



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, March 19, 2024 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. Avon Board of Education Members- Board of Education Appreciation Month

V. Approval of Minutes

A. Board of Education Regular Monthly Meeting Minutes of February 27, 2024

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 – Lynn Katz - Next Meeting 3/26/24
- Finance – Deb Chute - Next Meeting 4/16/24
- Negotiations – Suzanne Szekeres-
- Policy – Thej Singh - Next Meeting 5/7/24

B. Liaison Report

- Capital Region Education Council – Chris Campbell

**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**

**XII. Old Business**

23-24/40 - Approval of Primary Instructional Material - Social Studies 8th Grade Textbook

23-24/41 - Approval of Primary Instructional Material - Novel Rebecca

**XIII. New Business**

23-24/42 - 2024-2025 School Calendar Changes

23-24/43 - Increasing Educator Diversity Plan - *Required by CT General Statute 10-220(a), Section 10 of Public Act 23-167*

23-24/44 - 1st Read and Possible Approval of Policy 5131.81 - Use of Private Technology Devices by Students

23-24/45 - 1st Read and Possible Approval of Policy 6146.12 Advanced Courses and Challenging Curriculum

**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, February 27, 2024, 7:00 pm

Avon High School, Library

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Avon High School  
510 West Avon Road  
Avon, CT 06001

**Minutes**

**Attendance**

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

**Board Members Absent:** Suzanne Szekeres

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

I. **Call to Order**

*Board Chair Deb Chute called the meeting to order at 7:01 p.m.*

A. A.Roll Call

II. **Pledge of Allegiance**

III. **Mission Statement**

Ms. Chute read the Board's Mission Statement.

IV. **Recognition/Presentations:**

Avon High School student Cameron Kraft was recognized by the board for his hard work and dedication to creating and making the Central Office Signs (depicting each office).

V. **Approval of Minutes**

A. Board of Education Regular Monthly Meeting minutes of January 16, 2024

*Mr. Campbell made a motion to approve the minutes of the Regular Monthly Meeting of January 16, 2024, Ms. Katz seconded.*

*Motion passed 8-0-0*

VI. **Communication from Public**

*No communication from the public*

**VII. Items of Information and Proposals**

**A. Student Representatives Report - Lillian Peng and Nikolai Meltser, AHS Student Representatives. Nikolai was not present Lillian read the report for all schools:**

**AHS:** Black Student Union honored the contributions of African Americans to our nation's history through curated morning announcements; Literary Arts hosted an Open Mic Night; Senator Dodd visited and spoke at the high school; Squash team won the national championship; Girls indoor track came in 3rd in state Class M championships; Rhapsody, the high school's acapella group did singing telegrams to raise money for a Roaring Brook student battling cancer; 16 students qualified for the US Biology Olympiad Semifinals.

**AMS:** Arioso Choir sang at the Wolfpack game; Artwork of AMS students has been displayed in the public library for the month of February; 2 AMS students qualified for state MathCounts; Winter dance last Friday.

**TBS:** Choir and Orchestra concerts were held in January; Battle of the Books is underway until March 15.

**PGS:** Feb. 7 was World Read Aloud Day; Family Skate Night took place on the 11th; Boosterthon Dance Party will be held on the 29th.

**RBS:** Is rehearsing for their production of Finding Nemo

**B. Financial Report – Susan Russo, Business Manager**

Ms. Susan Russo gave a summary of the financials for the period ending January 31, 2024:

- There were variances in the Administrative budget line due to Mr. Renkawitz leaving and Ms. Lisa Cleveland taking his place at Roaring Brook.
- Non Certified had some deficits as we are finding the nurses needing to work extra hours (field trips etc.) and the needs of the students needing paraeducators rising (one to one); and there has been some staff movement in the custodial and maintenance department.
- Other expenses saw HVAC deficits - have begun to separate out the HVAC costs from all other expense costs to evaluate routine and repair costs for each school.
- Tuition costs are slightly higher than expected/budgeted
- Visitor Management system has been installed in the Central Office
- An item brought to the attention of the Board is the negative balance in Nutrition Services; there has been a decrease in students handing in the Free/Reduced lunch application, so as a district, we have been trying to get the word out to parents to load money into the accounts of their students, and/or fill out the Free/Reduced Lunch application if applicable, as well as reminding them to pay the balance owed on their account.

Ms. Thompson asked if this was typical amount in the negative balance and Ms. Russo answered that no, this is higher and not typical of what they have seen.

- SPED costs have increased due to increased student needs
- Overall for the end of January: Just over 3.5 M or 5.34% unencumbered, last year at this time the unencumbered amount was just over 4.0 M or 6.24%, which can be directly ties to SPED tuition

**VIII. Committees & Liaison Reports**

**B. Committee Reports-**

1. Curriculum & Professional Practices – Ms Katz reported that the last meeting was February 13th where part of the meeting Professional Learning was discussed and Ms. Katz wanted to give a shout out to all those that research and plan Professional Learning for the whole district: Jess Giannini, Jodi Kryzanski, Elizabeth Ferry, Tiffany Fox and all the Curriculum Leaders. Also discussed were the primary instructional materials that are on the agenda tonight.

2. Finance – Ms. Chute reported that the last meeting was February 13th and wanted to point out that there is a donation letter on the Consent Calendar from the Avon High School PTO to support multiple opportunities for students, and wanted to thank them for that. Next meeting will be 4/16.
3. Negotiations – Ms. Chute reporting for Ms. Szekeres that they are in the beginning stages of talks for Custodian/Maintenance Contract as well as the Paraeducator/Interventionists/Nutrition Services Contract.
4. Policy – Ms. Singh reported that the committee met on January 30th and those policies are on the agenda tonight. Next meeting was to be 3/5 but will need to be rescheduled.

C. Liaison Report

1. Capital Region Education Council – Mr. Campbell reported that there was no meeting this month but a forum was held where over 50 Superintendents were present and the major topics of discussion were the funding for Magnet schools and the discussion on diverse faculty. Next meeting will be on March 20th.

IX. Chair’s Report – Debra Chute, Board Chair

D. Board Chair Update

Ms. Chute reported that she and Dr. Carnemolla met with Representatives Currey, Kavros DeGraw and Senator Seminara regarding the ECS situation, and were able to understand the process better and share their concerns. Ms. Chute thanked the administration from each school for sending out the newsletters every week, it is appreciated.

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

A. Hiring Report

Mr. Medic spoke to the hiring of long term substitutes to cover medical leaves of staff members as well as hiring additional Paraeducators for the growing needs of our SPED population. Most of the new hires and resignations are non-certified this month. In the next few weeks they will be focusing on staffing for the 2024-2025 school year.

B. Enrollment Report -

Dr. Carnemolla reported that we are only up 8 students from this time last year, we continue to take in Kindergarten registrations, and monitor how PreK looks for class sizes and student needs.

C. Strategic Plan Update

Dr. Carnemolla discussed several updates at this time:

- The Math Pilot program continues to move forward.
- Stop the Bleed, medical training for all staff.
- Administrative Team Professional Learning- Learned about data management with Performance Matters Platform, thank you to Elizabeth Ferry and Cynthia Feivelson for coming out and showing us what we can do with data desegregation. Excited to use this new tool going forward.
- Bridges program is going strong.
- Mr. Giannini and Mr. Sturm are continuing to do the TBS self study.

D. Updates

- There had to be a change to this year's school calendar to accommodate the Primary Election voting. Primary voting is on April 2nd, and schools will be closed as it is not feasible to run school with voting going on, but teachers will have a Professional

Learning day on April 2nd. Therefore there will be school on March 15th, which was the original Professional Learning day . The town tried to look for other places to vote, but according to the law, Primary voting had to take place in the same place as the actual vote in the fall, and therefore had to be held at the schools.

- Graduation is June 12th, working on all aspects of that event now.
- PTO Leadership is in full swing planning end of year events, busy with dances,lunches, finishing fundraisers etc.
- There is early stage planning of an 8th grade celebration, more details to come.
- Project graduation is in full swing with the car parade and other events being planned.

XI. Consent Calendar

23-24/31- Budget Transfers

23-24/32 - Donation from Avon High School PTO to AHS (\$4,597.99)

***Ms. Katz made a motion to approve the Consent Calendar as presented, Mr. Fleischman seconded.  
Motion Passed 8-0-0***

XII. Old Business-

23-24/30 - Appointment of PACTAC Advisory Council Member

Nutmeg TV consists of 8 towns, and this person will represent the community and have a seat at the table to give input on community programming.

***Ms. Chute moved to appoint Marc Reich to the Plainville Area Cable TV Advisory Council, Mr. Fleischman seconded.***

***Motion Passed 8-0-0***

XIII. New Business

23-24/33 -4118.51 - Employee Use of District Computer Systems and Electronic

Dr. Carnemolla stated that there are small updates from Board Counsel to add in Smartwatches and social media sites to the policy.

***Ms. Singh made a motion to approve revised policy 4118.51, Ms. Nicole Russo seconded the motion.***

***Motion passed 8-0-0***

23-24/34 - 5112.1 - Admission to public Schools at or before age of 5

Dr. Carnemolla mentioned there was a previous discussion for this policy at the previous Board meeting, legislature changed the law to have students be 5 by September 1st to be eligible to enter Kindergarten (Avon policy previously was January 1st). Exceptions for those not the age of 5 by September 1st can petition to the school district and have the child assessed for eligibility to enter Kindergarten before age 5.

***Ms. Singh made a motion to approve new policy 5112.1 Admission to Public Schools before Age 5, Ms. Thompson seconded the motion***

***Motion passed 8-0-0***

23-24/35 - 5112 -Eligibility to Attend Avon Public Schools

Dr. Carnemolla stated that this policy had to be updated as it is related to policy 5112.1. This policy generally revolves around residency and eligibility, but a portion does refer to admission to Kindergarten that needed to be amended due to the new legislature regarding being 5 years old by September 1st.

***Ms. Singh made a motion to approve revised policy 5112, Eligibility to Attend Avon Public Schools, Ms. Katz seconded***

***The motion passed 8-0-0***

23-24/36 - 5131.71 - Student Use of Districts Computer Systems and Internet Safety

Dr. Carnemolla mentioned that this policy mirrors the employee policy about computer use, with the same additions of Smartwatches and Social Media sites. One other change that the Policy Committee recommended was to add a paragraph found in the employee policy, which references one's privacy, into the student policy to be consistent. Dr. Carnemolla noted that the paragraph needed to be edited to say 'student' instead of 'employee'.

***Ms. Singh made a motion to approve the revised policy 5131.71, with the edits discussed, Ms. Nicole Russo seconded.***

***The motion passed 8-0-0***

23-24/37 - 5144 - Student Discipline

Dr. Carnemolla began by stating that this policy gets updated numerous times because generally speaking this whole policy is connected to the laws and statutes we have to abide by. Tonight there are only a couple of changes, one being considering individual circumstances for each student discipline matter, and to whenever possible reinforce positive student behavior/restorative practices so that it does not require engagement with the discipline system. The other change is to add AI, Artificial Intelligence, and the misuse of AI.

***Ms. Singh made a motion to approve revised policy Student Discipline, Mr. Kandipilli seconded.***

***The motion passed 8-0-0***

23-24/38 - 5144.4 - Recess and Play Based Learning

Dr. Carnemolla began by stating that this policy is required by CT General Statutes, ensuring that play based learning is being taught in the classroom. For Avon Public Schools, this isn't an issue, we already do this here in Avon. Because it was not recognized as a form of learning for some districts, it was decided by the state to make it mandatory.

***Ms. Singh made a motion to approve the revised policy 5144.4, Recess and Play Based Learning, Ms. Katz seconded.***

***The motion passed 8-0-0***

23-24/39 - 6210 - Parental Access to Instructional Materials

Dr. Carnemoll stated that we are ahead of the game here in Avon, but the statute recently changed to ensure all boards of education in CT adhere to these mandates. Our curriculum is 90% or more online, and available to anyone to view, this is also to ensure that parents have access to the instructional materials that are being utilized in class.

***Ms. Singh made a motion to approve revised policy Parental Access to Instructional Materials, Mr. Campbell seconded.***

***The motion passed 8-0-0***

23-24/40 Primary Instructional Material- Novel Rebecca- CPDC met on February 1st, and 2 recommendations came out of that meeting. These 2 books will remain on review at the District Office until the 30 days are concluded.

The novel, Rebecca, will be utilized for 12th graders taking the ECE True Crime Then and Now elective English Course. This novel will be used when studying societal concerns and modern day crime, and how it is woven into novels. The Teacher will use this as a primary resource, so all students will read this text.

This has not yet been out for review the full 30 days, so will be approved at the next Board Meeting.

23-24/41 Primary Instructional Material - Social Studies 8th grade textbook

Mr. Giannini stated that the second Primary Instructional Material up tonight is the 8th grade Social Studies textbook, American History; Beginnings to 1877 (My World Interactive). Mr. Giannini began by saying that last year the 7-12 Social Studies curriculum was revised and the committee realized a great new option was available for 8th grade social studies textbooks and decided after discussion and a vote that this textbook was the best option to move forward. This textbook is an updated version of the one the students have now, but is more interactive, more multimedia experiences and a larger library for online platforms.

This has not yet been out for review the full 30 days, so will be approved at the next Board Meeting.

XIV. Communication from Public

There was no communication from the public.

XV. Communication from Avon Board of Education Members

Ms. Katz wanted to say she had a blast reading to the 4th graders at PGS this past week. Kudos to the administration and the Library Media Specialist Ms. Angela Antonelli.

Mr. Campbell wanted to give a shout out to the Bingo night at RBS, and the next one is March 8th.

Ms. Thompson wanted to talk about the kindness parade at RBS, but knows it is only one event/theme that happens throughout all our schools.

Ms. Nicole Russo wanted to tell everyone about Finding Nemo Junior, the production being put on at RBS. She also wanted to tell everyone that AMS Arioso did an amazing job at the Wolfpack game singing the National Anthem, and wanted to thank all the teachers and everyone doing such a great job supporting the arts.

XVI. Adjournment

*At 8:07 p.m. Mr. Campbell made a motion to adjourn the meeting, Ms. Thompson seconded. Motion passed 8-0-0*

Minutes prepared by Christine Sardinkas, Board Recording Secretary

Minutes respectfully submitted by Jeffrey S. Fleischman, Board Secretary





## MARCH 2024

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### NEW HIRES-NON CERTIFIED

2/26/2024 Acevedo, Evan AMS/AHS Math Interventionist

### RETIREMENTS

6/30/2024	LaBrosse, Jeanine	AHS	Math Teacher
6/30/2024	McCabe, Ellen	TBS	Grade 5 Teacher
6/30/2024	Loynes, Janet	AHS	Science Teacher
6/30/2024	DeGozzaldi, Sally	AHS	Math Teacher

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OFFICE OF THE SUPERINTENDENT OF SCHOOLS

Dr. B. Heston Carnemolla • Superintendent

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Enrollment Report March 19, 2024

School	Grade	March 2023	# Sect	Average Class Size	August 2023	September 2023	October 2023	November 2023	December 2023	January 2024	February 2024	March 2024	# Sect	Average Class Size
APS Pre-K	Pre-K	72	5	14.4	71	73	72	73	74	75	78	79	6	13.00
PGS	K	113	7	16.14	119	126	126	126	126	126	127	128	6	21.17
PGS	1	131	6	21.83	114	115	114	117	117	117	116	116	6	19.33
PGS	2	137	6	22.83	137	136	134	135	136	137	139	139	7	19.86
PGS	3	149	7	21.29	143	142	142	142	142	142	142	143	7	20.29
PGS	4	118	5	23.60	146	148	148	146	146	146	147	148	7	21.00
Total in School		649			659	667	664	666	667	668	671	674		
RBS	K	90	5	18.00	105	104	105	104	104	105	105	105	5	21.00
RBS	1	85	4	21.25	89	88	88	88	88	88	88	88	5	17.60
RBS	2	92	5	18.40	85	85	85	85	85	85	85	85	4	21.25
RBS	3	99	5	19.80	93	96	96	96	96	95	95	95	5	19.00
RBS	4	118	6	19.67	98	98	99	99	99	99	99	98	5	19.80
Total in School		484			470	471	473	472	472	472	472	471		
TBS	5	202	11	18.36	235	235	236	236	237	237	237	237	11	21.55
TBS	6	255	12	21.25	201	205	205	206	207	209	209	209	10	20.90
Total in School		457			436	440	441	442	444	446	446	446		
AMS	7	249			261	260	259	259	258	258	259	260		
AMS	8	278			249	251	253	253	253	254	254	254		
Total in School		527			510	511	512	512	511	512	513	514		
AHS	9	225			259	254	254	254	253	254	256	257		
AHS	10	236			220	219	219	218	218	219	220	220		
AHS	11	227			241	241	241	240	241	241	240	239		
AHS	12	233			231	226	225	224	223	221	221	220		
Total in School		921			951	940	939	936	935	935	937	936		Difference from 2023
<b>Grand Total</b>		<b>3110</b>			<b>3097</b>	<b>3102</b>	<b>3101</b>	<b>3101</b>	<b>3103</b>	<b>3108</b>	<b>3117</b>	<b>3120</b>		<b>10</b>

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

27 Outplaced students were not included in enrollment counts.

**Avon Public Schools**  
**Proposal for Textbooks and Instructional Materials**

**Proposed by:** G. Macy, J. Post, E. Sanborn  
**Grade Level(s):** 8

**Department:** Social Studies  
**Date:** January 29, 2024

Check one:  New textbook/Instructional materials     Change in textbook/Instructional materials

1. **Title:** American History; Beginnings to 1877 (My World Interactive)
2. **Author(s):** James West Davidson, Michael B. Stoff, Jennifer L. Bertolet
3. **Publication Date:** 2019    **Publisher:** Savvas Learning Company

**4. Correlation to District Blueprint for Excellence:**

This new textbook improves on the existing text by being supported with a totally revised and enhanced online learning experience and resources that increase more challenging student learning pathways. The new text and online resources will provide a variety of tools to provide feedback to students (activities, assessments) and include a suite of tools for teachers to assess student learning and data.

**5. Correlation to approved district curriculum:**

Both the current and new proposed textbooks follow the same structure based on approved district curriculum, thus providing access to the appropriate historical content identified in Avon's grade 8 American History curriculum.

**6. List of other textbooks or instructional materials considered:**

*America: History of Our Nation* (Prentice Hall) (current textbook)

**7. Short description or synopsis of textbook or instructional materials:**

Survey textbook of American History - Beginnings to 1877. It is a significant revision of our current textbook to be more aligned with the web-based platform developed by Savvas that supports it. For example, multimedia learning opportunities for the students to engage with are embedded to extended learning and enrichment. Structurally, the text shifts from Chapters and Sections to Topics and Lessons. However, it follows the same chronological structure of the older edition, from the Early Americas to the Reconstruction Era.

**8. List of other CT school districts using recommended textbooks or instructional materials:**

**Southington Public Schools** - JFK MS and Depaolo MS ( Depaolo - Robert Lasbury, Assistant Principal - rlasbury@southingtonschools.org and JFK - Marc DiDominzio, [mdidominzio@southingtonschools.org](mailto:mdidominzio@southingtonschools.org), **Newington Public Schools** - Wallace MS (Marco Tirillo, Assistant Principal - [mtirillo@npsct.org](mailto:mtirillo@npsct.org)), **East Windsor Public Schools** - East Windsor MS (Darryl Rouillard, Assistant Superintendent- [drouillard@ewct.org](mailto:drouillard@ewct.org))

**9. Confirmation that the recommended textbooks have online/internet support or other such supports:**

This text was revised and redesigned to be supported by the new SAVVAS online textbook and resources. Below is the link sent to us by Jason Macfarland, the SAVVAS sales representative for CT.

[www.savvasrealize.com](http://www.savvasrealize.com)

username: avonpublicschools

password: Savvas2024

**Curriculum Professional**

**Development Council Recommendation:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Board of Education Notification:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**30 Day Review Period: From:** \_\_\_\_\_ **To:** \_\_\_\_\_

**Board of Education Approval:**

**Date:**

Avon Public Schools

Proposal for Textbooks and Instructional Materials

Proposed by: Jenna Aylsworth

Department: ELA

Grade Level(s): 12

Date: 2/1/23

Check one:  New textbook/Instructional materials  Change in textbook/Instructional materials

- 1. Title: *Rebecca*
- 2. Author(s): Daphne Du Maurier
- 3. Publication Date: reprint 2006 Publisher: Harper

4. Correlation to District Blueprint for Excellence: Focus Area 1: Student Learning. We will create multiple student learning pathways to challenge students to think critically and creatively, persist in solving challenging problems, work collaboratively, and communicate effectively.

5. Correlation to approved district curriculum: This novel is for the ECE True Crime Then & Now course. It will be a part of the second unit of study, when students will move from nonfiction readings to a study of how societal concerns around crime/criminals manifest in the fiction of the time periods under consideration (early 20th century to contemporary works). Existing nonfiction will be excerpted to make space for this introduction to fictional narratives. As an important early example of the Gothic/mystery genre, *Rebecca* will serve as a seminal work and foundation for the students' later, self-selected readings of fictional thrillers. The Gothic precursors to modern mysteries directly influence modern writers; the students will benefit from discussions that juxtapose the earlier form with the modern. This additional fictional work will enable deeper, richer application of the course tropes and use of the critical lenses as students transition from nonfiction to fictional narratives.

6. List of other textbooks or instructional materials considered: The book selected to support the ELA units was selected based on extensive book searches (school and local libraries, teacher resource websites) and teacher recommendation. The book has been read and in some cases used in the past.

7. Short description or synopsis of textbook or instructional materials: From Amazon.com: "This novel ushers the reader into an isolated gray stone mansion on the windswept Cornish coast, as the second Mrs. Maxim de Winter recalls the chilling events that transpired as she began her new life as the young bride of a husband she barely knew. For in every corner of every room were phantoms of a time dead but not forgotten—a past devotedly preserved by the sinister housekeeper, Mrs. Danvers: a suite immaculate and untouched, clothing laid out and ready to be worn, but not by any of the great house's current occupants. With an eerie presentiment of evil tightening her heart, the second Mrs. de Winter walked in the shadow of her mysterious predecessor, determined to uncover the darkest secrets and shattering truths about Maxim's first wife—the late and hauntingly beautiful Rebecca."

8. List of other CT school districts using recommended textbooks or instructional materials: As these are non-traditional textbooks, the process of identifying these materials included a review of the current resources recommended and used by colleagues, the CSDE, renowned educational leaders, and publishers of educational materials.

9. Confirmation that the recommended textbooks have online/internet support or other such supports: n/a

Curriculum Professional

Development Council Recommendation: \_\_\_\_\_ Date: \_\_\_\_\_

Board of Education Notification: \_\_\_\_\_ Date: \_\_\_\_\_

30 Day Review Period: From: \_\_\_\_\_ To: \_\_\_\_\_

Board of Education Approval: \_\_\_\_\_ 013 \_\_\_\_\_ Date: \_\_\_\_\_



# AVON PUBLIC SCHOOLS 2024-2025 CALENDAR

Approved: 1/16/24

August – 4 Days					September – 20 Days					October – 21 Days					November – 16 Days				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
			1	2	2	3	4	5	6		1	2	3	4					1
5	6	7	8	9	9	10	11	12	13	7	8	9	10	11	4	5	6	7	8
12	13	14	15	16	16	17	18	19	20	14	15	16	17	18	11	12	13	14	15
19	20	21	22	23	23	24	25	26	27	21	22	23	24	25	18	19	20	21	22
26	27	28	29	30	30					28	29	30	31		25	26	27	28	29
December – 15 Days					January – 21 Days					February – 18 Days					March – 20 Days				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
2	3	4	5	6			1	2	3	3	4	5	6	7	3	4	5	6	7
9	10	11	12	13	6	7	8	9	10	10	11	12	13	14	10	11	12	13	14
16	17	18	19	20	13	14	15	16	17	17	18	19	20	21	17	18	19	20	21
23	24	25	26	27	20	21	22	23	24	24	25	26	27	28	24	25	26	27	28
30	31				27	28	29	30	31						31				
April – 17 Days					May – 21 Days					June – 7 Days					180 Instructional Days 185 Staff Days				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F					
	1	2	3	4				1	2	2	3	4	5	6	<b>KEY</b>				
7	8	9	10	11	5	6	7	8	9	9	10	11	12	13		In-service – No School			
14	15	16	17	18	12	13	14	15	16	16	17	18	19	20		Important School Event			
21	22	23	24	25	19	20	21	22	23	23	24	25	26	27		Holiday/Vacation – No School			
28	29	30			26	27	28	29	30	30						Half Day – Early Dismissal			

*Please be aware that this calendar is subject to change if needed due to changes in state or local regulations.  
Any unexpected school closings will be made up following the scheduled last day of school.*

8/15-16, 19-21	New Staff Orientation	12/5	TBS Half Day/Afternoon & Evening Conferences
8/22 & 23	Professional Development	12/6	TBS Half Day/Afternoon Conferences
8/26	Teacher Work Day	12/11	Half Day- Professional Development
8/27	First Day of School	12/20	Half Day
8/29	PGS & RBS Open House	12/23-1/1	Winter Recess – no school
9/2	Labor Day – no school	1/8	Half Day-Professional Development
9/11	TBS Grade 5 Open House	1/20	Martin Luther King Day – no school
9/12	TBS Grade 6 Open House	2/17-18	Presidents' Day Recess– no school
9/19	AMS Grade 7 & 8 Open House	2/27	AHS Half Day/Afternoon & Evening Conferences
9/26	AHS Open House	2/28	AHS Half Day/Afternoon Conferences
10/3	Rosh Hashanah – no school	3/6	PGS & RBS Half Day/Afternoon & Evening Conferences
10/14	Columbus Day – no school	3/7	PGS & RBS Half Day/Afternoon Conferences
10/16	Half Day- Professional Development	3/21	Professional Development – no school
11/1	Diwali - no school	3/13	TBS Half Day/Afternoon & Evening Conferences
11/5	Professional Development/Election Day – no school	3/14	TBS Half Day/Afternoon Conferences
11/7	AMS Half Day/Afternoon & Evening Conferences	3/27	AMS Half Day/Afternoon & Evening Conferences
11/8	AMS Half Day/Afternoon Conferences	3/28	AMS Half Day/Afternoon Conferences
11/14	PGS & RBS Half Day/Afternoon & Evening Conferences	4/14-4/17	Spring Recess - no school
11/15	PGS & RBS Half Day/Afternoon Conferences	4/18	Good Friday– no school
11/25	AHS Half Day/Afternoon & Evening Conferences	5/21	Half Day-Professional Development
11/26	AHS Half Day/Afternoon Conferences	5/26	Memorial Day – no school
11/27-29	Thanksgiving Recess – no school	6/10	Tentative Last Day of School – half day

FACILITY	ADDRESS	PHONE	HOURS	ADMINISTRATOR
Avon Board of Education	34 Simsbury Road	860-404-4700	7:30-4:00	Dr. Bridget Carnemolla, Superintendent
Avon High School	510 West Avon Road	860-404-4740	7:40-2:15	Dr. Stephanie Lockhart, Principal
Avon Middle School	375 West Avon Road	860-404-4770	8:10-2:45	Kristina Wallace, Principal
Thompson Brook School	150 Thompson Road	860-404-4870	8:10-2:45	Noam Sturm, Principal
Pine Grove School	151 Scoville Road	860-404-4790	8:50-3:25	Amy Borio, Principal
Roaring Brook School	30 Old Wheeler Lane	860-404-4810	8:50-3:25	Susan Horvath, Principal
Avon Public School Pre-K	30 Old Wheeler Lane	860-404-4710	9:00-3:00	Tiffany Fox, Director of Pupil Services

# AVON PUBLIC SCHOOLS 2024-2025 CALENDAR

Proposed Changes

August – 4 Days					September – 19 Days					October – 21 Days					November – 16 Days				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
			1	2	2	3	4	5	6		1	2	3	4					1
5	6	7	8	9	9	10	11	12	13	7	8	9	10	11	4	5	6	7	8
12	13	14	15	16	16	17	18	19	20	14	15	16	17	18	11	12	13	14	15
19	20	21	22	23	23	24	25	26	27	21	22	23	24	25	18	19	20	21	22
26	27	28	29	30	30					28	29	30	31		25	26	27	28	29
December – 15 Days					January – 21 Days					February – 18 Days					March – 20 Days				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
2	3	4	5	6			1	2	3	3	4	5	6	7	3	4	5	6	7
9	10	11	12	13	6	7	8	9	10	10	11	12	13	14	10	11	12	13	14
16	17	18	19	20	13	14	15	16	17	17	18	19	20	21	17	18	19	20	21
23	24	25	26	27	20	21	22	23	24	24	25	26	27	28	24	25	26	27	28
30	31				27	28	29	30	31						31				
April – 17 Days					May – 21 Days					June – 8 Days					180 Instructional Days 185 Staff Days				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	KEY				
	1	2	3	4				1	2	2	3	4	5	6		In-service – No School			
7	8	9	10	11	5	6	7	8	9	9	10	11	12	13		Important School Event			
14	15	16	17	18	12	13	14	15	16	16	17	18	19	20		Holiday/Vacation – No School			
21	22	23	24	25	19	20	21	22	23	23	24	25	26	27		Half Day – Early Dismissal			
28	29	30			26	27	28	29	30	30									

Please be aware that this calendar is subject to change if needed due to changes in state or local regulations.  
Any unexpected school closings will be made up following the scheduled last day of school.

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8/29	PGS & RBS Open House	12/23-1/1	Winter Recess – no school
9/2	Labor Day – no school	1/8	Half Day-Professional Learning
9/11	TBS Grade 5 Open House	1/20	Martin Luther King Day – no school
9/12	TBS Grade 6 Open House	2/12	Half Day-Professional Learning
9/19	AMS Grade 7 & 8 Open House	2/17-18	Presidents' Day Recess– no school
9/25	Professional Learning Day- No School for Students	2/27	AHS Half Day/Afternoon & Evening Conferences
9/26	AHS Open House	2/28	AHS Half Day/Afternoon Conferences
10/3	Rosh Hashanah – no school	3/6	PGS & RBS Half Day/Afternoon & Evening Conferences
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10/16	Half Day- Professional Learning	3/21	Professional Development – no school
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11/26	AHS Half Day/Afternoon Conferences	5/26	Memorial Day – no school
11/27-29	Thanksgiving Recess – no school	6/11	Tentative Last Day of School – half day

← in place of 1/8

FACILITY	ADDRESS	PHONE	HOURS	ADMINISTRATOR
Avon Board of Education	34 Simsbury Road	860-404-4700	7:30-4:00	Dr. Bridget Carnemolla, Superintendent
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Avon Public School Pre-K	30 Old Wheeler Lane	860-404-4710	9:00-3:00	Tiffany Fox, Director of Pupil Services



## Increasing Educator Diversity Plan



Recruitment - Hiring & Selection - Retention



**District:** Avon Public Schools

**Team Leads:**

Roberto Medic, Assistant Superintendent of Schools  
Tasonn Haynes, Diversity & Inclusion Coordinator

**Team Members:**

Stephanie Lockhart, Principal, Avon High School  
Jamal Lee, Assistant Principal, Avon High School  
Chaker Dridi, World Language Teacher, Avon High School  
Olivia Barnes, Social Worker, Avon High School  
Rose-Marie Mouning, Social Worker, Pine Grove School  
Tiffany Gooding; School Psychologist

**Avon Public Schools Equity Statement:**

The Avon Board of Education and the Avon Public Schools (together, known as the “District”) value diversity of backgrounds, beliefs, and perspectives and are committed to promoting an equitable and inclusive environment. All students and staff, regardless of race, religion, color, national origin, ancestry, age, sex, sexual orientation, disability, gender identity or expression, or any other characteristic have the right to access opportunities and supports available throughout the District’s educational programs.

The District recognizes that societal bias, discrimination, intolerance, and other forms of discriminatory practices can create barriers to student progress in public education. The District is therefore committed to continue working toward identifying and addressing any barriers or practices that can lead to disparities among various groups in the school community, and enhancing cultural competence throughout the District’s educational programs, for both students and staff.

We remain committed to promoting an equitable and inclusive educational environment that provides all members of the school community with opportunities, support, and resources that facilitate learning and growth. To that end, we use our mission and statement of beliefs, detailed in the Blueprint for Excellence, to guide and inform our decisions, areas of focus, and actions.

**Increasing Educator Diversity Vision Statement:**

*Fostering a Diverse Community of Educators for an Empowered Future*

At Avon Public Schools, we envision a future where our district thrives as a diverse and inclusive community, rich with educators who reflect the varied backgrounds, cultures, and experiences of our student body. We are committed to proactively increasing educator diversity and cultivating an environment where all individuals feel seen, valued, respected, and empowered.

Our vision is centered around the belief that a diverse community of educators enhances the educational experience for all students. We recognize that a more diverse teaching staff provides unique perspectives, cultural competency, and a broader range of role models that enrich the

learning environment. By embracing diversity, we aim to foster an inclusive culture that celebrates individuality and promotes equal opportunities for every student.

**Theory of Action:**

**If** we proactively work to surmount the barriers to the recruitment, hiring, and retention of staff that is representative of our linguistically and culturally diverse student population, **then** we will create an environment that enriches educational experiences, promotes cultural understanding, and prepares students for success in a global society.

*\* Based on an internal review of Human Resources data, as a district, retention of candidates from diverse backgrounds is not our primary issue concerning increasing educator diversity, but rather the recruitment, hiring and selection.*

## Recruitment

### **Goal (What are we trying to do?)**

- Expand the applicant pool of candidates who are racially, ethnically, linguistically, and culturally diverse.

### **Who Manages the goal?**

- Roberto Medic - Assistant Superintendent of Schools
- Tasonn Haynes - Diversity & Inclusion Coordinator

### **Strategies/Key Activities (How are we going to do it?)**

- Attend Diversity-Focused Job Fairs and Events:** Participate in job fairs and events specifically designed to attract diverse candidates. These events may be organized by educational institutions, community organizations, or diversity-focused professional associations. Ensure that district representatives actively engage with potential candidates and provide information about Avon Public Schools' commitment to diversity and inclusion.
- Include diverse staff** at recruitment fairs
- Collaborate with Colleges and Universities:** Develop partnerships with colleges and universities that have diverse student populations and strong education programs. Engage with career services offices, faculty members, and student organizations to promote job opportunities within Avon Public Schools. Request assistance in sharing job postings and organizing recruitment events on campus. (Leverage HBCU, Greek fraternity and sorority connections.)
- Cultivate Relationships with Alternative Certification Programs:** Connect with alternative certification programs that attract candidates from diverse backgrounds. These programs often cater to individuals who are transitioning into teaching from other professions or have non-traditional pathways to certification. Establish relationships with program administrators to promote Avon Public Schools as a desirable destination for diverse candidates.
- Explore “grow your own” programs:** Connect with various school districts, to learn, and assess implementation of “EdRising” programs to determine if this would be a strategy for future implementation at APS.

### **Who Owns This?**

- Roberto Medic - Assistant Superintendent of Schools
- Tasonn Haynes - Diversity & Inclusion Coordinator

### **By When?**

- Spring 2025

### **Indicators of Progress: (How will we know if we are on track for success?)**

- District representation at hiring fairs; especially those specific to candidates of color

- Established communication channels at all Connecticut state colleges and universities, with additional microtargeting of various Public & Private universities.
- Increased number of ethnically and racially diverse applicants demonstrating interest in employment at Avon Public Schools

**Resources Required: (What people, time, money, and technology will be needed?)**

- Creation of recruitment materials, tablecloths, handouts, giveaways, etc.
- Time to proactively establish relationships with various schools and alternative routes to certification programs.
- Potential travel expenses to engage with HBCUs
- Chromebooks for completion of application at various fair
- District Website adjustment to reflect the focus of our recruitment efforts

**Risks & Mitigation: (What could go wrong? How will we make that less likely to happen?)**

- Recruitment fairs vary in their effectiveness in recruiting applicants
- A smaller applicant pool of educators who are ethnically and culturally diverse
- Lack of interest in working in a suburban setting that is not already known to be a diverse working environment
- The aforementioned requires our recruitment efforts to be multifaceted.

**Community/Engagement Efforts: (Who needs to be consulted/engaged? What needs to be communicated? To Whom?)**

- All APS personnel with an affiliation with recruitment need to be abreast of the hiring process and pertinent information related to prospective candidates
- HR should collaborate with diverse members of the staff to develop recruitment materials.
- Ensure that diverse representation is utilized to complement engagement efforts

## **Hiring & Selection**

### **Goal (What are we trying to do?)**

- Evaluate current interview practices to ensure they are equitable and conducive to attracting highly qualified candidates who are racially, ethnically, and culturally diverse.

### **Who Manages the goal?**

- Roberto Medic - Assistant Superintendent of Schools
- Tasonn Haynes - Diversity & Inclusion Coordinator

### **Strategies/Key Activities (How are we going to do it?)**

- Diverse representation during the interview process
- Articulate APS goals centered on Increasing Educator Diversity
- Ensure all interview committees follow uniform processes, and include opportunities for candidates to expound on qualifications and/or experiences that align with our Blueprint for Excellence.

### **Who Owns This?**

- Roberto Medic - Assistant Superintendent
- Tasonn Haynes - Diversity & Inclusion Coordinator

### **By When?**

- Spring 2025

### **Indicators of Progress: (How will we know if we are on track for success?)**

- Review participation rates of current diverse staff in interview participation.
- Utilize interview questions or performance tasks that grant candidates an opportunity for candidates to expound on qualifications and/or experiences that align with our Blueprint for Excellence.

### **Resources Required: (What people, time, money, and technology will be needed?)**

- Coverage for diverse staff participating on interview committees
- Time to reevaluate current interview questions, and create a bank of questions that speak specifically to the importance of diversity, equity, and inclusion.

### **Risks & Mitigation: (What could go wrong? How will we make that less likely to happen?)**

- The applicant pool for diverse educators tends to be rather slim based on the overall need in the state of Connecticut.
- diverse applicants may feel more comfortable demonstrating interest in already well-known towns that are historically more diverse.

- The availability of diverse staff may prove to be a challenge, considering the small number of diverse staff currently present in APS. This factor is only exacerbated by the irregularity in the timing of hiring.
- Misalignment between communication and action. Regularly evaluate the recruitment and hiring process to ensure that it aligns with Avon Public Schools' statement on equity, and make adjustments where necessary.
- The creativity and persistence of our efforts will aid in mitigating some of the possible risks.

**Community/Engagement Efforts: (Who needs to be consulted/engaged? What needs to be communicated? To Whom?)**

- Communication to all individuals who will be a part of any interview committee
  - APS Increasing Educator Diversity goals and rationale.
  - Anti-bias in hiring professional development.

## Retention

### **Goal (What are we trying to do?)**

- Retain our current diverse staff and any newly hired diverse staff.

### **Who Manages the goal?**

- Roberto Media - Assistant Superintendent of Schools
- Tasonn Haynes - Diversity & Inclusion Coordinator
- All Avon Public School Administrators and personnel

### **Strategies/Key Activities (How are we going to do it?)**

- Building opportunities for our current diverse staff to meet with and forge relationships with newly hired diverse staff.
- Continued ALL STAFF PD centered on Cultural Competency
- Continued district recognition of the rich diversity present in Avon.
- Partner with other school districts to learn more about the effectiveness of implemented affinity groups.

### **Who Owns This?**

- All District employees

### **By When?**

- Spring 2025

### **Indicators of Progress: (How will we know if we are on track for success?)**

- Retention of diverse staff
- Focused, consistent check-in with diverse staff
- Diverse staff feel recognized and have a sense of belonging

### **Resources Required: (What people, time, money, and technology will be needed?)**

- Time commitment of Assistant Superintendent and Diversity & Inclusion Coordinator
- Funding for possible check-in events (refreshments, etc).
- Infrastructure created to allow space for diverse staff to have an outlet.

### **Risks & Mitigation: (What could go wrong? How will we make that less likely to happen?)**

- Diverse staff not feeling supported and/or a sense of belonging
- Micro /Macro aggressions toward or in reference to diverse staff
- Packed professional development schedules, so prioritizing cultural competency in PD will prove to send a positive message about our district priorities.
- Time to partner with neighboring districts that have already begun the work and implementation of the creation of a diverse affinity group.

**Community/Engagement Efforts: (Who needs to be consulted/engaged? What needs to be communicated? To Whom?)**

- Increased outreach from building-level Administrators to intentionally check in with diverse staff.
- The assignment of mentors to support diverse staff in each building.



# Increasing Educator Diversity Plan Template



**COVER PAGE**

<b>District:</b>	<b>Avon Public Schools</b>
<b>Vision:</b>	<p>At Avon Public Schools, we envision a future where our district thrives as a diverse and inclusive community, rich with educators who reflect the varied backgrounds, cultures, and experiences of our student body. We are committed to proactively increasing educator diversity and cultivating an environment where all individuals feel seen, valued, respected, and empowered.</p> <p>Our vision is centered around the belief that a diverse community of educators enhances the educational experience for all students. We recognize that a more diverse teaching staff provides unique perspectives, cultural competency, and a broader range of role models that enrich the learning environment. By embracing diversity, we aim to foster an inclusive culture that celebrates individuality and promotes equal opportunities for every student.</p>
<b>Theory of Action</b>	If we proactively work to surmount the barriers to the recruitment, hiring, and retention of staff that is representative of our linguistically and culturally diverse student population, then we will create an environment that enriches educational experiences, promotes cultural understanding, and prepares students for success in a global society.
<b>Team Lead:</b>	Roberto Medic, Assistant Superintendent of Schools; Tasonn Haynes, Diversity & Inclusion Coordinator
<b>Team Members:</b>	Stephanie Lockhart, Principal, Avon High School; Jamal Lee, Assistant Principal, Avon High School; Chaker Dridi, World Language Teacher, Avon High School; Olivia Barnes, Social Worker, Avon High School; Rose-Marie Mouning, Social Worker, Pine Grove School; Tiffany Gooding; School Psychologist

# Increasing Educator Diversity Plan Template



RECRUITMENT								
Goal (What are we trying to)	Who Manages the (name, position)	Strategies/Key Activities			Indicators of Progress (How will we know if we are on)	Resources Required (What people, time)	Risks and Mitigation (What could go)	Communication/ (Who needs to be)
		What?	Who Owns This?	By When?				
Expand the applicant pool of candidates who are racially, ethnically, linguistically, and culturally diverse.	<ul style="list-style-type: none"> <li>- Roberto Medic - Assistant Superintendent of Schools</li> <li>- Tasonn Haynes - Diversity &amp; Inclusion Coordinator</li> </ul>	<p><b>-Attend Diversity-Focused Job Fairs and Events:</b> Participate in job fairs and events specifically designed to attract diverse candidates. These events may be organized by educational institutions, community organizations, or diversity-focused professional associations. Ensure that district representatives actively engage with potential candidates and provide information about Avon Public Schools' commitment to diversity and inclusion.</p> <p><b>- Include diverse staff at recruitment fairs</b></p> <p><b>- Collaborate with Colleges and Universities:</b> Develop partnerships with colleges and universities that have diverse student populations and strong education programs. Engage with career services offices, faculty members, and student organizations to promote job opportunities within Avon Public Schools. Request assistance in sharing job postings and organizing recruitment events on campus. (Leverage HBCU, Greek fraternity and sorority connections.)</p> <p><b>- Cultivate Relationships with Alternative Certification Programs:</b> Connect with alternative certification programs that attract candidates from diverse backgrounds. These programs often cater to individuals who are transitioning into teaching from other professions or have non-traditional pathways to certification. Establish relationships with program administrators to promote Avon Public Schools as a desirable destination for diverse candidates.</p> <p><b>- Explore "grow your own" programs:</b> Connect with various school districts, to learn, and assess implementation of "EdRising" programs to determine if this would be a strategy for future implementation at APS.</p>	<ul style="list-style-type: none"> <li>- Roberto Medic - Assistant Superintendent of Schools</li> <li>- Tasonn Haynes - Diversity &amp; Inclusion Coordinator</li> </ul>	Spring 2025	<ul style="list-style-type: none"> <li>- District representation at hiring fairs; especially those specific to candidates of color</li> <li>- Established communication channels at all of the Connecticut state colleges and universities, with additional microtargeting of various Public &amp; Private universities.</li> <li>- Increased number of ethnically and racially diverse applicants demonstrating interest in employment at Avon Public Schools</li> </ul>	<ul style="list-style-type: none"> <li>- Creation of recruitment materials, table cloths, handouts, giveaways, etc.</li> <li>- Time to proactively establish relationships with various schools, and alternative routes to certification programs.</li> <li>- Potential travel expenses to engage with HBCUs</li> <li>- Chromebooks for completion of application at various fair</li> <li>District Website adjustment to reflect the focus of our recruitment efforts</li> </ul>	<ul style="list-style-type: none"> <li>- Recruitment fairs vary in their effectiveness in recruiting applicants</li> <li>- A smaller applicant pool of educators who are ethnically and culturally diverse</li> <li>- Lack of interest in working in a suburban setting that is not already known to be a diverse working environment</li> <li>- The aforementioned requires our recruitment efforts to be multifaceted.</li> </ul>	<ul style="list-style-type: none"> <li>- All APS personnel with an affiliation with recruitment need to be abreast of the hiring process and pertinent information related to prospective candidates</li> <li>- HR should collaborate with diverse members of the staff to develop recruitment materials.</li> <li>- Ensure that diverse representation is utilized to complement engagement efforts</li> </ul>

# Increasing Educator Diversity Plan Template



HIRING & SELECTION								
Goal (What are we trying to	Who Manages the (name, position)	Strategies/Key Activities			Indicators of (How will we know if	Resources Required (What people, time,	Risks and Mitigation (What could go	Communication/ (Who needs to be
		What?	Who Owns This?	By When?				
Evaluate current interview practices to ensure they are equitable and conducive to attracting highly qualified candidates who are racially, ethnically, linguistically, and culturally diverse.	<ul style="list-style-type: none"> <li>- Roberto Medic - Assistant Superintendent of Schools</li> <li>- Tasonn Haynes - Diversity &amp; Inclusion Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>- Diverse representation during the interview process</li> <li>- Articulate APS goals centered on Increasing Educator Diversity</li> <li>- Ensure all interview committees follow uniform processes, and include opportunities for candidates to expound on qualifications and/or experiences that align with our Blueprint for Excellence.</li> </ul>	<ul style="list-style-type: none"> <li>- Roberto Medic - Assistant Superintendent of Schools</li> <li>- Tasonn Haynes - Diversity &amp; Inclusion Coordinator</li> </ul>	Spring 2025	<ul style="list-style-type: none"> <li>- Review participation rates of current diverse staff in interview participation.</li> <li>- Utilize interview questions or performance tasks that grant candidates an opportunity for candidates to expound on qualifications and/or experiences that align with our Blueprint for Excellence.</li> </ul>	<ul style="list-style-type: none"> <li>- Coverage for diverse staff included on interviews</li> <li>- Time to reevaluate current interview questions, and create a bank of questions that speak specifically to the importance of diversity, equity, and inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>- The applicant pool for diverse educators tends to be rather slim based on the overall need in the state of Connecticut.</li> <li>- diverse applicants may feel more comfortable demonstrating interest in already well-known towns who are historically more diverse.</li> <li>- The availability of diverse staff may prove to be a challenge, considering the small number of diverse staff currently present in APS. This factor is only exacerbated by the irregularity in timing of hiring.</li> <li>- Misalignment between communication and action. Regularly evaluate the recruitment and hiring process to ensure that it aligns with Avon Public Schools' statment on equity, and make</li> </ul>	<p><b>Communication to all individuals who will be a part of any interview committee in APS:</b></p> <ul style="list-style-type: none"> <li>- APS Increasing Educator Diversity goals and rationale.</li> <li>- Anti-bias / hiring practice professional development</li> </ul>

# Increasing Educator Diversity Plan Template



RETENTION								
Goal (What are we trying to do? How will you sustain educators in ways that increase their retention?)	Who Manages the (name, position)	Strategies/Key Activities			Indicators of (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and Mitigation (What could go wrong? How will we make that less likely to happen?)	Communication/ (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
Retain our current diverse staff an any newly hired diverse staff.	<ul style="list-style-type: none"> <li>- Roberto Media - Assistant Superintendent of Schools</li> <li>- Tasonn Haynes - Diversity &amp; Inclusion Coordinator</li> <li>- All Avon Public School Administrators and personnel</li> </ul>	<ul style="list-style-type: none"> <li>- Building opportunities for our current diverse staff to meet with and forge relationships with newly hired diverse staff.</li> <li>- Continued ALL STAFF PD centered on Cultural Competency</li> <li>- Continued district recognitions of the rich diversity present in Avon.</li> <li>- Partner with other school districts to learn more about the effectiveness of implemented affinity groups.</li> </ul>	<i>All Avon District employees</i>	Spring 2025	<ul style="list-style-type: none"> <li>- Retention of diverse staff</li> <li>- Focused, consistent check in with diverse staff</li> <li>-diverse staff feel recognized, and a sense of belonging</li> </ul>	<ul style="list-style-type: none"> <li>- Time commitment of Assistant Superintendent and Diversity &amp; Inclusion Coordinator</li> <li>- Funding for possible check in events (refreshments, etc).</li> <li>- Infrastructure created to allow space for diverse staff to have an outlet.</li> </ul>	<ul style="list-style-type: none"> <li>- diverse staff not feeling supported and/or a sense of belonging</li> <li>- Micro /Macro aggressions toward or in reference to diverse staff</li> <li>- Packed professional development schedules, so prioritizing cultural competency in PD will prove to send a positive message about our district priorities.</li> <li>- Time to partner with neighboring districts who have already begun the work and implementation of the creation of a</li> </ul>	<ul style="list-style-type: none"> <li>- Increased outreach from building level Administrators to intentionally check-in with diverse staff.</li> <li>- The assignment of mentors to support diverse staff in each building.</li> </ul>

**Series 5000  
Students**

**USE OF PRIVATE TECHNOLOGY DEVICES BY STUDENTS**

Students may possess privately owned technological devices on school property and/or during school-sponsored activities, in accordance with the mandates of this policy and any applicable administrative regulations as may be developed by the Superintendent of Schools.

**Definitions**

Board Technology Resources

For the purposes of this policy, “Board technology resources” refers to the \_\_\_\_\_ Board of Education’s (the “Board’s”) computers and instructional technologies; communications and data management systems; informational technologies and the Internet; and any other technology resources owned and/or used by the ~~school district~~ Public Schools (the “District”) and accessible by students.

Privately Owned Technological Devices

For the purposes of ~~the~~ this policy, “privately owned technological devices” refers to privately owned desktop computers, personal computing devices, cellular phones, Smartphones, Smartwatches, network access devices, radios, personal audio players, CD players, tablets, walkie-talkies, personal gaming systems, Bluetooth speakers, personal data assistants, and other electronic signaling devices.

Generative Artificial Intelligence

For the purposes of this policy, “generative artificial intelligence” refers to a technology system, including but not limited to ChatGPT, capable of learning patterns and relationships from data, enabling it to create content, including but not limited to text, images, audio, or video, when prompted by a user.

**Use of Privately Owned Technological Devices**

Privately owned technological devices may not be used during instructional time, except as specifically permitted by instructional staff or unless necessary for a student to access the ~~district's~~[District's](#) digital learning platform or otherwise engage in remote learning if remote learning has been authorized in accordance with applicable law.

On school property, at a school-sponsored activity, while in use for a remote learning activity if remote learning has been authorized in accordance with applicable law, or while being used to access or utilize Board technology resources, the use of any such device for an improper purpose is prohibited. Improper purposes include, but are not limited to:

- Sending any form of a harassing, threatening, or intimidating message, at any time, to any person (such communications may also be a crime);
- Gaining or seeking to gain unauthorized access to Board technology resources;
- Damaging Board technology resources;
- Accessing or attempting to access any material that is obscene, obscene as to minors, or contains pornography;
- Cyberbullying;
- Using such [privately owned](#) device to violate any school rule, including the unauthorized recording (photographic, video, or audio) of another individual without the permission of the individual or a school staff member; ~~or~~
- [Using such privately owned device for the unauthorized use of generative artificial intelligence; or](#)
- Taking any action prohibited by any Federal or State law.

### **Search of Privately Owned Technological Devices**

A student's privately owned technological device may be searched if the device is on Board property or in a student's possession at a school-sponsored activity and if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. Any such search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

### **Responsibility for Privately Owned Technological Devices**

Students are responsible for the safety and use of their privately owned technological devices. If a privately owned technological device is stolen, lost, or damaged while the

device is on school property or during a school-sponsored activity, a report should be made to the building principal, who will investigate the loss in a manner consistent with procedures for stolen or damaged personal property. Students and parents should be aware that the Board is not liable for any privately owned technological device that is stolen, lost, or damaged while at school or during a school-sponsored activity. For that reason, students are advised not to share or loan their privately owned technological devices with other students.

### **Disciplinary Action**

Misuse of the Board's technology resources and/or the use of privately owned technological devices to access or utilize the Board's technology resources in an inappropriate manner or the use of such devices in any manner inconsistent with this policy will not be tolerated and will result in disciplinary action. For students, a violation of this policy may result in loss of access privileges, a prohibition on the use and/or possession of privately owned technological devices on school property or at school-sponsored activities, and/or suspension or expulsion in accordance with the Board's policies related to student discipline.

### **Access to Board Technology Resources**

The Board may permit students, using their privately owned technological devices, to access the Board's computers and instructional technologies; communications and data management systems; informational technologies and the Internet; and any other technology resources used by the ~~school-district~~District and accessible by students. Additionally, it is the expectation of the Board that students who access these resources while using privately owned technology devices will act at all times appropriately in ways that are fully in accord with applicable policies concerning technology use as well as all local, state, and federal laws.

Through the publication and dissemination of this policy statement and others related to use of the Board's computer systems, as well as other instructional means, the Board educates students about the Board's expectations for technology users.

The Board's technology resources shall only be used to access educational information and to promote learning activities both at home and at school. Students are expected to act at all times appropriately in ways that are fully in accord with applicable policies concerning technology use as well as all local, state, and federal laws when using the Board technology resources. Failure to do so will result in the consequences outlined herein and in other applicable policies (including, but not limited to, the ~~Safe School Climate Plan, the~~ Student Discipline Policy and the Use of Computers Policy).

Students must abide by the procedures outlined in this policy and all policies and applicable regulations outlined in the Board's computer use and other applicable policies. Students will be given specific information for log-on and access procedures for using school accounts. No user may deviate from these log-on/access procedures. **Students are**

**advised that the Board’s network administrators have the capability to identify users and to monitor all privately owned technological devices while they are logged on to the network.** Students must understand that the Board has reserved the right to conduct monitoring of Board technology resources and can do so *despite* the assignment to individual users of passwords for system security. Any password systems implemented by the Board are designed solely to provide system security from unauthorized users, not to provide privacy to the individual system user. The system’s security aspects, message delete function and personal passwords can be bypassed for monitoring purposes. Therefore, students should be aware that they should not have any expectation of personal privacy in the use of privately owned technological devices to access Board technology resources. This provision applies to any and all uses of the Board’s technology resources and any privately owned technological devices that access the same.

### **Harm to Board Technology Resources**

Any act by a student using a privately owned technological device that harms the Board technology resources or otherwise interferes with or compromises the integrity of Board technology resources will be considered vandalism and will be subject to discipline and/or appropriate criminal or civil action.

### **Closed Forum**

This policy shall not be construed to establish a public forum or a limited open forum.

### **Legal References:**

Conn. Gen. Stat. § 10-233j

Conn. Gen. Stat. § 31-48d

Conn. Gen. Stat. §§ 53a-~~182-182b~~; 53a-183; 53a-250; *et seq.*

Electronic ~~Communication~~Communications Privacy Act of 1986, ~~Public Law 99-508, codified at~~ 28 U.S.C. §§ 2510 through ~~2520~~2523

ADOPTED: \_\_\_\_\_

REVISED: \_\_\_\_\_

11/12/23

~~8/26/22~~



## **Instruction**

### **Advanced Courses and Challenging Curriculum**

The Avon Board of Education (the “Board”) understands the importance of providing opportunities for students to enroll in an advanced course or program and offering students challenging curriculum in the Avon Public Schools (the “District”). In accordance with Connecticut law, this policy shall explain the manner in which the District determines eligibility for enrollment in advanced courses or programs and creates academic plans for students in the District.

#### **I. Definitions**

For purposes of this policy:

"Advanced course or program" means an honors class, advanced placement class, International Baccalaureate program, Cambridge International program, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board in grades nine to twelve, inclusive.

“Advanced placement” program is a program authorized by the College Board that offers college-level courses and exams that students take in high school.

“Cambridge International program” is an internationally recognized academic program for students aged five (5) to nineteen (19). High school level courses, available only through approved Cambridge International Schools, provide students the opportunity to earn postsecondary credit that is accepted by colleges in the United States and abroad.

“Dual credit/Dual enrollment” courses are college courses offered by high schools in partnership with a college or university. Students taking these courses in high school are simultaneously enrolled with the partner higher education institution. Students who successfully complete a dual credit/dual enrollment course earn credit toward high school graduation as well as college course credit that appears on a student transcript issued by a college or university.

“International Baccalaureate (“IB”) program” is a program that offers international education through four programs for students aged three (3) to nineteen (19). The four programs are: Primary Years, Middle Years, Diploma Program, and Career-related Program. Schools must be authorized to teach IB programs. Every authorized school is known as an IB World School.

"Prior academic performance" means the course or courses that a student has taken, the grades received for such courses or courses and a student's grade point average.

## **Instruction**

### **Advanced Courses and Challenging Curriculum**

#### **II. Eligibility Criteria**

Consistent with state law, the District will identify students in grades eight and nine who may be eligible to take or enroll in an advanced course or program. Students will be eligible to enroll in advanced courses or programs throughout their high school career, even if they are not identified as eligible in grades eight or nine.

Eligibility for enrollment in an advanced course or program shall not be based exclusively on a student's prior academic performance. There are multiple methods by which a student may satisfy the eligibility criteria for enrollment in an advanced course or program, including:

- Recommendations from teachers, administrators, school counselors or other school personnel.
- A student's prior academic performance, as determined by evidence-based indicators of how a student will perform in an advanced course or program.
- The District administration may, in its discretion, identify and publicize additional criteria, including but not limited to student or parent requests. Any such criteria shall be established prior to the commencement of an academic term.

#### **III. Creation of an Academic Plan/Challenging Curriculum**

The District will create an academic plan for each student who is identified in grade eight or nine as eligible for enrollment in an advanced course or program. Such a plan will be designed to enroll the student in one or more advanced courses or programs and allow the student to earn college credit or result in career readiness. Such academic plan will also be aligned with:

- The courses or programs offered by the Board,
- The student's student success plan, created pursuant to Conn. Gen. Stat. § 10-221a(j),
- High school graduation requirements, and
- Any other policies or standards adopted by the Board relating to the eligibility for student enrollment in advanced courses or programs.

A student, or the student's parent or guardian, may decline to implement the provisions of an academic plan created for such a student.

The academic plan may be part of the student's success plan, required for each student by Conn. Gen. Stat. §10-221a, if the student success plan's academic component intentionally focuses on advanced course and program participation.

## Instruction

### Advanced Courses and Challenging Curriculum

#### IV. Guiding Principles and Implementation

The Board recognizes that course access and academic planning should be guided by considerations beyond traditional course eligibility criteria. Specifically, the Board recognizes that academic achievement and engagement in middle school are strong precursors to high school success. In addition, the Board recognizes the importance of engaging with a student's parents and/or guardians throughout the student's educational experience, reducing barriers to opportunities for advanced courses and programs, and providing a wide range of advanced courses that appeal to students with various interests.

The District will utilize practices designed to ensure that eligibility for enrollment in an advanced course or program, including appropriate evaluation and testing procedure, do not screen out students who are English learners/multilingual learners because of their limited English proficiency unless an advanced or specialized program is demonstrated to require proficiency in English for meaningful participation.

The Superintendent or designee shall be responsible for implementing this policy and developing procedures in furtherance of this policy and in accordance with guidance provided by the Connecticut State Department of Education.

#### Legal Reference:

Connecticut General Statutes § 10-221a

Connecticut General Statutes § 10-221w

Connecticut General Statutes § 10-221x

Connecticut State Department of Education, *District Guidance for Developing an Advanced Course Participation Policy* (March 2022 Draft)

United States Department of Education, Office for Civil Rights, *Ensuring Meaningful Participation in Advanced Coursework and Specialized Programs for students who are English Language Learners* (June 2023)

Policy Adopted: September 27, 2022

Policy Revised:

Avon Public Schools  
Avon, Connecticut