Class, whether by students, Board employees, Board members or third parties subject to the control of the Board, is prohibited in the Avon Public Schools (the "District"). Students, Board employees, Board members and third parties are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging any Protected Class discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status. The District will investigate both formal and informal complaints of discrimination, harassment or retaliation.

Although not an exhaustive list, the following are examples of the type of conduct that may be considered Protected Class harassment and can lead to a hostile environment, and are therefore prohibited:

- objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated with any Protected Class membership);
- other words or phrases commonly considered demeaning or degrading on the basis of Protected Class membership;
- display of images or symbols commonly associated with discrimination against individuals on the basis of their membership in a Protected Class;
- graphic, written or electronic communications that are harmful, or humiliating based on Protected Class membership;
- bigoted conduct or communications; or
- physical, written, electronic or verbal threats based on Protected Class membership.

## Students

### Nondiscrimination (continued)

Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.

Any student, staff member and/or parent/guardian wishing to file a complaint regarding who believes a student has experienced Protected Class discrimination or harassment may obtain a copy of an act of retaliation or reprisal in violation of Board policy should report such concern in writing to **MR. Roberto Medic, Avon Public Schools, 34 Simsbury Road, Avon, CT 06001** in accordance with the Board's complaint procedures and complaint form which are included in the Board's these Administrative Regulations Regarding Non-Discrimination/Students. These regulations accompany Board Policy # \_\_\_\_\_ ~~[Insert Policy # for Students/Non-Discrimination Policy]~~ and are available online at ~~[Insert website address for Board policies]~~ or upon request from the main office of any district school.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex, gender identity, sexual orientation, disability, or pregnancy/pregnancy, or gender identity or expression, such complaints will be handled under other appropriate policies (e.g., in accordance with the procedures set forth in Board Policy #5145.5 Students/Policy Regarding Title IX of the Educational Amendments of 1972 - Prohibition of Sex Discrimination and Sexual Harassment; (Students). Complaints involving allegations of discrimination or harassment based on disability will be addressed in accordance with the procedures set forth in Board Policy # 5145 Section 504/ADA). (Students). In the event reported conducted allegedly violates more than one policy, the Board will coordinate any investigation in compliance with the applicable policies.

All other complaints by a student or parents/guardians alleging discrimination or harassment against a student on the basis of the protected characteristics listed herein should file a written complaint with:

~~[INSERT HERE THE NAMES AND CONTACT INFORMATION OF APPROPRIATE SCHOOL PERSONNEL]~~

Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints. The District will investigate such complaints promptly and equitably, and will take corrective action when allegations are verified.

The District will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of harassment or discrimination on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry,

## Students

### Nondiscrimination (continued)

~~disability, pregnancy, gender identity or expression, or veteran status~~ Protected Class discrimination or harassment. The Board further prohibits reprisal or retaliation against any individual who participates in the investigation of reports of alleged Protected Class harassment/discrimination. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

The District will periodically provide staff development for District administrators and periodically distribute ~~this~~ the Non-Discrimination policy and the implementing administrative regulations to staff employees and students in an effort to maintain an environment free of harassment and discrimination and harassment.

### Complaint Procedure

~~As soon as a student feels that he or she has been subjected to discrimination or harassment on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status, he/she~~ As soon as a student feels that they, or another student has been subjected to Protected Class discrimination or harassment, the individual should make a written complaint to the building principal, or designee.

~~If the complaint being filed is against~~ Complaints pertaining to the Superintendent, the complaint should be filed with the Board Chair, who will. Complaints pertaining to any Board members other than the Board Chair should be filed with the Board Chair. Complaints pertaining to the Board Chair should be filed with the Board Vice Chair. In all cases, the individual receiving the complaint shall take appropriate steps, such as retaining an independent investigator, to cause the matter to be investigated in a manner consistent with the Board's non-discrimination policy and regulation. If either the Superintendent or any other party to the complaint involving the Superintendent or a Board member is not satisfied with the findings and conclusions of the investigation, within (30) calendar days of receiving the findings, such party may present the complaint and written outcome to the Board Chair (or, if presented by the Board Chair, the Board Vice Chair), who will take appropriate steps, such as retaining an independent investigator different from the investigator who investigated the complaint, to cause the matter to be reviewed in a manner consistent with the Board's non-discrimination policy and regulation.

The student and/or parent/guardian will be provided a copy of the Board's policy and regulation and made aware of the student's rights under this policy and regulation. In the event the building principal or designee receives a complaint alleging discrimination or

**5145.4(d)**  
**Regulation**

**Students**

**Nondiscrimination (continued)**

harassment based on ~~gender/sex, gender identity~~, sexual orientation, ~~disability or pregnancy,~~ or gender identity or expression, the building principal or designee shall follow the procedures identified in the appropriate Board policies ~~((e.g., Board Policy 5145.5, Policy Regarding Title IX of the Educational Amendments of 1972 – Prohibition of Sex Discrimination and Sexual Harassment (Students));~~. In the event building principal or designee receives a complaint alleging discrimination or harassment based on disability, the building principal or designee shall follow the procedures identified in Board Policy #5145.5, Section 504/ADA (Students);, where applicable, rather than the complaint procedures provided in this policy.

The complaint should state the:

- A. Name of the complainant,
- B. Date of the complaint,
- C. Date(s) of the alleged harassment/discrimination,
- D. Name(s) of the harasser(s) or discriminator(s),
- E. Location where such harassment/discrimination occurred,
- F. Names of any witness(es) to the harassment/discrimination,
- G. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and
- H. Proposed remedy.

Any student and/or parent/guardian who makes an oral complaint of ~~harassment or~~ discrimination or harassment to any of the above-mentioned personnel will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If a student (or individual acting on behalf of the student) is unable to make a written complaint, the administrator receiving the oral complaint will either reduce the complaint to writing or assist the student (individual acting on behalf of the student) in completing the written complaint form.

## Students

### Nondiscrimination (continued)

All complaints are to be forwarded immediately to the Superintendent or designee. Upon receipt of a complaint alleging harassment or discrimination or harassment under this complaint procedure, the Superintendent shall designate a District administrator (or other trained individual) to promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the individual alleged to have experienced Protected Class discrimination and/or harassment (the “complainant”), the reporter (if different from the complainant) the alleged harasser/discriminator/harasser (“respondent”) and any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and/or other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible to the extent consistent with principles of due process, as determined by the investigator.

Upon receipt of a written complaint of discrimination or harassment, the investigator should:

1. Offer to meet with the complainant (and respondent, if applicable) within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants, the complexity of the investigation, and/or other extenuating circumstances) to discuss the nature of the complaint, discuss the availability of interim measures, identify individuals the complainant or respondent believes has relevant information, and obtain any relevant documents the complainant or respondent may have;
2. Provide the complainant (and respondent, if applicable) with a copy of the Board’s non-discrimination policy and accompanying regulations;
- ~~3. Investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;~~
1. ~~4. Conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis for of the complaint, including, as applicable, conducting interviews with the parties to the complaint and any relevant witnesses or other individuals with information and review of documents deemed relevant to the complaint;~~
2. Review any records, notes, statements, or other documents relevant to the complaint;

## Students

### Nondiscrimination (continued)

3. Maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;
4. Complete a final investigation report that includes: (i) a findings of fact based on the evidence gathered; (ii) for each allegation, the conclusion(s) and reasoning(s) as to whether the discrimination or harassment occurred; and (iii) for any individual(s) found to have engaged in discrimination or harassment, a broad statement of consequences imposed (to the extent permitted by state and federal confidentiality requirements) (i.e. "Consequences were imposed.").
5. ~~6-~~Communicate the outcome of the investigation in writing to the complainant (and respondent, if applicable) (to the extent permitted by state and federal confidentiality requirements), within thirty (30) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants, the complexity of the investigation, and/or other extenuating circumstances) from the date the complaint was received by the Superintendent's office. The complainant (and respondent, if applicable) shall be notified of any extension of the investigation timeline. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the District will remedy the discrimination or harassment, adhering to the requirements of state and federal law;
6. ~~7-~~If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of employees and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant (and respondent, if applicable) will receive notice and interim measures may be implemented as necessary (see sub-paragraph 6);
7. ~~8-~~Whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the discrimination or harassment. Corrective action should include steps designed to avoid continuing discrimination or harassment;
8. ~~9-~~If ~~the~~ a complainant ~~(and/or~~ **or** a respondent, ~~if applicable)~~ is not satisfied with the findings and conclusions of the investigation, the complainant (and/or respondent, if applicable) may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings. Upon review of a written request from the complainant (and/or respondent, if applicable), the Superintendent

## Students

### Nondiscrimination (continued)

shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and complainant (and/or respondent, if applicable), a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent shall provide written notice to the complainant (and respondent, if applicable) of the proposed actions within ~~fifteen~~thirty (1530) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants, the complexity of the investigation, and/or other extenuating circumstances) following the receipt of the written request for review.

If the District makes a finding of discrimination, harassment or retaliation, the District will take appropriate remedial action designed to 1) eliminate the discriminatory/harassing conduct, 2) prevent its recurrence, and 3) address its effects on the complainant and any other affected individuals. Examples of appropriate action may include:

- (a) Interventions for the individual who engaged in the discrimination/harassment, such as parent/guardian notification, discipline, or counseling.
- (b) Interventions for the complainant, such as counseling, academic support, and information on how to report further incidents of discrimination.
- (c) Separating the complainant and the individual who engaged in the discrimination/harassment, provided the separation does not penalize the complainant.
- (d) Follow-up inquiries with the complainant and witnesses to ensure that the discriminatory/harassing conduct has stopped and that they have not experienced any retaliation.
- (e) Training or other interventions for the larger school community to ensure that students, staff, and parents understand the types of behavior that constitute discrimination/harassment, that the District does not tolerate it, and how to report it.

Any student and/or parent/guardian also may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Boston Office  
U.S. Department of Education  
8th Floor  
5 Post Office Square  
Boston, MA 02109-3921  
(617-289-0111)  
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>



**Students**

**Nondiscrimination (continued)**

Any student and/or parent/guardian may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities  
450 Columbus Blvd.  
Hartford, CT 06103-1835  
(860-541-3400 or Connecticut Toll Free Number 1-800-477-5737)

Anyone who has questions or concerns about these regulations, and/or who may wish to request or discuss accommodations based on religion, may contact:

**Mr. Roberto Medic, 34 Simsbury Road, Avon, CT 06001, rmedic@avon.k12.ct.us**

Anyone who has questions or concerns about the Board's policies regarding discrimination or harassment on the basis of gender/sex, gender identity, or sexual orientation may contact the Board's Title IX Coordinator:

**Mr. Roberto Medic, Assistant Superintendent, rmedic@avon.k12.ct.us**

Anyone who has questions or concerns about the Board's policies regarding discrimination or harassment on the basis of disability, and/or who may wish to request or discuss accommodations for a disability, may contact the Board's Section 504/ADA Coordinator:

**Ms. Tiffany Fox, Pupil Personnel Director, tfox@avon.k12.ct.us**

Regulation approved: February 15, 2022

Regulation revised: May 13, 2023

Regulation revised:

AVON PUBLIC SCHOOLS

Avon, Connecticut

**DISCRIMINATION/HARASSMENT COMPLAINT FORM**

**(For complaints based on race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status, or status as a victim of domestic violence)**

Name of the complainant \_\_\_\_\_

Date of the complaint \_\_\_\_\_

Date of the alleged discrimination/harassment \_\_\_\_\_

Name or names of the discriminator(s) or harasser(s) \_\_\_\_\_

\_\_\_\_\_

Location where such discrimination/harassment occurred \_\_\_\_\_

\_\_\_\_\_

Name(s) of any witness(es) to the discrimination/harassment

Detailed statement of the circumstances constituting the alleged discrimination or harassment

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Proposed remedy \_\_\_\_\_

## 4218.11 Personnel - Certified/Non-Certified

### Nondiscrimination

#### **Protected Class Discrimination Prohibited:**

The Avon Board of Education (the "Board") will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, religion, color, national origin, ancestry, sex, sexual orientation, alienage, marital status, age, disability (including pregnancy), veteran status, genetic information, or gender identity or expression, status as a victim of domestic violence, or any other basis prohibited by state or federal law ("Protected Class") except in the case of a bona fide occupational qualification.

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability (including pregnancy), genetic information, veteran status or gender identity or expression, or any other basis prohibited by state or federal law is prohibited, an individual's actual or perceived membership in a Protected Class, whether by students, Board employees, Board members, or third parties subject to the control of the Board is prohibited in the Avon Public Schools (the "District"). The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, religion, color, national origin, ancestry, sex, sexual orientation, marital status, age, disability (including pregnancy), veteran status, genetic information, or gender identity or expression.

#### **Discrimination on the Basis of Erased Criminal History Prohibited:**

The Board will not discriminate against any employee or applicant for employment solely on the basis of the individual's erased criminal history record information, as defined in Conn. Gen. Stat. § 46a-80a.

#### **Retaliation Prohibited:**

The Board further prohibits reprisal or retaliation against any individual who reports incidents in good faith that may be a violation of this policy, or who participates in the investigation of such reports.

#### **Discrimination on the Basis of Protected Class Association Prohibited:**

Discrimination and/or harassment against any individual on the basis of that individual's association with someone in a Protected Class may also be considered a form of Protected Class discrimination and/or harassment and is therefore prohibited by this policy.

#### **Scope and Applicability:**

Students, Board employees, Board members and community members (e.g., other individuals affiliated with the District, accessing or seeking access to the District facilities) are expected to adhere to the standard of conduct that is respectful of the rights of all members of the school community.

It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging Protected Class discrimination or harassment. The District will investigate both formal and informal complaints of discrimination, harassment, or retaliation.

## 4218.11 Personnel - Certified/Non-Certified

### Nondiscrimination

#### Definitions:

The following definitions apply for purposes of this policy:

#### A. Discrimination

It is illegal for employers to treat employees differently in relation to hiring, discharging, compensating, or providing the terms, conditions, and privileges of employment because of such employee's actual or perceived membership in a Protected Class.

#### B. Harassment

Harassment is a form of Protected Class discrimination that is prohibited by law and by this policy. Harassment is unwelcome conduct that is based on an employee's actual or perceived membership in a Protected Class. Harassment constitutes unlawful discrimination when 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile or abusive.

The following non-exhaustive list provides examples of the types of prohibited conduct that may be considered Protected Class harassment that can lead to an intimidating, hostile, or abusive environment, and are therefore prohibited by this policy:

- Objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated with any Protected Class membership);
- Other words or phrases commonly considered demeaning or degrading on the basis of Protected Class membership;
- Display of images or symbols commonly associated with discrimination against individuals on the basis of their membership in a Protected Class;
- Graphic, written or electronic communication that are harmful or humiliating based on Protected Class membership;
- Bigoted conduct or communications; or
- Physical, written, electronic or verbal threats based on Protected Class membership

Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.

Sexual harassment is a form of harassment that is prohibited by law and Board policy 4000.1, Policy regarding prohibition of Sex Discrimination and Sexual Harassment in the Workplace (Personnel). For more information regarding harassment based on sex, sexual orientation or gender identity or expression, contact the District's Title IX Coordinator at:

**Roberto Medic 860-404-4700 [rmedic@avon.k12.ct.us](mailto:rmedic@avon.k12.ct.us)**

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### Nondiscrimination

#### C. Genetic information

For the purposes of this policy, “genetic information” means the information about genes, gene products, or inherited characteristics that may derive from an individual or a family member. “Genetic information” may also include an individual’s family medical history, the results of an individual’s or family member’s genetic tests, the fact that an individual or an individual’s family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual’s family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

#### D. Veteran

For the purposes of this policy, A “veteran” means is any person honorably discharged from, or released under honorable conditions from or released with other than honorable discharge based on a qualifying condition from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard. “Qualifying condition” means (A) a diagnosis of post-traumatic stress disorder or traumatic brain injury made by an individual licensed to provide health care services at a United States Department of Veterans Affairs facility, (B) an experience of military sexual trauma disclosed to an individual licensed to provide health care services at a United States Department of Veterans Affairs facility, or (C) a determination that sexual orientation gender identity, or gender expression was more likely than not the primary reason for an other than honorable discharge, as determined in accordance with Conn. Gen. Stat. 27-103 (c), (d).

#### E. Sexual Orientation

Sexual orientation refers to a person’s identity in relation to the gender or genders to which they are romantically, emotionally or sexually attracted, inclusive of any identity that a person (i) may have previously expressed, or (ii) is perceived by another person to hold.

#### F. Gender Identity or expression

For the purposes of this policy, “Gender identity or expression” includes “transgender” and “gender non-conforming” and means refers to a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

#### G. Race

The term “race” is inclusive of ethnic traits historically associated with race, including but not limited to, hair texture and protective hairstyles. “Protective hairstyles” includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locks, twists, Bantu knots, afros and afro puffs.

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### Nondiscrimination

#### H. Domestic Violence

The term domestic violence means (1) a continuous threat of present physical pain or physical injury against a family or household member, as defined in Conn. Gen. Stat. § 46b-38a; (2) stalking, including but not limited to, stalking as described in Conn. Gen. Stat. § 53a-181d, of such family or household members; (3) a pattern of threatening, including but not limited to, a pattern of threatening as described in Conn. Gen. Stat. § 53a-62, of such family or household member or a third party that intimidates such family or household member; or (4) coercive control of such family or household member, which is a pattern of behavior that in purpose or effect unreasonably interferes with a person's free will and personal liberty. "Coercive control" includes, but is not limited to, unreasonably engaging in any of the following: (a) isolating the family or household member from friends, relatives or other sources of support; (b) depriving the family or household member of basic necessities; (c) controlling, regulating or monitoring the family or household member's movements, communications, daily behavior, finances, economic resources or access to services; (d) compelling the family or household member by force, threat or intimidation, including, but not limited to, threats based on actual or suspected immigration status, to (i) engage in conduct from which such family or household member has a right to abstain, or (ii) abstain from conduct that such family or household member has a right to pursue; (e) committing or threatening to commit cruelty to animals that intimidates the family or household member; or (f) forced sex acts, or threats of a sexual nature, including, but not limited to, threatened acts of sexual conduct, threats based on a person's sexuality or threats to release sexual images

### II. Reporting to District Officials

It is the policy of the Board to provide for the prompt and equitable resolution of complaints alleging Protected Class discrimination or harassment.

Any employee wishing to file a complaint regarding who believes they or another employee has experienced Protected Class discrimination may obtain a copy of or an act of retaliation or reprisal in violation of this policy should report such concern in writing to Roberto Medic, 34 Simsbury Road, Avon, CT 06001, in accordance with the Board's complaint procedures and complaint form which are included in the Board's Administrative Regulations Regarding Non-Discrimination/Personnel These regulations which accompany Board Policy # 4118.11 this policy is available online at [www.avon.k12.ct.us](http://www.avon.k12.ct.us) or upon request from the main office of any District school.

Employees are encouraged to report incidents of alleged Protected Class discrimination, harassment, or retaliation immediately.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex, gender identity, sexual orientation, disability or pregnancy, pregnancy, or gender identity or expression, such complaints will be handled under other appropriate policies (e.g., in accordance with the procedures set forth in Board Policy # 4000.1 Policy Regarding Prohibition of Sex Discrimination and Sexual Harassment in the Workplace (Personnel).

If a complaint involves allegations of discrimination or harassment based on disability, such complaints will be addressed in accordance with the procedures set forth in policy #

## 4218.11 Personnel - Certified/Non-Certified

### Nondiscrimination

In the event conduct reported as Protected Class discrimination and/or harassment allegedly violates more than one policy, the Board will coordinate any investigation in compliance with the applicable policies.

#### **Mandatory Staff Reporting for Student Incidents:**

District employees are required to report incidents of alleged student-to-student and employee-to-student discrimination, harassment or retaliation that may be based on a Protected Class, when District employees witness such incidents or when District employees receive reports or information about such incidents, whether such incidents are verbal or physical or amount to discrimination, harassment or retaliation in other forms. Reports should be made to any District administrator or to:

**Roberto Medic, 34 Simsbury Road, Avon, CT 06001**

#### **Remedial Action:**

If the District makes a finding of discrimination, harassment or retaliation, the District will take remedial action designed to:

- A. eliminate the discriminatory/harassing/retaliatory conduct
- B. prevent its recurrence, and
- C. address its effects on the complainant and any other affected individuals.

Examples of appropriate action may include, but are not limited to:

Examples of appropriate action may include, but are not limited to:

- A. In the case of a student respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, discipline (including but not limited to suspension and/or expulsion), educational interventions, exclusion from extra-curricular activities and/or sports programs, and/or referral to appropriate state or local agencies;
- B. In the case of an employee respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, supervisor notification, discipline (including possible termination of employment), training, and/or referral to appropriate state or local agencies;
- C. In the case of respondent who is otherwise associated with the school community, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, exclusion from school property and/or activities and/or referral to appropriate state or local agencies;
- D. Follow-up inquiries with the complainant and witnesses to ensure that the discriminatory/harassing conduct has stopped and that they have not experienced any retaliation;
- E. Supports for the complainant; and
- F. Training or other interventions for the larger school community designed to ensure that students, staff, parents, Board members and other individuals within the school community understand the types of behavior that constitute discrimination/harassment, that the District does not tolerate it, and how to report it.

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### Nondiscrimination

#### Reporting to State and Federal Agencies:

Any In addition to reporting to the Board, any employee may also file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Boston Office

U.S. Department of Education

8th Floor

5 Post Office Square

Boston, MA 02109- 3921

(617) 289-0111

<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Employees may also file a complaint regarding employment discrimination with the Equal Employment Opportunity Commission:

Equal Employment Opportunity Commission, Boston Area Office

John F. Kennedy Federal Building

475 Government Center

Boston, MA 02203

(800-669-4000)

Employees may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities

450 Columbus Blvd.

Hartford, CT 06103-1835

(800-477-5737)

#### Questions/Requests for Accommodation:

Any employee who:

1. has questions or concerns about this policy or its accompanying regulations;
2. Anyone who has questions or concerns about this policy, and/or who may wish wishes to request or discuss accommodations based on religion, OR, and/or who
3. would like a copy of the Board's complaint procedures or complaint forms related to claims of discrimination or harassment, may contact: should contact the following District Official:

**Roberto Medic, Assistant Superintendent, 34 Simsbury Road, Avon, CT 06001 or by phone at 860-404-4700.**

Any employee who has questions or concerns about the Board's policies regarding discrimination or harassment on the basis of gender/sex, gender identity, or sexual orientation/ pregnancy/gender identity or expression applicable to employees should may contact the District's Title IX Coordinator:

**Roberto Medic, Assistant Superintendent, 34 Simsbury Road, Avon, CT 06001 or by phone at 860-404-4700.**



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### Nondiscrimination

#### Any employee who:

1. has specific questions or concerns about the Board's policies regarding discrimination or harassment on the basis of disability and/or who may wish to request or discuss accommodations for a disability may applicable to employees; OR
2. wishes to request an accommodation on the basis of disability

should contact the District's Section 504/ADA Coordinator:

**Tiffany Fox, Director of Pupil Services, 34 Simsbury Road, Avon, CT 06001 or by phone at 860-404-4700.**

#### Legal References:

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq.

Age Discrimination in Employment Act, 29 U.S.C. § 621

Americans with Disabilities Act, 42 U.S.C. § 12101

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794

Title II of the Genetic Information Nondiscrimination Act of 2008,

Pub.L.110-233, 42 U.S.C. § 2000ff; 29 CFR 1635.1 et seq.

Connecticut General Statutes § 10-153. Discrimination on basis of sex, gender or expression or marital status prohibited

Connecticut General Statutes § 27-103

**Connecticut General Statutes 31-51i**

Connecticut Fair Employment Practices Act, Connecticut General Statutes § 46a-60

~~Connecticut General Statutes § 46a-81a Discrimination on basis of sexual orientation: Definitions~~

**Connecticut General Statutes 46a-80a**

Connecticut General Statutes § 46a-81c Sexual orientation discrimination: Employment.

**Connecticut General Statutes 46b-1. Family relations matters and domestic violence defined.**

Public Act 17-127, An Act Concerning Discriminatory Practices Against Veterans, Leaves of Absence for National Guard Members, Application for Certain Medicaid Programs, and Disclosure of Certain Records to Federal Military Law Enforcement.

~~Public Act No 23-145, "An Act Concerning Online Dating Operators, the creation of a Grant Program to Reduce Occurrences of Online Abuse and the Provision of Domestic Violence Training and Protections for Victims of Domestic Violence. Revising the State's Antidiscrimination Statutes~~

Policy adopted: February 15, 2022

Policy revised: May 16, 2023

Policy revised:

AVON PUBLIC SCHOOLS  
Avon, Connecticut

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**ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION  
COMPLAINTS (PERSONNEL)**

It is the policy of the The Avon Board of Education will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) that any form of discrimination or harassment on the basis of protected characteristics such as race, religion, color, national origin, ancestry, sex, sexual orientation, alienage, marital status, age, disability, pregnancy, veteran status, genetic information, or gender identity or expression is forbidden, status as a victim of domestic violence, or any other basis prohibited by state or federal law ("Protected Class"), except in the case of a bona fide occupational qualification.

It is the policy of the Board that any form of discrimination or harassment on the basis of an individual's actual or perceived membership in a Protected Class, whether by students, Board employees, Board members or third parties subject to the control of the Board, is prohibited in the Avon Public Schools (the "District"). Students, Board employees, Board members and third parties are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

**Discrimination on the Basis of Erased Criminal History Prohibited:**

It is also the express policy of the Board to provide for the prompt and equitable resolution of complaints alleging any Protected Class discrimination, or harassment on the basis of protected characteristics such as race, religion, color, national origin, ancestry, sex, sexual orientation, marital status, age, disability (including pregnancy), veteran status, genetic information, or gender identity or expression. The District will investigate both formal and informal complaints of discrimination, harassment or retaliation.

**Retaliation Prohibited:**

The Board further prohibits reprisal or retaliation against any individual who reports incidents in good faith that may be a violation of this policy, or who participated in the investigation of such reports.

The District will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of Protected Class discrimination or harassment. Any such reprisals or retaliation may result in disciplinary action against the retaliator, and other corrective actions as appropriate.

**Discrimination on the Basis of Protected Class Association Prohibited:**

Discrimination and/or harassment against any individual on the basis of that individual's association with someone in a Protected Class may also be considered a form of Protected Class discrimination and/or harassment.

## Personnel - Certified/Non-Certified

### Scope and Applicability:

Students, Board employees, Board members and community members (e.g. other individuals affiliated with the District, accessing or seeking access to District facilities) are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging Protected Class discrimination or harassment. The District will investigate both formal and informal complaints of discrimination, harassment, or retaliation.

The following non-exhaustive list provides examples of the type of prohibited conduct that may be considered Protected Class harassment that can lead to a hostile environment, and are therefore prohibited:

- objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated with any Protected Class membership);
- other words or phrases commonly considered demeaning or degrading on the basis of Protected Class membership;
- display of images or symbols commonly associated with discrimination against individuals on the basis of their membership in a Protected Class;
- graphic, written or electronic communications that are harmful, or humiliating based on Protected Class membership;
- bigoted conduct or communications; or
- physical, written, electronic or verbal threats based on Protected Class membership.

Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.

### Reporting to District Officials:

It is the policy of the Board to provide for the prompt and equitable resolution of complaints alleging Protected Class discrimination or harassment.

Employees are encouraged to report incidents of alleged Protected Class discrimination, harassment, or retaliation immediately.

Any employee who believes they or another employee has experienced Protected Class discrimination or harassment or an act of retaliation or reprisal in violation of Board policy should report such concern in writing to Roberto Medic, [rmedic@avon.k12.ct.us](mailto:rmedic@avon.k12.ct.us) or 34 Simsbury Road, Avon, CT 06001 in accordance with the Board's complaint procedures included in these Administrative

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### Regulations Regarding Non-Discrimination/Personnel.

If a complaint involves allegations of discrimination or harassment based on ~~reasons such as gender/sex, gender identity, sexual orientation, disability or pregnancy, pregnancy, or gender identity or expression, such complaints will be handled under other appropriate policies (e.g., in accordance with the procedures set forth~~ in Board Policy # 4000.1 Policy Regarding Prohibition of Sex Discrimination and Sexual Harassment in the Workplace (Personnel).

If a complaint involves allegations of discrimination or harassment based on disability, such complaints will be addressed in accordance with the procedures set forth in policy #

In the event conduct reported as Protected Class discrimination and/or harassment allegedly violates more than one policy, the Board will coordinate any investigation in compliance with the applicable policies.

### Mandatory Staff Reporting for Student Incidents:

District employees are required to report incidents of alleged student-to-student and employee-to-student discrimination, harassment or retaliation that may be based on a Protected Class when District employees witness such incidents or when District employees receive reports or informatino abut such incidents, whethere such incidents are verbal or physical or amount of discrimination, harassment or retaliation in other forms. Reports should be made to any District administrator or to:

Mr. Roberto Medic, Assistant Superintendent [rmedic@avon.k12.ct.us](mailto:rmedic@avon.k12.ct.us)

Preferably, complaints should be filed within thirty (30) calendar days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints. The District will investigate such complaints promptly and equitably, and will take corrective action when allegations are verified.

~~The District will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of harassment or discrimination on the basis of race, religion, color, national origin, ancestry, sex, sexual orientation, marital status, age, disability (including pregnancy), veteran status, genetic information, or gender identity or expression. Protected Class discrimination or harassment. The Board further prohibits reprisal or retaliation against any individual who participates in the investigation of reports of alleged Protected Class harassment/discrimination. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.~~

~~The District will periodically provide staff development for District administrators and periodically distribute this Non-Discrimination Policy and the implementing Administrative Regulations to staff and students in an effort to maintain an environment free of harassment and discrimination.~~

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As soon as an individual feel that he or she **they, or another employee** has been subjected to **Protected Class** discrimination or harassment on the basis of race, religion, color, national origin, ancestry, sex, sexual orientation, marital status, age, disability (including pregnancy), veteran status, genetic information, or gender identity or expression, he/she **individual** should make a written complaint to the Superintendent, or designee.

If the complaint being filed is against ~~Complaints pertaining to the Superintendent, the complaint should be filed with the Board Chair. Complaints pertaining to any Board members other than the Board Chair should be filed with the Board Chair. Complaints pertaining to the board Chair should be filed with the Board Vice-Chair.~~ In all cases, the individual receiving the complaint shall take appropriate steps, such as retaining an independent investigator, to cause the matter to be investigated in a manner consistent with the Board's non-discrimination policy and regulation. If

~~either the Superintendent or any other party to the complaint is not satisfied with the findings and conclusions of an investigation in which the Superintendent or a member of the Board is the respondent, within (30) calendar days of receiving the findings, such party may present the complaint and written outcome to the Board Chair (or if initially presented by the Board Chair, the board Vice-Chair). who will take appropriate steps, such as retaining an independent investigator different from the investigator who investigated the complaint, to cause the matter to be reviewed in a manner consistent with the Board's non-discrimination policy and regulation. Such steps may include retention of an independent investigator different from the investigator who investigated the complaint.~~

The individual **who is alleged to have experienced Protected Class discrimination/harassment (the "complainant") and any individual accused of Protected Class discrimination/harassment (the "respondent")** (if applicable) will be provided a copy of the Board's policy and regulation and made aware of his/her rights under this policy and regulation. In the event the Superintendent or designee receives a complaint alleging discrimination or harassment based on sex, sexual orientation, pregnancy, or gender identity or expression, the Superintendent or designee shall follow the procedures identified in **Board Policy 4000.1 Policy regarding Sex Discrimination and Sexual Harassment in the Workplace (Personnel)**. In the event the Superintendent or designee receives a complaint alleging discrimination or harassment based on disability, the Superintendent or designee shall follow the procedures identified in **Board Policy 4118.11**.

The complaint should state the:

- A. Name of the complainant,
- B. Date of the complaint,
- C. Date(s) of the alleged harassment/discrimination,
- D. Name(s) of the harasser(s) or discriminator(s),

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- E. Location where such harassment/discrimination occurred,
- F. Names of any witness(es) to the harassment/discrimination,
- G. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and
- H. Proposed remedy.

Any individual who makes an oral complaint of harassment or discrimination of an employee will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If an individual is unable to make a written complaint, the employee receiving the oral complaint will either reduce the complaint to writing or assist the individual with completing the written complaint form, **or request that a District administrator assist the individual.**

All complaints received by employees are to be forwarded immediately to the Superintendent or his/her designee. Upon receipt of a complaint alleging harassment or discrimination of an employee, under this complaint procedure, the Superintendent or his/her designee shall promptly investigate the complaint, **or designate a District administrator or other trained individual to do so.** During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator reporter (if different from the complainant), the respondent, and any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible, **to the extent consistent with due process,** as determined by the investigator.

Upon receipt of a written complaint of discrimination of an employee, the investigator should:

1. offer to meet with the complainant and respondent (if applicable) within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) to discuss the nature of the complaint, **discuss the availability of interim measures,** identify individuals the complainant or **the respondent** believes has relevant information, and obtain any relevant documents the complainant may have;
2. provide the complainant and respondent (if applicable) with a copy of the Board's nondiscrimination policy and accompanying regulations;
3. ~~investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;~~

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3. investigate that is adequate, reliable, and impartial. Investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals with the parties to the complaint and any relevant witnesses or other individuals' information and review of documents deemed relevant to the complaint;
4. Review a records, notes, statements, or other documents relevant to the complaint;
5. maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;
6. Complete a final investigation report that includes: (I) a findings of fact based on the evidence gathered; (kk) for each allegation, the conclusion(s) and reasoning(s) as to whether the discrimination or harassment occurred; an d(iii) for any individual(s) found to have engaged in discrimination or harassment, a broad statement of consequences imposed (to the extent permitted by state and federal confidentiality requirements( i.e. "Consequences were imposed").
7. communicate the outcome of the investigation in writing to the complainant and respondent (if any) (to the extent permitted by state and federal confidentiality requirements), within thirty (30) business days (provided that such timeframe may be extended by fifteen (15) business days during periods of time when school is in session or reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) from the date the complaint was received by the Superintendent's office. The complainant and respondent (if any) shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the District will remedy the discrimination or harassment, adhering to the requirements of state and federal law;
8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of employees and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant and respondent (if any) will receive notice and interim measures may be implemented as necessary (see sub-paragraph 6);
9. Whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the discrimination or harassment. Corrective action should include steps to avoid continuing discrimination or harassment;
10. If either party to the complaint, a complainant or a respondent is not satisfied with the findings and conclusions of the investigation, such party may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings. Upon review of a written request from the party requesting an appeal, the

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Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with a designated investigator (if applicable), complainant, and respondent (if any) and meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling a designated investigator's conclusions or findings (if applicable). The Superintendent shall provide written notice to the complainant and respondent (if any) of the proposed actions within ~~fifteen (15)~~ **Thirty (30)** business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) following the receipt of the written request for review.

### Complaint Procedure for Superintendent/Board Members Complaints:

Any District administrator or Board member who receives a complaint of discrimination, harassment or retaliation of any employee by a Board Member or by the Superintendent shall forward the complaint promptly to Mr. Roberto Medic, Assistant Superintendent. Complaints pertaining to the Superintendent or Board of Education members will be forwarded to the Chair of the Board of Education. Complaints pertaining to the Board Chair will be forwarded to the Board Vice Chair. In all cases, the individual receiving the complaint shall take appropriate steps to cause the matter to be investigated in a manner consistent with the procedures described above.

If a complainant or a respondent is not satisfied with the findings and conclusions of an investigation in which the Superintendent or a member of the Board is the respondent within 30 calendar days of receiving the findings such party may present the complaint and written outcome to the Board Chair (or, if initially presented by the Board Chair, the Board Vice Chair), who will take appropriate steps to cause the matter to be reviewed in a manner consistent with the Board's non-discrimination policy and regulation. Such steps may include retention of an independent investigator different from the investigator who investigated the complaint.

### Remedial Action:

If the District makes a finding of discrimination, harassment or retaliation of an employee, the District will take remedial action designed to:

- A. eliminate the discriminatory/harassing/retaliatory conduct,
- B. prevent its recurrence, and
- C. address its effects on the complainant and any other affected individuals.

Examples of appropriate action may include, but are not limited to:

- A. In the case of a student respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, discipline (including but not limited to suspension and/or expulsion), educational interventions, exclusion from extra-curricular activities and/or sports programs, and/or referral to appropriate state or local agencies;
- B. In the case of an employee respondent, interventions for the individual who engaged in



## Personnel - Certified/Non-Certified

- C. the discrimination/harassment may include, but are not limited to, supervisor notification, discipline(including possible termination of employment), training, and/or referral to appropriate state or local agencies;
- D. In the case of respondent who is otherwise associated with the school community, interventions for the individual who engaged in teh discrimination/harassment may include, but are not limited to, exclusion from school property and/or activities and/or referral to appropriate state or local agencies;
- E. Follow-up inquiries with the complainant and witnesses to ensure that the discriminatory/harassing conduct has stopped and that they have not experienced any retaliation.
- F. Supports for the complainant; and
- G. Training or other interventions for the larger school community designed to ensure that students, staff, parents, Board members and other individuals within the school community understand the types of behavior that constitute discrimination/harassment, that the District does not tolerate it, and how to report it.

### Staff Development:

The District will periodically provide staff development for District administrators and periodically distribute the Board's Non-Discrimination policies and the implementing administrative regulations to staff and students in an effort to maintain an environment free of discrimination and harassment.

### Reporting to State and Federal Agencies:

~~Any~~ In addition to reporting to the Board, any employee may also file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Boston Office  
U.S. Department of Education  
8th Floor  
5 Post Office Square  
Boston, MA 02109- 3921  
(617) 289-0111  
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Equal Employment Opportunity Commission:

Equal Employment Opportunity Commission, Boston Area Office  
John F. Kennedy Federal Building  
475 Government Center  
Boston, MA 02203  
(800-669-4000)

Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities  
450 Columbus Blvd.  
Hartford, CT 06103-1835  
(800-477-5737)

**Personnel - Certified/Non-Certified**

Anyone who has questions or concerns about this policy or its accompanying regulation; and/or who may wish to request or discuss accommodations based on religion; or would like a copy of the Board's complaint procedures or complaint forms related to calais of discrimination or harassment should contact the following District official:

**Roberto Medic, Assistant Superintendent, 34 Simsbury Road, Avon, CT 06001 or by phone at 860-404-4700.**

Any employee who has questions or concerns about the Board's policies regarding discrimination ~~or harassment~~ on the basis of gender/sex, ~~gender identity, or /sexual orientation/~~pregnancy/gender identity or expression applicable to employees should contact the District's Title IX Coordinator:

**Roberto Medic, Assistant Superintendent 34 Simsbury Road, Avon, CT 06001 or by phone at 860-404-4700.**

Any employee who has specific questions or concerns about the Board's policies regarding discrimination ~~or harassment~~ on the basis of disability applicable to employees, or wishes to request an accommodation on the basis of disability should contact the District's Section 504/ADA Coordinator:

**Tiffany Fox, Director of Pupil Services, 34 Simsbury Road, Avon, CT 06001 or by phone at 860-404-4700.**

**Regulation Approved: February 15, 2022**

**Regulation Revised:**

**AVON PUBLIC SCHOOLS**  
**Avon, Connecticut**

**AVON BOARD OF EDUCATION**

**DISCRIMINATION/HARASSMENT COMPLAINT FORM**

**(For complaints based on race, religion, color, national origin, ancestry, sex, sexual orientation, marital status, age, disability (including pregnancy), veteran status, genetic information, status as a victim of domestic violence or gender identity or expression)**

Name of the complainant:

Date of the complaint:

Date of the alleged discrimination/harassment:

Name or names of the alleged discriminator(s) or harasser(s):

Location where such discrimination/harassment occurred:

Name(s) of any witness(es) to the discrimination/harassment:

Detailed statement of the circumstances constituting the alleged discrimination or harassment:

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Requested remedy:

For Office Use Only

Form Received By: \_\_\_\_\_ Date: \_\_\_\_\_ Rev. 10/15/19

## Personnel

### Reports of Suspected Abuse or Neglect of Children Or Reports of Sexual Assault of Students by School Employees

Conn. Gen. Stat. Section 17a-101 et seq. requires school employees who have reasonable cause to suspect or believe (1) that any child under eighteen has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, or has been placed at imminent risk of serious harm, or (2) that any person who is being educated by the Technical Education and Career System or a local or regional board of education, other than as part of an adult education program, is a victim of sexual assault, and the perpetrator is a school employee, to report such suspicions to the appropriate authority. In furtherance of this statute and its purpose, it is the policy of the Avon Board of Education ("Board") to require ALL EMPLOYEES of the Board of Education to report suspected abuse and/or neglect, nonaccidental physical injury, imminent risk of serious harm, or sexual assault of a student by a school employee, in accordance with the procedures set forth below.

#### 1. Scope of Policy

This policy applies not only to school employees who are required by law to report suspected child abuse and/or neglect, nonaccidental physical injury, imminent risk of serious harm, or sexual assault of a student by a school employee, but to ALL EMPLOYEES of the Board of Education.

#### 2. Definitions

For the purposes of this policy:

"Abused" means that a child (a) has had physical injury or injuries inflicted upon the child other than by accidental means, or (b) has injuries which are at variance with the history given of them, or (c) is in a condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.

"Neglected" means that a child (a) has been abandoned, or (b) is being denied proper care and attention, physically, educationally, emotionally or morally, or (c) is being permitted to live under conditions, circumstances or associations injurious to the child's well-being, or (d) has been abused.

"School employee" means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or who is working in a Board elementary, middle or high school; or (b) any other person who, in the performance of that person's duties, has regular contact with students and who provides

## Personnel

### Reports of Suspected Abuse or Neglect of Children Or Reports of Sexual Assault of Students by School Employees

services to or on behalf of students enrolled in the Avon Public Schools ("District"), pursuant to a contract with the Board.

**"Sexual assault"** means, for the purposes of the mandatory reporting laws and this policy, a violation of Sections 53a-70, 53a-70a, 53a-71, 53a-72a, 53a-72b or 53a-73a of the Connecticut General Statutes. Please see Appendix A of this policy for the relevant statutory definitions of sexual assault laws and related terms covered by the mandatory reporting laws and this policy.

**"Statutorily mandated reporter"** means an individual required by Conn. Gen. Stat. Section 17a-101 *et seq.* to report suspected abuse and/or neglect of children or the sexual assault of a student by a school employee. The term "statutorily mandated reporter" includes all school employees, as defined above, any person who is a licensed behavior analyst, and any person who holds or is issued a coaching permit by the State Board of Education, is a coach of intramural or interscholastic athletics, and is eighteen years of age or older.

#### 3. What Must Be Reported

- a) A report must be made when any employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any child under the age of eighteen years:
  - i) has been abused or neglected;
  - ii) has had non accidental physical injury, or injury which is at variance with the history given for such injury, inflicted upon the child;
  - iii) is placed at imminent risk of serious harm; or
  
- b) A report must be made when any employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the Technical Education and Career System or a local or regional board of education, other than as part of an adult education program, is a victim of the following sexual assault crimes, and the perpetrator is a school employee:
  - i) sexual assault in the first degree;
  - ii) aggravated sexual assault in the first degree;
  - iii) sexual assault in the second degree;

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### Reports of Suspected Abuse or Neglect of Children Or Reports of Sexual Assault of Students by School Employees

- iv) sexual assault in the third degree;
- v) sexual assault in the third degree with a firearm; or
- vi) sexual assault in the fourth degree.

Please see Appendix A of this policy for the relevant statutory definitions of sexual assault laws and related terms covered by the mandatory reporting laws and this policy.

- c) The suspicion or belief of a Board employee may be based on factors including, but not limited to, observations, allegations, facts or statements by a child or victim, as described above, or a third party. Such suspicion or belief does not require certainty or probable cause.

#### 4. Reporting Procedures for Statutorily Mandated Reporters

The following procedures apply only to statutorily mandated reporters, as defined above.

- a) When an employee of the Board of Education who is a statutorily mandated reporter and who, in the ordinary course of the person's employment, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or a student is a victim of sexual assault by a school employee, as described in Paragraph 3, above, the following steps shall be taken.
  - (1) The employee shall make an oral or electronic report as soon as practicable, but not later than twelve (12) hours after having reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or a student is a victim of sexual assault by a school employee.
  - (a) An oral report shall be made by telephone or in person to the Commissioner of the Department of Children and Families ("DCF") or the local law enforcement agency. DCF has established a 24hour Child Abuse and Neglect Careline at 1-800-842-2288 for the purpose of making such oral reports.

**Personnel****Reports of Suspected Abuse or Neglect of Children Or Reports of Sexual Assault of Students by School Employees**

- (b) An electronic report shall be made in the manner prescribed by the Commissioner of DCF. An employee making an electronic report shall respond to further inquiries from the Commissioner of DCF or Commissioner's designee made within twenty-four (24) hours. Such employee shall inform the Superintendent or Superintendent's designee as soon as possible as to the nature of the further communication with the Commissioner or Commissioner's designee.
- (2) The employee shall also make an oral report as soon as practicable to the Building Principal or Building Principal's designee, and/or the Superintendent or Superintendent's designee. If the Building Principal is the alleged perpetrator of the abuse/neglect or sexual assault of a student, then the employee shall notify the Superintendent or Superintendent's designee directly.
- (3) In cases involving suspected or believed abuse, neglect, or sexual assault of a student by a school employee, the Superintendent or Superintendent's designee shall immediately notify the child's parent or guardian that such a report has been made.
- (4) Not later than forty-eight (48) hours after making an oral report, the employee shall submit a written or electronic report to the Commissioner of DCF or the Commissioner's designee containing all of the required information. The written or electronic report should be submitted in the manner prescribed by the Commissioner of DCF. When such a report is submitted electronically, the employee shall respond to further inquiries from the Commissioner of DCF or Commissioner's designee made within twenty-four (24) hours. Such employee shall inform the Superintendent or Superintendent's designee as soon as possible as to the nature of the further communication with the Commissioner or Commissioner's designee.
- (5) The employee shall immediately submit a copy of the written or electronic report to the Building Principal or Building Principal's designee and to the Superintendent or the Superintendent's designee.
- (6) If the report concerns suspected abuse, neglect, or sexual assault of a student by a school employee holding a certificate, authorization or permit issued by the State Department of Education, the Commissioner of DCF (or Commissioner of DCF's designee) shall submit a copy of the written or electronic report to the Commissioner of Education (or Commissioner of Education's designee).

## Personnel

### Reports of Suspected Abuse or Neglect of Children Or Reports of Sexual Assault of Students by School Employees

#### 5. Reporting Procedures for Employees Other Than Statutorily Mandated Reporters

The following procedures apply only to employees who are not statutorily mandated reporters, as defined above.

- a) When an employee who is not a statutorily mandated reporter and who, in the ordinary course of the person's employment or profession, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or a student is a victim of sexual assault by a school employee, as described in Paragraph 3, above, the following steps shall be taken.
  - (1) The employee shall make an oral report as soon as practicable, but not later than twelve (12) hours after the employee has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm or a student is a victim of sexual assault by a school employee. Such oral report shall be made by telephone or in person to the Superintendent of Schools or Superintendent's designee, to be followed by an immediate written report to the Superintendent or Superintendent's designee.
  - (2) If the Superintendent or Superintendent's designee determines that there is reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm or a student is a victim of sexual assault by a school employee, the Superintendent or designee, shall cause reports to be made in accordance with the procedures set forth for statutorily mandated reporters.
- b) Nothing in this policy shall be construed to preclude an employee reporting suspected child abuse, neglect or sexual assault by a school employee from reporting the same directly to the Commissioner of DCF.

#### 6. Contents of Reports

Any report made pursuant to this policy shall contain the following information, if known:

- a) The names and addresses of the child\* and the child's parents or other person responsible for the child's care;
- b) the age of the child;
- c) the gender of the child;



**Personnel****Reports of Suspected Abuse or Neglect of Children Or Reports of Sexual Assault of Students by School Employees**

- d) the nature and extent of the child's injury or injuries, maltreatment or neglect;
- e) the approximate date and time the injury or injuries, maltreatment or neglect occurred;
- f) information concerning any previous injury or injuries to, or maltreatment or neglect of the child or the child's siblings;
- g) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;
- h) the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect;
- i) the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect;
- j) any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and
- k) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

\*For purposes of this Paragraph, the term "child" includes any victim of sexual assault by a school employee, as described in Paragraph 3, above.

7. Investigation of the Report

- a) The Superintendent or Superintendent's designee shall thoroughly investigate reports of suspected abuse, neglect or sexual assault if/when such report involves an employee of the Board of Education or other individual under the control of the Board, provided the procedures in subparagraph (b), below are followed. In all other cases, DCF shall be responsible for conducting the investigation with the cooperation and collaboration of the Board, as appropriate.

## Personnel

### Reports of Suspected Abuse or Neglect of Children Or Reports of Sexual Assault of Students by School Employees

- b) Recognizing that DCF is the lead agency for the investigation of child abuse and neglect reports and reports of a student's sexual assault by school employees, the Superintendent's investigation shall permit and give priority to any investigation conducted by the Commissioner of DCF or the appropriate local law enforcement agency. The Superintendent shall conduct the District's investigation and take any disciplinary action, consistent with state law, upon notice from the Commissioner of DCF or the appropriate local law enforcement agency that the District's investigation will not interfere with the investigation of the Commissioner of DCF or the local law enforcement agency.
- c) The Superintendent shall coordinate investigatory activities in order to minimize the number of interviews of any child or student victim of sexual assault and share information with other persons authorized to conduct an investigation of child abuse or neglect, **or sexual assault**, as appropriate.
- d) Any person reporting child abuse or neglect or the sexual assault of a student by a school employee, or having any information relevant to alleged abuse or neglect or of the sexual assault of a student by a school employee, shall provide the Superintendent with all information related to the investigation that is in the possession or control of such person, except as expressly prohibited by state or federal law.
- e) When the school district is conducting an investigation involving suspected abuse or neglect or sexual assault of a student by an employee of the Board or other individual under the control of the Board, the Superintendent's investigation shall include an opportunity for the individual suspected of abuse, neglect or sexual assault to be heard with respect to the allegations contained within the report. During the course of such investigation, the Superintendent may suspend a Board employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation. If the individual is one who provides services to or on behalf of students enrolled in the District, pursuant to a contract with the Board of Education, the Superintendent may suspend the provision of such services, and direct the individual to refrain from any contact with students enrolled in the District, pending the outcome of the investigation.

**Personnel****Reports of Suspected Abuse or Neglect of Children Or Reports of Sexual Assault of Students by School Employees**

8. Evidence of Abuse, Neglect or Sexual Assault by a School Employee
- a) If, upon completion of the investigation by the Commissioner of DCF (“Commissioner”), the Superintendent has received a report from the Commissioner that the Commissioner has reasonable cause to believe that (1) a child has been abused or neglected by a school employee, as defined above, and the Commissioner has recommended that such employee be placed on the DCF Child Abuse and Neglect Registry, or (2) a student is a victim of sexual assault by a school employee, the Superintendent shall request (and the law provides) that DCF notify the Superintendent not later than five (5) working days after such finding, and provide the Superintendent with records, whether or not created by DCF, concerning such investigation. The Superintendent shall suspend such school employees. Such suspension shall be with pay and shall not result in the diminution or termination of benefits to such employee.
  - b) Not later than seventy-two (72) hours after such suspension, the Superintendent shall notify the Board of Education and the Commissioner of Education, or the Commissioner of Education's representative, of the reasons for and the conditions of the suspension. The Superintendent shall disclose such records to the Commissioner of Education and the Board of Education or its attorney for purposes of review of employment status or the status of such employee's certificate, permit or authorization, if any.
  - c) The suspension of a school employee employed in a position requiring a certificate shall remain in effect until the Superintendent and/or Board of Education acts pursuant to the provisions of Conn. Gen. Stat. §10-151. If the contract of employment of such certified school employee is terminated, or such certified school employee resigns such employment, the Superintendent shall notify the Commissioner of Education, or the Commissioner of Education's representative, within seventy-two (72) hours after such termination or resignation.
  - d) The suspension of a school employee employed in a position requiring an authorization or permit shall remain in effect until the Superintendent and/or Board of Education acts pursuant to any applicable termination provisions. If the contract of employment of a school employee holding an authorization or permit from the State Department of Education is terminated, or such school employee resigns such employment, the Superintendent shall notify the Commissioner of Education, or the Commissioner of Education's representative, within seventy-two (72) hours after such termination or resignation.

## Personnel

### Reports of Suspected Abuse or Neglect of Children Or Reports of Sexual Assault of Students by School Employees

- e) Regardless of the outcome of any investigation by the Commissioner of DCF and/or the police, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment, in accordance with the provisions of any applicable statute, if the Superintendent's investigation produces evidence that a child has been abused or neglected by a school employee or that a student has been a victim of sexual assault by a school employee.
- f) The District shall not employ a person whose employment contract is terminated or who resigned from employment following a suspension pursuant to Paragraph 8(a) of this policy and Conn. Gen. Stat. § 17a-101i, if such person is convicted of a crime involving an act of child abuse or neglect or an act of sexual assault of a student, as described in Paragraph 2 of this policy.

#### 9. Evidence of Abuse, Neglect or Sexual Assault by an Independent Contractor of the Board of Education

If the investigation by the Superintendent and/or the Commissioner of DCF produces evidence that a child has been abused or neglected, or a student has been sexually assaulted, by any individual who provides services to or on behalf of students enrolled in the District, pursuant to a contract with the Board, the Superintendent shall permanently suspend the provision of such services, and direct the individual to refrain from any contact with students enrolled in the District.

#### 10. Delegation of Authority by Superintendent

The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

#### 11. Confidential Rapid Response Team

The Superintendent shall establish a confidential rapid response team to coordinate with DCF to (1) ensure prompt reporting of suspected abuse or neglect or sexual assault of a student by a school employee, as described in Paragraph 2, above, and (2) provide immediate access to information and individuals relevant to the department's investigation. The confidential rapid response team shall consist of a teacher and the Superintendent, a local police officer and any other person the Board of Education, acting through its Superintendent, deems appropriate.

#### 12. Disciplinary Action for Failure to Follow Policy

Except as provided in Section 14 below, any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

**Personnel****Reports of Suspected Abuse or Neglect of Children Or Reports of Sexual Assault of Students by School Employees**

13. The District shall not hire any person whose employment contract was previously terminated by a board of education or who resigned from such employment, if such person has been convicted of a violation of Section 17a-101a of the Connecticut General Statutes, as amended, relating to mandatory reporting, when an allegation of abuse or neglect or sexual assault has been substantiated.

14. Non-Discrimination Policy/Prohibition Against Retaliation

The Board of Education expressly prohibits retaliation against individuals reporting child abuse or neglect or the sexual assault of a student by a school employee and shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith, makes a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect or sexual assault by a school employee. The Board of Education also prohibits any employee from hindering or preventing or attempting to hinder or prevent any employee from making a report pursuant to this policy or state law concerning suspected child abuse or neglect or the sexual assault of a student by a school employee or testifying in any proceeding involving child abuse or neglect or the sexual assault of a student by a school employee.

15. Distribution of Policy, Guidelines and Posting of Careline Information

This policy shall annually be distributed electronically to all school employees employed by the Board. The Board shall document that all such school employees have received this written policy and completed the training and refresher training programs required by in Section 16, below. Guidelines regarding identifying and reporting child sexual abuse developed by the Governor's task force on justice for abused children shall annually be distributed electronically to all school employees, Board members, and the parents or guardians of students enrolled in the schools under the jurisdiction of the Board. The Board shall post the Internet web site address and telephone number for the DCF Child Abuse and Neglect Careline in a conspicuous location frequented by students in each school under the jurisdiction of the Board.

16. Training

- a) All new school employees, as defined above, shall be required to complete an educational training program for the accurate and prompt identification and reporting of child abuse and neglect. Such training programs shall be developed and approved by the Commissioner of DCF.
- b) All school employees, as defined above, shall take a refresher training course developed and approved by the Commissioner of DCF at least once every three years.

## Personnel

### Reports of Suspected Abuse or Neglect of Children Or Reports of Sexual Assault of Students by School Employees

- c) The principal for each school shall annually certify to the Superintendent that each school employee, as defined above, working at such school, is in compliance with the training provisions in this policy and as required by state law. The Superintendent shall certify such compliance to the State Board of Education.
- d) Beginning July 1, 2023, all school employees, as defined above, shall complete the (1) training regarding the prevention and identification of, and response to, child sexual abuse and assault; (2) bystander training program; and (3) appropriate interaction with children training program. Each employee must repeat these training sessions at least once every three years. Such training shall be identified or developed by DCF.

## 17. Records

- a) The Board shall maintain in a central location all records of allegations, investigations, and reports that a child has been abused or neglected by a school employee employed by the Board or that a student has been a victim of sexual assault by a school employee employed by the Board, as defined above, and conducted in accordance with this policy. Such records shall include any reports made to DCF. The State Department of Education shall have access to such records upon request.
- b) Notwithstanding the provisions of Conn. Gen. Stat. §10-151c, the Board shall provide the Commissioner of DCF, upon request and for the purposes of an investigation by the Commissioner of DCF of suspected child abuse or neglect by a teacher employed by the Board, any records maintained or kept on file by the Board. Such records shall include, but not be limited to, supervisory records, reports of competence, personal character and efficiency maintained in such teacher's personnel file with reference to evaluation of performance as a professional employee of the Board, and records of the personal misconduct of such teacher. For purposes of this section, "teacher" includes each certified professional employee below the rank of superintendent employed by the Board in a position requiring a certificate issued by the State Board of Education.

## 18. Child Sexual Abuse and/or Sexual Assault Response Policy and Reporting Procedure

The Board has adopted a uniform child sexual abuse and/or sexual assault response policy and reporting procedure in connection with the implementation of the sexual assault and abuse prevention and awareness program identified or developed by DCF, as outlined in Board Policy [#], **Child Sexual Abuse and/or Sexual Assault Response Policy and Reporting Procedure**. Upon receipt of any report of child sexual abuse and/or sexual assault from any source, a school employee shall report such suspicion to the Safe School Climate Coordinator

## Personnel

### Reports of Suspected Abuse or Neglect of Children Or Reports of Sexual Assault of Students by School Employees

in addition to complying with the school employee's obligations under this Policy and the law regarding mandatory reporting of abuse, neglect and sexual assault.

Beginning July 1, 2023, and annually thereafter, information regarding the sexual abuse and assault awareness and prevention program identified or developed by DCF shall be distributed electronically to all school employees, Board members, and the parents or guardians of enrolled students.

Legal References:	Connecticut General Statutes:
Section 10-151	Employment of teachers. Definitions. Tenure. Notice and hearing on failure to renew or termination of contract. Appeal.
Section 10-221s	Posting of Careline telephone numbers in schools. Investigations of child abuse and neglect. Disciplinary action.
Section 17a-101 <u>et seq.</u>	Protection of children from abuse. Mandated reporters. Educational and training programs. Model mandated reporting policy.
Section 17a-101q	Statewide Sexual Abuse and Assault Awareness and Prevention Program.
Section 17a-103	Reports by others. False reports. Notifications to law enforcement agencies.
Section 46b-120	Definitions.
Section 53a-65	Definitions.

Public Act No. 22-87, "An Act Concerning the Identification and Prevention of and Response to Adult Sexual Misconduct Against Children."

Public Act No. 23-47, "An Act Concerning Various Revisions to the Criminal Law and Criminal Justice Statutes"

ADOPTED: December 20, 2022  
Policy Revised:

AVON PUBLIC SCHOOL DISTRICT  
Avon, Connecticut

## Appendix A

### RELEVANT EXCERPTS OF STATUTORY DEFINITIONS OF SEXUAL ASSAULT AND RELATED TERMS COVERED BY MANDATORY REPORTING LAWS AND THIS POLICY

An employee of the Board of Education must make a report in accordance with this policy when the employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the Technical Education and Career System or a local or regional board of education, other than as part of an adult education program, is a victim of the following sexual assault crimes, and the perpetrator is a school employee. The following are relevant excerpts of the sexual assault laws and related terms covered by mandatory reporting laws and this policy.

#### Intimate Parts (Conn. Gen. Stat. § 53a-65)

"Intimate parts" means the genital area or any substance emitted therefrom, groin, anus or any substance emitted therefrom, inner thighs, buttocks or breasts.

#### Sexual Intercourse (Conn. Gen. Stat. § 53a-65)

"Sexual intercourse" means vaginal intercourse, anal intercourse, fellatio or cunnilingus between persons regardless of sex. Penetration, however slight, is sufficient to complete vaginal intercourse, anal intercourse or fellatio and does not require emission of semen. Penetration may be committed by an object manipulated by the actor into the genital or anal opening of the victim's body.

#### Sexual Contact (Conn. Gen. Stat. § 53a-65)

"Sexual contact" means (A) any contact with the intimate parts of a person for the purpose of sexual gratification of the actor or for the purpose of degrading or humiliating such person or any contact of the intimate parts of the actor with a person for the purpose of sexual gratification of the actor or for the purpose of degrading or humiliating such person, or (B) for the purposes of subdivision (4) of subsection (a) of section 53a-73a, any contact with the intimate parts of a dead human body, or any contact of the intimate parts of the actor with a dead human body, for the purpose of sexual gratification of the actor.

#### Sexual Assault in the First Degree (Conn. Gen. Stat. § 53a-70)

A person is guilty of sexual assault in the first degree when such person (1) compels another person to engage in sexual intercourse by the use of force against such other person or a third person, or by the threat of use of force against such other person or against a third person which reasonably causes such person to fear physical injury to such person or a third person, or (2) engages in sexual intercourse with another person and such other person is under thirteen years of age and the actor is more than two years older than such person, or (3) commits sexual assault in the second degree as provided in section 53a-71 and in the commission of such offense is aided by two or more other persons actually present, or (4) engages in sexual intercourse with another person and such other person is mentally incapacitated to the extent that such other person is unable to consent to such sexual intercourse.



### **Aggravated Sexual Assault in the First Degree (Conn. Gen. Stat. § 53a-70a)**

A person is guilty of aggravated sexual assault in the first degree when such person commits sexual assault in the first degree as provided in section 53a-70 and in the commission of such offense (1) such person uses or is armed with and threatens the use of or displays or represents by such person's words or conduct that such person possesses a deadly weapon, (2) with intent to disfigure the victim seriously and permanently, or to destroy, amputate or disable permanently a member or organ of the victim's body, such person causes such injury to such victim, (3) under circumstances evincing an extreme indifference to human life such person recklessly engages in conduct which creates a risk of death to the victim, and thereby causes serious physical injury to such victim, or (4) such person is aided by two or more other persons actually present. No person shall be convicted of sexual assault in the first degree and aggravated sexual assault in the first degree upon the same transaction but such person may be charged and prosecuted for both such offenses upon the same information.

### **Sexual Assault in the Second Degree (Conn. Gen. Stat. § 53a-71)**

A person is guilty of sexual assault in the second degree when such person engages in sexual intercourse with another person and: (1) Such other person is thirteen years of age or older but under sixteen years of age and the actor is more than three years older than such other person; or (2) such other person is impaired because of mental disability or disease to the extent that such other person is unable to consent to such sexual intercourse; or (3) such other person is physically helpless; or (4) such other person is less than eighteen years old and the actor is such person's guardian or otherwise responsible for the general supervision of such person's welfare; or (5) such other person is in custody of law or detained in a hospital or other institution and the actor has supervisory or disciplinary authority over such other person; or (6) the actor is a psychotherapist and such other person is (A) a patient of the actor and the sexual intercourse occurs during the psychotherapy session, (B) a patient or former patient of the actor and such patient or former patient is emotionally dependent upon the actor, or (C) a patient or former patient of the actor and the sexual intercourse occurs by means of therapeutic deception; or (7) the actor accomplishes the sexual intercourse by means of false representation that the sexual intercourse is for a bona fide medical purpose by a health care professional; or (8) the actor is a school employee and such other person is a student enrolled in a school in which the actor works or a school under the jurisdiction of the local or regional board of education which employs the actor; or (9) the actor is a coach in an athletic activity or a person who provides intensive, ongoing instruction and such other person is a recipient of coaching or instruction from the actor and (A) is a secondary school student and receives such coaching or instruction in a secondary school setting, or (B) is under eighteen years of age; or (10) the actor is twenty years of age or older and stands in a position of power, authority or supervision over such other person by virtue of the actor's professional, legal, occupational or volunteer status and such other person's participation in a program or activity, and such other person is under eighteen years of age; or (11) such other person is placed or receiving services under the direction of the Commissioner of Developmental Services in any public or private facility or program and the actor has supervisory or disciplinary authority over such other person.

### **Sexual Assault in the Third Degree (Conn. Gen. Stat. § 53a-72a)**

A person is guilty of sexual assault in the third degree when such person (1) compels another person to submit to sexual contact (A) by the use of force against such other person or a third person, or (B) by the threat of use of force against such other person or against a third person, which reasonably causes such other person to fear physical injury to himself or herself or a third person, or (2) subjects another person to sexual contact and such other person is mentally incapacitated or impaired because of mental disability or disease to the extent that such other person is unable to

consent to such sexual contact, or (3) engages in sexual intercourse with another person whom the actor knows to be related to him or her within any of the degrees of kindred specified in section 46b-21.

#### **Sexual Assault in the Third Degree with a Firearm (Conn. Gen. Stat. § 53a-72b)**

A person is guilty of sexual assault in the third degree with a firearm when such person commits sexual assault in the third degree as provided in section 53a-72a, and in the commission of such offense, such person uses or is armed with and threatens the use of or displays or represents by such person's words or conduct that such person possesses a pistol, revolver, machine gun, rifle, shotgun or other firearm. No person shall be convicted of sexual assault in the third degree and sexual assault in the third degree with a firearm upon the same transaction but such person may be charged and prosecuted for both such offenses upon the same information.

#### **Sexual Assault in the Fourth Degree (Conn. Gen. Stat. § 53a-73a)**

A person is guilty of sexual assault in the fourth degree when: (1) Such person subjects another person to sexual contact who is (A) under thirteen years of age and the actor is more than two years older than such other person, or (B) thirteen years of age or older but under fifteen years of age and the actor is more than three years older than such other person, or (C) physically helpless, or (D) less than eighteen years old and the actor is such other person's guardian or otherwise responsible for the general supervision of such other person's welfare, or (E) in custody of law or detained in a hospital or other institution and the actor has supervisory or disciplinary authority over such other person; or (2) such person subjects another person to sexual contact without such other person's consent; or (3) such person engages in sexual contact with an animal or dead body; or (4) such person is a engages in sexual contact with a dead human body; or (5) such person is a psychotherapist and subjects another person to sexual contact who is (A) a patient of the actor and the sexual contact occurs during the psychotherapy session, or (B) a patient or former patient of the actor and such patient or former patient is emotionally dependent upon the actor, or (C) a patient or former patient of the actor and the sexual contact occurs by means of therapeutic deception; or (5) (6) such person subjects another person to sexual contact and accomplishes the sexual contact by means of false representation that the sexual contact is for a bona fide medical purpose by a health care professional; or (6) (7) such person is a school employee and subjects another person to sexual contact who is a student enrolled in a school in which the actor works or a school under the jurisdiction of the local or regional board of education which employs the actor; or (7) (8) such person is a coach in an athletic activity or a person who provides intensive, ongoing instruction and subjects another person to sexual contact who is a recipient of coaching or instruction from the actor and (A) is a secondary school student and receives such coaching or instruction in a secondary school setting, or (B) is under eighteen years of age; or (8) (9) such person subjects another person to sexual contact and (A) the actor is twenty years of age or older and stands in a position of power, authority or supervision over such other person by virtue of the actor's professional, legal, occupational or volunteer status and such other person's participation in a program or activity, and (B) such other person is under eighteen years of age; or (9) (10) such person subjects another person to sexual contact who is placed or receiving services under the direction of the Commissioner of Developmental Services in any public or private facility or program and the actor has supervisory or disciplinary authority over such other person.

## APPENDIX B

### Operational Definitions of Child Abuse and Neglect

The purpose of this policy is to provide consistency for staff in defining and identifying operational definitions, evidence of abuse and/or neglect and examples of adverse impact indicators.

The following operational definitions are working definitions and examples of child abuse and neglect as used by the Connecticut DCF.

For the purposes of these operational definitions,

- A person responsible for a child's health, welfare or care means:
  - the child's parent, guardian, or foster parent; an employee of a public or private residential home, agency or institution or other person legally responsible under State law for the child's welfare in a residential setting; or any staff person providing out-of-home care, including center-based child day care, family day care, or group day care.
- A person given access to a child is a person who is permitted to have personal interaction with a child by the person responsible for the child's health, welfare or care or by a person entrusted with the care of a child.
- A person entrusted with the care of a child is a person who is given access to a child by a person responsible for the health, welfare or care of a child for the purpose of providing education, child care, counseling, spiritual guidance, coaching, training, instruction, tutoring or mentoring.
- Note: Only a "child" as defined in the policy above may be classified as a victim of child abuse and/or neglect; only a "person responsible," "person given access," or "person entrusted" as defined above may be classified as a perpetrator of child abuse and/or neglect.
  - While only a child under eighteen may be a victim of child abuse or neglect, a report under mandatory reporting laws and this policy is required if an employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the Technical Education and Career System or a local or regional board of education, other than as part of an adult education program, is a victim of sexual assault, as set forth in this policy, and the perpetrator is a school employee.

### Physical Abuse

A child may be found to have been physically abused who:

has been inflicted with physical injury or injuries other than by accidental means,

is in a condition which is the result of maltreatment such as, but not limited to, malnutrition, sexual molestation, deprivation of necessities, emotional maltreatment or cruel punishment, and/or

has injuries at variance with the history given of them.

**Evidence of physical abuse includes, but is not limited to the following:**

excessive physical punishment;

bruises, scratches, lacerations;

burns, and/or scalds;

reddening or blistering of the tissue through application of heat by fire, chemical substances, cigarettes, matches, electricity, scalding water, friction, etc.;

injuries to bone, muscle, cartilage, ligaments:

fractures, dislocations, sprains, strains, displacements, hematomas, etc.;

head injuries;

internal injuries;

death;

misuse of medical treatments or therapies;

malnutrition related to acts of commission or omission by an established caregiver resulting in a child's malnourished state that can be supported by professional medical opinion;

deprivation of necessities acts of commission or omission by an established caregiver resulting in physical harm to child; and/or

cruel punishment.

### **Sexual Abuse/Exploitation Sexual Abuse/Exploitation**

**Sexual Abuse/Exploitation** is any incident involving a child's non-accidental exposure to sexual behavior.

**Evidence of sexual abuse includes, but is not limited to the following:**

rape;

penetration: digital, penile, or foreign objects;

oral / genital contact;

indecent exposure for the purpose of sexual gratification of the offender, or for purposes of shaming, humiliating, shocking or exerting control over the victim;

incest;

fondling, including kissing, for the purpose of sexual gratification of the offender, or for purposes of shaming, humiliating, shocking or exerting control over the victim;

sexual exploitation, including possession, manufacture, or distribution of child pornography, online enticement of a child for sexual acts, child prostitution, child-sex tourism, unsolicited obscene material sent to a child, or misleading domain name likely to attract a child to an inappropriate website;

coercing or forcing a child to participate in, or be negligently exposed to, pornography and/or sexual behavior;

disease or condition that arises from sexual transmission; and/or

other verbal, written or physical behavior not overtly sexual but likely designed to “groom” a child for future sexual abuse.

Legal References: Federal Law 18 U.S.C. 2251 Sexual Exploitation of Children.

### **Emotional Maltreatment-Abuse**

**Emotional Maltreatment-Abuse is an:**

act(s), statement(s), or threat(s), which

has had, or is likely to have an adverse impact on the child; and/or

interferes with a child’s positive emotional development.

**Evidence of emotional maltreatment-abuse includes, but is not limited to, the following:**

rejecting;

degrading;

isolating and/or victimizing a child by means of cruel, unusual, or excessive methods of discipline; and/or

exposing the child to brutal or intimidating acts or statements.

**Indicators of Adverse Impact of emotional maltreatment-abuse may include, but are not limited to, the following:**

depression;

withdrawal;

low self-esteem;

anxiety;

fear;

aggression/ passivity;  
emotional instability;  
sleep disturbances;  
somatic complaints with no medical basis;  
inappropriate behavior for age or development;  
suicidal ideations or attempts;  
extreme dependence;  
academic regression; and/or  
trust issues.

### **Physical Neglect**

**A child may be found neglected who:**

has been abandoned;  
is being denied proper care and attention physically, educationally, emotionally, or morally;  
is being permitted to live under conditions, circumstances or associations injurious  
to the child's well-being; and/or  
has been abused.

**Evidence of physical neglect includes, but is not limited to:**

inadequate food;  
malnutrition;  
inadequate clothing;  
inadequate housing or shelter;  
erratic, deviant, or impaired behavior by the person responsible for the child's health, welfare or care; by a person given access to the child; or by a person entrusted with the child's care which adversely impacts the child;  
permitting the child to live under conditions, circumstances or associations injurious to the child's well-being including, but not limited to, the following:  
substance abuse by caregiver, which adversely impacts the child physically;

substance abuse by the mother of a newborn child and the newborn has a positive urine or meconium toxicology for drugs;

psychiatric problem of the caregiver which adversely impacts the child physically;

exposure to family violence which adversely impacts the child physically;

exposure to violent events, situations, or persons that would be reasonably judged to compromise a child's physical safety;

non-accidental, negligent exposure to drug trafficking and/or individuals engaged in the active abuse of illegal substances;

voluntarily and knowingly entrusting the care of a child to individuals who may be disqualified to provide safe care, *e.g.*, persons who are subject to active protective or restraining orders; persons with past history of violent/drug/sex crimes; persons appearing on the Central Registry;

non-accidental or negligent exposure to pornography or sexual acts;

inability to consistently provide the minimum of child-caring tasks;

inability to provide or maintain a safe living environment;

action/inaction resulting in death;

abandonment;

action/inaction resulting in the child's failure to thrive;

transience;

inadequate supervision:

creating or allowing a circumstance in which a child is alone for an excessive period of time given the child's age and cognitive abilities;

holding the child responsible for the care of siblings or others beyond the child's ability; and/or

failure to provide reasonable and proper supervision of a child given the child's age and cognitive abilities.

#### Note:

- Inadequate food, clothing, or shelter or transience finding must be related to caregiver acts of omission or commission and not simply a function of poverty alone.
- Whether or not the adverse impact has to be demonstrated is a function of the child's age, cognitive abilities, verbal ability and developmental level.
- The presence of legal or illegal substances in the bodily fluids of (1) a parent or legal guardian or (2) a pregnant person shall not form the sole or primary basis for any action or proceeding by the Department. Any action or proceeding by the Department must be based on harm or risk of harm to a child and the parent or guardian's ability to provide appropriate care for the child.
- Adverse impact may not be required if the action/inaction is a single incident that demonstrates a serious disregard for the child's welfare.

## Medical Neglect

**Medical Neglect** is the unreasonable delay, refusal or failure on the part of the person responsible for the child's health, welfare or care or the person entrusted with the child's care to seek, obtain, and/or maintain those services for necessary medical, dental or mental health care when such person knows, or should reasonably be expected to know, that such actions may have an adverse impact on the child.

**Evidence of medical neglect includes, but is not limited to:**

frequently missed appointments, therapies or other necessary medical and/or mental health treatments;

withholding or failing to obtain or maintain medically necessary treatment from a child with life-threatening, acute or chronic medical or mental health conditions; and/or

withholding medically indicated treatment from disabled infants with life-threatening conditions.

**Note:** Failure to provide the child with immunizations or routine well-child care in and of itself does not constitute medical neglect.

## Educational Neglect

Except as noted below, **Educational Neglect** occurs when a school-aged child has excessive absences from school through the intent or neglect of the parent or caregiver.

**Definition of School-Aged Child:** Except as noted below, a school-aged child is a child five years of age and older and under 18 years of age who is not a high school graduate. **Note:** Excessive absenteeism and school avoidance may be presenting symptoms of a failure to meet the physical, emotional or medical needs of a child. Careline staff shall consider these potential additional allegations at the time of referral.

### Criteria:

- For children school-aged to age 12, excessive absenteeism may be indicative of the parent's or caregiver's failure to meet the educational needs of a student.
- For children older than age 12, excessive absenteeism, coupled with a failure by the parent or caregiver to engage in efforts to improve the child's attendance, may be indicative of educational neglect.
  - o For children older than age 12, excessive absenteeism through the child's own intent, despite the parent's or caregiver's efforts, is not educational neglect. Rather, this is truancy, which is handled through the school district.

**Child's Characteristics.** In determining the criteria for excessive absenteeism, the following characteristics of the child shall be considered by the social worker:

- Age;
- Health;



- Level of functioning;
- Academic standing; and
- Dependency on parent or caregiver

**Parent or Caregiver's Characteristics.** In determining the criteria for excessive absenteeism, the following characteristics of the parent or caregiver shall be considered by the social worker:

- Rationale provided for the absences;
- Efforts to communicate and engage with the educational provider; and
- Failure to enroll a school-aged child in appropriate educational programming (including homeschooling)

**Exceptions (in accordance with Conn. Gen. Stat. § 10-184):**

1. A parent or person having control of a child may exercise the option of not sending the child to school at age five (5) or age six (6) years by personally appearing at the school district office and signing an option form. In these cases, educational neglect occurs if the parent or person having control of the child has registered the child at age five (5) or age (6) years and then does not allow the child to attend school or receive home instruction.
2. A parent or person having control of a child seventeen (17) years of age may consent to such child's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form.

**Note:** Failure to sign a registration option form for such a child is not in and of itself educational neglect.

### **Emotional Neglect**

**Emotional Neglect** is the denial of proper care and attention, or failure to respond, to a child's affective needs by the person responsible for the child's health, welfare or care; by the person given access to the child; or by the person entrusted with the child's care which has an adverse impact on the child or seriously interferes with a child's positive emotional development.

**Note:** Whether or not the adverse impact has to be demonstrated is a function of the child's age, cognitive abilities, verbal ability and developmental level. Adverse impact is not required if the action/inaction is a single incident which demonstrates a serious disregard for the child's welfare.

**Note:** The adverse impact may result from a single event and/or from a consistent pattern of behavior and may be currently observed or predicted as supported by evidence-based practice.

**Evidence of emotional neglect includes, but is not limited to, the following:**

- inappropriate expectations of the child given the child's developmental level;
- failure to provide the child with appropriate support, attention and affection;
- permitting the child to live under conditions, circumstances or associations;

**injurious to the child's well-being including, but not limited to, the following:**

substance abuse by caregiver, which adversely impacts the child emotionally;

psychiatric problem of the caregiver, which adversely impacts the child emotionally;  
and/or

exposure to family violence which adversely impacts the child emotionally.

**Indicators may include, but are not limited to, the following:**

depression;

withdrawal;

low self-esteem;

anxiety;

fear;

aggression/ passivity;

emotional instability;

sleep disturbances;

somatic complaints with no medical basis;

inappropriate behavior for age or development;

suicidal ideations or attempts;

extreme dependence;

academic regression; and/or  
trust issues.

### **Moral Neglect**

**Moral Neglect:** Exposing, allowing, or encouraging the child to engage in illegal or reprehensible activities by the person responsible for the child's health, welfare or care or person given access or person entrusted with the child's care.

**Evidence of Moral Neglect includes but is not limited to:**

stealing;

using drugs and/or alcohol; and/or

involving a child in the commission of a crime, directly or by caregiver indifference.

## Appendix C

### INDICATORS OF CHILD ABUSE AND NEGLECT

#### Indicators of Physical Abuse

##### HISTORICAL

Delay in seeking appropriate care after injury

No witnesses

Inconsistent or changing descriptions of accident by child and/or parent

Child's developmental level inconsistent with history

History of prior "accidents"

Absence of parental concern

Child is handicapped (physically, mentally, developmentally) or otherwise perceived as "different" by parent

Unexplained school absenteeism

History of precipitating crisis

##### PHYSICAL

Soft tissue injuries on face, lips, mouth, back, buttocks, thighs or large areas of the torso

Clusters of skin lesions; regular patterns consistent with an implement

Shape of lesions inconsistent with accidental bruise

Bruises/welts in various stages of healing

Burn pattern consistent with an implement on soles, palms, back, buttocks and genitalia; symmetrical and/or sharply demarcated edges

Fractures/dislocations inconsistent with history

Laceration of mouth, lips, gums or eyes

Bald patches on scalp

Abdominal swelling or vomiting

Adult-size human bite mark(s)

Fading cutaneous lesions noted after weekends or absences

Rope marks

## **BEHAVIORAL**

Wary of physical contact with adults

Affection inappropriate for age

Extremes in behavior, aggressiveness/withdrawal

Expresses fear of parents

Reports injury by parent

Reluctance to go home

Feels responsible (punishment "deserved")

Poor self-esteem

Clothing covers arms and legs even in hot weather

## **Indicators of Sexual Abuse**

## **HISTORICAL**

Vague somatic complaint

Excessive school absences

Inadequate supervision at home

History of urinary tract infection or vaginitis

Complaint of pain; genital, anal or lower back/abdominal

Complaint of genital itching

Any disclosure of sexual activity, even if contradictory

## **PHYSICAL**

Discomfort in walking, sitting

Evidence of trauma or lesions in and around mouth

Vaginal discharge/vaginitis

Vaginal or rectal bleeding

Bruises, swelling or lacerations around genitalia, inner thighs

Dysuria

Vulvitis

Any other signs or symptoms of sexually transmitted disease

Pregnancy

## **BEHAVIORAL**

Low self-esteem

Change in eating pattern

Unusual new fears

Regressive behaviors

Personality changes (hostile/aggressive or extreme compliance)

Depression

Decline in school achievement

Social withdrawal or poor peer relationships

Indicates sophisticated or unusual sexual knowledge for age

Seductive behavior, promiscuity or prostitution

Substance abuse

Suicide ideation or attempt

Runaway

## **Indicators of Emotional Abuse**

## **HISTORICAL**

Parent ignores/isolates/belittles/rejects/scapegoats child

Parent's expectations inappropriate to child's development

Prior episode(s) of physical abuse

Parent perceives child as "different"

## **PHYSICAL**

(Frequently none)

Failure to thrive

Speech disorder

Lag in physical development

Signs/symptoms of physical abuse

## **BEHAVIORAL**

Poor self-esteem

Regressive behavior (sucking, rocking, enuresis)

Sleep disorders

Adult behaviors (parenting sibling)

Antisocial behavior

Emotional or cognitive developmental delay

Extremes in behavior - overly aggressive/compliant

Depression

Suicide ideation/attempt

## **Indicators of Physical Neglect**

### **HISTORICAL**

High rate of school absenteeism

Frequent visits to school nurse with nonspecific complaints

Inadequate supervision, especially for long periods and for dangerous activities

Child frequently unattended; locked out of house

Parental inattention to recommended medical care

No food intake for 24 hours

Home substandard (no windows, doors, heat), dirty, infested, obvious hazards

Family member addicted to drugs/alcohol

## **PHYSICAL**

Hunger, dehydration

Poor personal hygiene, unkempt, dirty

Dental cavities/poor oral hygiene

Inappropriate clothing for weather/size of child, clothing dirty; wears same clothes day after day

Constant fatigue or listlessness

Unattended physical or health care needs

Infestations

Multiple skin lesions/sores from infection

## **BEHAVIORAL**

Comes to school early, leaves late

Frequent sleeping in class

Begging for/stealing food

Adult behavior/maturity (parenting siblings)

Delinquent behaviors

Drug/alcohol use/abuse

## Students

### Improving Completion Rates Of The Free Application For Federal Student Aid (Fafsa)

The Avon Board of Education (the “Board”) understands that completion of the Free Application for Federal Student Aid (“FAFSA”) is an important step in the path to postsecondary education and is associated with higher rates of college enrollment. The Board is committed to improving the completion rates of the FAFSA for students enrolled in the Avon Public Schools (the “District”).

#### Program to Improve FAFSA Completion Rates

In order to improve the completion rates of the FAFSA by students enrolled in grade twelve in the District, the District shall develop a systematic program through which students are educated about the purpose and content of the FAFSA, encouraged to complete the FAFSA, and assisted in the completion of the FAFSA, as may be necessary and appropriate. The Board directs the Superintendent or designee to develop administrative regulations in furtherance of this policy. The Board further directs the Superintendent or designee to conduct periodic assessments of such regulations, at least annually, to determine the effectiveness of such regulations in improving completion rates of the FAFSA.

#### FAFSA Graduation Requirements

Students graduating in 2025 and beyond are required to have satisfied one of the following prior to graduation:

1. completed a FAFSA;
2. for students without legal immigration status, completed and submitted to a public institution of higher education an application for institutional financial aid; or
3. completed a waiver of completion of the FAFSA and/or financial aid application, as applicable, on a form prescribed by the Commissioner of Education, signed by the student’s parent or guardian or signed by the student if the student is eighteen or older.

On and after March 15 of each school year, a principal, school counselor, teacher, or other certified educator may complete the waiver on behalf of any student who has not satisfied the above requirements if such principal, school counselor, teacher, or other certified educator affirms that they have made a good faith effort to contact the parent/guardian or student about completion of such applications.

#### Confidentiality of FAFSA

Any information contained in a FAFSA, held by the Board, shall not be a public record for purposes of the Freedom of Information Act and thus shall not be subject to disclosure under the provisions of section 1-210 of the Connecticut General Statutes.



**Students**

**Improving Completion Rates Of The Free Application For Federal Student Aid (FAFSA)**

**Reporting of FAFSA Completion Rates**

Each year, the Superintendent or designee will report to the Board the FAFSA completion rate for each high school in the District.

**Gifts, Grants and Donations to Implement Policy**

The Board may accept gifts, grants and donations, including in-kind donations, to implement the provisions of this policy.

Legal References:

Conn. Gen. Stat. § 10a-11i

Conn. Gen. Stat. § 10-223m

Public Act No.23-204, "An Act Concerning the State Budget for the Biennium Ending June 30, 2025, and Making Appropriations Therefore, and Provisions Related to Revenue and Other Items Implementing the State Budget"

ADOPTED: February 28, 2023

Revised:

AVON PUBLIC SCHOOLS  
Avon, Connecticut

## Bylaws

### Construction And Posting Of Agenda

#### I. Construction of Agenda

- A. The Superintendent in cooperation with the Chairperson of the Board of Education (the "Board") shall prepare an agenda for each meeting of the Avon Board of Education.
- B. If there is any Board member interested in an item that does not appear on the agenda, they shall arrange to speak with the Chair or the Superintendent of Schools before the meeting to discuss the matter. If the item is appropriate to the meeting, it may be discussed under New Business or Old Business. If the item requires extensive discussion or additional information, it may be placed on a future agenda.

#### II. Posting of Agenda

- A. At least twenty-four (24) hours prior to the time of the regular [or special] meeting, an agenda will be constructed and posted by the Superintendent of Schools for the Board.
- B. An agenda will be posted at Town Hall, the Board's Administrative Offices, and on the Board's Internet web site. Any associated documents that may be reviewed by members of the Board at such meeting shall be posted on the board's Internet web site, provided such documents are not exempt from disclosure under the Freedom of Information Act.
- C. The Board may add items to the agenda of any regular meeting by a two-thirds vote of those Board Members present and voting.
- D. If, in accordance with applicable law, the Board holds a public meeting that is accessible to the public by means of electronic equipment or by means of electronic equipment in conjunction with an in-person meeting, the agenda shall include instructions for the public to attend and provide comment or otherwise participate in the meeting by means of electronic equipment or in person, as applicable and permitted by law. Any such agenda shall be posted in accordance with the provisions of Connecticut General Statutes Section 1-225.

#### Legal Reference:

#### Connecticut General Statutes

Public Act 22-3, "An Act Concerning Remote Meetings Under the Freedom of Information Act."

**Bylaws**

**Construction And Posting Of Agenda**

1-225 Meetings of government agencies to be public. Recording of votes. Schedule and agenda of certain meetings to be filed and posted on web sites. Notice of special meetings. Executive sessions

10-218 Officers. Meetings

Public Act 23-160, "An Act Concerning Education Mandate Relief and Other Technical and Assorted Revisions and Additions to the Education and Early Childhood Education Statutes."

10-220 Duties of board of education

Policy adopted: April 23, 2020

Policy revised: May 16, 2023

Policy revised:

AVON PUBLIC SCHOOLS  
Avon, Connecticut

**Memo To:** Dr. Bridget Carnemolla, Superintendent of Schools

**Date:** 12/12/23

**From:** Jess Giannini, Assistant Superintendent of Schools

**Re:** Changes to the Avon High School Course of Studies for 2024-25 school year

This crosswalk document can be used as a guide when reviewing updates and changes to the 2024-2025 Avon High School Course of Studies.

**Items of Note:**

- Layout changes may occur during final formatting of the document
- Page numbers may change in the final formatting of the document
- Formatting will improve with final publication
- No content changes will occur after final approval

**Summary of Changes:**

- Cover: Edit/Revision: school year update
- Page 1: Edit/Revision: BOE membership update (at time of approval)
- Page 2: Addition: FAFSA graduation requirement, edit/revision: Tunxis Community College to Connecticut State Community College, edit/revision: department name update (Music to Performing Arts)
- Page 3: Edit/Revision: department name update (Physical Education to Wellness)
- Page 4: Edit/Revision: graduation requirement update (change from 3.5 to 3.0 elective requirement due to additional .5 wellness credit), edit/revision to course names, & addition of new course Digital Art II<sup>1</sup>
- Page 6: Addition: FAFSA graduation requirement, revision course load requirement keeping students on track for 25 credits
- Page 7: Edit/Revision name change: Tunxis to Connecticut State Community College (CSCC)
- Page 9: Addition: new course ECE Introduction to Asian American Studies<sup>2</sup>

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<sup>1</sup> \*The BOE approved this course in May 2021 but curriculum work did not take place until 23-24 school year.

<sup>2</sup> Elective taught by teachers from the English department

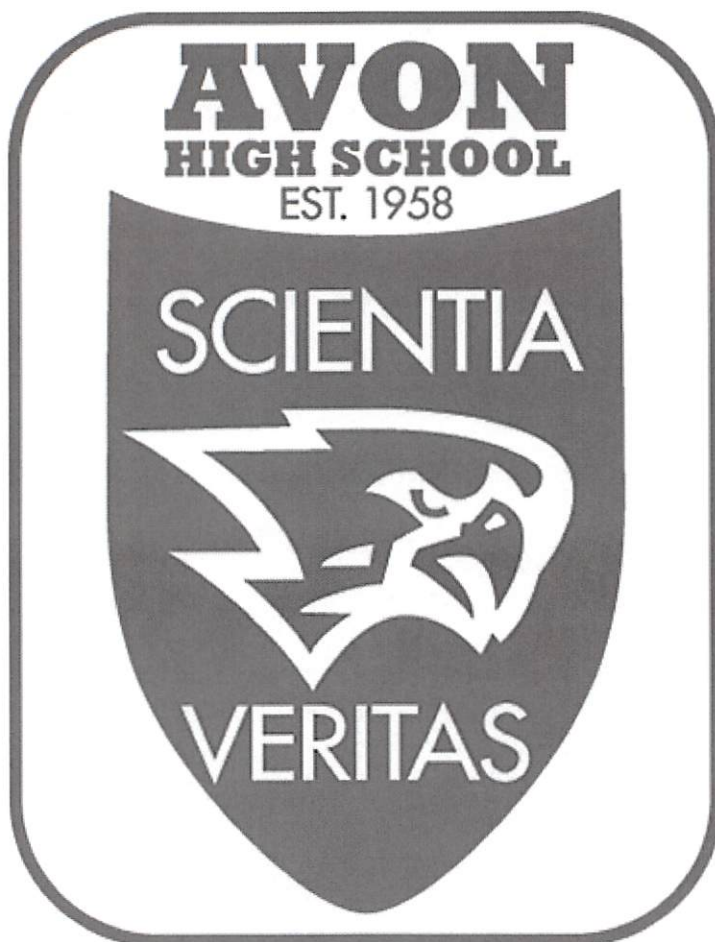
- Page 10: Addition: course Modern Western Traditions<sup>3</sup>, edit/revision: list of course offerings<sup>4</sup>, edit/revision: Tunxis to CSCC, edit/revision: Engineering courses offered in partnership with CSCC
- Page 16: Addition: update to Capstone requirement, and edit/revision: updated Capstone Handbook link
- Page 17: Addition: new course ECE Introduction to Asian American Studies added to graphic
- Page 18: Edits/revision: course description
- Page 19: Edits/revision: course description (UConn course offering description change no change to content)
- Page 21: Addition: new course ECE Introduction to Asian American Studies
- Pages 28/29/32: Edit/Revision: department name update (Music to Performing Arts)
- Page 39: Edit/Revision: updated course graphic (added ECE Human Rights and name change for AP/European History/ECE Modern driven by UConn)
- Page 44: Edit/revision: updated course graphic and edits/revision: course descriptions (both updates driven by partnership with CSCC)
- Page 45/46: Edits/revision: course description (driven by partnership with CSCC)
- Page 48: Edits/revision to course description & addition of new course Digital Art II<sup>5</sup>
- Page 50: Edits/revision: course sequence graphic (highlighting multiple pathways), edits/revision: course requirements
- Page 51: Edits/revision: course requirements
- Page 52/53: Edit/Revision: department name update (P.E. to Wellness)
- Page 58: Edit/Revision: course descriptions
- Page 61/62: Edit/Revision: move testing pathway into a table and added criteria
- Page 65: Edits/revisions: program description (alignment with Bristol Tech current practices)

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<sup>3</sup> This is an existing course inadvertently left off list during previous publications

<sup>4</sup> Latin course taught at honors and AP level, never formally proposed for ECE so removed from list

<sup>5</sup> Digital Art II was approved by the BOE approval (May 2021)



**AVON HIGH SCHOOL**

**COURSE OF STUDIES**

**~~2023-2024~~ 2024-2025**

Avon High School  
510 West Avon Road  
Avon, CT 06001

Telephone (860)404-4740 / Fax (860)404-4743 / [www.avon.k12.ct.us](http://www.avon.k12.ct.us)

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# GRADUATION REQUIREMENTS beginning with Class of 2023

All students will be required to earn **25 credits** in order to qualify for an Avon High School diploma. A student earns credit for a course with a passing grade.

The total number of credits MUST INCLUDE:

<u>SUBJECT</u>	<u>CREDITS</u>	<u>NOTES</u>
English	4.0	
Mathematics	3.0	
Social Studies	3.5	Must include 1.0 credit in US History, 2.0 credits in World History and 0.5 credit in Civics
Science	3.0	Must include 1.0 credit in Life Science (Biology) and 1.0 credit in Physical Science (Chemistry or Physics) and 1.0 credit in Environmental Science
World Language	1.0	
Wellness	1.0	
Health & Safety Education	1.0	
Personal Finance	0.5	
STEM	2.5	Electives, see below
Fine Arts	1.0	Electives, see below
Capstone	0.5	
Humanities	0.5	
Mastery Based Learning	0.5	
<b>Elective Courses</b>	<b>3.5 3.0</b>	*Courses can be used to fill either Fine Arts or STEM requirements.

## FINE ARTS

Visual	Performance
Advanced Ceramics	AP Music Theory
AP Studio Art I & II	Camerata <b>Singers</b> H
Architectural Design*	Chamber Choir
Book & Paper Arts	Chamber Orchestra
Digital Art*	Concert Band
Drawing	Concert Orchestra
Fibers and Textiles	Guitar I & II
Foundations In Design	Introduction to Technical Theatre
	Jazz Band
Intro to Ceramics	Essential Harmony Singers
	Music Technology I*
Intro to Digital Photo*	Music Technology II*
Painting	Percussion Ensemble
	Piano I & II
Sculpture	Treble Voices
	String Ensemble
	Symphonic Band
	Television Production *
	Theatre Design Implementation
	Wind Ensemble

## STEM

Accounting I	
Advanced Accounting	
Anatomy & Physiology	
AP Computer Science A	
AP Computer Science Principles	
AP/ECE Statistics	
Applied Topics in Math	Music Technology I & II*
Architectural Design*	Principles of Engineering
Astronomy	Scientific Principles of Engineering
Computer Modeling for Gaming I & II	
Computer Science Discoveries	Computer Programming for Gaming I
Digital Art 1 <b>and II</b>	Statistics
ECE Elementary Discrete	
Mathematics	
Engineering Drafting and Design I & II	Trigonometry & Statistics
Engineering for Robotics	Television Production*
Forensics	
Intro to Digital Photo*	Video Production I & II
Marine Science	
Mechanical Engineering	

**Individual courses may not be used to fulfill more than one graduation requirement.**

# GRADING SYSTEM

**For School Year 2017 – 2018 and Beyond** *Per a change in BOE Policy, use of this GPA Scale began July 2017*  
 Avon High School uses a weighted grade point average system. GPA is determined at the end of each semester. All courses taken at Avon High School, as well as Advanced Placement Virtual High School classes and GHAMAS/GHAA, are included in the calculation of the weighted GPA. A weighted grade calculation determines a student’s grade point average. Each grade has an associated quality point value depending upon the phase level of the course as follows:

Grade	Percent	College Experience	Honors	College Preparatory
A+	97-100	5.33	5.00	4.33
A	93-96	5.00	4.67	4.00
A-	90-92	4.67	4.34	3.67
B+	87-89	4.33	4.00	3.33
B	83-86	4.00	3.67	3.00
B-	80-82	3.67	3.34	2.67
C+	77-79	3.33	3.00	2.33
C	73-76	3.00	2.67	2.00
C-	70-72	2.67	2.34	1.67
D+	67-69	2.34	2.00	1.34
D	63-66	2.00	1.67	1.00
D-	60-62	1.67	1.34	0.67
F	0-59	0.00	0.00	0.00
P/F; WP; WF; I; AU		Not included	Not included	Not included

P/F = Pass Fail; WP = Withdraw Pass; WF = Withdraw Fail; I = Incomplete; AU = Audit

### Incompletes

A grade of incomplete must be resolved within **10 school days** of the closing date of the marking period unless an administrator has approved an extension. Work not completed in the designated period will be calculated as a zero and the resulting grade may affect co-curricular eligibility.

### Honor Roll

At the conclusion of each quarter, the administration will publish a list of students who have attained scholastic honors. A simple grade point average (A=4 points; B=3 points; C=2 points; D=1 point) is computed with honors equivalent as outlined below. Incompletes disqualify students from attaining Honor Roll.

- Honors 3.00 – 3.59
- High Honors 3.60 – 3.79
- Highest Honors 3.80 – 4.00

## FAFSA COMPLETION

Pursuant to Connecticut Legislation, starting with the high school graduating class of 2025, school districts shall not permit a student to graduate from high school unless the student has completed the FAFSA, other institutional financial aid application for those without legal immigration status, or complete a waiver.

## NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

Students who are interested in participating in collegiate sports need to be certain that they are academically eligible for Division I and Division II. For details, and to access eligibility worksheets, please visit the NCAA Eligibility Center at "<https://web3.ncaa.org/ecwr3/>".

## ACADEMIC LOAD REQUIREMENT

Students in grades 9-11 are required to take a minimum of six and a half (6.5) credits each year. All students in grade 12 are required to take a minimum of five and a half (5.5) credits, including senior capstone. Mastery Based Credit (MBL) can count towards the credit requirement. Seniors may designate up to .5 credit each semester on a pass/fail basis as long as the course is not required for graduation and the credit for the course exceeds the total number of course credits required for graduation.

All high school students are required to take a minimum of five courses each semester excluding physical education. The principal may permit a student to carry fewer courses for a defensible reason. Seniors may designate up to .5 credit each semester on a pass/fail basis as long as the course is not required for graduation and the credit for the course exceeds the total number of course credits required for graduation.

## DESCRIPTION OF COURSE LEVELS

Students of Avon High School have the opportunity to pursue a subject as deeply as their individual imagination, initiative, and skills permit. Subjects are offered at the following levels of pace and challenge.

**College Preparatory (CP):** *All courses not otherwise specified in the course of studies are offered at the CP level.* College Preparatory is a challenging curriculum requiring sound scholarship, study skills, and higher-order thinking. These courses are designed for students who are proficient in communication and critical thinking skills and to prepare students for their future college coursework.

**Honors (H):** Rigorous curriculum demanding strong writing skills, complex problem-solving across disciplines, and an ability to work independently. To be successful at this level, students must have strong foundational skills and be capable of a high degree of abstract reasoning and critical thinking. They must be independent learners who are motivated to engage with complex text, concepts, and/or problems. Content is enriched and extends beyond core curricular requirements. Students will be expected to produce sophisticated work to demonstrate mastery.

**College Experience (CE):** Avon High School offers several avenues for students to receive a College Experience (CE) while still in high school: Advanced Placement (AP), University of Connecticut Early College Experience (ECE), and ~~Tunxis Community College~~ **Connecticut State Community College**.

**Advanced Placement (AP):** College level offerings following a nationally approved course of study. Students are exposed to college level content that has a breadth and depth beyond the honors level. The level of rigor is equivalent to the same course at a competitive University. These courses encourage dialogue and debate, independent thinking, and self-motivation. Due to the testing timeline set forth by the College Board, some AP courses may require students to complete summer course work and/or participate in afterschool or evening review sessions. Students typically take a fee-based national exam at the culmination of the course.\*

**AP Credit Policy Search** <https://apstudent.collegeboard.org/creditandplacement/search-credit-policies>

**University of Connecticut Early College Experience (ECE):** In partnership with the University of Connecticut (UConn), these courses follow the University syllabi, and require our faculty to serve as adjunct members, allowing students to earn both college and high school credits. Students are exposed to college level content that has a breadth and depth beyond the honors level. The level of rigor is equivalent to the same course at the University of Connecticut (UConn). Students can register and pay a fee to receive UConn credit for successful completion of the course. \*

For additional information visit: [www.ece.uconn.edu](http://www.ece.uconn.edu)

**UConn ECE Credit Transfer** <https://admissions.uconn.edu/apply/transfer/transfer-credit>

~~Tunxis Community College~~ **Connecticut State Community College:** Students are exposed to college level content that has a breadth and depth beyond the honors level. The level of rigor is equivalent to the same course at ~~Tunxis Community College~~ **Connecticut State Community College**.

\*Some courses are offered as both AP and ECE.

## ADDITIONAL INFORMATION FOR THE COLLEGE EXPERIENCE

Avon High School offers several avenues for students to receive a college experience while still in high school: Advanced Placement (AP), University of Connecticut Early College Experience (ECE), and Tunxis Community College. Instructors of these courses are trained in the relevant curriculum; however, there are different requirements to teach the course, as highlighted below.

### ADVANCED PLACEMENT

- All teachers are eligible to teach AP
- May attend AP training (optional)
- Must submit a syllabus for College Board approval
- Students are strongly encouraged to register for and take the Advanced Placement Test in May
- Test fees paid by student (approximately \$100 in 2021, 2022 fees TBD)
- Students may request that these test scores be reported to the college they are enrolling in
- Individual colleges determine whether students are awarded college credit for the AP course based on their test results and/or use the results in course placement process

- Students are not required to enroll in an AP course in order to register for and take AP tests

#### **ECE University of Connecticut**

- Teachers apply to become UCONN adjunct professors (resume, cover letter, letters of recommendation, all post-secondary transcripts)
- Must have requisite, subject-specific course work (undergraduate/graduate)
- Must meet grade requirements in certain courses
- For most disciplines, the teacher must have a Master's degree in the content area, or at minimum graduate-level work
- Must attend UCONN professional development sessions to learn about most recent research and align standards and assessments with UCONN
- Subject to review and evaluations from UCONN Department Head
- Newly-certified instructors must attend a 2-day summer orientation session
- Course syllabus for courses taught at AHS must be approved by UConn.
- Instructors of ECE courses are required to be certified through UConn and serve as adjunct faculty members and to participate in UConn ECE professional development activities to maintain certification
- UConn library resources are available to enrolled students
- Fees paid by student (subject to change):
  - 2 credit course - \$100
  - 3 credit course - \$150
  - 4 credit course - \$200
  - \$25 resource fee charged for each course
- Registration is through UCONN in the fall
- Students who qualify for the Federal Free/Reduced Lunch Program are eligible for a full program fee waiver. Eligibility for the Free/Reduced Lunch Program is to be indicated by the Student and confirmed by the Site Representative during the registration process.
- Upon successful completion of the course (a grade of C or better), students receive UConn credits and a transcript

#### **Tunxis Community College**

- Teachers apply to become Tunxis adjunct professors (resume, cover letter, letters of recommendation, all post-secondary transcripts)
- Must have requisite, subject-specific course work (undergraduate/graduate)
- Must meet grade requirements in certain courses
- No fees paid by students to earn college credit

**Students are strongly encouraged to consult with the colleges or universities of their choice regarding the transferability of college experience credits.**

## ADVANCED PLACEMENT (AP) COURSE LISTING

AP courses are planned in the following areas:

### English:

AP English Language  
AP English Literature

### Social Studies:

AP Psychology  
AP Economics  
AP European History  
AP US History  
AP US Gov. and Politics

### Art:

AP Studio Art I  
AP Studio Art II

### Music:

AP Music Theory

### Mathematics:

AP Calculus AB  
AP Calculus BC  
AP Statistics  
AP Computer Science A  
AP Computer Science Principles

### Science:

AP Biology  
AP Chemistry  
AP Physics I  
AP Physics C

### World Language:

AP French Language and Culture  
AP Latin  
AP Spanish Language and Culture

## UNIVERSITY OF CONNECTICUT: EARLY COLLEGE EXPERIENCE (ECE) COURSE LISTING

At AHS, ECE courses may be taught in conjunction with an AP course.

AHS course names appear in parenthesis after the UConn course name. Please see our course descriptions for additional details. The following courses are available:

### English:

Seminar in Academic Writing (AP English Language/Literature)

- Memory of Conflict\*
- Post 9/11 American Culture\*
- Writing Through Humor: Satire and Comedy\*
- True Crime\*
- Unheard Voices\*
- Utopias and Dystopias\*

**Introduction to Asian American Studies**

\*For senior year English credit, must take two of the semester AHS courses. May be taken as a senior year elective. If enrolled as an elective in junior year, it does not count toward senior year requirement.

### Mathematics:

Elementary Discrete Mathematics  
Elementary Concepts of Statistics (AP Statistics)  
Calculus I & II (AP Calculus BC)

### Science:

Environmental Science

General Chemistry I & II (AP Chemistry)  
General Physics with Calculus (AP Physics C)  
General Physics (AP Physics I)

**Social Studies:**

Human Rights  
Modern Western Traditions

**World Language:**

French Global Culture I (Francophone Languages and Culture)  
French Grammar and Composition  
Intermediate Spanish Composition and Spanish Conversation and Cultural Topics (AP Spanish Language & Culture)  
Spanish Conversation and Cultural Topics (Spanish Conversation and Culture Topics)  
Topics in Advanced Latin (Latin 4H and AP Latin)

## **TUNXIS CONNECTICUT STATE COMMUNITY COLLEGE COURSE LISTING**

**Business:**

Accounting I  
Advanced Accounting  
Introduction to Business  
Personal Finance

**Engineering**

Engineering Drafting and Design I  
Engineering Drafting and Design II  
Principles of Engineering

## **COURSE SELECTION AND REGISTRATION**

The student's class schedule results from thoughtful collaboration among the student, teachers, counselor, and parents. In February, students meet with each teacher to discuss the teacher's recommendation. Students will complete their course requests using PowerSchool. When entering requests, the student will select the teacher's recommendation for the course. By default, electives are requested at the College Preparatory level. Once the course begins, you can discuss with your teacher the opportunity to contract for Honors Level. Honors contracts are due no later than October 1 for semester one and March 1 for semester two.

Course sections are scheduled based on requests in the spring. Requests to change teachers or sections within a course are not permitted.

**Course Level Override Process**

Students who choose to override the recommendation will need to complete the process outlined in the recommendation override form. When the override is granted to a level different from what was originally recommended, be aware that you may not be able to change levels at a future date.



# COURSE CHANGES

When a schedule change is requested, the process begins with a discussion involving the student, family, teacher and counselor. Students follow the original schedule until all steps in the process have been completed and the school counselor has generated a new schedule. Please review the sections that follow for more specific information.

## Level Changes

Requests for change in level should be avoided during the first few weeks of school. A quick decision to drop a level may not be in the student's long-term best interest. Establishing consistent communication with teachers from the outset will help a student adapt to various teaching styles and teacher guidelines. Most often, a student will be successful in their level if it has been chosen thoughtfully and if the student takes advantage of opportunities for extra help when needed. Students who ultimately decide to change a level are advised that their schedule may be impacted in various ways and a change may not always be possible. Retention of appropriate class sizes in the core classes will be a primary consideration, with elective choices taking a secondary role. Specific teacher requests are not permitted. **When a course level is changed, the grade from the previous course will transfer to the new course. The percent of time spent in each course will determine the percent of weight for the grade for that quarter.** Level changes should be requested by October 1, for full year and first semester courses, and by March 1 for second semester courses. Level change requests beyond these dates will require a meeting with the sending teacher, potential receiving teacher, school counselor, and an administrator.

## Adding or Dropping a Course

- Students have eight school days (4 class meetings) after the beginning of the semester within which to add a new course. Beyond that, teacher permission is required.
- Students may drop a course without academic penalty (i.e. grade of W/P or W/F for the course for the semester) by October 1, for full year and first semester courses, and by March 1 for second semester courses. Beyond this date, a grade of W/P or W/F is recorded on the transcript.
- Academic load requirements must be maintained.

## Requesting for Pass/Fail Option

SENIORS ONLY MAY DESIGNATE ONE ELECTIVE COURSE PER SEMESTER TO BE TAKEN ON A PASS/FAIL BASIS. All requests for the Pass/Fail Option must be approved by October 1, for full year and first semester courses, and by March 1 for second semester courses. Pass/Fail Option is **NOT** available for courses required for graduation or courses at the Advanced Placement or Honors Level. Two weeks prior to grades being stored students can discuss with their teacher and counselor the option of publishing their grade.

## Contracting for Honors Credit

Students enrolling in designated elective courses may choose to earn either College Prep or Honors credit. The decision to choose the Honors option requires a written contract with the teacher and must be made by October 1 for full year and first semester courses, and by March 1 for second semester courses. Criteria for honors credit is individualized for the course and students can access that information directly through the teacher during the honors contract enrollment period.

## Additional Note

Courses are designated as year-long courses and semester courses. Courses designated as year-long courses are meant to present a body of knowledge beginning in August and ending in June. Students are urged not to withdraw from any year-long course at the end of the first semester. Students/parents requesting a change in a year-long course at the end of the semester will require approval by meeting with the teacher and the counselor, with final approval from administration. Course credit will be given for the first semester if the student earns a passing grade.

## EXTERNAL CREDIT

### Transfer Credit

Students who have attended another high school and transferred to Avon High School will have credits listed on the official transcript as "Transfer Credit" with a "P/F" for a grade. Transfer credit will be reviewed by a school counselor and/or director of school counseling, and applied to graduation requirements as appropriate. External transcripts may be included with the Avon High School transcript as part of the college application process upon request. Transfer credit is not calculated in the AHS GPA, but will be recorded on the official transcript as a pass/fail.

Students who transfer to Avon High School following their sophomore year may be allowed to graduate with less than the number of required credits provided that they were meeting the promotion requirements at the school they were attending in grades 9 and 10. However, the students must meet the graduation requirements specified by Connecticut General Statutes and the course and credit requirements for grades 11 and 12 at Avon High School.

### Summer School

Students who need to make up credit for a failed course may choose to attend summer school in an accredited summer school program, such as those provided in West Hartford, Simsbury, and Plainville. Students wishing to take a class through an accredited summer school program must see their counselor prior to registering for the class and obtain the External Credit Form. Grades earned in summer school are not calculated in the GPA, and no letter grade will appear, only "P" or "F".

### College Credit Programs

Avon High School Students can apply to take a class at a college and earn both high school and college credit. College credit programs are available at the high school level for the student who has the skill and motivation to do college level work. College fees may apply and are the responsibility of the student. Each college has its own admission requirements, which may include a minimum GPA or prerequisites. To be eligible to receive transfer credit, students must complete the External Credit Form prior to enrollment in a college. Resulting grades are not calculated as part of the weighted GPA and will appear only as "P" or "F" on a student's transcript. See the school counselor for details.

Examples of area schools:

- The University of Hartford "College Now"
- University of St. Joseph "Project Challenge Program"
- Tunxis Community College "High School Partnership"
- Trinity College
- Wesleyan University

## SCHOOL COUNSELING

The mission of the Avon School Counseling Department is to guide and support all students as they progress academically, personally, and socially towards career and college readiness through participation in a

comprehensive school counseling program. Professional school counselors serve a vital role in maximizing student success. Through leadership, advocacy, and collaboration, school counselors promote equity educational experiences for all students. (American School Counselor Association)

The Avon High School Comprehensive School Counseling program plays a primary role in supporting the academic, social/emotional, and post high school planning of student success. In following a prescribed scope and sequence of activities, counselors ensure that each student at Avon High School participates in their own development, both as an individual and as a member of the larger high school community. Counselors meet with students on both an individual basis and in group settings throughout the student's high school career. Students are assigned to counselors alphabetically by student's last name, and keep the same counselor for all four years.

Students may schedule a meeting with their counselor by visiting the department or via a Gmail calendar, access to a counselor's calendar is provided. Parents or guardians with questions or concerns are encouraged to make an appointment by calling the school counseling secretary.

### **Academic Planning**

School counselors assist students in developing a course of study appropriate to the student's level, interest, and possible career pathway; students are encouraged to make use of resources (PowerSchool, Naviance) in order to set goals and track progress.

### **Post-High School Planning**

School counselors help students to gain knowledge about their own interests and skills by making use of assessments (skills, knowledge and inventories, personality type, etc.), technology-based programs (Naviance) and individual counseling to develop an ongoing post-secondary plan.

### **Social/Emotional Support**

School counselors assist students with a range of issues related to decision-making skills, transitions, and learning how to manage peer relationships, among others.

### **Naviance**

Naviance is a web-based career and college readiness platform that helps connect academic achievement to career planning and post-secondary goals. School counselors use Naviance to assist students in post-secondary planning, students' self-exploration, researching college programs, managing the college application process including teacher recommendations, transcripts, and counselor documents.

### **Counseling and Referral Services**

School counselors provide assistance with referrals to in-school and outside agencies as appropriate, in consultation with other student support personnel and school administration. School Counselors adhere to and protect student confidentiality in student discussions and in the maintenance of student records. Exceptions to confidentiality occur when a student is at risk of harming him/herself or others; in this case, parents, appropriate personnel, and possibly necessary agencies who serve to protect children are informed.

In addition to the support listed in the course of studies, our team of School Counselors, School Nurse, School Social Worker, and School Psychologists, are here to support students' emotional and social needs. For additional information on how to access these supports, please contact the school counseling office.

## BUSINESS EDUCATION

The Business Education program provides course offerings for both academic and business students. Students have an opportunity to select courses that will develop business as well as academic communication skills.

### Long-Term Transfer Goals

Students will be able to independently:

- Identify a need, problem, or opportunity to develop possible solutions.
- Make informed fiscal choices in developing short and long-term plans.
- Work to achieve a level of precision and/or adhere to industry standards.
- Evaluate a product/plan and/or accuracy of work performed based on a set of criteria.
- Communicate accurately and effectively using appropriate tools and language based on purpose, task, and audience.
- Apply business concepts and content to make connections to a given situation, problem, or challenge.

## TYPICAL BUSINESS COURSE SEQUENCE

Accounting	Finance	Entrepreneurship/ Marketing	General Business
Intro to Business	Intro to Business	Intro to Business	Intro to Business
Business Communications	Business Communications	Business Communications	Business Communications
Accounting I	Principles of Finance and Investing	Principles of Marketing	*
Advanced Accounting	Accounting I or Advanced Accounting	Advanced Marketing	*
		Entrepreneurship	*

\*Any three additional business electives.

## BUSINESS COURSES


**Personal Finance**                      ½ credit  
**Grades 10 - 12 CE (Tunxis Partnership)**

Students learn how to navigate the financial decisions they must face and to make informed decisions related to career exploration, budgeting, banking, credit, insurance, spending, taxes, saving, investing, buying/leasing a vehicle, living independently, and inheritance. Development of financial literacy skills and an understanding of economic principles provide the basis for responsible citizenship and career success.

## BUSINESS ELECTIVE COURSES

**Accounting I**  **1 credit**  
**Grades 10-12, Cross Credit Math, CE (Tunxis Partnership)**

Accounting is the study of financial activities of an individual or of a business. This one-year course of study includes recording business transactions, reconciling bank statements, and preparing personal income tax forms. This course may be used to fulfill one credit of the mathematics credits required for graduation.

**Advanced Accounting**  **1 credit**  
**Grades 11-12, Cross Credit Math, CE (Tunxis Partnership)**  
*Prerequisite: Algebra II*

Advanced Accounting uses an integrated approach to teach accounting. Students first learn how businesses plan and evaluate their operating, financing, and investing decisions and then how accounting systems gather and provide data to internal and external decision makers. This year-long course covers all learning objectives of a traditional college level financial accounting course, plus those from a managerial accounting course. Topics include an introduction to accounting, accounting information systems, time value of money, and accounting for merchandising firms, sales and receivables, fixed assets, debt and equity. Other topics include statement of cash flows, financial ratios, cost-volume profit analysis, and variance analysis.

**Business Communications** **½ credit**  
**Grades 9-10, (CP, H)**

This course will teach students to become more confident and effective communicators in a variety of mediums. Students will obtain effective and concise writing skills, learn how to speak confidently in a variety of forums, and will gain necessary experience in 21st century mediums of business communication. Business Communications will serve as an introductory course, ideally for freshman and sophomores, that will empower students to get more out of their education and prepare themselves for the future through improving and developing communication skills. Recommended to be paired with Introduction to Business.

**Entrepreneurship** **½ credit**  
**Grades 11-12 (CP, H)**

Students will learn how to plan and launch their own successful business. They will identify the fundamentals of business creation, the personal attributes needed to be a successful entrepreneur, and will research various business opportunities. Topics covered include the characteristics of an entrepreneur, discovering entrepreneurial opportunities, and researching and analyzing domestic, global and market trends. The course culminates with students developing a business plan to implement their unique venture that conforms to all applicable governmental laws and regulations.

**Introduction to Business** **½ credit**  
**Grades 9-10, CE (Tunxis Partnership)**

This course will introduce students to the world of business. Students will study a wide range of topics including; Marketing, Finance, Accounting, Entrepreneurship and Business Technology. This class will serve as an introductory course that students can take as early as freshman up to sophomore year to get a glimpse into the different parts of the business world in hopes to help guide their future business course choices. Recommended to be paired with Business Communications.

**Principles of Finance and Investment** **½ credit**  
**Grades 10-12 (CP, H)**

This course will introduce students to the financial world. Students will study a wide range of topics including; income and wealth, examine financial institutions, learn how businesses raise capital, learn the key investment-related terms and concepts, develop an understanding of financial analysis, and take an in-depth look at the stock market. Students also research how innovations have changed the financial services field. Finally, students explore careers that exist in finance today.

**Principles of Marketing**                      ½ credit  
**Grades 10-12 (CP, H)**

This course introduces students to the processes and functions involved in transferring business products or services to a consumer. Marketing exists within an environment of rapidly evolving technology, interdependent nations and their economies, increasing demands for ethical and social responsibility, and constant change. The following topics will be explored: the impact of marketing on the consumer, business and society, the motivation and behavior of consumers, the role of marketing research in decision-making, and the elements, design, and purposes of a marketing plan.

## CAPSTONE

**Capstone**    ½ credit  
**Grade 12**

Guided by personal passion or intellectual curiosity, students will independently tackle a complex real world problem or engage in an intellectual pursuit for their Avon High School Capstone project. Students will ultimately demonstrate that they have acquired the requisite knowledge and skills through developing and implementing an action plan; the project culminates with students defending their process and product, results, or position to an authentic audience. This is a graduation requirement and credit will be awarded on a pass/fail basis and is not calculated in the weighted GPA. There will be a Capstone Skills course to offer support for students who struggle with the inquiry development, research, or project process.

As early as spring of Junior year and no later than October 1 of Senior year: Students will find a faculty mentor who has some background knowledge in an area related to potential topics. Optional: Students can find a secondary (expert) mentor in the broader community. Students will work with mentor(s) to fine-tune their selected topic and develop a project proposal to submit to the Capstone Committee for approval.

Expectations for the Capstone project include:

- Students will develop a contract with a mentor to establish the appropriate steps and expectations for the research process.
- Students will be expected to provide lists of sources as part of this research-based project.
- Students will be scheduled to present to a grading panel of teachers, and will demonstrate the depth of their knowledge in a question and answer session.
- Students will be assessed based on the skills outlined in Avon's Portrait of the Graduate.

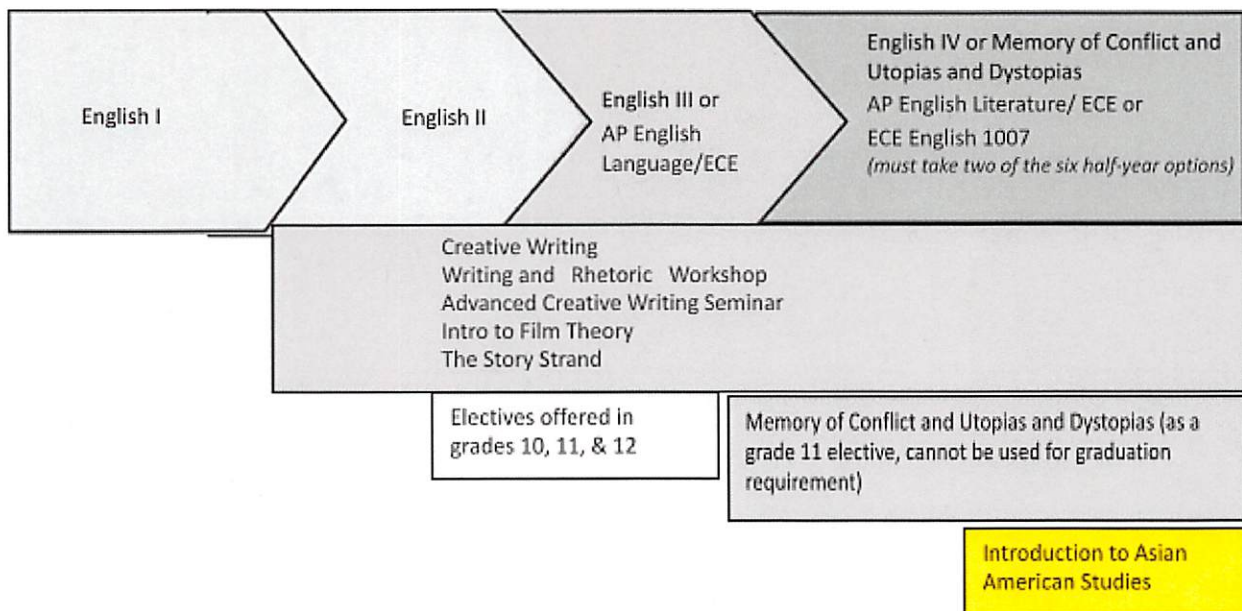
More specifics and requirements are in the [\*AHS Capstone Handbook\*](#).

# ENGLISH

The English Department's philosophy is that sophisticated reading and communication skills are integral in developing the informed perspective necessary to be an active participant in the twenty-first century's global society. In English courses, all students will have the opportunity for wide-ranging, diverse, and deep experiences in the study of literature, philosophy, rhetoric, and writing. Through foundational courses and elective offerings, students emerge as highly-skilled, well-rounded critical thinkers ready to contribute meaningfully both academically and professionally.

## Long Term Transfer Goals

- Students will be able to comprehend and engage with a variety of texts in order to become independent critical thinkers.
- Students will be able to thoughtfully produce text for a broad range of audiences, purposes and tasks.



## ENGLISH COURSES

### English I 1 credit (CP, H)

English I is designed to foster critical thinking skills as students interact with literature organized by thematic units and consisting of various literary genres. Students engage in higher-order thinking and inferential reading as they identify and interpret various literary devices and apply critical lenses; students also produce writing in the persuasive and narrative modes with attention to the six traits. Formal and informal speaking, vocabulary development, and the reinforcement of usage and skills of academic writing are also a part of this course that provides the requisite structure for further study of literature in tenth grade and beyond.

### English II 1 credit (CP, H)

English II is designed to develop reading, speaking, listening, and writing skills; introduce various forms of literary criticism; enhance traditional methods of research; and expand knowledge of seminal works from classical and modern literature. Formal speaking and writing opportunities are provided, and inferential reading and critical thinking are stressed. Both the design of units and variety of teaching strategies recognize individual learning styles.

### English III 1 credit (CP, H)

This course is an American Literature course represented by each literary genre with links, as much as possible, to U.S. History and AP U.S. History. Attention will be paid to the relationship between literature and the historical, religious, and philosophical viewpoints of various periods. The emphasis of the course is a broad-based study of diverse American culture as seen primarily through its literature. . Students will also engage in various writing modes, including persuasive, analytical, narrative, and creative writing.

### English IV 1 credit (CP, H)

English IV is a core course that is designed to complement and complete the literary education of Avon High School students. Students in all levels will study a variety of authors, such as Shakespeare and Wordsworth, as well as a diverse selection of continental and modern authors such as Camus, McInerney, Morrison, O'Brien, McCarthy, Hansberry, etc. This curriculum will address student interest and skill levels and the need for acquisition of knowledge of our literary background.

### Memory of Conflict ½ credit Grade 12, CP

\*\*to receive credit for senior English, student must register for two half-year courses

This course will cover the human experience throughout the stages of conflict and course texts emerge from the tradition of war. Texts will be representative of World War I, World War II, the Vietnam War, and the murky on-going conflicts that occur on a global basis today. The course will ask students to consider how these conflicts shape the art that emerges from them, how war changes people, and how certain agendas and biases might



influence both the creation of the text and our understanding of them. Texts might include Remarque's *All Quiet on the Western Front* and O'Brien's *The Things We Carried*, contemporary fiction, non-fiction, and poetry.

**Utopias and Dystopias**                      **½ credit**

**Grade 12, CP**

\*\* to receive credit for senior English, student must register for two half-year courses

This course will cover texts whose authors, through alternate realities, expose certain truths about human existence, societal constructs, and the heroics and cowardice of human nature. These texts will ask students to consider social commentary as an art form and their contemporary implications. Seminal texts include Huxley's *Brave New World* and Bradbury's *Fahrenheit 451*.

**AP English Language/ECE**                      **1 credit**

**Grade 11, Advanced Placement/ ECE**

The course focuses on composition and literature while also engaging students with an American literature curriculum. Students will demonstrate advanced reading, writing, speaking, and listening skills using an extensive variety of classical and contemporary essays, short stories, poems, drama, and novels, with an emphasis on non-fiction prose in preparation for the AP exam in May. Students will engage in the analysis of core and extended readings, and essays representing the four modes of discourse: narration, description, exposition, and argumentation. Students will be expected to understand rhetorical structures, devices, levels of appeal, and techniques employed by authors. Students will interact with the literature and the writing on a personal level by using collaborative techniques, visual and written interpretations, oral presentations, and a mock AP Midterm Exam. Students participating in this course are encouraged to take the Advanced Placement examination in May.

Enrolled students may elect, for a small fee, to also enroll in the UConn Early College Experience (ECE), a concurrent enrollment program that allows motivated high school students to take UConn courses at their high schools. The rhetorically based course is called "English 1007 : Seminar in Academic Writing," and it is described in the university course catalog as follows: "Instruction in academic writing through interdisciplinary readings. Assignments emphasize interpretation, argumentation, reflection, revision of formal writing and instruction on grammar, mechanics, and style." English 1007 emphasizes the intellectual purposes and discursive formations of academic writing.

**AP English Literature**                      **1 credit**

**Grade 12, Advanced Placement/ ECE**

Following AP course guidelines this college-level course is specifically structured around the study of fiction, poetry, and essay with the writing of critical analyses of each genre. Heavy emphasis is on critical and analytical writing. Language dexterity, structural proficiency, and insight into critical positions are stressed. Students will be expected to contribute to seminar-style discussions based upon the texts read as well as background topics and literary criticism. Students participating in this course are encouraged to take the Advanced Placement examination in May.

Enrolled students may elect, for a small fee, to also enroll in the UConn Early College Experience (ECE), a concurrent enrollment program that allows motivated high school students to take UConn courses at their high schools. The rhetorically based course is called "English 1007: Seminar in Writing through Literature," and it is described in the university course catalog as follows: "Instruction in academic writing through literary reading. Assignments emphasize interpretation, argumentation, reflection, revision of formal writing and instruction on grammar, mechanics, and style." English 1007 emphasizes the intellectual purposes and aesthetic power of literary texts.

**ECE 1007 Memory of Conflict      ½ credit**

**Grade 12, ECE**

**\*\* to receive ECE credit and to receive credit for senior English, student must register for two half-year ECE courses**

This UConn/ECE course will satisfy the ENGLISH 1007 course offered for first year college writing. The course will cover the human experience throughout the stages of conflict and course texts emerge from the tradition of war. Texts will be representative of World War I, World War II, the Vietnam War, and the murky on-going conflicts that occur on a global basis today. The course will ask students to consider how these conflicts shape the art that emerges from them, how war changes people, and how certain agendas and biases might influence both the creation of the text and our understanding of them. Texts might include Homer's *The Iliad*, Remarque's *All Quiet on the Western Front*, selections from the *War Poets*, Doerr's *All the Light We Cannot See*, Vonnegut's *Slaughterhouse Five*, O'Brien's *The Things We Carried*, contemporary fiction, non-fiction, and poetry. The course culminates in student-choice texts.

**ECE 1007 Post 9/11 American Culture      ½ credit**

**Grade 12, ECE**

**\*\* to receive ECE credit and to receive credit for senior English, student must register for two half-year ECE courses**

This UCONN/ECE course will satisfy the ENGLISH 1007 course offered for first year college writing. This course's central inquiry is about contemporary American society and the lasting effects of events such as 9/11. Central texts will include contemporary American authors such as Jonathan Safran Foer, Jennifer Egan, David Foster Wallace, Jonathan Franzen, George Saunders, and Jesmyn Ward. Supplementary materials will focus on current cultural commentary and trends. The course culminates in student-choice texts.

**ECE 1007 Writing Through Humor: Satire and Comedy      ½ credit**

**Grade 12, ECE**

**\*\* to receive ECE credit and to receive credit for senior English, student must register for two half-year ECE courses**

This UCONN/ECE course will satisfy the ENGLISH 1007 course offered for first year college writing. The central inquiry of this course is about the ways humor and satire have helped provide social commentary and respite from difficult social, cultural, and political times. It further asks the ways in which humor might be the most useful form of dissent. Students will read and view a variety of forms of comedy and satire, from a variety of eras. Texts might include work by Jonathan Swift, Mark Twain, Garrison Keillor, Bill Bryson, David Foster Wallace, David Sedaris, Kurt Vonnegut, and others. *The Onion*, satirical cartoons, and Christopher Guest and Stanley Kubrick films will provide supplementary material for the course inquiry. The course culminates in student-choice texts.

**ECE 1007 True Crime      ½ credit**

**Grade 12, ECE**

**\*\* to receive ECE credit and to receive credit for senior English, student must register for two half-year ECE courses**

This UCONN/ECE course will satisfy the ENGLISH 1007 course offered for first year college writing. This course's central inquiry is about the long-lasting popularity of this particular genre, which exposes the darkness of humanity yet also makes the audience culpable through its voyeuristic participation. Texts will be chosen from titles such as *In Cold Blood*, *The Journalist and the Murderer*, *I'll Be Gone in the Dark*, the podcast *Serial*, the docu-series *The Jinx*, *Evil Genius*, and *Making a Murderer*, among others. The course culminates in student-choice texts.

**ECE 1007 Unheard Voices**      ½ credit

**Grade 12, ECE**

\*\* to receive ECE credit and to receive credit for senior English, student must register for two half-year ECE courses  
This UConn/ECE course will satisfy the ENGLISH 1007 course offered for first year college writing. Students will immerse themselves in the understanding and study of alternative cultures through literature. After a solid understanding of the Western literary tradition, springing from the Greeks through Shakespeare into Modern British and American Literature, the opportunity to follow (for example) the heroic tradition and archetypal lens through literature from many different minority traditions and cultures will serve to round out the well educated person. Examples of possible texts and author choices are: *Beloved*, *Song of Solomon*, Toni Morrison; *Poisonwood Bible*, Barbara Kingsolver; *Zami, A New Spelling of My Name*, Audre Lorde; *The Joy Luck Club*, Amy Tan; and *Giovanni's Room*, James Baldwin. The course culminates in student-choice texts.

**ECE 1007 Utopias and Dystopias**      ½ credit

**Grade 12, ECE**

\*\* to receive ECE credit and to receive credit for senior English, student must register for two half-year ECE courses  
This UConn/ECE course will satisfy the ENGLISH 1007 course offered for first year college writing. Its focus is texts whose authors, through alternate realities, expose certain truths about human existence, societal constructs, and the heroics and cowardice of human nature. These texts will ask students to consider social commentary as an art form and their contemporary implications. Seminal texts include Sir Thomas More's *Utopias* and continue through more contemporary explorations, such as Huxley's *Brave New World*, Atwood's *The Handmaid's Tale*, and Bradbury's *Fahrenheit 451*. The course culminates in student-choice texts.

## ENGLISH ELECTIVE COURSES

**ECE Introduction to Asian American Studies**      ½ credit

**Grades 11-12 (CE)**

This ECE course will be run in conjunction with the UConn-ECE program and all units and syllabi are created in conjunction with the head of the Asian American Studies program at UConn-Storrs. This course is a multidisciplinary and interdisciplinary introduction to major themes in Asian American Studies. This course includes concepts of identity and community, migration and labor histories, representations of Asians in visual and popular culture, gender issues, interracial and interethnic relations, and human rights. Units will be run via an inquiry structure, with art, film, culture, history, and literature providing various materials for students to synthesize. Students will engage in ethnographic studies to create broader understandings of local diasporic experiences. Central texts will include fiction, film, non-fiction contexts, and student choice, with students synthesizing texts and their learning in culminating projects.

**Writing and Rhetoric Workshop**      ½ credit

**Grades 10-12 (CP, H)**

This semester-long elective will be a course offered to students interested in developing advanced abilities in critical reading and in expository and persuasive writing. The class will begin with a focus on rhetoric in writing and multiple media forms. The primary focus of the class will be to write, revise, and edit individually chosen writing projects on a daily basis in a Writer's Workshop environment. Students will be involved in advanced workshops on improving and varying their diction, sentence construction, organizational development, narrative structure, and voice. Students will also learn how to close-read, line-edit, and peer evaluate, skills that can be applied in college and beyond. The course will culminate with students producing and publishing their favorite pieces.

**Introduction to Film Theory and History**      **½ credit**  
**Grades 10-12 (CP, H)**

In this rigorous course, students will analyze film as a distinct art form with its own set of tropes, methods, and styles. Starting with the very beginnings of cinema, this course will analyze how film functions as an aesthetic art form as well as a narrative medium, and how it derived from (and differs from) the various other artistic mediums of literature, painting, photography, theatre, and music. The course will deal with how the cinema developed over time from its humble beginnings as a novelty, into a legitimate (if artistically suspect) form of entertainment during Hollywood's Golden Era, and finally, as a respected form of art due to the efforts of auteur during the 1950s and '60s (Hitchcock), '70s (Coppola, Spielberg), and into the contemporary era.

**Creative Writing I**      **½ credit**  
**Grades 9-12 (CP, H)**

In this elective, students will engage in a semester-long study of the art and craft of creative writing through the study of master texts or models, writing workshops, and writing theory. Students will create a portfolio over the course of a semester, with much attention paid to the workshop process, revision, and reflection. Genres will include poetry, short fiction, and creative non-fiction. This elective is writing focused, and the expectation is that students have both interest in and skill for writing.

**Advanced Creative Writing Seminar**      **½ credit**  
**Grades 10-12 (H)**

Following successful completion of Creative Writing I, students will pursue their independent writing passions and interests in this course. Teachers will facilitate student development through mini-lessons, conferencing, small group workshop sessions, and on-going written and oral feedback, and students will develop a comprehensive writing portfolio over the course of a semester. Students will use and build upon requisite skills while honing their writing voice and the depth and sophistication of their writing in their chosen writing mode (poetry, creative nonfiction, screenwriting, fiction, etc.) Students will fully engage with the recursive writing process, with the goal of submitting pieces of their work for publication and/or competition.

## **MASTERY BASED LEARNING OPPORTUNITIES**

As part of course planning, students will meet with their school counselor to discuss which of the following options best meets their needs for the required 0.5 Mastery Based Learning credit. These opportunities are offered in the summer, fall, winter, or spring.

**ACHIEVE: AHS Internship Program**      **½ credit**  
**Grade 11, 12**

ACHIEVE, the student internship program, enables our students to explore an area of interest outside the classroom. By helping to foster independence and decision-making skills, the program will provide students an opportunity to make a smoother transition from high school to college, the work place, or military service. Students will explore a career interest or service opportunity in a field prior to beginning formal training in their

post-secondary schooling. Credit will be awarded on a pass/fail basis up to 1.0 credit and is not calculated in the weighted GPA.

**Community Service**  $\frac{1}{2}$  credit  
**Grade 9 - 12**

Avon High School supports students in their efforts to enhance our community. Credit will be awarded on a pass/fail basis and is not calculated in the weighted GPA. Successful completion and awarding of credit include administrative review of the project, site or organization approval from the site contact person, verification of completing 60 hours on the log sheet, and successful presentation of the Community Service experience. Credit will be awarded on a pass/fail basis up to 1.0 credit and is not calculated in the weighted GPA.

**Work Experience**  $\frac{1}{2}$  credit  
**Grade 11, 12**

The Work Experience program provides valuable work experience for students currently working. Students can build the knowledge, skills and self-confidence to be successful in higher education, in the workplace, and in life. Students can earn up to one credit per academic year through Work Experience. Credit will be awarded on a pass/fail basis and is not calculated in the weighted GPA. Students must apply and complete the work experience documentation and contract signed by a parent, employer, and student. Employers will be required to submit an evaluation and/or have frequent contact with a certified staff member at AHS which will be used in determining the student earning a "pass."

**College Equivalent Coursework**  $\frac{1}{2}$  credit

Students can meet their Mastery-Based Learning credit by earning an additional 0.5 credit beyond their high school graduation requirements in an AP, ECE, or CE class. The Mastery-Based CE credit cannot count towards a student's other graduation requirements. Students can also meet the Mastery-Based Learning credit by successfully completing a pre-approved college course or seminar off campus.

Examples:

- A student who passes AP U.S. Government and Politics may apply 0.5 credit towards the Civics graduation requirement and the remaining 0.5 credit towards the Mastery-Based Learning requirement.
- A student who successfully completes a pre-approved summer seminar at an accredited university and provides the required documentation.
- Student who successfully completes a dual enrollment course at a local college that is independent of any of the dual enrollment courses in the Course of Studies.
- Student who passes an ECE English course in addition to meeting the four years of English requirement.

## MATHEMATICS

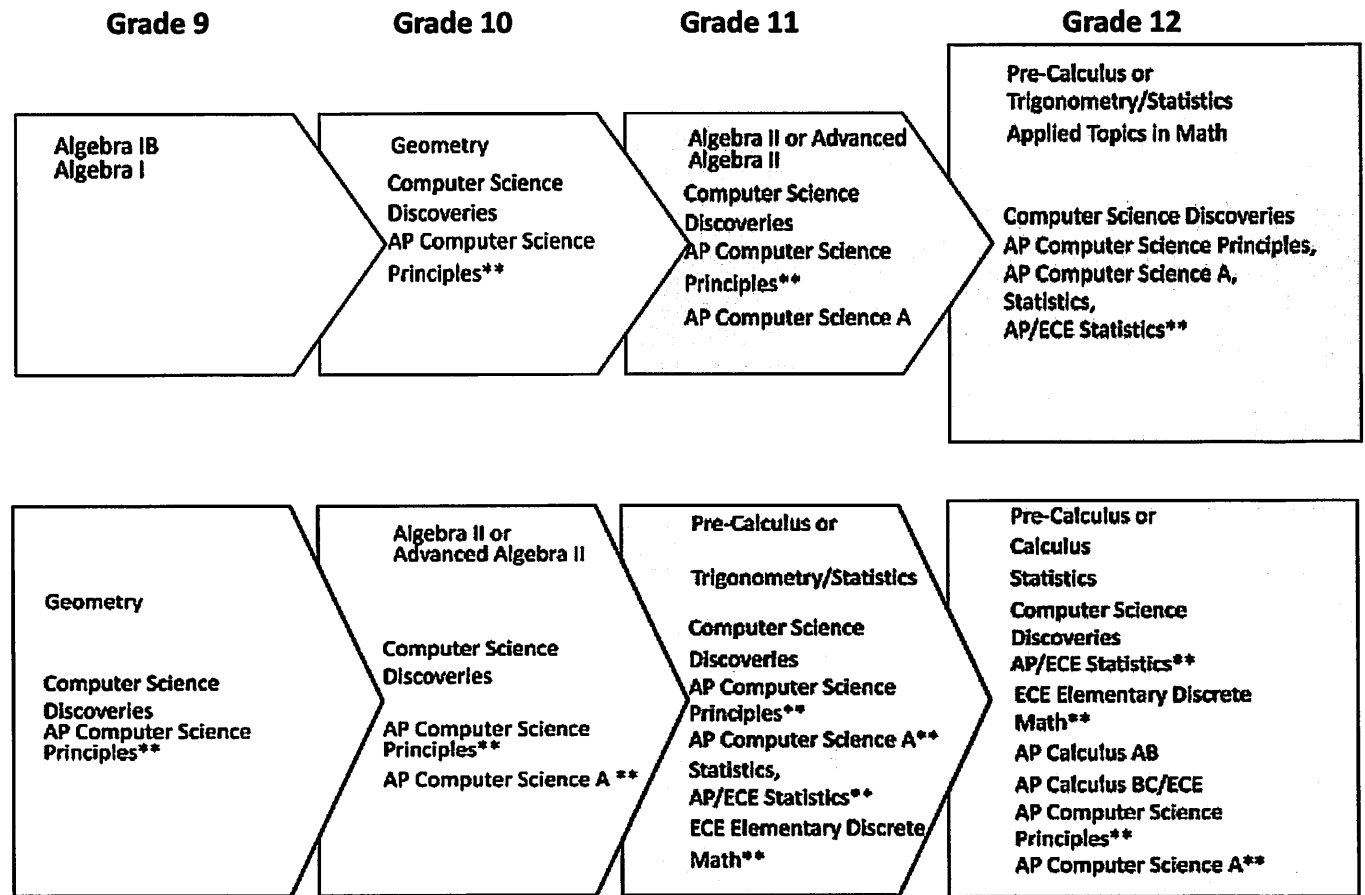
The philosophy of the Mathematics Program is based upon the premise that each student has unique abilities, interests, aspirations, and learning styles. Our program responds to these differences by providing a curriculum that has sufficient range, quality, and depth to help students acquire and apply mathematics in a manner consistent with their individual needs and abilities. By the end of Grade 12, students will apply proficiently a range of numerical, algebraic, geometric and statistical concepts and skills to formulate, analyze, and solve real-world problems; to facilitate inquiry and the exploration of real-world phenomena; and support continued development and appreciation of mathematics as a discipline.

**Long-Term Transfer Goals**

As a result of mathematics education in grades 9-12, students will be able to:

- Initiate a plan that is based upon an understanding of any problem, execute it and evaluate the reasonableness of the solution.
- Examine alternate methods to accurately and efficiently solve problems.
- Use appropriate tools strategically to deepen understanding of mathematical concepts.
- Articulate how mathematical concepts relate to one another in the context of a problem or in the theoretical sense.

**TYPICAL MATHEMATICS COURSE SEQUENCE**



**MATHEMATICS COURSES**

**Algebra IB** 1 credit  
**Grade 9 (CP)**

This is the second course in a two-part study of algebra. Concepts from the previous course will be utilized along with quadratic functions, exponential functions, polynomial functions, and operations with polynomials and radicals.

**Geometry** **1 credit**

**Grades 9, 10 (CP, H)**

*Prerequisite: Algebra I or Algebra 1B*

Students will study the relationship of points, lines, planes, angles, and triangles using a formal system of logic. Units include the properties of parallel and perpendicular lines, congruence and triangles, quadrilaterals, regular polygons, area, volume, and circles. Units include transformations, similarity, and properties of circles and associated special segments, angles, and arcs.

**Algebra II** **1 credit**

**Grades 10-12 (CP)**

*Prerequisites: Algebra I*

This course will prepare students for a course beyond Algebra II such as Trigonometry or Statistics. In semester one, students will develop and extend topics in algebra and functions, particularly systems of linear equations and inequalities, quadratic functions, exponential and logarithmic functions, and statistical modeling. In semester two, students will study polynomial functions, rational functions, and statistical analysis. Emphasis will be placed on learning mathematics through reasoning abstractly and quantitatively, modeling, and looking for and making use of structure.

**Advanced Algebra II** **1 credit**

**Grades 10-12 (CP, H)**

*Prerequisite: Algebra I*

This course will prepare students for advanced mathematics courses such as Pre-Calculus and Calculus. Students will study linear functions, systems of equations, quadratic functions, polynomial functions, real number systems (irrational and rational), and conic sections. Included are units on linear equations and inequalities, linear, absolute and piecewise functions, systems of equations/inequalities, polynomial functions, conic sections, and applications in problem solving.

**Applied Topics in Math**



**1 credit**

**Grades 12 (CP)**

*Prerequisite: Algebra I or Algebra 1B*

This course will prepare students for college placement exams and career readiness. Students will see how math is used in the real world with a variety of interdisciplinary connections to Social Studies, Business, English, and Science. Topics will include modeling with linear/quadratic/exponential functions, arithmetic and geometric sequences and series, nutrition, credit card debt, home renovations, games of chance, and voting methods.

**Trigonometry and Statistics**



**1 credit**

**Grades 11, 12 CP**

*Prerequisite: Algebra II, Geometry*

Semester I includes solving right or oblique triangles, trigonometric functions, the unit circle, radian measurements, arc length, linear and angular velocity, vectors, and modeling using trigonometric functions.

Semester II includes the introduction of data organization, techniques for producing data, probability, central tendency, and statistical inference using means and proportions.

**Statistics** 

**1 credit**

**Grades 11, 12 CP**

*Prerequisite: Algebra II*

This course is designed to give students an introduction to statistics. The curriculum is separated into four categories: Organizing Data, Producing Data, Probability, and Inference. Students will be introduced to methods of data organization, techniques for producing data, and probability. Topics studied are data collection techniques, graphical representation, basic statistical calculation, linear regression, sampling, experiments, surveys, simulations and probability. In addition, students will study central tendency, probability distributions, variability, confidence intervals, and hypothesis testing using means, proportions, and Chi-square.

**Pre-Calculus**

**1 credit**

**Grades 11, 12 (CP, H)**

*Prerequisite: Algebra II, Geometry*

Students will graph rational, radical, exponential, logarithmic, and trigonometric functions as well as study their applications. Students will also study solving trigonometric equations, verifying identities, calculating linear and angular velocity, and utilizing the Law of Sines and Cosines. In addition, other topics include transformations of functions and working with arithmetic and geometric sequences and series.

**Calculus**

**1 credit**

**Grades 11, 12 (CP)**

*Prerequisite: Pre-Calculus*

Calculus provides students with a good basis upon which to take a calculus course in college. Units include the study of functions, limits, continuity, and the differentiation of algebraic, logarithmic, and exponential functions. Applications of differential equations are also explored. Students will also be introduced to the integration of functions, the differentiation and integration of algebraic and trigonometric functions, and applications of these operations.

**AP Calculus AB**

**1 credit**

**Grades 10-12, Advanced Placement**

*Prerequisite: Pre-Calculus*

Students will study limits, continuity, and the differentiation of algebraic, exponential, trigonometric, and logarithmic functions and applications of derivatives. In addition, students will study definite and indefinite integrals. Applications of integration that are studied include area, volume, and solving differential equations. [Students will have an assignment in the summer prior to AP Calculus AB.]

**AP Calculus BC/ECE Calculus I (S1) and II (S2)**

**1 credit**


**Grades 10-12, Advanced Placement/ ECE**

*Prerequisite: Pre-Calculus*


Students will study limits, continuity, parametric equations, and the differentiation and integration of algebraic, exponential, trigonometric, and logarithmic functions. Also included is the application of the derivative and




integral. In addition, students will study infinite and power series, l'Hopital's rule, polar coordinates, and other applications. [Students will have an assignment in the summer prior to AP Calculus BC.] This course is equivalent to the UCONN course MATH 1131Q and 1132Q. Students can choose to register and pay a fee to UCONN to receive 8 credits for successful completion.

**AP Computer Science A**  **1 credit**  
**Grades 10-12, Advanced Placement**  
*Prerequisite: Algebra II*


Students are introduced to the writing of logically structured, well-documented programs. JAVA is the language utilized for instruction. Other units will include programming methodology, features of programming languages, data types and structures, algorithms, and applications of computing. In addition, students continue to study algorithms that are specific to a variety of data structures, searching and sorting as well as taking an in depth look at the Advanced Placement required labs. Note: The student must have additional time available to work on the computer outside of class time.

**AP Computer Science Principles**  **1 credit**  
**Grades 9-12, Advanced Placement**  
*Prerequisite: Algebra I*

Students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course focuses on fostering student creativity. They are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, work individually and collaboratively to solve problems and discuss and write about the importance of these problems and the impacts to their community, society, and the world.

**AP Statistics/ECE (Elementary Concepts of Statistics)**  **1 credit**  
**Grades 11-12, Advanced Placement/ECE**  
*Prerequisite: Algebra II*

This course is designed to give students an opportunity to study non-calculus based college statistics. The curriculum is separated into four categories: Organizing Data, Producing Data, Probability and Inference. Students will be introduced to data organization, techniques for producing data, and probability. Topics studied include data collection techniques, graphical representation, basic statistical calculations, linear and non-linear regression, sampling, experiments, surveys, simulations, probability, and probability distributions. In addition, students will focus on statistical inference. Note: Successful completion of this course prepares students to take the College Board's Advanced Placement Examination in Statistics. This course is equivalent to the UCONN course STAT 1100Q. Students can choose to register and pay a fee to UCONN to receive 4 credits for successful completion.

**ECE Elementary Discrete Mathematics**  **½ credit**  
**Grades 11-12, ECE**  
*Prerequisite: Algebra II*

Students will study problem solving strategies, solutions of simultaneous linear equations, sequences, counting and probability, graph theory, deductive reasoning, the axiomatic method and finite geometries, and number systems. Note: UConn ECE credit for this course cannot be awarded if the student has taken the ECE Calculus course. This

course is equivalent to the UCONN course MATH 1030Q. Students can choose to register and pay a fee to UCONN to receive 3 credits for successful completion.

**Computer Science Discoveries**  **½ credit**  
**Grades 9-12, CP**

This course provides students with an introduction to the concepts of computer science. The course focuses on problem-solving, creation, and collaboration as it takes a wide lens on computer science by covering topics such as problem solving, programming, user centered design, and data.

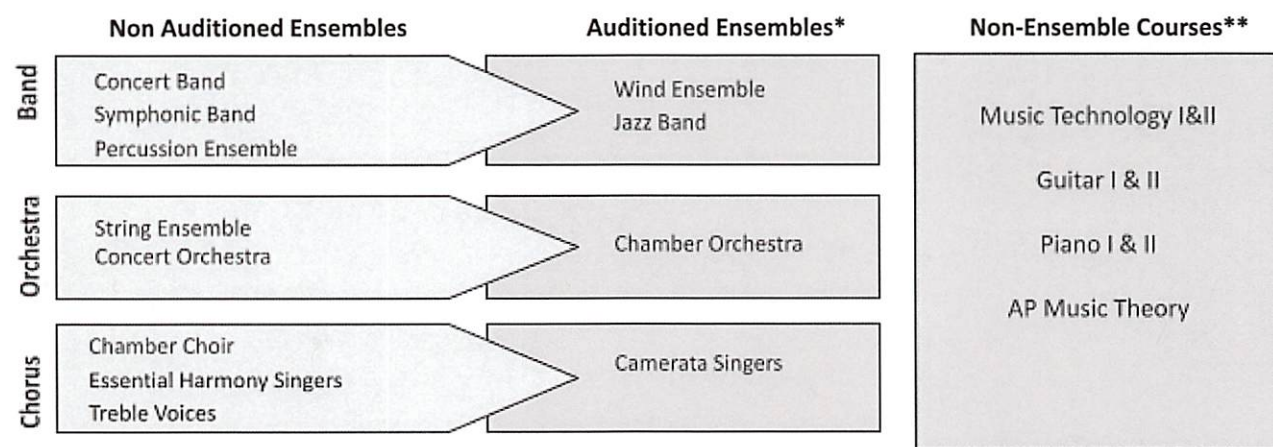
## MUSIC PERFORMING ARTS

The mission of the Avon High School Music Department is to promote a life-long enjoyment, appreciation, and understanding of the art of music. The students are encouraged to achieve the highest level of musical excellence through artistically rigorous repertoire.

### Long Term Transfer Goals

- Create, communicate and express oneself through musical growth.
- Make connections and discover meaning by engaging in the production of and/or immersion in a musical experience.
- Apply appropriate skills, behaviors, and attitudes when performing in and listening to a musical work.
- Analyze and evaluate the technical quality and aesthetic experience of a composition/performance using a musician’s mindset.

## MUSIC PERFORMING ARTS DEPARTMENT COURSE SEQUENCE



\*Student placement in auditioned ensembles is based on audition, not always by grade level

\*\* Please see course descriptions for prerequisite information regarding non-ensemble courses

## MUSIC PERFORMING ARTS ENSEMBLE COURSES

### Concert Band 1 credit Grade 9 (CP, H)

*Prerequisite: One year of experience on a Band instrument*

The Avon High School Concert Band is the performing ensemble for all ninth grade woodwind, and brass, instrumentalists. Concert Band students will focus on developing ensemble skills, technical skills, and musical concepts. Music is specifically selected by the director for this grade level. The following are requirements for Concert Band students: A minimum of one year's playing experience, attendance at winter and spring concerts, attendance at scheduled Pep Band performances, and attendance at the Memorial Day Parade. Students must bring instruments, music, and equipment to every rehearsal and performance.

### Wind Ensemble 1 credit Grades 10-12 H

*Prerequisite: Audition and approval by the director*

The Avon High School Wind Ensemble is the premiere Band for 10-12 grade woodwind, brass, and percussion instrumentalists. Students who wish to be in Wind Ensemble must audition at the end of the school year and be approved by the director before registering for this course. The Avon High School Wind Ensemble performs standard band repertoire including transcriptions and college level pieces. Advanced technical skills and concepts will be taught as required by the musical selections. The following are requirements for Wind Ensemble: Approval from the director to register for this course, a minimum of two year's playing experience, and attendance at winter and spring concerts. Students must bring instruments, music, and equipment to every rehearsal and performance.

### Symphonic Band 1 credit Grades 10-12 (CP, H)

*Prerequisite: Two years of experience on a Band instrument*

The Avon High School Symphonic Band is a large performing ensemble for 10-12 grade woodwind and brass instrumentalists. Symphonic Band students will focus on expanding ensemble skills, technical skills, and musical concepts. The director will choose appropriate music for students to rehearse, perform, and experience high school level literature for Band. The following are requirements for Symphonic Band students: A minimum of two year's playing experience and attendance at winter and spring concerts. Students must bring instruments, music, and equipment to every rehearsal and performance.

### Percussion Ensemble 1 credit Grades 9-12 (CP, H)

*Prerequisite: Previous band experience*

Percussion Ensemble is for percussionists who have had previous band experience and are interested in further developing their ability in the percussive arts. Emphasis is placed on the fundamentals of comprehensive percussion performance on snare drum, timpani, keyboards, marching percussion, hand drums, and drum set. In addition to several formal concerts, members are required to perform for various school/community performances, and sectional rehearsals. Attendance at these functions when scheduled outside of school hours is a course requirement. Members of the Percussion Ensemble combine with musicians of the Concert Band, Wind Ensemble, and Symphonic Band to perform at large concerts.

**Jazz Band**  **½ credit (After School Course)**


**Grades 9-12 (Pass/Fail only)**

*Prerequisite: Audition and approval by the director*


The Avon High School Jazz Band is a performing ensemble that rehearses after the school day and explores Blues, Dixieland, Swing, Bebop, Cool Jazz, Latin Jazz, and Fusion styles. Students who wish to register for Jazz Band must be available to rehearse at the scheduled rehearsal time and must complete an audition that results in approval to register for this course. This course is graded on a pass/fail basis. The following are requirements for Jazz Band: Approval from the director to register for this course, a minimum of one year's playing experience, and attendance at winter and spring concerts. Students must bring instruments, music, and equipment to every rehearsal and performance.

**String Ensemble**  **1 credit**  
**Grade 9 (CP, H)**

The String Ensemble is the course offering for 9th grade violin, viola, cello, and double bass instrumentalists. Focus is on basic technical skills, musical concepts, and ensemble interests and abilities of this grade level. Music chosen for study and performance is geared to the abilities and interest of the ensemble. A minimum of one year's playing experience is required. Attendance at all scheduled performances is required for a passing grade.

**Concert Orchestra**  **1 credit**  
**Grades 10-12 (CP, H)**

The Avon High School Concert Orchestra is the instrumental ensemble for all grade 10 – 12 violin, viola, cello, and double bass instrumentalists. Focus is on basic technical skills, musical concepts, and ensemble skills. Music chosen for study and performance is geared to the interests and abilities of the ensemble. A minimum of two year's playing experience is required for participation in the Concert Orchestra. Attendance at all scheduled performances is required for a passing grade.


**Chamber Orchestra**  **1 credit**  
**Grades 9-12 H**  
*Prerequisite: By audition only*

Students in this advanced ensemble will have the opportunity to perform original compositions written for string orchestra. The repertoire will range from Baroque to Contemporary. The students will continue to develop their technical and musical abilities. There will be numerous performing opportunities at the Avon Public Schools, community and surrounding towns. Students will be encouraged to take private lessons and audition for the regional and All-State Festivals. Auditions for this ensemble will be held in April.


**Essential Harmony Singers**  **1 credit**  
**Grades 9-12 (CP, H)**

Essential Harmony Singers is a performing ensemble open to all tenors and basses in grades 9-12. This ensemble is designed to offer singers an opportunity to perform, analyze, and explore repertoire specific to the tenor and bass voice range, navigate the voice change, and develop the skills for healthy singing. Students in this ensemble will have the opportunity to perform and study a wide variety of choral repertoire from all time periods and genres. Concert performances and rehearsals are scheduled throughout the year during non-school hours and they are an integral part of the grading process. Participation in concerts, rehearsals, and special events are an important extension of the classroom learning and an essential requirement of the course. Essential Harmony Singers may

perform at various community functions. Some rehearsals and performances may be held outside of the school day; attendance at these activities is required.


**Treble Voices**  **1 credit**  
**Grades 9-12 (CP, H)**

Treble Voices is a performing ensemble open to all sopranos and altos in grades 9-12. This ensemble is designed to offer singers an opportunity to perform, analyze, and explore repertoire specific to the soprano and alto voice range and develop the skills for healthy singing. Students in this ensemble will have the opportunity to perform and study a wide variety of choral repertoire from all time periods and genres. Concert performances and rehearsals are scheduled throughout the year during non-school hours and they are an integral part of the grading process. Participation in concerts, rehearsals and special events are an important extension of the classroom learning and an essential requirement of the course. Treble Voices may perform at various community functions. Some rehearsals and performances may be held outside of the school day; attendance at these activities is required.

**Chamber Choir**  **1 credit**  
**Grades 10-12 (CP, H)**

*Prerequisite: One year of choir experience or teacher approval*


Chamber Choir is a performing ensemble open to singers in grades 10-12. This ensemble studies advanced choral literature. Members of the Chamber Choir must be progressing in music reading skills and vocal production. Additionally, all students must demonstrate leadership and appropriate etiquette during all rehearsals. Students chosen for this ensemble will have the opportunity to perform and study a wide variety of choral repertoire from all time periods and genres. Concert performances and rehearsals are scheduled throughout the year during non-school hours and they are an integral part of the grading process. Participation in concerts, rehearsals and special events are an important extension of the classroom learning and an essential requirement of the course. The Chamber Choir may perform at various community functions. Some rehearsals and performances may be held outside of the school day; attendance at these activities is required.

**Camerata Singers**  **1 credit**  
**Grades 10-12 H**


*Prerequisite: By audition only*

Camerata Singers is a select performing ensemble for advanced singers whose membership is based on audition. Members of the Camerata Singers must be advanced in music reading skills, choral blending and other aspects of vocal production. Additionally, all students must demonstrate leadership and appropriate etiquette during all rehearsals. Students chosen for this ensemble will have the opportunity to perform and study a wide variety of choral repertoire from all time periods and genres. Participation in concerts, rehearsals and special events are an important extension of classroom learning and an essential requirement of the course. The Camerata Singers will perform at various community functions. Some rehearsals and performances may be held outside of the school day; attendance at these activities is required.


## MUSIC PERFORMING ARTS NON ENSEMBLE COURSES

**Guitar I**  **½ credit**  
**Grades 9-12 (CP, H)**


Guitar I is an introductory course in guitar. Students will learn guitar concepts and skills for musical performance, music reading, and music theory. Musical styles for study range from Renaissance to Contemporary Rock. Classical technique is emphasized throughout this course. Classical guitars will be provided, but students may choose to bring a guitar.

**Guitar II**  **½ credit**  
**Grades 9-12 (CP, H)**  
*Prerequisite: Guitar I or teacher approval*


Guitar II builds on the skills and concepts from the Guitar I course. Students will develop guitar concepts and skills for musical performance, music reading, and music theory. Group performances as well as individual performances are expected of students. Musical styles for study range from Renaissance to Contemporary Rock. Students will be allowed to choose a portion of the music to be performed. Classical technique is emphasized throughout this course. Classical guitars will be provided, but students may choose to bring a guitar.

**Piano I**  **½ credit**  
**Grades 9-12 (CP, H)**

Piano I is an introductory course in piano that offers any student the opportunity to learn the proper technique, basic musical skills and theoretical knowledge for piano playing so that at the end of the course, students will be able to read, notate, analyze, and play simple piano compositions.

**Piano II**  **½ credit**  
**Grades 9-12 (CP, H)**  
*Prerequisite: Piano I or teacher approval*

Piano II offers an instructional experience similar to private lessons. Students will set individual performance goals as they practice and prepare challenging songs for performance. Piano II students will focus on learning every major scale while also learning to perform in various time signatures with complex rhythms.

**AP Music Theory**  **1 credit**  
**Grades 11, 12 (CP, H)**

Students will learn to recognize, understand, describe, and produce the basic elements and processes of performed and notated music. Course content extends from the fundamentals of pitch, rhythm, timbre, and expression to concepts of harmonic function, phrase relationships, and tonicization. Students study these concepts in heard and notated music, with emphasis on identification and analysis of musical features, relationships, and procedures in full musical contexts. Repertoire for analysis on the AP Music Theory Exam ranges from European Baroque pieces to folk and popular music from across the globe. Students develop musicianship skills through melodic and

harmonic dictation,  
foundational



sight singing, and error detection exercises. Writing exercises further emphasize the harmonic and voice leading procedures of Western art music.

**Music Technology I**      ½ credit  
**Grades 9-12 (CP, H)**

Music Technology I is an entry level course for all students who have an interest in digital music. Utilizing large display Mac computers, students will gain experience composing and arranging music to create podcasts, mix, compose, arrange, and publish original music. Students with an interest in entering the field of digital music should consider taking this class. To register for this course, a background in music is recommended but not required. Any student with an interest in music is welcome to take this course.

**Music Technology II**  ½ credit  
**Grades 9-12 (CP, H)**  
*Prerequisite: Music Technology I*

Music Technology II is designed for students who have completed Music Technology I, and have a serious interest in composing, arranging, and recording music. Students will use a professional level recording studio program to record, compose, arrange, and publish original music. Students with an interest in entering the field of digital music should consider taking this class. A background in music is recommended for this course.

## SCIENCE

The primary goal of the Science Department is to help students to acquire and apply scientific knowledge and skills in order to prepare them for informed and responsible participation in society. A diverse program of study provides varying intellectual challenges to meet the needs and foster the potential of all students. Laboratory, problem-solving, and critical thinking skills as well as independent and collaborative work are essential components of every science course curriculum.

### Long Term Transfer Goals

- Integrate knowledge from a variety of disciplines and apply it to new situations to make sense of information, formulate insightful questions, and/or solve problems.
- Design an investigation or model using appropriate scientific tools, resources, and methods.
- Collect, analyze, and evaluate the quality of evidence in relation to a question.
- Develop a valid scientific conclusion, assess its validity and limitations, and determine future course of actions to inspire further questions.
- Communicate scientific information clearly, thoroughly, and accurately.
- Use mathematics to represent physical variables and their relationships, to make quantitative predictions, and to solve problems.

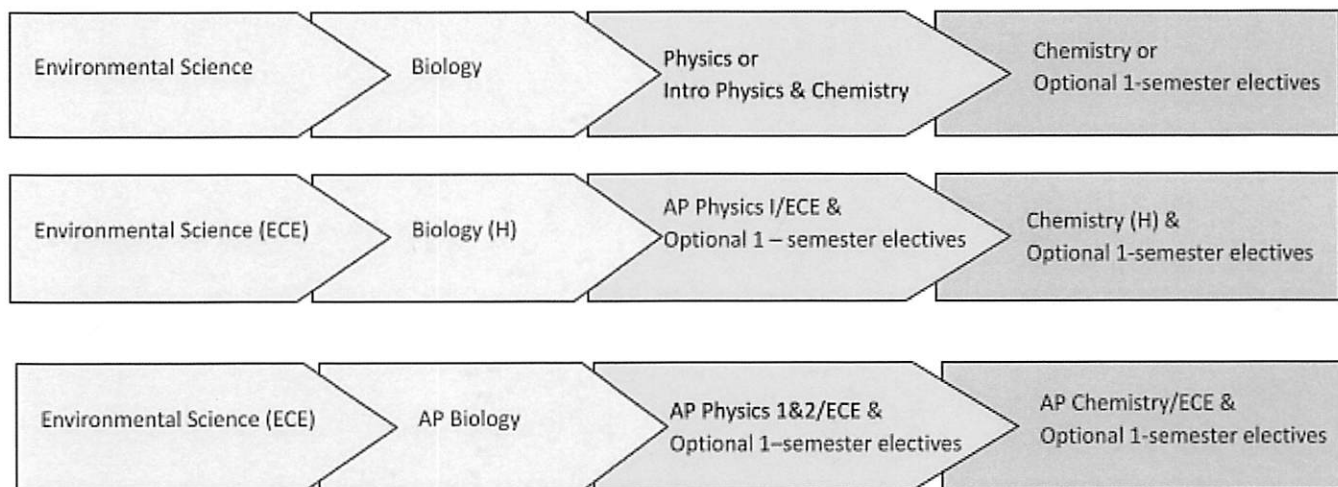
## TYPICAL SCIENCE COURSE SEQUENCES

Grade 9

Grade 10

Grade 11

Grade 12



Please be aware that one-semester electives **do not** fulfill the graduation requirement for three lab sciences.

## SCIENCE COURSES

### **Environmental Science**                      **1 credit** **Grade 9 (CP)**

This integrated science course focuses on human interaction with the natural environment. Special emphasis is given to the use and management of natural resources, issues regarding energy sources and consumption, human modifications of the natural environment, and human responses to environmental conditions. The course is both theoretical and practical. Topics in biology, physics, and chemistry are integrated and reinforce the themes and content of the course.

### **ECE Environmental Science**                      **1 credit** **Grade 9**

*Prerequisite: Recommendation of current science teacher and completion of Algebra I with a grade of B+ or higher and concurrent enrollment in Geometry or a higher course at the honors-level.*

This challenging course will provide students with an opportunity to develop advanced understandings with an emphasis on an application of earth science and environmental science concepts to problem-solving and laboratory situations. Students need to have very strong critical-thinking and problem-solving skills and must be independent learners capable of doing work at a college level and pace. This course is equivalent to the one-semester UCONN NRE1000 course, but also involves the study of a variety of additional topics in this field. Students can register and pay a fee to UCONN to receive 3 credits for successful completion of this course.

### **Biology**    **1 credit** **Grade 10 (CP, H)**

*Prerequisite for honors-level: Completion of ECE Environmental Science with a grade of B- or higher or recommendation of current science teacher.*



Biology is the study of living things. In this course, concepts related to evolution, structure and function, heredity, and ecology are investigated at the biochemical, cellular, systemic, and organismal levels. Students will be required to demonstrate understanding of the relationship between the different levels of organization. Students will participate in a variety of inquiry activities including laboratory investigations, simulations, and modeling for example. Students will apply concepts in real-world, authentic scenarios and will be expected to demonstrate scientific literacy when communicating content. Honors level will require students to practice with independence and to make interdisciplinary connections across the curriculum while applying critical thinking in novel situations. Successful completion of this 1 credit laboratory course fulfills a CT graduation requirement.

**AP Biology** **1.5 credits (meets 1.5 times as often as a typical course)**

**Grades 10-12 Advanced Placement**

*Prerequisite: Completion of ECE Environmental Science and an honors-level math course with grades of B+ or higher.*

This course is equivalent to a two-semester college introductory biology course for biology majors. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. Successful completion of this course will prepare students to take the Advanced Placement Biology exam.

**Introduction Physics & Chemistry 1 credit**

**Grade 11 (CP)**

This full year course provides students with the opportunity to develop an understanding of fundamental concepts in physics and chemistry with an emphasis on application of these concepts to problem-solving and laboratory situations. A variety of instructional methods are used: lecture, laboratory experimentation, small group work, hands-on activities, and class discussion. Emphasis is placed on the student as an active participant in the learning process.

**Physics** **1 credit**

**Grade 11 (CP)**

*Prerequisite: Completion of math courses through Geometry with grades of B- or higher and completion or concurrent enrollment in Algebra II.*

Physics is the study of matter, energy, and the interaction between them. In this course, students will ask fundamental questions about how our universe works and try to answer them by observing and experimenting. The first semester involves the study of the properties of matter while the second semester explores topics such as waves, heat, light, sound, and electricity. Laboratory activities are correlated with classroom topics. Evaluation is based on demonstrated lab skills and interpretation mixed with effective problem solving, concept understanding, and application on tests and engineering projects.

**AP Physics I/ECE** **1 credit**

**Grade 11 Advanced Placement/ECE**

*Prerequisite: Completion of honors-level math courses through Algebra II with grades of B- or higher and completion or concurrent enrollment in Pre-calculus.*

This challenging course will provide students with an opportunity to develop advanced understandings with an emphasis on an application of physics concepts to problem-solving and laboratory situations. Students need to have strong critical-thinking and problem-solving skills and must be independent learners. This course follows the

AP Physics I curriculum and is intended to prepare students to take the associated AP exam in May. Additional topics in physics (beyond the AP Physics I curriculum) will be covered in the second semester. This course is also equivalent to the UCONN course PHYS1201Q and students can choose to register and pay a fee to UCONN to receive 4 credits for successful completion.

**AP Physics I & II/ECE** **1.5 credits (meets 1.5 times as often as a typical course)**

**Grade 11 Advanced Placement/ ECE**

*Prerequisite: Completion of honors-level math courses through Algebra II with grades of B- or higher and completion or concurrent enrollment in Pre-calculus at the honors-level.*

This challenging course will provide students with an opportunity to develop advanced understandings with an emphasis on an application of physics concepts to problem-solving and laboratory situations. Students need to have strong critical-thinking and problem-solving skills and must be independent learners. This course follows the AP Physics 1 AND AP Physics 2 curricula and is intended to prepare students to take 2 AP exams in May. This is a fast-moving course with a consistently high work-load. This course is also equivalent to UCONN courses PHYS1201Q and PHYS1202Q. Students can choose to register and pay a fee to UCONN to receive 8 credits for successful completion.

**Chemistry** **1 credit**

**Grade 12 (CP, H)**

*Prerequisite for honors-level: Completion of an honors-level math course or AP Physics 1 with a grade of B- or higher.*

All levels of chemistry provide students with the opportunity to develop an understanding of fundamental concepts in chemistry with an emphasis on application of these concepts to problem-solving and laboratory situations. A variety of instructional methods are used--lecture, laboratory experimentation, small group work, hands-on activities, and class discussions. Emphasis is placed on the student as initiator and active participant in the learning process.

**AP Chemistry /ECE** **1.5 credits (meets 1.5 times as often as a typical course)**

**Grade 12 Advanced Placement/ECE**

*Prerequisite: Completion of an honors-level Algebra course or AP Physics I or AP Physics I & II with grades of B+ or higher.*

This is a challenging and rigorous course that is only appropriate for highly motivated students. The course will explore a very broad range of topics in chemistry. A college-level text is utilized and class time will involve demonstrations, lecture, discussion, laboratory work, and problem-solving review. Evaluation focuses primarily on student performance on classroom tests and laboratory work. Successful completion of this course will prepare students to take the Advanced Placement Chemistry exam developed by the College Board. This course is equivalent to UCONN courses 1127Q and 1128Q. Students can register and pay a fee to UCONN to receive 8 credits for successful completion of this course.

## SCIENCE ELECTIVE COURSES

**Please Note:** One-semester elective courses cannot be used to fulfill the graduation requirement of 3 lab science courses.

**Anatomy and Physiology**  **½ credit**

**Grades 11, 12 (CP, H)**

*Prerequisite: Successful completion of 3 full credits in core science courses (environmental science, biology, chemistry or physics) or successful completion of 2 full credits in core science courses and concurrent enrollment in a third core science course.*

In this one semester elective course, students will study the major systems of the human body and gain an in-depth understanding of the relationship between structure and function that allows the body to operate effectively. For each system studied, students will perform technology-based experiments that will allow them to collect data which they will then analyze to better understand how the human body maintains equilibrium. Students interested in pursuing a health-related career would find this course beneficial.

**AP Environmental Science  ½ credit****Grades 11, 12 Advanced Placement/ECE**


*Prerequisite: Successful completion of 3 full credits in core science courses (environmental science, biology, chemistry or physics) or successful completion of 2 full credits in core science courses and concurrent enrollment in a third core science course.*

AP Environmental Science is the equivalent of a one-semester college-level environmental science course for science majors which prepares students to take the Advanced Placement Environmental Science Exam developed by the College Board. It is intended to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world; to identify and analyze environmental problems, both natural and human-made; to evaluate the relative risks associated with these problems; and to examine alternative solutions. Many sciences such as Chemistry, Ecology, Geology, Meteorology, and Oceanography are integrated into environmental science. This advanced course builds upon the foundation of knowledge and skills developed during previous Environmental Science, Biology, Chemistry and Physics courses. The quantitative analysis in this course also requires students to have good basic algebra skills.

**Astronomy  ½ credit****Grades 11, 12 (CP, H)**

*Prerequisite: Successful completion of 3 full credits in core science courses (environmental science, biology, chemistry or physics) or successful completion of 2 full credits in core science courses and concurrent enrollment in a third core science course.*


In this one-semester elective course, students will explore the scientific methods used to develop our current understanding of the Earth's place in our Universe. Students will begin by examining the history of our study of the night sky and solar system. Then, they will apply physics principles to understand the leading scientific explanations for life cycles of stars and the origin of the Universe. Scientific ideas such as Newton's law of universal gravitation, Kepler's laws of planetary motion, the Doppler effect, Kirchoff's laws of spectral analysis, nuclear fusion, and the inverse-square law for light luminosity will be explored in this course.

**Forensics  ½ credit****Grades 11, 12 (CP, H)**

*Prerequisite: Successful completion of 3 full credits in core science courses (environmental science, biology, chemistry or physics) or successful completion of 2 full credits in core science courses and concurrent enrollment in a third core science course.*

This one-semester elective course incorporates key scientific concepts and laboratory experiments in the process of solving forensics-based mysteries. Students will learn the scientific principles behind forensics techniques such as

enzyme testing, paper chromatography, footprint casting, and DNA or hair analysis. Throughout the entire process of solving forensics mysteries, students must apply key scientific concepts and exercise their ability to think critically and formulate scientific arguments that are supported by scientific evidence.

**Marine Science**  ½ credit  
**Grades 11, 12 (CP, H)**

*Prerequisite: Successful completion of 3 full credits in core science courses (environmental science, biology, chemistry or physics) or successful completion of 2 full credits in core science courses and concurrent enrollment in a third core science course.*

This one semester elective course is directed toward students with either a general interest in science or a specific interest in marine science. The intent of the course is to develop an understanding of the topics of marine biology, marine chemistry, physical oceanography, maritime history, and marine exploration. Upon completion of this course, students will have a solid knowledge and appreciation for the major fields of marine science.

Note: There will be some student charges to defray the cost of field trips.

**Scientific Principles of Engineering**  ½ credit  
**Grades 11, 12 (CP, H)**

*Prerequisite: Successful completion of 3 full credits in core science courses (environmental science, biology, chemistry or physics) or successful completion of 2 full credits in core science courses and concurrent enrollment in a third core science course.*

In this one-semester elective course, students will use physics concepts to design solutions to real-world, engineering problems. Students will develop their ideas through the engineering process, creating a functioning product from a theoretical concept. The concepts of mechanics, simple machines (gearing, torque), pneumatics/hydraulics, and electronic systems (basic circuitry, programming, and automation) are key topics that students will explore through a series of laboratory experiments and small projects. These studies will culminate with the design, construction, and testing of a robotic apparatus.

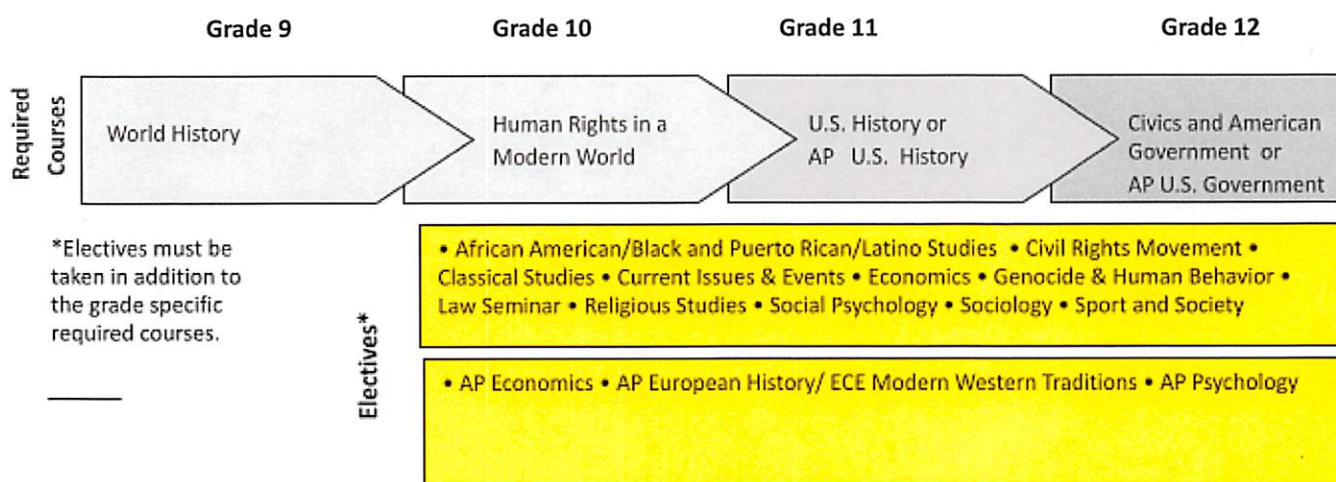
## SOCIAL STUDIES

The Social Studies Department believes that being an educated person and an active, involved citizen depends in large part on understanding the world in which one lives, and the study of history and social studies is essential to developing this understanding. Studying history and social studies helps a person to develop the knowledge and skills needed to realize his or her potential, to appreciate diverse peoples and cultures, and to be an agent for positive change in society.

**Long Term Transfer Goals:**

- Access and analyze text for context, reliability, and accuracy to determine relevance.
- Create question(s) or statement(s) that advance research and analysis.
- Use textual evidence to formulate and defend a thesis.
- Communicate information and ideas based on purpose, task, and intended audience using appropriate language.
- Apply social studies concepts and content to make connections across time, cultures and disciplines.
- Evaluate how individuals and groups influence or change society.
- Actively engage in a problem or idea that is meaningful to self and society.

## TYPICAL SOCIAL STUDIES COURSE SEQUENCE



### SOCIAL STUDIES COURSES

**World History**      1 credit  
Grade 9 (CP, H)

World History develops students’ abilities to apply historical thinking skills as they learn about issues and events from the Renaissance period to the eve of World War I. Students will view content with emphases on themes such as environment, culture, and political, social, and economic institutions. In addition, historical inquiry and research skills will also be developed.

**Human Rights in a Modern World**      1 credit  
Grade 10 (CP, H)

Human Rights in a Modern World will continue to develop students’ abilities to apply historical thinking skills as they learn about issues and events from World War I to the present. The course will provide historical background with a particular emphasis on universal human rights in the modern world. In addition, historical inquiry and research skills will also be advanced.

**ECE Human Rights**      ½ Credit  
Grade 10 ECE

This UCONN/ECE course will satisfy the HRTS 1007 course offered at UConn, titled “Introduction to Human Rights.” Human Rights ECE will provide an interdisciplinary approach to the study of human rights. Students will explore human rights issues, violations, and defenders on a global scale as well as consider the question, what is my responsibility to others? The course will also cover theories, laws, institutions, and organizations surrounding human rights issues and develop important collegial and career skills including analyzing, problem solving, defending a position, and advocating. As a UConn ECE course, Human Rights ECE will utilize college-level texts and supplemental materials. A social studies teacher and an English teacher will co-teach this interdisciplinary course.

**United States History      1 credit**  
**Grade 11 (CP, H)**

United States History focuses on the major issues and events of American history, beginning with the late-nineteenth century and continuing to the present. The course will emphasize the important political, social, and economic developments that shape 21st century American society.

**AP United States History                      1 credit**  
**Grade 11, Advanced Placement**

Advanced Placement United States History is intended for students who have a genuine interest in and curiosity about American history. College-level texts are used to explore American history from the colonial period to the present, and emphasis will be placed on writing, research, discussion, and preparation for the Advanced Placement Examination. Students selecting this course should have the ability to work independently, be self-motivated, and have solid time management, reading, and writing skills. Students participating in this course are strongly encouraged to take the Advanced Placement examination in May.

**Civics and American Government              ½ credit**  
**Grade 12 (CP, H)**

The focus of Civics and American Government is to prepare students to exercise their political responsibilities as thoughtful and informed citizens. Students will explore the purpose and functions of government; the historical development of the American republic; the creation of the Constitution and its main principles and concepts; federal, state, and local government structures; and the rights and responsibilities of citizenship.

**AP U.S. Government and Politics    1 credit**  
**Grades 12, Advanced Placement**

AP U.S. Government and Politics focuses on the structure, institutions and groups, beliefs and ideas that form the American political system. College-level texts are used to examine political concepts and history. In addition, students will explain patterns, interpret data and analyze and apply theories relevant to the U.S. government. Students participating in this course are strongly encouraged to take the Advanced Placement examination in May.

## **SOCIAL STUDIES ELECTIVE COURSES**

**AP Economics    1 credit**  
**Grades 11, 12 Advanced Placement**

AP Economics introduces students to the principles of macro and micro economics that apply to an economic system as a whole. College-level texts are used to explore topics such as national income and price determination, the financial sector, stabilization policies, economic growth and internal economies, as well as the foreign exchange market, supply and demand, the role of prices, taxation, monetary and fiscal policy, price elasticity, and production markets. Students participating in this course are strongly encouraged to take the Advanced Placement examination in May.

**AP European History/ECE Modern Western Traditions              1 credit**  
**Grades 10 - 12 Advanced Placement/ECE**

Advanced Placement European History is a rigorous examination of the general narrative of European history from approximately 1450 (High Renaissance) to the present. The course includes an examination of the political, diplomatic, intellectual, cultural, and social/economic history of Europe. In addition to providing an emphasis on events and movements, the goal is to develop an understanding of principle themes in modern European history, an ability to analyze historical evidence, and an ability to express that understanding and analysis in writing. Students enrolled in this course are encouraged to take the Advanced Placement examination in May.

**AP Psychology 1 credit**  
**Grades 11, 12 Advanced Placement**

AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students will explore and apply psychological theories, key concepts, and phenomena associated with topics such as the biological bases of behavior, sensation and perception, states of consciousness, learning and cognition, motivation and emotion, developmental psychology, personality and intelligence testing, treatment of abnormal behavior, and social psychology. Throughout the course, students will discuss readings and films, participate in demonstrations, and conduct research in order to have a better understanding of human behavior. Students participating in this course are strongly encouraged to take the Advanced Placement examination in May.

**African American/Black and Puerto Rican/Latino Studies 1 credit**  
**Grades 10 – 12 (CP, H)**

African American/Black and Puerto Rican/Latino Studies is a one credit, year-long elective course that explores the historical, political, social, economic, and cultural experiences and contributions of the black and Latino communities in America. Coursework incorporates themes of the CT Social Studies Framework and inquiry-based learning activities and assessments. The curriculum has been developed by the CT State Education Resource Center (SERC) and can be found on their [website](#).

**Civil Rights Movement ½ credit**  
**Grades 10 – 12 (CP, H)**

In this elective course, students will study the Civil Rights movement, focusing on the African American struggle for equality during the 20th century in the United States. Students will explore the origins of the movement, the movement's philosophy and strategies, an in-depth examination of the structure of racial inequality, the movement's allies and opponents, relationships to other movements such as the American Indian Movement (AIM), and the movements legacies.

**Classical Studies ½ credit**  
**Grades 10 – 12 (CP, H)**

Students will explore the world's classical civilizations. The course will provide an in-depth examination of the social, political, intellectual, cultural, and economic patterns of the Mayan, Han, Greek, Roman, Persian, and Mauryan empires. Students will also consider the factors that led to the foundations of civilizations, evaluate the art and achievements of their Golden Ages, and explore their impact on the contemporary world.

**Current Issues and Events ½ credit**  
**Grades 10-12 (CP, H)**

Current Issues and Events begins with the idea that informed citizens are a necessity in a democratic society. This course will help students to gain a greater understanding of important issues and events that occur within the United States and throughout the world. Broad national and global issues that shape day-to-day current events will also be examined, such as liberal versus conservative perspectives, the changing role of government, economic trends, regional conflicts, and global terrorism. Students will also critically examine the news media, the conflict between substance and style in the delivery of the news, commercialism in the news media, and the ever-changing ways in which the public “consumes” the news.

**Economics**                      ½ credit

**Grades 10 – 12 (CP, H)**

21st

Economics focuses on various economic philosophies and their application to specific issues and topics. Current issues of economic policy and practice and the role of public policy in economic decision-making are studied. An understanding of the operation of a free market economy and the influence of contemporary forces upon it constitute the major purposes of the study.

**Genocide and Human Behavior**    ½ credit

**Grades 10 – 12 (CP, H)**

Genocide and Human Behavior will examine one of the central problems of the 20th and 21st centuries. Perhaps the most compelling theme in history is that of the propensity of human beings to attempt to dominate one another through genocide. Central to this course’s rationale is that learning about past destructive activities can influence us to recognize, and hopefully, prevent this behavior from occurring in the future. This course will analyze the nature of this behavior by focusing on four examples of 20th century genocide: The Armenians, the Jews, the Cambodians, and the Rwandans. Literary, psychological, sociological, political and historical analyses shall be applied. Students will be required to complete extensive reading, maintain reflective journals, and prepare and participate in class discussions.

**Law Seminar**                      ½ credit

**Grades 10 – 12 (CP, H)**

Law Seminar focuses on an introduction to the philosophy of law, the legal process, and criminal, civil, and constitutional law from both a philosophical and practical point of view. The course also includes a mock jury selection and a mediation simulation. The course stresses class participation and the use of seminar techniques.

**Religious Studies**                      ½ credit

**Grades 10 – 12 (CP, H)**

Students will gain a basic understanding of the history, central text (where applicable), beliefs, practices, and contemporary manifestations of several of the world’s religious traditions. In addition, students will explore internal diversity, the change and evolution, and the historical and contemporary influence of the religions. Using a range of case studies, students will also explore the many ways religious ideas shape and are shaped by their particular social, historical, and cultural contexts.

**Social Psychology**                      ½ credit

**Grades 10 – 12 (CP, H)**



Social Psychology will explore human social interaction with reading and writing assignments derived from supplemental sources provided by the instructor and our textbook. During class periods, students will discuss readings, participate in demonstrations, create and perform experiments, view films, and participate in other academic activities, with the aim of building the skills necessary to analyze and understand social behavior. In a world where human behavior can be endlessly surprising and where research can be quite counterintuitive, it is important to prepare students by providing a firm foundation on which to build their understanding of this challenging discipline. The goal of the instructor is to present a rigorous, scientific approach to social psychology in a way that engages and fascinates students.

**Sociology**            ½ credit  
**Grades 10 – 12 (CP, H)**

Sociology focuses on the ways in which humans behave and interact in society, in addition to the impact that society has on the individual. This course provides an opportunity to analyze the process of becoming a member of society through the transmission of customs, values, beliefs, and attitudes. The interactions of people in and among various social groups, including those that generate social problems, are also examined. Specific topics that will be studied include culture, deviance and crime, socialization throughout the lifespan, and the intersection of race, social class, and gender in society.

**Sport and Society**            ½ credit  
**Grades 10 – 12 (CP, H)**

In Sport and Society, students will think critically about sports in order to identify and understand social issues, problems, and benefits associated with sports in society. Students will look beyond game scores and performance to the social patterns that underlie them and understand Sport as a microcosm of society. The course is designed to teach students how to develop a sociological and psychological framework for understanding, interpreting, and analyzing the role of sport in American society. Relevant issues to be explored could include the role of race, class, and gender in sport; ethical dilemmas in sport; who plays sport and what happens to them; the positive and negative impact of sport on children; sports and politics; deviant behavior in sport; and the roles that money, power, and the media play in sport today.

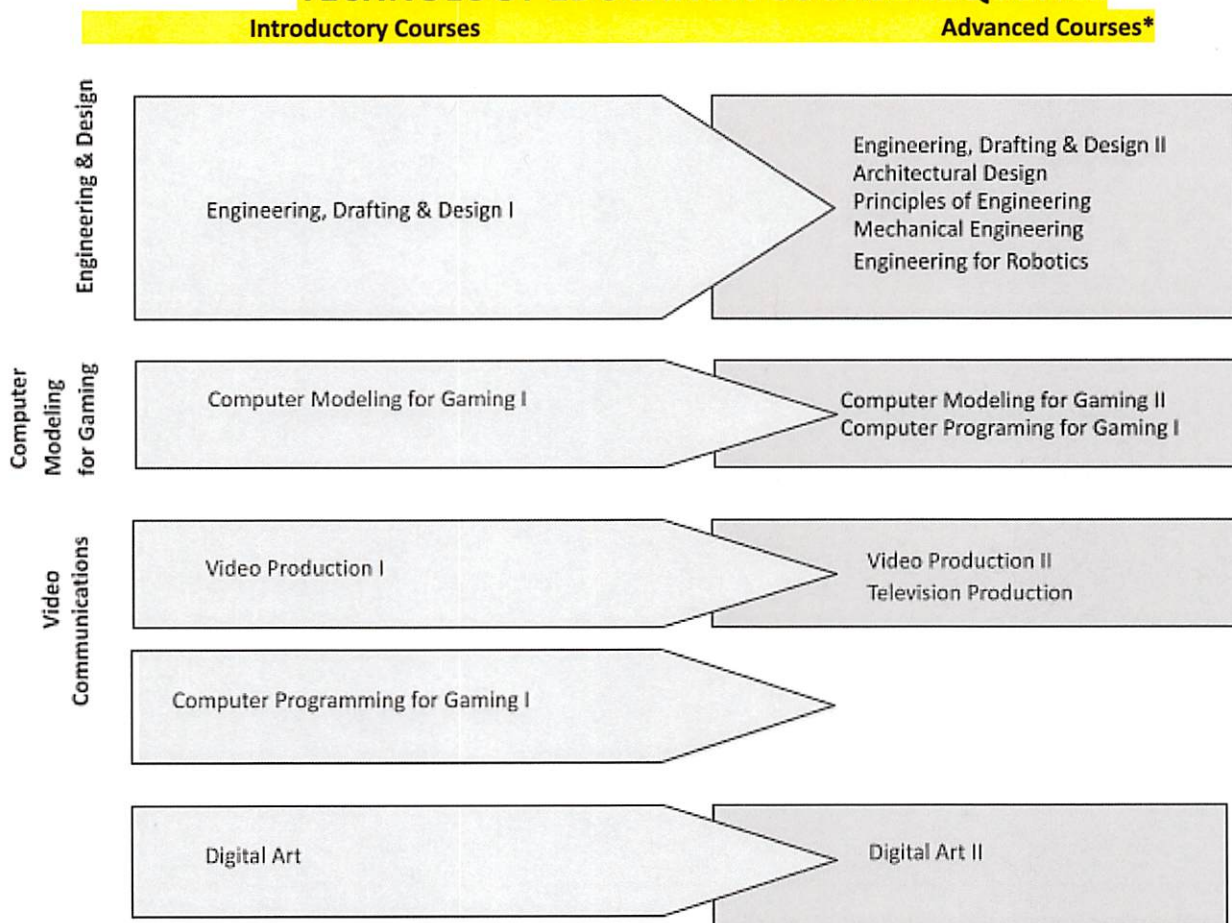
## **TECHNOLOGY EDUCATION**

The Mission of the Avon High School Technology Education Department is to develop a student who will be a productive member of an ever-changing technological society by focusing on critical thinking and problem solving techniques. To achieve this, students must become life-long learners and develop the appropriate work ethic needed for continued success in a variety of career fields.

### **Long Term Transfer Goals:**

- Explore and evaluate the use of technology in personal interests, aspirations, and/or employment opportunities.
- Communicate effectively based on purpose, task, and audience using industry-standard vocabulary and medium.
- Identify a problem or need and use technology to develop a solution.
- Demonstrate fluency and precision in industry-standard processes.
- Effectively collaborate with others toward(s) a common goal in the development of design and implementation.

## TECHNOLOGY EDUCATION COURSE SEQUENCE



\*Some classes may be taken concurrently. Please see course description for important prerequisite information.

### ENGINEERING AND DESIGN COURSES


**Engineering, Drafting & Design I (EDD I)** **½ credit**  
 Grades 9-12 (CP, H) **(CT State Comm. College Credit, 3 credits)**

Engineering Drafting and Design is an introduction to drafting and design through the use of Computer Aided Design (CAD) Software. Today, a working knowledge of CAD is necessary for all engineers and engineering technologists and is the universal language of industry. CAD is a very precise way to describe an object to be designed or manufactured. This course covers some sketching and several types of computer generated drawings. Students will be introduced to AutoCAD and Inventor to design and create mechanical and industrial parts. Students will learn both two and three dimensional skills necessary to fully describe parts so that the final product

can be manufactured. An introduction to the Epilog Laser Cutter, 3-D printing, and CAD/CAM milling will also be covered.

**This course is articulated with CT State Community College Course CAD 1330: 2D CAD (AutoCAD)**

Engineering Drafting and Design is an introduction to drafting and design through the use of Computer Aided Design (CAD) Software. Today, a working knowledge of CAD is necessary for all engineers and engineering technologists and is the universal language of industry. CAD is a very precise way to describe an object to be designed or manufactured. This course covers some sketching and several types of computer-generated drawings. Students will be introduced to AutoCAD Inventor to design and create mechanical and industrial parts. Students will learn both two and three dimensional skills necessary to fully describe parts so that the final product can be manufactured. An introduction to the Epilog Laser Cutter, 3-D printing, and CAD/CAM milling will also be covered.

Engineering, Drafting & Design II (EDD II)   
Grades 9 - 12 (CP, H)  
Prerequisite: EDD I

½ credit

**(CT State Comm. College Credit, 3 credits)**

through 3-D space. This course encourages students to think and perform tasks in 3 dimensions. The related processes of designing, modeling, and fabricating are evolving due to the power of the 3-D software and innovative manufacturing/prototyping methods. Students in EDD II will become comfortable selecting the appropriate software for the design, creating a three dimensional model, animating an assembly of parts, and fabricating solutions for complex design problems. The course will focus on the Engineering Design Process and how to take an idea from conception to finished product utilizing CAD, Computer Aided Manufacturing (CAM) and Computer Numeric Control (CNC) router and mill. The second phase of the course will introduce students to Architectural Drafting. Architectural Drafting is intended to introduce students to architectural concepts and practices involved in the design and construction of a residential building. The student will learn to apply the concepts of accepted drafting and construction techniques while preparing a series of working drawings for a structure. The course will incorporate basic math concepts including computing square footage, slope, stair design, live and dead loads, and cost and weight of a structure. Lot development, floor plans, and elevation views will be created.

**This course is articulated with CT State Community College Course CAD 2200: Parametric Design (Solidworks)**

Engineering Drafting and Design II is intended to give students a firm understanding and comfort “maneuvering” through 3-D space. This course encourages students to think and perform tasks in 3 dimensions. The related processes of designing, modeling, and fabricating are evolving due to the power of the 3-D software and innovative manufacturing/prototyping methods. Students in EDD II will become comfortable selecting the appropriate software for the design, creating a three dimensional model, animating an assembly of parts, and fabricating solutions for complex design problems. The course will focus on the Engineering Design Process and how to take an idea from conception to finished product utilizing CAD, Computer Aided Manufacturing (CAM) and Computer Numeric Control (CNC) router and mill. The second phase of the course will introduce students to Architectural Drafting. Architectural Drafting is intended to introduce students to architectural concepts and practices involved in the design and construction of a residential building. The student will learn to apply the concepts of accepted drafting and construction techniques while preparing a series of working drawings for a structure. The course will incorporate basic math concepts including computing square footage, slope, stair design, live and dead loads, and cost and weight of a structure. Lot development, floor plans, and elevation views will be created.

Architectural Design   ½ credit

### Grades 10 - 12 (CP, H)

*Prerequisite: EDD II*

Students will be introduced to several design aspects related to residential architecture. Formal design skills will be used to develop a full set of house plans, from choosing an appropriate style, to placement on a building lot, through the elevation view process. Placement of doors and windows based on aesthetics is covered. Interior floor planning with minimum square footage requirements and kitchen design for efficiency will also be covered. Energy efficiency and environmental concerns will be discussed.

### Mechanical Engineering

**1 credit**

**Grades 10 - 12 (CP, H)**

**(CT State Comm. College Credit, 3 credits)**

*Prerequisite: EDD II*

Mechanical Engineering students will explore the materials, material properties and manufacturing processes that engineers use to develop mechanical parts for industry. The forces that act on a part during operation will be reviewed, appropriate materials selected and tested to develop a suitable part for a given situation. Through the use of additive 3D printing, subtractive CAD/CAM milling and laser cutting, students will construct prototypes for several design challenges. Students will participate in the NASA HUNCH Program that will challenge students to design and develop innovative solutions to problems posed by life on the International Space Station or a Lunar Habitat. The subject of creating movement of mechanical parts through gear reductions, linkages, cams, pulleys, and chain drives will be explored through project based learning throughout the course. **Students will apply their learning in the Lab (Shop) that emphasizes measuring, variations and tolerances, benchwork and layout, workholding, drilling, milling, turning, grinding & other manufacturing operations. Students will become familiar with the setup, procedures and execution of various manufacturing processes and computer controlled machines.**

### Principles of Engineering

**½ credit**

**Grades 10 - 12 (CP, H)**

**(CT State Community College Credit)**

*Prerequisite: EDD II*

Principles of Engineering students will learn the process of successful product design, development, and automation through the use of mechanical, electrical/electronic, pneumatic/hydraulic, and robotic concepts. This course will help students develop the knowledge and skills necessary for a variety of engineering technology and engineering fields. Three dimensional CAD drafting will be one step in the product/process driven assignments with a focus on the application of engineering concepts. Production, automation, and fabrication will be a large part of this course. **Students will conduct research, including interacting with professionals in the field of Engineering and Technology, to evaluate careers of interest to the student and build skills for professional success such as critical thinking, problem solving, teamwork, study skills, time management and ethics in engineering. This course is articulated with CT State Community College Course TECH 1010: Introduction to Engineering**

### Engineering for Robotics

**½ credit**

**Grades 11 - 12 (CP, H)**

*Prerequisite: Mechanical Eng. or Principles of Eng.*

This course is a culmination of every facet of the Engineering Track at Avon High School. Topics to be covered include two dimensional design, 3D modeling, 3D printing, electricity, electrical circuits, and pneumatics/hydraulics.

STEM related lab activities will include machine controls, automation, fabrication, motor operation, power supplies, solenoids, sensors, and drive systems will be covered. Robotic programming and an introduction to Arduino products will be covered. Students will begin by constructing a simple robotic device using simple hydraulic systems, then create a mechanism from a kit robot. Introduction to programming with an industrial style robotic arm and peripherals will teach students how to control robotic devices autonomously. As a final project, students will construct their own device to function as intended to solve a specific task.

## COMPUTER MODELING FOR GAMING COURSES

**Computer Modeling for Gaming I**  ½ credit  
**Grades 9 – 12 (CP, H)**

Computer Modeling for Gaming I will give students experience designing and creating within a three dimensional environment. Units of study include Game Design and Theory, Introduction to 3-D modeling using the software package Rhinoceros, and Adding Texture and Material using the software package Flamingo. Students will create three-dimensional computer models and add textures and materials to their three dimensional models. The course will culminate with student generated photorealistic 3D models that they will use as assets in Computer Modeling for Gaming II.



**Computer Modeling for Gaming II**  ½ credit  
**Grades 9 - 12 (CP, H)**  
*Prerequisite: CMG I*

Computer Modeling for Gaming II will give students an opportunity to use the assets created in previous courses to develop animations and three dimensional games. Students will design and create advanced three dimensional models and backgrounds with emphasis placed on lighting and texturing. Students will rig and animate their 3D models. Maya, Rhinoceros, Flamingo, and 3DS Max will be used to create content to be imported into a game engine.

**Computer Programming for Gaming I**  ½ credit  
**Grades 9 – 12 (CP, H)**

Computer Programming for Gaming will give students experience designing, programming, and creating assets for a 2D video game. Students will program their games using a 2D game engine, Construct 2. Students will be given the opportunity to use a number of software packages to create animations they will use in the games they design and create. The software packages introduced and used in this course are Adobe Photoshop, Adobe Illustrator, and Construct 2. This course was previously named Computer Modeling for Gaming 2 [CMG2]. Students that have previously enrolled in and completed CMG2 may take this class, but it **MUST** be taken at the honors level. Additionally, students will be responsible to create all assets that are provided to students in CPG1 [backgrounds, character animations, sound effects, animated objects].

## VIDEO COMMUNICATION COURSES

**Video Production I**   ½ credit  
**Grades 9 - 12 (CP, H)**

This course is an introductory level course covering the fundamentals of pre-production, production, and post-production. Students will learn fundamental skills required for scripting, capturing, editing, and managing high

quality videos. Students will learn how to properly use camcorders and tripods with a focus on shot styles and frame composition. Students will demonstrate the ability to use basic 3-point lighting techniques and learn about video laws and commonly encountered issues in the production world. This course is the foundation and prerequisite for students to go onto Television Production or Video Production II. Student work will be displayed and select assignments may be viewed by judges for competition purposes.

**Video Production II**   **½ credit**

**Grades 9 - 12 (CP, H)**

*Prerequisite: Video Production I*

This course is meant to build on the knowledge and skills developed in the Video Production I course. Students will demonstrate the ability to use video editing software and develop technical skills in special effects, media transfer/management, key framing, A-roll, B-roll, title creation, cuts, transitions, and many other basic video editing skills and techniques. Students will experience more freedom and responsibility with real world assignments. Students will be required to film 5-10 hours outside the class period. Student work will be displayed and select assignments may be viewed by judges for competition purposes.

**Television Production**   **½ credit**

**Grades 9 - 12 (CP, H)**

*Prerequisite: Video Production I*

This course is intended to introduce technology, careers and procedures in the television industry. Students will develop news broadcasts and video packages using the outstanding technology here at Avon High School. Students will have the opportunity to experience the different career options in the television industry while using industry standard sound and digital video software and equipment. Students will be required to film 5-10 hours outside the class period. Student work will be displayed and select assignments may be viewed by judges for competition purposes.

## DIGITAL ART

**Digital Art**   **½ credit**

**Grades 9-12 (CP, H)**

This course offers students an introduction to the digital design elements of Adobe Illustrator. Illustrator is the industry-standard vector graphics software that lets you create logos, icons, drawings, typography, and illustrations for print, web, video, and mobile. In this course, you will learn, through hands-on exercises, how to use Illustrator to create expressive individual works of art and also create an advertising/ marketing campaign. **Students will create characters, backgrounds, portraits, and vinyl cut stickers .**

**Digital Art II**   **½ credit**

**Grades 9-12 (CP, H)**

**This course is meant to build upon the knowledge and skills developed in Digital Art I. Students enrolled in Digital Art II will use multiple products in the Adobe Creative Suite to create a variety of digital art projects. Students will design and create a tee shirt and multiple elements of an advertisement campaign. Students will also create backgrounds, characters, and sound elements for an animation.**

# THEATRE ARTS

The Mission of the staff and students of the Theatre Arts Program is to explore the diverse qualities of the human experience through performance and, through such exploration, to develop a deeper understanding of ourselves and our unique perspectives, challenges, contributions, and responsibilities within human society.

## Characteristics of Theatre Arts Participation

- Demonstrates mastery of fundamental theatre arts concepts.
- Integrates knowledge from a variety of theatre arts disciplines (acting, design, management, playwriting, and history) and applies it to new situations to formulate insightful conclusions.
- Utilizes appropriate technical equipment in safe, responsible ways to foster creative expression.
- Understands the ever-shifting landscape of the relationship among performer, performance, and audience.
- Evaluates theatrical expression, whether writing, performing, or designing, in constructive, affirming ways that challenge as well as support the creative artists behind the expression.
- Understands and interprets theatre works in cultural and historical context.
- Demonstrates ethical responsibility in all aspects of artistic expression.
- Collaborates effectively, with integrity, passion, and generosity.

## THEATER ARTS COURSES

**Introduction to Technical Theatre**  **½ credit (Fall Semester)**  
**Grades 9-12, (also offered at the honors level)**

This course brings students on a hands-on journey through the diverse elements of theatre production, including: set design, technical theatre developments of the English Restoration and American Theatre, and the effects that backstage details have on playwriting. The semester culminates with each student, with guidance from the instructor, creating a rendering (College Prep) or model (Honors) of their own original set design.

**Theatre Design Implementation**  **½ credit (Spring Semester)**  
**Grades 9-12, (also offered at the honors level)**

This course focuses on specific hands-on elements of theatre production such as scenic painting, stage makeup, and costuming. Students will paint part of the set for the spring musical during class. Stage makeup design will be explored as well as the application of various designs, including special effects. Costuming will include designing a costume for a specific character and gathering from our costume storage spaces at AHS to dress someone up as that character.

# VISUAL ARTS

The Mission of the Visual Arts Department is to provide students with artistic experiences that develop visual literacy. Each student will gain the necessary skills to problem solve creatively and express themselves through a dynamic and relevant studio based curriculum that emphasizes personal, contemporary and historical artworks.

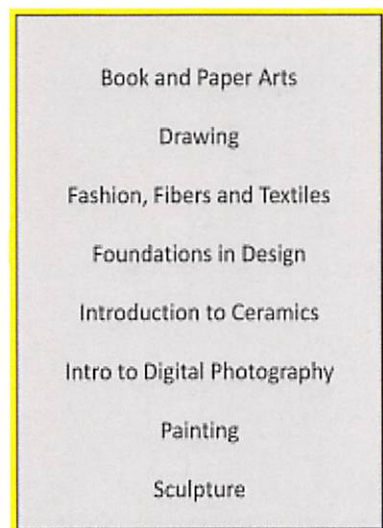
## Long Term Transfer Goals:

- Work through a creative process to make art that communicates meaning and/or achieves a desired result.
- Experiment with diverse materials, tools, techniques, and concepts in order to grow one's capacity as an artist.
- Provide specific, actionable feedback to another artist during the creative process.

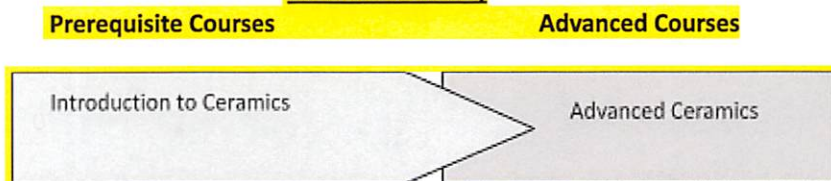
- Analyze a piece of artwork according to the elements and principles of design.
- Respond to artwork based on personal experience, artist statement (if provided), and/or background.
- Curate artwork to identify and share pieces for presentation.

## VISUAL ARTS COURSE SEQUENCE

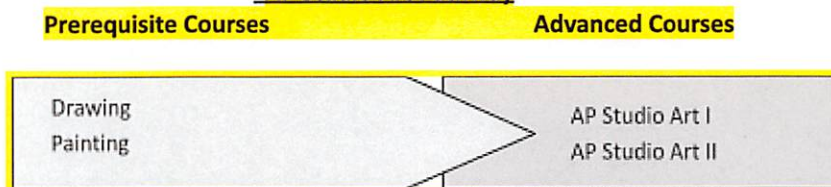
### Introductory Courses



### Ceramics Pathway



### AP Studio Art Pathway




## VISUAL ARTS COURSES

**Foundations In Design**  ½ credit  
 Grades 9-12 (CP, H)

This course will offer students an introduction to various studio tools and techniques. The basic elements of design and composition will be stressed through studio work, which will include, but not be limited to, drawing, painting, mixed media, and 2-d composition. Art criticism, art technology, and relevant art history will be incorporated in various assignments.

This is a basic course for all advanced work in art.

**Drawing**  ½ credit  
 Grades 9-12 (CP, H)

*Prerequisite: Foundations of Design*

**No Prerequisite**

This course offers concentrated work with various drawing media and techniques. It includes traditional and non-traditional approaches to drawing as well as criticism and relevant art history. This course prepares students for Studio Art or Advanced Placement Studio Art.



**Painting**  **½ credit**

**Grades 9-12 (CP, H)**

*Prerequisite: Foundations of Design*

**No Prerequisite**

This course offers concentrated work with various painting media and techniques. It includes traditional and non-traditional approaches to painting as well as criticism and relevant art history. This course prepares students for Studio Art or Advanced Placement Studio Art.

**Introduction to Digital Photography**   **½ credit**

**Grades 10-12 (CP, H)**

*Prerequisite: Foundations of Design*

**No Prerequisite**

This course introduces the techniques and aesthetic principles of digital photography. Students will be introduced to the basic technology necessary for the production of still photographs, camera and lens operation, file formats, exposure, lighting, image editing software, and image output. Through the medium of digital photography they will also learn about the visual arts including: guiding principles of design, how to look at and critique photography, photographic vocabulary, using tools such as framing, composition, and depth of field. Students will be introduced to works by well-known photographers and potential careers that utilize photography. Students will be expected to demonstrate an ability to use the tools in the production of their still photographs, however, the production and analysis of expressive and thoughtful art work is the main objective of this course.

**AP Studio Art I**  **1 credit**

**Grade 11 Advanced Placement**

*Prerequisite: Teacher recommendation*

This is the first year of a two-year course intended for students interested in studying advanced level art. Students work with a wide variety of media and concepts and will develop a series of project work based on an area of their choice through an inquiry-based approach. Students will conduct an in-depth, sustained investigation of materials, processes, and ideas. Students should plan on continuing with AP Studio Art II in Grade 12.

**AP Studio Art II**  **1 credit**

**Grade 12 Advanced Placement**

*Prerequisite: AP Studio Art I*

This is the second year of a two-year course intended for students interested in studying advanced level art and preparing a college portfolio. Emphasis is placed on development of a personal artistic vision. Students will develop and apply skills of inquiry and investigation, practice, experimentation, revision, communication, and reflection.

**Introduction to Ceramics**  **½ credit**

**Grades 9-12 (CP)**

This course will introduce students to clay properties and processes. Students will work with a variety of hand-building methods including pinch, coil, and slab techniques in the creation of functional and sculptural works.

Glazing, finishing, and surface design will also be addressed. Relevant criticism and art history will be incorporated into 3-dimensional assignments. This course is a prerequisite for Advanced Ceramics.

**Advanced Ceramics**  ½ credit

**Grades 9-12 (CP, H)**

*Prerequisite: Introduction to Ceramics*

This course will build upon the skills introduced in the Introduction to Ceramics course. Additionally, students will learn basic wheel-throwing techniques, altering methods, basic mold making, and use of molds for working in series. Advanced glazing techniques will include use of resists, underglazes, and stains. Relevant criticism, art history, and contemporary issues in ceramics will also be addressed.

**Book & Paper Arts**  ½ credit

**Grades 9-12 (CP, H)**

This craft based course will emphasize historical and cultural connections to techniques in paper and book related arts. This is an introductory level class with no prior skills required. Projects may include but are not limited to: sculptural and artist's books, image transfer, calligraphy, illumination, altered books, and basic printmaking.

**Fiber & Textiles**  ½ credit

**Grades 9-12 (CP, H)**

This course will explore historical and cultural connections to craft based techniques through the creation of fiber and textile artworks. This is an introductory level class with no prior skills required. Projects may include but are not limited to: fabric dyeing, batik, basketry, weaving, and textile printing.

## PHYSICAL EDUCATION-WELLNESS

The mission of the Wellness Department is to engage students in the active process of developing skills and practicing behaviors to make informed choices about good health.

The Wellness Staff have designed the K-12 curriculum to encompass the following broad skills:

- 1) Develop the body, mind, and spirit:
  - a.) Body: focusing on techniques, strategies, and behaviors to impact physical health.
  - b.) Mind: acquiring and applying knowledge, and exploring key concepts (physical and health literacy: key terminology, concepts, and practices).
  - c.) Spirit: how you see yourself and the values and principles you communicate through personal and interpersonal behavior.
- 2) Navigate external environments: understand rules and laws, keep oneself safe, and advocate for self and others.
- 3) Grow from action: set goals, take action, reflect on results, and adjust as needed
- 4) Make choices by seeking out accurate information and determining the best course of action.

### Long Term Transfer Goals

- Develop skills, knowledge, and concepts needed to make appropriate decisions to create a healthy and balanced life.
- Communicate effectively based on purpose, task, and audience using appropriate vocabulary and body language.

- Assess, evaluate, and use information from various sources to deepen understanding of a given topic.
- Advocate based on personal needs (academic, behavioral, emotional, and physical) to determine an appropriate solution.
- Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.

## **PHYSICAL EDUCATION WELLNESS COURSES**

**Physical Education 9 / Health and Safety 9                      ½ credit**  
**Grade 9 (CP)**

This course for freshmen is geared toward a lifetime of physical wellness. Students will study a wide range of topics from personal fitness to team sports to life-long recreational activities. These concepts and skills will give students the literacies necessary to craft their own personal plans for a lifetime of physical activity and wellness. The purpose of the Health lessons are to encourage the development of desirable health practices, positive attitudes, and increased knowledge of health issues, thereby enabling a student to make intelligent decisions concerning their mental and physical health and general well-being.

**Physical Education 10 / Health and Safety 10                      ½ credit**  
**Grade 10 (CP)**

This course for sophomores is geared toward a lifetime of physical wellness. Students will study a wide range of topics from personal fitness to team sports to life-long recreational activities. These concepts and skills will give students the literacies necessary to craft their own personal plans for a lifetime of physical activity and wellness. The purpose of the Health lessons are to encourage the development of desirable health practices, positive attitudes, and increased knowledge of health issues, thereby enabling a student to make intelligent decisions concerning his/ her mental and physical health and general well-being.

**Health and Safety Education 11                      ½ credit**  
**Grade 11 (CP)**

This course is designed to expose students to the physical, emotional, and social aspects of a healthy lifestyle. Students will have the opportunity to participate in a variety of individual and group activities that will encourage them to discover how they can incorporate physical activity in their daily life. Students will also learn the components of social emotional learning and how they impact their life.

**Health and Safety Education 12                      ½ credit**  
**Grade 12 (CP)**

This course is designed to introduce additional dimensions of health and wellness in order to prepare students for their journey after they leave Avon High School. Students will learn how to make responsible decisions related to physical activity, nutrition, occupational wellness, personal safety and situational awareness. Students will be trained and certified in First Aid/CPR/AED.

## **PHYSICAL EDUCATION WELLNESS ELECTIVE COURSES**

**Wellness Skills    ½ credit**  
**Grades: 9-12 (CP)**  
*Prerequisite: earned 1.0 credit in Wellness*

This course extends the Unified Sports model into the instructional setting. “Special Partners” provide peer coaching/modeling and an opportunity for socialization and inclusion for all. This course will follow the general curriculum of Wellness offerings with units in games, fitness/resistance training, and dance. Each mentor must demonstrate leadership and appropriate behavior during all classes. In order to be a mentor, you must have a recommendation from your School Counselor and one other classroom teacher. Participation is dependent upon the approval of the Wellness Teacher.

Please be aware that this one-semester elective **does not** fulfill the graduation requirement for Physical Education 9 / Health and Safety 9, Physical Education 10 / Health and Safety 10, Health and Safety 11 or Health and Safety 12

**Wellness Skills Mentor**

**½ credit**

**Grades 11, 12 (CP)**

*Prerequisite: earned 1.0 credit in Wellness*

This course extends the Unified Sports model into the instructional setting. “Special Partners” provide peer coaching/modeling and an opportunity for socialization and inclusion for all. This course will follow the general curriculum of Wellness offerings with units in games, fitness/resistance training, and dance. Each mentor must demonstrate leadership and appropriate behavior during all classes. In order to be a mentor, you must have a recommendation from your School Counselor and one other classroom teacher. Participation is dependent upon the approval of the Wellness Teacher.

Please be aware that this one-semester elective **does not** fulfill the graduation requirement for Physical Education 9 / Health and Safety 9, Physical Education 10 / Health and Safety 10, Health and Safety 11 or Health and Safety 12

## **WORLD LANGUAGES**

The mission of the Avon High School World Language Department is to enable our students to communicate effectively in the target language, develop an understanding of the cultures of the speakers of that language and compare those to their own. As a result, students will be able to use their language skills in learning and understanding other disciplines, seeing themselves as life-long learners, and as members of the world community. The Avon High School World Language standards are in alignment with the National Standards for Learning Languages, ACTFL, and with the Common Core State Standards.

**Long-Term Transfer Goals:**

**Cultural Connections**

- Gain knowledge about the global community and foster respect for diverse languages and cultures.

**Interpretive Communication**

- Use vocabulary, grammar, and sentence structure to understand meaning.
- Analyze visual, written, and spoken sources to make connections and inferences and draw conclusions.

**Interpersonal Communication**

- Initiate and respond effectively on a given topic based on interactions/ exchanges.

**Presentational Communication**

- Develop and communicate a clear and effective message for a given purpose, topic, and audience.

## TYPICAL WORLD LANGUAGE COURSE SEQUENCE

ASL I	French I	Latin I or Latin I (H)	Spanish I
ASL II or ASL II (H)	French II or French II (H)	Latin II or Latin II (H)	Spanish II or Spanish II (H)
ASL III or ASL III (H)	French III or French III (H)	Latin III or Latin III (H)	Spanish III or Spanish III (H)
French IV French IV (H)		Latin IV (H) or AP Latin/ECE Latin	Spanish IV or Spanish IV (H)
		French V or French V (H)	Spanish V or Spanish V (H) Heritage Spanish I (H) or Heritage Spanish II (H)
AP French Language & Culture (ECE FR W3250 & 3268) Francophone Language & Culture (ECE FR W3250)		Spanish VI AP Spanish Language & Culture (ECE SPAN 3178 & 3179) Spanish Conversation & Culture (ECE SPAN 3179)	

## AMERICAN SIGN LANGUAGE COURSES

**American Sign Language I**                      **1 credit**  
**Grades 9-12 (CP)**

This course introduces students to American Sign Language (ASL) as well as the culture and history of the Deaf. Students will begin to develop their ability to visually attend in a voice off setting where a majority of learning will take place. This level course will emphasize vocabulary development as well as ability to form basic sentence and question structures in order to hold simple conversation. The learner will begin to develop proficiency in expressive and receptive use of the language including space and grammatical features.

**American Sign Language II**                      **1 credit**  
**Grades 10-12 (CP, H)**  
*Prerequisite: ASL I*

Students will continue to learn and expand on common daily vocabulary. They will refine their ability to visually attend, comprehend, and then respond in complete sentences using ASL. Opportunity for student directed ASL discussions will be provided since expressive and receptive use of the language is a primary goal of this course. Discussions of Deaf cultural and current events will be included in order to promote awareness and an understanding of issues faced by the Deaf.

**American Sign Language III**            **1 credit**  
**Grades 11, 12 (CP, H)**  
*Prerequisite: ASL II*

This course is for the student who has completed ASL II. ASL III is designed to provide the student with opportunities to review and practice learned material in the classroom as well as to increase comprehension of signed narratives. New vocabulary as well as more complex language structures will be learned. Major language functions studied will focus on daily conversational skills involving: describing and locating objects, making suggestions and requests including inflection and spatial agreement, poetry, and storytelling. Ability to summarize narratives clearly and accurately with specific language and cultural behaviors will be learned. Awareness of Deaf cultural issues in the news will also be a focus to keep current with the cultural aspects.

## **FRENCH COURSES**

**French I**            **1 credit**  
**Grades 9-11 (CP)**  
*Prerequisite: None*

This introductory course is designed for beginner students. Students will begin to develop communicative skills in the French language and an appreciation of the Francophone world. Students will start to communicate in the target language and talk about themselves.

**French II**            **1 credit**  
**Grades 9-12 (CP)**  
*Prerequisite: French I*

This course continues to present the Francophone world through a thematic approach and to ease students into the three modes of communication (interpersonal, interpretive and presentational). Students will continue to build vocabulary acquisition and language use.

**French III**            **1 credit**  
**Grades 9-12 (CP, H)**  
*Prerequisite: French II*

This course continues to increase students' knowledge of the Francophone language and culture. More complex structures and new vocabulary are introduced while students are exposed to more authentic texts and audio samples. The three modes of communication are practiced in order to increase students' linguistic fluency and more cultural themes are discussed in comparative situations.

**French IV**            **1 credit**  
**Grades 9-12 (CP, H)**  
*Prerequisite: French III*

A continuation of the sequence, this course seeks to strengthen language acquisition, vocabulary and language use in authentic tasks that are used as integral part of the thematic culturally based units. Three modes of communication (interpersonal, interpretive and presentational) are further developed. Authentic materials are constantly used so that students are now becoming more independent in their language study.

**French V**                    **1 credit**

**Grades 9-12 (CP, H)**

*Prerequisite: French IV*

This course seeks to develop language that is vital for communicating in real life as well as for the study of the Francophone world. Students will function at mid to high intermediate levels in the three modes of communication (interpersonal, interpretive and presentational). Authentic sources are used to further communication skills.

**AP French Language and Culture/ECE FR W3250 and W3268**                    **1 credit**

**Grade 12 Advanced Placement/ECE**

*Prerequisite: French V*

The AP French Language and Culture Course description published by the College Board determines the content of this course. The course is intended for students in their fourth year of study (or earlier upon recommendation). The course is exclusively in French. This course aims to incorporate real life settings and integration of skills to reflect on the Francophone world. Students are encouraged to synthesize information in the three modes of communication and demonstrate cultural understanding. At the end of the course, students will be prepared to take the AP French exam. This course is also accredited by the University of Connecticut. Students may pay a registration fee and receive up to six credits for successful completion of the year's course. If students choose this option, additional and/or different work will be required in order to follow the ECE French program.

**Francophone Language & Cultures/ECE FR W3250**                    **1 credit**

**Grade 12 ECE**

*Prerequisite: French V*

This course is conducted exclusively in French and focuses on the French language and francophone cultures through fiction, film, and non-fiction material. The emphasis is on perfecting both oral and written expression through discussions, presentations, and compositions on assigned topics. This course is also accredited by the University of Connecticut. Students may pay a registration fee and receive up to 3 credits for successful completion of the year's course.

## **LATIN COURSES**

**Latin I**                    **1 credit**

**Grades 9-11 (CP, H)**

This course introduces the student to classical Latin and ancient Roman civilization. The Latin language is mainly taught via practice in reading it through a coherent narrative set in Pompeii. By the end of the course students are expected to have mastered basic sentence structures, three tenses of the verb, etc. They will have amassed a vocabulary between 300 and 600 words depending on the level. While the main focus of the course is on the study of the Latin language, various aspects of Roman society, religion, history, and imperialism are also examined. In addition, students will look at the influence of Latin both in English and on the Romance languages.

**Latin II**                    **1 credit**

**Grades 10-12 (CP, H)**

*Prerequisite: Latin I*

This course continues the study of Latin grammar and Roman civilization begun in Latin I. The student will extend their knowledge of grammar and vocabulary by following the narrative which now takes them to Roman Britain and Egypt during the Roman period and specific urban and military centers in Roman Britain. Significant new grammar includes pronouns, participles, and further sentence structures.

**Latin III 1 credit**

**Grades 11, 12 (CP, H)**

*Prerequisite: Latin II*

Having learned the rudiments of the Latin language over the first two years of study, a student will now read Latin with knowledge of its more advanced grammar structures. Further topics include the continued study of Roman religion, daily life in the ancient world, and the Roman military. By the end of the course, students will have amassed a vocabulary of over one thousand words in addition to a further study of English word derivations. At the honors level, the course contains a rich study of Roman government and society. In addition, the student will read original Latin prose and poetry which includes selections from Martial, Virgil, Ovid, Pliny, and Catullus.

**Latin IV 1 credit**

**Grades 11, 12 (CP)**

*Prerequisite: Latin III*

This course continues the study of Latin grammar and Roman civilization from Latin III. The student will extend their knowledge of grammar and vocabulary by following the narrative which takes place in various social and political situations in the city of Rome itself. Significant new grammar includes the passive of verbs and complex sentence structures. Having completed this course, students now may embark upon reading original Latin texts.

**Latin IV Honors/~~ECE Latin Literature~~ 1 credit**

**Grades 11, 12 Honors/~~ECE~~**

*Prerequisite: Latin III*

This is a course in which students read original Latin authors more widely and in greater depth. Students will gain a fuller understanding of the artistry of Latin literature, and the social and political influence which brought it about. In particular we shall study the prose of Caesar and the poetry of Virgil. This is an accredited University of Connecticut Classics course. Students may pay a registration fee and receive three credits for successful completion of the year's course.

**AP Latin/~~ECE Latin Literature~~ 1 credit**

**Grade 12 Advanced Placement/~~ECE~~**

*Prerequisite: ~~The student must have successfully completed three years of Latin or must seek teacher approval.~~*

*Prerequisite: Latin IIIH and teacher recommendation*

AP Latin is a college level course which is demanding both because of the amount of material to be covered and the depth of knowledge required. AP Latin now focuses on the works of Vergil and Caesar in Latin as well as extensive selections of these authors in English. The course requires students to read and translate poetry and prose, to analyze literary texts in written argument, and practice sight reading.



## SPANISH COURSES

**Spanish I            1 credit**  
**Grades 9-12 (CP)**

Spanish I is an introduction to the language and culture of the Hispanic world. Students will begin to develop proficiency in the four basic skills of the language: listening, speaking, reading, and writing. This course is for the student who has not studied Spanish previously.

**Spanish II            1 credit**  
**Grades 9-12 (CP, H)**  
*Prerequisite: Spanish I*

This course is for the student who has successfully completed Spanish I. There will be a review of previous grammatical structures and vocabulary learned before progressing to presentations of new material. Students will be introduced to vocabulary units that spotlight identity, contemporary life, and community. Emphasis remains on using the language for communication.

**Spanish III           1 credit**  
**Grades 9-12 (CP, H)**  
*Prerequisite: Spanish II*

This course continues to present the Hispanic world through a thematic approach and to ease students into the three modes of communication (interpersonal, interpretive, and presentational). Students will continue to build vocabulary acquisition and language use. Authentic print, audio, and video sources will be used to help students develop their communicative skills.

**Spanish IV            1 credit**  
**Grades 10-12 (CP, H)**  
*Prerequisite: Spanish III*

A continuation of the sequence, this course seeks to strengthen language acquisition, vocabulary and language use in tasks that are used as an integral part of thematic, culturally based units. Three modes of communication (interpersonal, interpretive, and presentational) are further developed.

**Spanish Heritage I: Spanish for Spanish-speakers    1 credit**  
**Grades 9-11 (H)**  
*Prerequisite: Bilingual heritage in Spanish*

This course is conducted entirely in Spanish for fluent speakers of Spanish who are orally proficient in the language, but have had little or no formal language training in a classroom setting. It is meant to provide Spanish language, literature, and culture experiences in oral, written communication, word usage, formal vocabulary, and elementary principles of grammar. Reading of Spanish, Latin American, and Chicano narrative will frame the classroom activities.

**Heritage Spanish II: Spanish for Spanish-speakers    1 credit**  
**Grades 10-11 (H)**  
*Prerequisite: Bilingual heritage in Spanish, Heritage Spanish I*

This course is conducted entirely in Spanish for fluent speakers of Spanish who are orally proficient in the language, and successfully completed Heritage Spanish 1. This course will focus on the writing needs of students who have an oral command of the language. Students will explore literature and culture of the Spanish-speaking world.

**Spanish V            1 credit**

**Grades 11, 12 (CP, H)**

*Prerequisite: Spanish IV*

This course seeks to develop language that is vital for communicating in real life as well as for studying the Hispanic world. At this point, students have acquired most languages structures and vocabulary to function at a mid-intermediate level. They will continue to hone their skills and learn about the Spanish-speaking world via thematic units. The three modes of communication (interpersonal, interpretive, and presentational) are further developed.

**Spanish VI            1 credit**

**Grades 11-12 (CP)**

*Prerequisite: Spanish V*

This course is the culmination of years of Spanish learning. In this 6<sup>th</sup> year, students will continue to improve their communicative skills in Spanish, functioning at the mid to high intermediate levels (ACTFL standards for World Language Readiness). The three modes of communication (interpersonal, interpretive, and presentational) are further developed through the study of thematic themes. Authentic material will be used to reflect different aspects of the Hispanic world's cultures as students will be discussing products, practices, and perspectives and compare them to those of their own communities.

**AP Spanish Language & Culture/ECE SPAN 3178 and 3179    1 credit**

**Grade 12, Advanced Placement/ECE**

*Prerequisite: Spanish V*

The AP Spanish Language and Culture course description published by the College Board determines the content of this course. The course is intended for students in their fourth year of study (or earlier upon recommendation). The course is exclusively in Spanish and aims to incorporate real life settings and integration of skills to reflect on the Hispanic world. Students are encouraged to synthesize information in the 3 modes of communication and demonstrate cultural understanding. At the end of the course, students will be prepared to take the AP Spanish Language and Culture exam. This course is also accredited by the University of Connecticut. Students may pay a registration fee and receive up to six credits for successful completion of the year's course. Students who opt for either or both ECE courses will be required to do additional and/or different work to match the UConn curriculum.

**Spanish Conversation & Cultural Topics/ECE SPAN 3179    1 credit**

**Grade 12 ECE**

*Prerequisite: Spanish V*

This course is conducted exclusively in Spanish and focuses on the Spanish language and Hispanic cultures through fiction, film and non-fiction material. The emphasis is on perfecting both oral and written expression through discussions, presentations, and compositions on assigned topics. This course is also accredited by the University of Connecticut. Students may pay a registration fee and receive up to 3 credits for successful completion of the year's course.

# SEAL OF BILITERACY

The State Board of Education, in conjunction with the state legislature, approved Connecticut's Seal of Biliteracy in 2016 (PA 17-29). The designation associated with the seal attests to a student's language ability in both English and a second language. The Seal of Biliteracy is affixed to a student's diploma and noted on his/her transcript.



## PATHWAY TO EARN A SEAL OF BILITERACY

An AHS student will be eligible for a Seal of Biliteracy if he/she successfully meets the English graduation requirements and successfully achieves a minimum of Intermediate-Mid proficiency rating in a second language. Typically, speakers and writers at the Intermediate-Mid level are able to handle a variety of tasks in everyday social situations. Conversation and compositions at this level are generally focused on exchanges necessary for survival in the target culture. These topics may include personal information related to self, family, home, daily activities, interests, and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.

For a student whose non-English language is a low incidence language (e.g., Danish, Greek, Hungarian, Creole) and proficiency cannot be established by any of the standard assessments, a plan can be developed in collaboration with the World Language Department Coordinator, ESL Coordinator, and guidance counselor in order to determine proficiency.

### ELIGIBILITY

In order to receive the Seal of Biliteracy students must:

- Be in 10th grade or higher **AND**
- Complete the English language requirements from a Connecticut high school where the primary language of instruction is English **AND**
- Attain an Intermediate-Mid proficiency rating **or higher** in a second language on one of the designated assessments

### TESTING

Assessment	Comparable to Intermediate Mid Proficiency
ACTFL AAPPL	I-3 or higher on each component
ACTFL ALIRA Latin	I-3 or higher on each component
AP World Language and Culture	3 or higher
Avant STAMP	Intermediate Mid on each component
ALTA	6 or higher

**AAPPL:** [www.AAPPL.org](http://www.AAPPL.org)

- Testing will take place the first week of December (seniors) and the third week of April (juniors) of every year

- Students need to score 1-3 or higher on each of the four components to be awarded the Seal of Biliteracy
- All 4 tests cost \$20 in total (subject to change after printing)

**ALIRA:** <https://www.languagetesting.com/actfl-latin-interpretive-reading-assessment>

- Students need to score 1-3 or higher on each of the exam components
- Cost of test is \$10 in total (subject to change after printing)

**AP Language and Culture:**

- Students need a score of 3 or higher to qualify
- Cost of test is \$101 (subject to change after printing)

## SUPPORT COURSES

NOTE: Support courses are non-leveled.

**Critical Reading ½ credit**

**Grades 9-12 (Non-leveled)**

*Prerequisite: Team Recommendation*

This course focuses on learning strategies to utilize when reading content related to the core curriculum. Instruction will focus primarily on sentence-level comprehension, integration, and inference strategies for fiction and non-fiction texts, as well as providing practice in using contextual background to develop a richer understanding of text.

**Strategic Literacy ½ credit**

**Grades 9-12 (Non-leveled)**

*Prerequisite: Team Recommendation*

This course is intended to improve a student’s vocabulary, critical-thinking, and analysis skills, or reading rate and comprehension level. Although this course typically emphasizes works of fiction, it may also include works of non-fiction (including textbooks). This course will also provide strategies for note-taking and for understanding and evaluating the important points of a text.

**Structured Literacy ½ credit**

**Grades 9-12 (Non-leveled)**

*Prerequisite: Team Recommendation*

This course provides explicit reading instruction to prepare students to decode words in an explicit and systematic manner. The structure of language is taught in a systematic, cumulative manner. Concepts are taught step-by-step, following a specific sequence.

**Foundations of Composition ½ credit**

**Grades 9-12 (Non-leveled)**

*Prerequisite: Team Recommendation*

This course will provide students with direct instruction on the foundational writing skills that support the stages of writing (prewriting, drafting, revising, editing, and publishing). Different modes of writing will be covered with the focus on expository and argumentative writing. In addition, writing mechanics will be reviewed.

**Strategic Learning Principles**      ½ credit  
**Grades 9-12 (Non-leveled)**  
Prerequisite: Team Recommendation

This course will provide explicit instruction in organization and learning strategies that impact academic performance in a structured environment. Student progress in academic classes will be monitored in relation to the application of these skills through a student led goal setting process.

**Geometry Skills**                      ½ credit  
**Grade 9, 10 (Non-leveled)**  
*Co-requisite: Geometry concurrently*

This course is designed to give students foundational support for their Geometry CP course. Topics include understanding key geometric vocabulary and terminology, solving and graphing linear equations, solving ratios/percents/proportions, factoring polynomials, working with parallel lines and their properties, and solving problems involving polygons and trigonometry. Additionally, many calculator skills and test taking strategies are presented.

## **NONCREDIT SUPPORT SERVICES**

**Capstone Skills**  
**Grade 12, as needed**

The Capstone Skills is designed to support students in successfully completing their Capstone Project. Students may utilize this support service on a drop-in basis at any time during the school year. Students who fall behind in meeting the prescribed deadlines and/or are demonstrating a need for more direct supervision can be assigned to the Capstone Skills class. Students who are assigned for these reasons, may be able to drop the Capstone Skills class once satisfactory progress is met and the mentor and the teacher sign off as such.

**Math Lab**  
**Grades 9-12**

A math interventionist located in the Math Lab is available for all students of all math courses during regular school hours. Students may utilize this support service on a drop-in basis at any time during the school year. Students have the option to make the Math Lab part of their school schedule.

**Student Assistance Center (SAC)**  
**Grades 9-12**

The student assistance center tutor located in the Student Assistance Center is available for all students. The tutor can assist a student in general education areas during the regular school hours. The assistance includes, but is not limited to; work on organization skills, incorporating study skills, how to seek extra help within a specified discipline, and work habits. Students may utilize this support service on a drop-in basis at any time during the school year. Students have the option to make the Student Assistance Center part of their school schedule.

**Writing Lab**  
**Grades 9-12**

A writing interventionist is available for all students during regular school hours to confer with students on writing assignments and coach them through edits and revisions. Students may utilize this support service on a drop-in basis at any time during the school year.

## ADDITIONAL CREDIT OPPORTUNITIES

### **Independent Study      ½ credit**

Independent study takes place in all curricular areas. Independent study is an arrangement between the teacher and student in a specific course which gives the individual student the opportunity to meet course objectives as well as develop his or her own particular interest in the subject area. This may consist of work either during class time or outside the time allocated for class. Students interested in this type of opportunity should consult the teacher with whom they are enrolled and the appropriate department coordinator. Independent study programs are available for the student who wishes to independently pursue an educational program not available in any regular course offering. Such requests should be initiated by the student. A written plan should then be developed and submitted to the department coordinator, school counselor, and principal for final approval. In each case, a teacher must agree to assume responsibility for the independent study program. A commitment from the teacher and the written plan should be finalized by the start of the semester in which the work will be done. Such programs may be taken on either a pass/fail or letter grade basis with the decision to be made prior to final approval of the program.

### **Teaching Assistant (TA)    ¼ credit**

#### **Grade 12**

*Prerequisite: permission of the teacher*

The TA works on a variety of support tasks to enhance the learning programs of students. Goals include: deepen understanding in a curricular area of interest; gain insight into teaching as a career; and collaborate with teachers and students for the benefit of all parties. A student may earn a maximum of ½ credit over two semesters. The TA will receive a grade of pass/fail, not calculated in the weighted GPA. Note: TAs are not privy to student grades or other confidential information.

## AHS AFFILIATED PROGRAMS

### **Greater Hartford Academy of the Arts**

The Greater Hartford Academy of the Arts is committed to the identification and training of Capitol Region students with talent and interest in the performing arts. At the Academy, these students develop performance skills in music, creative writing, dance, and acting classes taught by professional artists. Students acquire a broad understanding of the history and criticism of the arts through interdisciplinary study and through opportunities to experience professional arts events. Academy students receive counseling and information on performing arts careers so that they can make appropriate postgraduate plans with respect to their career choice.

The Academy provides a unique environment in which students from city and suburbs and from a variety of backgrounds and artistic interests can interact. Students attend their own high school in the morning for their core academic courses, and then in the afternoon they are transported to the Academy for their courses in the arts.

Students can also choose to attend the Academy all day. Auditions are normally held in the spring of each year for the following school year. See your counselor for details. There is a tuition fee for students. Students receive three (3.0) credits in the Arts, which can include ½ credit of Physical Education if dance classes are taken. Students meet the Health requirement (.50 credit) through ASH's Biology course.

### **Greater Hartford Academy of Mathematics and Science**

The Greater Hartford Academy of Mathematics and Science (GHAMAS) is a half-day mathematics and science high school program managed by the Capitol Region Education Council. The school is both a resource center and academic program designed for students with the desire to excel in the fields of mathematics, natural sciences and technology. The mission of the academy is to provide exceptional opportunities for all students in science, mathematics and technology in a diverse environment. Most GHAMAS courses carry honors level credit or, where indicated, Advanced Placement credit. Algebra I, however, is offered only at the College Preparatory level. Students meet the Health requirement (.50 credit) through GHAMAS's Biology course. Participating school districts receive access to all GHAMAS resources, teacher training and professional development and a wide variety of outreach programs directed toward Grades 4-12. The academy offers courses at the honors and advanced placement college level. Students attend the academy for half of the day and their home schools for the remainder of the day. In this environment, students are afforded an opportunity to be challenged to their maximum potential and are provided access to educational resources at Trinity College, Hartford Hospital, UConn, and the Institute of Living. GHAMAS is a member of the National Consortium of Specialized Secondary Schools of Mathematics, Science and Technology.

### **Bristol Technical Education Center**

The Bristol Tech/Ed Center offers Juniors or Seniors who are in good academic standing a full-year vocational/technical part-time program in which students receive credits related to technical/vocational skills. All academic requirements must be completed at Avon High School. Students attend Avon High School in the morning before attending Bristol Tech for the vocational technical experience. The tuition is free. Students complete technical training in one of seven areas. High school students receive seven (5) credits toward graduation requirements as follows:

The following programs are available:

- Automotive Technology
- Heating, Ventilation, & Air Conditioning
- Culinary Arts
- Mechatronics
- Welding
- Precision Machining & Metal Fabrication
- Health Technology

More information is available through the School Counseling Office.

### **Connecticut Open Choice Options**

High school students have the option to participate in the State of Connecticut Open Choice program which allows for the two-way movement of urban and suburban students by attending the school of their choice following successful completion of an application process. For more information, please refer to the Connecticut State Department of Education's publication, Public School Choice in Connecticut: A Guide for Students and their Families. Visit their website at: <https://portal.ct.gov/SDE/Services/K-12-Education/School-Choice> or contact the school counselor.

## VIRTUAL HIGH SCHOOL – GRADES 9, 10, 11, 12

Avon High School students benefit from the opportunity to take classes on-line through the VHS Learning. VHS allows students the chance to participate in a global virtual learning community and expand their knowledge in areas of interest beyond the regular curriculum. VHS courses are intended as enrichment and may not be substituted to meet graduation requirements or for courses otherwise offered as part of the regular curriculum. Space is limited and priority will be given to juniors and seniors.

Virtual High School has a very detailed website, <https://vhslearning.org>, that provides important information for students. It offers up to date course offerings, as there are changes from the time of printing/posting the Course of Studies. VHS operates under its own school calendar, add/drop policy, and grading practices which do not always align with Avon High School. Please discuss your possible course selection(s) and approval with your school counselor. Once that occurs please see the VHS Coordinator in the LMC for additional information.

VHS is qualified through the AP Course Audit to label its courses "AP".

Below is a sampling of course offerings as of this printing/posting. Again, please see the website for offerings:

### Arts

American Popular Music\*  
AP® Art History  
Art History\*  
Creating Art History\*  
History of Photography\*  
Music Listening and Critique\*  
Music: Fundamentals of Composition\*

### Business

Business and Personal Law\*  
Business Math\*  
International Business\*  
Investing in the Stock Market\*  
Marketing\*

### Computer Science and Technology

CAD\*  
Creative Programming with Scratch\*  
Cybersecurity\*  
Java Programming\*  
Web Design\*

### Engineering

Engineering Principles\*  
Sustainable Engineering\*

### Language Arts

101 Ways to Write a Short Story\*  
Creative Writing\*  
Essay Writing\*  
Fantasy & Science Fiction Short Stories\*  
Film and Literature\*  
Ghosts and Haunting Literature\*  
Horror Writers\*  
Journalism\*  
Literature of the World\*  
Mythology\*  
Poetry Writing\*  
Screenwriting\*  
Shakespeare in Film\*  
Supernatural Folklore and Literature\*  
Twentieth Century Women Authors\*  
Women in Literature and Media\*  
Young Adult Literature\*

### Life Skills/Health

Early Childhood Education\*  
Employability Skills\*  
Parenting Skills\*

### Math

AP® Calculus AB  
AP® Statistics  
Differential Calculus\*  
Essential Math for College and Careers\*  
Introduction to Calculus AB\*  
Introduction to Statistics\*  
Math and Modern Logic\*  
Number Theory\*  
Statistics and Business Quality Management

### Science

AP® Biology  
AP® Environmental Science  
Animal Behavior and Zoology\*  
Astronomy Principles\*  
Biochemistry\*  
Bioethics\*  
Biotechnology\*  
Climate Science\*  
Epidemics\*  
Genes and Disease\*  
The Human Body\*  
Meteorology\*  
Nuclear Science\*  
Oceanography\*  
Pre-veterinary Medicine\*  
Science from Space\*



**Social Studies**

AP® Economics  
AP® European History  
AP® Government & Politics: U.S.  
AP® Human Geography  
AP® Psychology  
AP® U.S. History  
AP® World History  
Constitutional Law\*  
Criminology  
The Holocaust\*  
Modern Middle East\*  
Peacemaking\*  
Philosophy I\*  
Practical Law  
Psychology of Crime\*

**World Religions\***

**World Language**

AP® Chinese Language and Culture  
AP® French Language  
AP® Latin  
AP® Spanish Language and Culture  
Chinese 1  
Chinese 2  
German Language and Culture  
Italian Language and Culture  
Mandarin Chinese Language and Culture\*  
Portuguese I  
Russian Language and Culture\*  
Spanish Culture and 20th Century Hispanic Literature

## PLANNING SHEET FOR HIGH SCHOOL GRADUATION

	Grade 9	Grade 10	Grade 11	Grade 12
<b>English (4)</b>	English I	English II	English III or AP Comp	English IV or AP Lit or ECE x2
<b>Math (3)</b> Recommended = 4				
<b>Social Studies (3.5)</b> Recommended = 4	World History	Human Rights in a Modern World	US History	Civics (.5) or AP Govt (1)
<b>Science (3)</b> Recommended = 4	Environmental Science	Biology	Physics or IPC	
<b>World Language (1)</b> Recommended = 3 or 4				
<b>Capstone (.5)</b>				Capstone
<b>Mastery Based Experience (.5)</b>				
<b>Wellness (1)</b>	PE9/Health and Safety 9	PE10/Health and Safety 10		
<b>Health and Safety (1)</b>			Health & Safety 11	Health & Safety 12
<b>Personal Finance (.5)</b>				
<b>Fine Art (1)</b>				
<b>Humanities (.5)</b>				
<b>STEM (2.5)</b>				
<b>Electives (3)</b>				

All students are required to earn **25 credits** in order to qualify for an Avon High School diploma.

-Graduation credit requirement for each category is posted above in parenthesis.

-Recommended credits posted below each course category