

Regular Board template

Wednesday, January 4, 2012 7:00 PM

Board of Education Auditorium, 129 Church Street, Bristol, CT 06010

1. **Call to Order, Pledge of Allegiance, Moment of Silence**

2. **Approval of Minutes - December 7, 2011 Regular Meeting**

3. **Committee Reports**

4. **Consent Agenda**

4.1. Personnel

4.1.a. New Teacher Hires

4.1.b. A-2 Teacher Appointment - Effective
December 15, 2011

4.1.c. A-3 Teacher Appointment - Effective
November 21, 2011

4.1.d. Teacher Request for Unpaid Leave of
Absence

4.1.e. Sixth Year Salary Credit - Effective
February 1, 2012

4.1.f. Coaching Appointments

4.2. Grants

4.2.a. Bilingual Education Grant

5. **Public Comment**

6. **Deliberated Items**

6.1. High School Program of Studies for 2012-2013

6.2. Schedule of Board of Education Meetings for the
2012 Calendar Year

6.3. Make up of Weather Related Days

7. **Policy Revision**

7.1. Safe School Climate Plan - Regulation 5131.911
- First Reading

8. **Superintendent Report**

8.1. Financial History Report

8.2. Redistricting Information Timeline

9. **Old Business**

10. **New Business**

11. **Building Committee Reports**

12. Information

12.1. City Council letter dated December 19,
2011

13. Adjournment

BOARD OF EDUCATION
Bristol, CT
Regular Meeting – December 7, 2011

The regular monthly meeting of the Bristol Board of Education was held on Wednesday, December 7, 2011 at 7:00 p.m., at the Board of Education Administration Building, 129 Church Street, Bristol, Connecticut.

PRESENT: Commissioners: Commissioners Lawrence Amara, Karen Bourassa, Genard Dolan, Jill Fitzgerald, Karen Hintz, Jeffrey Morgan, Thomas O'Brien, Karen Vibert, Christopher Wilson; Susan Kalt Moreau, Deputy Superintendent of Schools, Dennis Bieu, Director of Human Resources and David Mills, City Council Liaison

CALL TO ORDER, PLEDGE OF ALLEGIANCE, MOMENT OF SILENCE

Dr. Moreau called the meeting to order at 7:02 p.m. and invited the audience to join her in reciting the Pledge of Allegiance. A moment of silence was observed for Laura Simpson a Teacher from September 1930 to June 1935 then again from September 4, 1957 to June 19, 1972, and Patricia Dill a Teacher from September 5, 1967 to June 30, 1988.

ELECTION OF OFFICERS

Chairman of the Board of Education for a Two Year Period

Dr. Moreau called for nominations for the position of Chairman of the Board of Education.

Commissioner Morgan nominated Christopher Wilson to the position of Chairman; Commissioner Vibert seconded the nomination.

Commissioner Dolan nominated Lawrence Amara to the position of Chairman; Commissioner Bourassa seconded the nomination.

With no other nominations made, Dr. Moreau announced the nominations closed and handed out ballots to commissioners. Written ballots for the position of chairman were returned to Dr. Moreau who announced that Christopher Wilson was elected Chairman of the Board of Education for a Two Year Period with a 5-4 vote.

Vice Chairman of the Board of Education for a Two Year Period

Chairman Wilson called for nominations for the position of Vice Chairman of the Board of Education.

Commissioner Fitzgerald nominated Genard Dolan to the position of Vice Chairman; Commissioner Bourassa seconded the motion.

Commissioner O'Brien nominated Karen Vibert to the position of Vice Chairman; Commissioner Hintz seconded the motion.

With no other nominations made, Chairman Wilson announced the nominations closed and handed out ballots to commissioners. Written ballots for the position of Vice Chairman were returned to Chairman Wilson who announced that Karen Vibert was elected Vice Chairman of the Board of Education for a Two Year Period with a 5-4 vote.

Secretary of the Board of Education for a Two Year Period

Chairman Wilson called for nominations for the position of Secretary of the Board of Education.

Commissioner Dolan nominated Karen Bourassa to the position of Secretary; Commissioner Fitzgerald seconded the motion.

ELECTION OF OFFICERS – con't

With no other nominations made, Chairman Wilson announced the nominations closed and handed the ballots to commissioners. Written ballots for the position of Secretary were returned to Chairman Wilson who announced that Karen Bourassa was unanimously elected Secretary of the Board of Education for a two year period.

STAFF RECOGNITIONS

Dr. Moreau presented Staff Recognitions for four outstanding staff members: Jeannine Audette, David Huber, Bill Mancini and Erin Wininger.

Jeanine Audette is the recipient of the 2011 Connecticut Arts Advocacy Award presented by the Connecticut Arts Administration Association. As District Coordinator of the Mentoring and School/Business Partnership Programs in the Bristol Public Schools, Jeanine is the district's link to the Bristol community. With her assistance, the Bristol Business Education Foundation raised funds to refurbish musical instruments and most recently raised \$20,000 to support the Visual Art Digital Labs at both high schools. Not only does Jeanine find funding for the Arts, but continually publicizes to the community our accolades and student achievements in the Arts. We congratulate and thank her for her strong support of the Bristol Public Schools' Art and Music Programs.

David Huber, Principal of Mountain View School received the Connecticut After School Network's "My Principal Matters After School Award". The award recognizes excellence in school leadership in Connecticut and celebrates highly effective after school collaborative relationships between K-12 principals and after school program leaders. This award honors principals who have exhibited extraordinary commitment to their students and staff, service to their communities, and contributions to the school profession. It is an annual award, and Mr. Huber was the first recipient of the award on October 19th at the After the Bell: Leadership Makes the Difference Education symposium.

Bill Mancini, a Special Education Teacher at Ivy Drive School was named by CAS – Connecticut Association of Schools as the Exemplary Elementary Educator of the Year. Mr. Mancini was also recognized by the McDonald's Foundation as a Local Hero. Mr. Mancini received this award at a recent presentation held at the Governor's mansion.

Chairman Wilson recognized Erin Wininger, Guidance Department Head at Bristol Eastern High School for the work she does with Challenge Day. Mrs. Wininger brought this program to the community after hearing about it from one of her students, who saw it on Oprah. She has raised the necessary money to run this program as there is not money in the budget to do so. This is just an example of the quality staff in our system, and we are very proud of her. There will be further discussion regarding Challenge Day in the Information Section of the meeting.

Appointment of Board Committee Membership

Commissioners were provided with the updated committee listing. Commissioners reviewed the listing and Chairman Wilson called for approval.

On motion by Commissioner O'Brien and seconded by Commissioner Morgan, it was

VOTED: That the Board of Education approve the Appointment of Board Committee Membership. Chairman Wilson declared the motion PASSED with a vote of 8-1; Commissioner Dolan; opposed.

Chairman Wilson addressed the Board and the audience at length regarding his intentions and hopes for the Board as we move forward. Chairman Wilson opened the floor for other Commissioners to speak; Commissioner Fitzgerald said that she is honored to serve on the Board of Education and she looks forward to this next term.

APPROVAL OF MINUTES

On motion of Commissioner Vibert seconded by Commissioner O'Brien it was unanimously

VOTED: That the minutes of the November 2, 2011 Regular Meeting be approved as written.

On motion of Commissioner Dolan seconded by Commissioner Hintz it was unanimously

VOTED: That the minutes of the November 22, 2011 Special Meeting be approved as written

COMMITTEE REPORTS:

Commissioner O'Brien reported that the Personnel Committee met to review administrations' recommendations for the middle school program changes effective at the start of the 2012-2013 school year. Some of the changes would include: changing the middle school teams to a four member team, adding Spanish as the world language taught at the middle school to some students in grades 7 and 8, discontinuing the Flex period and redesigning the Unified Arts period. The administration will present the recommendations to the board at the January meeting.

Commissioner O'Brien also reported that the Finance Committee met to discuss budget expenditures from MBR (Minimum Budget Requirement) allocations. Some recommendations made were: funding the Title I deficit, middle school language textbooks, computer labs for Edgewood, Hubbell, Stafford and Northeast Middle School, and wireless access for Mountain View, Ivy Drive, Stafford, Hubbell, Jennings, Southside, Northeast, Bristol Central and Bristol Eastern.

CONSENT AGENDA

PERSONNEL:

Administrator Hired - Effective January 3, 2012

On motion of Commissioner Hintz, seconded by Commissioner O'Brien, it was unanimously

***VOTED: That the Board of Education approve the following Administrator Hire:
Paul Muska - BEHS - Assistant Principal***

A-3 Teacher Resignation – Effective August 29, 2011

On motion of Commissioner Hintz, seconded by Commissioner O'Brien, it was unanimously

***VOTED: That the Board of Education accept the following A-3 Teacher Resignation:
Karen Hurlbert - CTO - Science Coordinator***

Teacher Request for Unpaid Leave of Absence

On motion of Commissioner Hintz, seconded by Commissioner O'Brien, it was unanimously

VOTED: That the Board of Education approve the following Teacher Request for an Unpaid Leave of Absence:

Jennifer Pace – ID – Psychologist – Effective February 2, 2012 through March 1, 2012

Coaching Appointments

On motion of Commissioner Hintz, seconded by Commissioner O'Brien, it was unanimously

***VOTED: That the Board of Education approve the following Coaching Appointments:
Joseph DeFillippi - Assistant Boys Basketball Coach - BCHS, effective 11/28/11
Robert Germain - Athletic Coordinator- CHMS, effective 11/28/11
Scott Redman - Boys Basketball Coach- NEMS, effective 11/28/11***

Public Comment

Laura Watson – 22 Payton Terrace, addressed the Board regarding redistricting. She is the Vice President of the South Side PTA and the member of the Community Outreach Coordinator for the School Readiness Council. In her position as the Coordinator, she has been fielding a lot of questions regarding the redistricting plan, and she wanted to know what the plans were. She asked if the Board could tell families by April 1 where their children will go for 2012-2013 school year. This will give them the opportunity to say good bye to their friends they will no longer be with and begin preparation for their new school. She feels that there needs to be more communication from the Board. She also wanted the Board to have follow-up meetings with parents once the decisions have been made to discuss concerns they may have. Parents are very excited about the new schools, but they would like more information, to put some of the parents at ease.

Chairman Wilson stated that we have a consultant working on the redistricting plan; but at this time, he would ask the administration to send out a press release letting the community know where the Board of Education is in the process.

Deliberated Items**Sidewalk Waiver**

Dr. Moreau presented the sidewalk waiver for 24 Del Manor Drive. The Town Clerk forwarded a request for a deferral of sidewalks to the Board of Education following its review by the City Council. Both our Supervisor of Buildings and Grounds and Transportation Coordinator have made a visual site visit and agree that a sidewalk waiver be granted. This parcel is located in industrial-zoned area and is a dead end street. No other parcels have included sidewalks on this street.

On motion of Commissioner Vibert seconded by Commissioner Fitzgerald, it was unanimously

VOTED: That the Bristol Board of Education approve the sidewalk deferral request at 24 Del Manor Drive and forward it to the City Council for further action.

Old Business

There was no old business to come before the Board.

New Business

There was no new business to come before the Board.

Building Committee Reports**Forestville School Building Committee**

Dr. Moreau reported that the exterior of the building is almost entirely clad, buttoned up with plastic, but windows will be going in over time. The committee was able to save money on the Technology package, and at the last meeting, the committee approved the budget for the playground equipment.

West Bristol School Committee

Chairman Wilson reported that the West Bristol school is at the same point as Forestville. The committee also looked at playground equipment for the elementary and middle school levels; both items are still being deliberated. Chairman Wilson was proud to report that once again there have been no accidents on the site; it has been over 100 days without an accident, we have a safe and secure work environment. Like Forestville the siding has gone up and they will have it closed up shortly; the contractor will ramp up their efforts this winter, and the school will be ready to open in August.

Information

CABE Convention

Commissioner Vibert reported that she attended for one day of the convention and attended several break-out sessions. One of the sessions was regarding the updates to the bullying laws; those updates will be coming to the Board in January. Commissioner Hintz reported that as a new Board member it was a great experience to attend the CABE convention; she realizes that there is a steep learning curve in this position. She appreciated the opportunity to sit in on sessions on negotiations, budgeting and the current school climate in this economy. She said it was nice to meet board members, supervisors and administration from other districts. She learned a lot, and she looks forward to attending other CABE conferences/workshops in the future. Commissioner Dolan reported that he attended the convention on Friday and Saturday. He learned that he has a lot to learn. He attended several breakout sessions and found it interesting. Chairman Wilson attended the convention as well; he said he was inspired by some of the speakers and it is nice to attend to recharge and reaffirm why you have chosen to be a Board Commissioner. One of the sessions he attend was with the State Board of Education with an opportunity to hear from and meet the new Commissioner Steffon Pryor, Commissioner Wilson is hopeful that he will set us on a course and move us forward in the upcoming years.

Commissioner Vibert informed the Board of a forum being held this Friday at 8:30 a.m. at Central Connecticut State regarding the Underfunded Public Schools, the moderator of the panel will be Diane DeFries, Project Director of CCJEF – Connecticut Coalition for Justice and Education; of which Dr. Streifer is the still the President. Commissioner Vibert has more information for anyone who is interested in attending. Also, there will be various CABE seminars being held in January and February; there are several interesting topics, and since the district is a CABE member, you can go on line to register, and most of the seminars are free.

Challenge Day

Commissioner Vibert wanted to take the time to commend Erin Winger for her work on Challenge Day. This was her third challenge day, and it one the most rewarding days of the year. It is inspiring to see students come together who normally would not be together, and to see how the group deals with some of the challenges that the students bring. It is an equalizing experience, and she hopes that it will continue, and perhaps we can bring the program to Bristol Central as well.

Commissioner Dolan said it was his first challenge day. He thanked Karen Vibert for introducing it to him. It was a tremendously moving experience, he could not believe the courage and honesty the students had, and what they shared. It is unique experience and he cannot say enough good things about it. While it was his first time attending, it will not be his last.

Commissioner Hintz echoed the other Commissioners sentiments. She commended Erin Winger for her hard work and dedication to our students. With so much focus on bullying and school climate; Challenge Day is a great program for our students. It helps the students to see adults as peers and lets the students appreciate each other for who they are. It is an incredibly moving day, and it brings into focus for Board Members the challenges our constituents face; it helps us to see the whole child and what struggles they face, and the baggage they bring to school every day. We have to do the best we can to serve these students in every way; they deserve it, they are honest and brave students. Commissioner Hintz again thanked Mrs. Winger for all of her work with this program.

Dr. Moreau explained that this was her second Challenge Day and she want to let everyone know that without the adult involvement, there would be no Challenge Day. They need one adult for every five students who participates; without this, they could not bring all of the students in. The time that the commissioners have given is invaluable to these students. It is an emotionally wrenching day, but at the end of the day we realize that we can overcome all kinds of obstacles and things that have happened to us and go on to have a wonderful life. Dr. Moreau thanked Mrs. Winger.

Challenge Day – con't

Several members of the audience stood to be acknowledged that they had participated in the recent Challenge Day.

Bristol Business Education Foundation

Commissioner Morgan informed the board that Bristol Business Education Foundation is a partnership between our schools and the business community. The primary mission of the Foundation is to raise funds to administer the mini grants program. The mini grants programs, provides some of the extras that are not provided through the Board of Education budget. Teachers submit grant proposals to the Bristol Business Education Foundation. Recently, \$10,000 was awarded to eleven grant recipients from eleven different schools. There will be a recipient reception on January 9th in the Board of Education Auditorium. He encourages everyone to attend to meet the recipients and learn more about the programs implemented by the staff that approves student achievement using technology. Chairman Wilson added that we had over twenty applications and it is a blind process. While there was a great distribution; this just shows the quality of the submissions and the quality of the staff that is submitted them.

Chairman Wilson reported that he recently attended the CREC meeting. The lobbyist attended as well as Governor Mallory who has declared 2012 the Year of Education. There are currently four task forces in legislature dealing with education. ECA which is Educational Funding Task Force that is currently in place, there is a Municipal Funding Task Force that is also looking at ECS, we have High School Graduation Task Force, the Connecticut Technical High School Task Force and the Achievement Gap Task Force and there is a committee looking at Special Education regulations. It is evident that education is a top priority for a lot of people. In the future there will be robust discussions regarding education at the state and local levels.

Commissioner Amara ask that we introduce Dave Mills who is our new Council Liaison to the Board. He asked that Mr. Mills be allowed to sit in on Executive Session and do all of the things that the commissioners do. He asked that this request be put into a motion and that everyone agree. Chairman Wilson said that he did not believe that it be made into a motion so long as no one opposed.

Convene Into Executive Session

With no other business to come before the Board, Chairman Wilson announced that we would convene into Executive Session, which would be held in the auditorium this evening. He asked that the room be cleared with the exception of Commissioners, Dave Mills, Central Office staff, Paul Muska, New Assistant Principal at Bristol Eastern, Dr. Steve Wysowski and Carly Fortin.

Commissioner O'Brien stated that we had skipped New Business, so at this time he would like to ask if any recommendations have been made regarding the impact of the snow days on the calendar. Dr Moreau stated that they will be meeting with the Presidents of the Unions next week. They have already met once, and gave them some options and asked them to get feedback. Commissioner O'Brien stated that we do need to alert people to any changes especially if it impacts vacations so that they can make arrangements.

On motion of Commissioner Vibert and seconded by Commissioner Bourassa it was unanimously

VOTED: That the Board of Education convene into Executive Session for the purpose of discussing student expulsions and the Bristol Federation of Teachers contract. (7:50 p.m.)

EXECUTIVE SESSION:

PRESENT: Commissioners : Commissioners Lawrence Amara, Karen Bourassa, Genard Dolan, Jill Fitzgerald, Karen Hintz, Jeffrey Morgan, Thomas O'Brien, Karen Vibert, Christopher Wilson; Susan Kalt Moreau, Deputy Superintendent of Schools, Dennis Bieu, Director of Human Resources, Gretel Cote, Supervisor of Budget and Finance and David Mills, City Council Liaison

The Board of Education convened into Executive Session and the meeting was called to order. ***(8:05 p.m.)***
Student Expulsions

A student expulsion was reviewed with Commissioners.

Bristol Federation of Teachers Contract

Commissioner O'Brien explained the negotiation process, and Mr. Bieu provided a handout with a summary of contract changes.

Discussion followed regarding the Bristol Federation of Teachers Contract.

RECONVENE INTO PUBLIC SESSION

On motion of Commissioner O'Brien, seconded by Commissioner Vibert it was unanimously

VOTED: The Board of Education reconvene into Public Session to vote on any items discussed in Executive Session (9:18 p.m.)

Bristol Federation of Teachers Contract

On motion of Commissioner Vibert, seconded by Commissioner O'Brien it was unanimously

VOTED: The Board of Education approve the Bristol Federation of Teachers contract effective July 1, 2012 to June 30, 2015.

ADJOURNMENT:

On motion of Commissioner Hintz, seconded by Commissioner Vibert it was unanimously

VOTED: That the Board of Education meeting be adjourned. (9:18 p.m.)

Respectfully Submitted:

Susan P. Everett

Susan P. Everett
Executive Secretary
Bristol Board of Education

Tammy Biga
145 Skokorat Street
Seymour, CT 06483

Home Phone: (203) 881-9561
Cell: (203) 687-0516

Email: mgb3tlb@yahoo.com

Objective:

To obtain a position as an Educator in which I will utilize my education and experience to create an exciting and meaningful learning experience for my students.

Qualifications:

I consider myself to be a highly organized, motivated, creative individual. I am an empathetic and caring individual who is concerned with the welfare of today's children regardless of abilities, race, religion, and social status.

Education:

1990 Ansonia High School Ansonia, CT

1996 Southern Connecticut State University New Haven, CT

- B.S., Communication.

2004 Southern Connecticut State University New Haven, CT

- M.S., Elementary Education.
- G.P.A. 3.81

Teaching Experience:

July 2011 – August 2011 Mead School – Ansonia, CT
3rd Grade Summer School Teacher

January 2011 – Present A+ Learning – Shelton, CT
After School Tutor - Bridgeport Public Schools

September 2010 – Present Prendergast Elementary School – Ansonia, CT
Reading Intervention Teacher

September 2008 – February 2010 South Conway Elementary – Conway, SC
First Grade Teacher

September 2007 – June 2008 Waccamaw Elementary School – Conway, SC
Fifth Grade Teacher

September 2005 – June 2007 Madison School – Bridgeport, CT
First Grade Teacher

September 2004 – June 2005 Prendergast School – Ansonia, CT
Pre-Kindergarten Teacher / School Readiness

- Inclusive classroom of children ages 3 and 4 with varying abilities
- Planning a curriculum cooperatively with the Pre-Kindergarten Special Education Teacher

January 2004 – June 2004 Prendergast School / Mead School – Ansonia, CT
Substitute Teacher

Christopher M. McAleese

380 Old Oaks Road | Fairfield, CT 06825 | 203.368.2627 | mcaleesedesign@yahoo.com

Executive Summary

Registered Architect with extensive experience in all aspects of project management including design, construction management, and client relations. Exceptional communication and interpersonal skills. Strong financial background. CT Registration #9711 / NCARB #67631

Experience

CMc Design Fairfield CT

Architect

August 2005 to present

Provide design and project management services for residential and commercial clients. Scope of responsibilities includes: design consultation and ideation; creation and preparation of design and contract documents; filing and obtaining appropriate permits; coordination of bidding process with subcontractors. Oversee workflow with subcontractors, HVAC, audio and structural consultants, as well as interior designers as appropriate. Current and recent projects include: renovation and addition for a dental office; conversion of a garage/playroom into an in-law suite with separate entrance; creation of a multi-purpose basement entertainment center including home theater, wine cellar, indoor basketball court and game room; multiple kitchen renovations.

Laurent T. DuPont Architects New Canaan, CT

Project Manager

May 1998 to August 2005

Provided design and project management services for a high-end residential architecture firm. Responsibilities included: management of client relationship throughout projects; hand-drafting of all construction documents and highly-detailed interior finishes; code study and project research; day-to-day oversight of and interaction with on-site contractors; coordination with structural engineers, mechanical engineers and subcontractors regarding shop drawings. Projects included: kitchens, master suites, family rooms, wine cellars and state-of-the-art media rooms.

Uberto Construction New York, NY

Project Manager

February 1994 to October 1997

Participated in the growth and development of a high-end general contracting firm from start-up to revenues of \$8 million. Oversaw office operations, including: communications with clients, architects, designers, subcontractors and field superintendents; materials ordering; project scheduling and staffing. Provided on-site and off-site project coordination in conjunction with on-site superintendents, architects, and interior designers.

Chase Manhattan Bank New York, NY

Second Vice President, Private Banking

October 1984 to May 1990

Provided portfolio support services to a diverse, high-net-worth client base totaling \$500 million. Marketed investment management products, consistently achieving designated sales goals. Created weekly account activity reports for division head. Managed staff of three. Tenure included several promotions.

Education

Alternate Route to Certification, CT Department of Higher Education
Engineering Technology Certification, expected May 2011

University of Virginia Charlottesville, VA
M.Arch, 1993

Georgetown University Washington, D.C.
B.A., English, 1984

Charles Augustus Strong Center Florence, Italy
Renaissance Studies Program, Spring 1983

Community

Representative Town Meeting Fairfield, CT
Elected to local municipal government, November 2009 (two-year term).
Serve on the Public Works and Planning sub-committee, reviewing and approving all publicly-funded town building projects.

Stratfield Elementary Building Committee Fairfield, CT
Served as Parent Liaison to the town-wide building committee overseeing the \$17 million renovation of Stratfield Elementary School, 2007 - 2009.

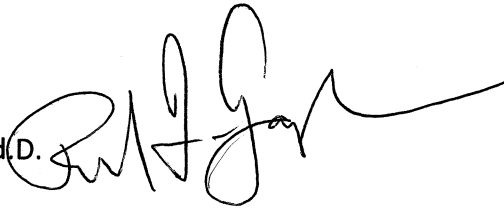
Fairfield PTA Council, Executive Board
Chairman for the Dora Wheeler Scholarship for graduating high school seniors
2010 to 2012

**BRISTOL PUBLIC SCHOOLS
HUMAN RESOURCES**

Date: 12-12-2011

TO: **Human Resources**

FROM: Richard F. Gagliardi, Ed.D.



SUBJECT: **Recommendation to Advance in the Hiring Process**

Name: Paul Pinette

Position: Technology Coordinator

School: Northeast Middle School

Funding Source: General Budget

Grant _____

Grant # _____

Start Date: ASAP Work Hours: After School

Special instructions _____

Is certification required for this position? Yes. The staff member filling this stipend position needs to be a certified teacher.

Is new hire at risk for exposure to Bloodborne pathogens under BOE guidelines? No
(Usually pertains to Special Education Teachers, Paraprofessionals, all Coaches, and some Custodial Staff.)

Please be advised that this is the only recommendation form that will be accepted by the Human Resource Office when departments wish to hire new staff.

**BRISTOL PUBLIC SCHOOLS
HUMAN RESOURCES**

Date: November 21, 2011

TO: **Human Resources**

FROM: Michael Audette

SUBJECT: **Recommendation to Advance in the Hiring Process**

Name Kevin Browning

Position Science Leader School O'Connell

Funding Source: General Budget X Grant Grant #

Start Date ASAP Work Hours TBD

Special instructions

Is certification required for this position? Yes

Is new hire at risk for exposure to Bloodborne pathogens under BOE guidelines? No
(Usually pertains to Special Education Teachers, Paraprofessionals, all Coaches, and some Custodial Staff.)

Please be advised that this is the only recommendation form that will be accepted by the Human Resource Office when departments wish to hire new staff.

November 30, 2011

To Whom It May Concern,

2011 DEC -1 P 1:45

I am writing to request a three week leave of absence, due to necessities at home, following my maternity leave in January. I am a half day morning kindergarten teacher at Mt. View School and have been teaching in Bristol for 10 years. My anticipated leave date is January 16th and my leave of absence would begin after my approved maternity time is over. Thank you for considering my request. Please contact me if you have further questions.

Sincerely,

Jennifer McCaffrey

**BOARD OF EDUCATION
Bristol, Connecticut**

RECOMMENDATIONS TO BOARD FOR SIXTH YEAR SALARY CREDIT
EFFECTIVE 2/1/2012

| Name | Assignment | Transcribed Course Work | Work Shops | Instructor of College Course/s | Authorship | Travel | Total Credits |
|---------------------|-----------------------|----------------------------|------------|-----------------------------------|------------|--------|---------------|
| Becce, Cassie | BCHS Math | 15 | 15.3 | | | | 30.3 |
| Brunetti, Colin | BCHS Math | 12 | 18.1 | | | | 30.1 |
| DiLernia, Elizabeth | BEHS Science | 6 | 24 | | | | 30 |
| Frant, Monika | BCHS Math | 15 | 15.5 | | | | 30.5 |
| Holway, Brooke | CHMS Science | 30 | | | | | 30 |
| Nolan, Barry | BCHS Math | 23 | 8.2 | | | | 31.2 |
| Woods, Kristine | CHMS Library Media | 42 | | | | | 42 |

12/14/11

COACHES GOING BEFORE THE BOARD OF EDUCATION FOR APPROVAL

| | | | |
|---|------------------|---|----------------------|
| Name: John Dauphinee | | Address: 119 Grove Street | |
| City: Bristol | | State: CT | Zip: 06010 |
| Current Occupation: Teacher at Chippens Hill MS | | | |
| Position Desired: | | | |
| Sport | School | Level | |
| Girls Basketball | Chippens Hill MS | Middle School | |
| Coaching/Playing Experience: | | Level | # Years |
| In Sport Applying for: | | | |
| Ivy Drive Basketball League | | Ages 9-10 | 5 |
| Boys and Girls Club Travel Team | | Ages 10-14 | 3 |
| Other Sports | | | |
| Travel Soccer | | Ages 10-14 | 8 |
| Date Paperwork Completed for Human Resources: 12/1/11 | | | |
| Certifications Required: yes | | | |
| Coaching Permit Current YES / NO | | Dates Valid From: current | |
| First Aid Current YES / NO | | Dates Valid From: pending | |
| CPR Current YES / NO | | Dates Valid From: pending | |
| Recommend To Hire Date: 12/1/11 | | By: Ellen Benham Title: Supervisor of Athletics | |

COACHES GOING BEFORE THE BOARD OF EDUCATION FOR APPROVAL

| | | | |
|---|--------------------|---|----------------------|
| Name: Mark Camden | | Address: 94 Nelson Farm Road | |
| City: Bristol | | State: CT | Zip: 06010 |
| Current Occupation: Town of Manchester Water and Sewer Dept-Maintenance | | | |
| Position Desired: | | | |
| Sport | School | Level | |
| Girls Assistant Basketball | Bristol Eastern HS | Freshman | |
| Coaching/Playing Experience: | | Level | # Years |
| In Sport Applying for: | | | |
| Volunteer Assistant | | High School | 5 |
| AAU Basketball | | Ages 10-17 | 10 |
| Middle School Basketball | | Middle School | 12 |
| Other Sports | | | |
| Date Paperwork Completed for Human Resources: 11/21/11 | | | |
| Certifications Required: yes | | | |
| Coaching Permit Current YES / NO | | Dates Valid From: pending | |
| First Aid Current YES / NO | | Dates Valid From: 11/21/11- 11/20/13 | |
| CPR Current YES / NO | | Dates Valid From: 11/21/11-11/20/11 | |
| Recommend To Hire Date: 12/16/11 | | By: Ellen Benham Title: Supervisor of Athletics | |

**One-Year Grant ED 114
 Bilingual Education Program Grant Application
 FISCAL YEAR 2011-2012**

| | | | |
|--|------|--|---------------|
| GRANTEE NAME: | | TOWN CODE: | |
| GRANT TITLE: Bilingual Education Program PROJECT TITLE: ACCOUNTING CLASSIFICATION: FUND: 11000 SPID: 17042 YEAR: 2012 PROGRAM: 82079 CHARTFIELD1: 170002 CHARTFIELD2: | | | |
| GRANT PERIOD: July 1, 2011 – June 30, 2012 | | AUTHORIZED AMOUNT: | |
| | CODE | DESCRIPTION | BUDGET AMOUNT |
| 111A | | ADMINISTRATOR/SUPERVISOR SALARIES | |
| 111B | | TEACHERS | |
| 112A | | EDUCATION AIDES | |
| 112B | | CLERICAL | |
| 119 | | OTHER | 1,705 |
| 200 | | PERSONAL SERVICES-EMPLOYEE BENEFITS | |
| 321 | | TUTORS | |
| 322 | | INSERVICE (INSTRUCTIONAL PROGRAM IMPROVEMENT SERVICES) | |
| 323 | | PUPIL SERVICES | |
| 324 | | FIELD TRIPS | |
| 325 | | PARENTAL ACTIVITIES | |
| 330 | | OTHER PROFESSIONAL/TECHNICAL SERVICES | |
| 580 | | TRAVEL | |
| 590 | | OTHER PURCHASED SERVICES | |
| 611 | | INSTRUCTIONAL SUPPLIES | 526 |
| 612 | | ADMINISTRATIVE SUPPLIES | |
| 641 | | TEXTBOOKS | |
| 642 | | LIBRARY BOOKS | |
| 690 | | OTHER SUPPLIES | |
| 700 | | PROPERTY/EQUIPMENT | |
| 940 | | INDIRECT COSTS | |
| | | TOTAL | \$ 2,231 |

_____ ORIGINAL REQUEST DATE _____

_____ REVISED REQUEST DATE _____

STATE DEPARTMENT OF EDUCATION
 PROGRAM MANAGER AUTHORIZATION

DATE OF
 APPROVAL

Contents

| | |
|--|----|
| BRISTOL PUBLIC SCHOOLS MISSION STATEMENT | 4 |
| BRISTOL EASTERN HIGH SCHOOL MISSION STATEMENT..... | 4 |
| EXPECTATIONS FOR STUDENT LEARNING | 4 |
| LOOKING AHEAD FOR PARENTS AND STUDENTS..... | 5 |
| GRADUATION REQUIREMENTS | 6 |
| RECOMMENDED COURSE SEQUENCE | 7 |
| COLLEGE INFORMATION | 8 |
| COLLEGE CREDIT OPPORTUNITIES | 9 |
| ADVANCED PLACEMENT (AP) / UCONN EARLY COLLEGE EXPERIENCE-ECE | 9 |
| COLLEGE CAREER PATHWAYS (CCP)..... | 9 |
| HIGH SCHOOL PARTNERSHIP..... | 11 |
| PROJECT LEAD THE WAY (PLTW)..... | 11 |
| AWARD OF HIGH SCHOOL DIPLOMAS | 12 |
| CREDITS..... | 12 |
| CATEGORIES..... | 12 |
| GRADE WEIGHTING..... | 12 |
| ADVANCED PLACEMENT/UCONN EARLY EXPERIENCE COLLEGE COURSES..... | 13 |
| INDEPENDENT STUDY PROGRAM..... | 14 |
| PREREQUISITE COURSES | 14 |
| GUIDANCE SERVICES..... | 14 |
| REPORT CARDS..... | 16 |
| HOMEBOUND INSTRUCTION..... | 16 |
| SUMMER SCHOOL AND MAKEUP..... | 16 |
| BRISTOL TECHNICAL EDUCATION CENTER PROGRAMS | 16 |
| SCHOOL CHOICE OPTIONS..... | 16 |
| ON-LINE COURSEWORK | 17 |
| GRADUATION PERFORMANCE STANDARDS | 17 |
| CHANGE OF SCHEDULE..... | 18 |
| COURSE WITHDRAWAL/DROP | 18 |
| SPECIAL EDUCATION SERVICES | 18 |
| ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)..... | 19 |
| PROGRAM OF STUDIES | 20 |
| ART..... | 20 |
| BUSINESS & FINANCE | 20 |
| ENGINEERING AND TECHNOLOGY | 21 |
| FAMILY & CONSUMER SCIENCES | 21 |

| | |
|--|----|
| ENGLISH | 22 |
| MATHEMATICS | 22 |
| MUSIC | 23 |
| PHYSICAL EDUCATION..... | 23 |
| SCIENCE..... | 23 |
| SOCIAL STUDIES..... | 24 |
| WORLD LANGUAGES | 24 |
| CAREER RESOURCE CENTER | 25 |
| BRISTOL TECHNICAL EDUCATION CENTER | 25 |
| ART..... | 26 |
| DEPARTMENT PHILOSOPHY:..... | 26 |
| What career options might I have with a background in the Arts?..... | 26 |
| Art Courses | 27 |
| Business & Finance..... | 31 |
| BUSINESS & FINANCE PHILOSOPHY | 31 |
| What career options might I have with a background in Business and Finance?..... | 31 |
| Business & Finance Courses..... | 32 |
| COLLEGE CAREER PATHWAY PROGRAM:..... | 32 |
| Engineering & Technology..... | 36 |
| ENGINEERING AND TECHNOLOGY PHILOSOPHY..... | 36 |
| What career options might I have with a background in Engineering and Technology Education?..... | 36 |
| Engineering & Technology Courses..... | 37 |
| Family & Consumer Sciences..... | 41 |
| FAMILY AND CONSUMER SCIENCES PHILOSOPHY | 41 |
| What career options might I have with a background in Family and Consumer Sciences?..... | 41 |
| Family & Consumer Sciences Courses..... | 42 |
| COLLEGE CAREER PATHWAY PROGRAM – Early Childhood Education | 42 |
| ENGLISH | 44 |
| DEPARTMENT PHILOSOPHY..... | 44 |
| What career options might I have with a background in English? | 44 |
| English Courses | 45 |
| MATHEMATICS | 49 |
| DEPARTMENT PHILOSOPHY..... | 49 |
| What career options might I have with a background in Mathematics?..... | 49 |
| Mathematics Courses | 50 |
| MUSIC..... | 54 |
| DEPARTMENT PHILOSOPHY..... | 54 |
| Music Goals | 54 |
| What career options might I have with a background in music?..... | 54 |

| | |
|--|----|
| Music Courses..... | 55 |
| PHYSICAL EDUCATION/HEALTH..... | 57 |
| DEPARTMENT PHILOSOPHY..... | 57 |
| SCIENCE..... | 58 |
| DEPARTMENT PHILOSOPHY..... | 58 |
| What career options might I have with a background in Science?..... | 58 |
| Science Courses..... | 59 |
| SOCIAL STUDIES..... | 62 |
| DEPARTMENT PHILOSOPHY..... | 62 |
| SOCIAL STUDIES GRADUATION REQUIREMENTS..... | 62 |
| What career options might I have with a background in History and Social Studies?..... | 62 |
| Social Studies Courses..... | 63 |
| WORLD LANGUAGES..... | 66 |
| DEPARTMENT PHILOSOPHY..... | 66 |
| What career options might I have with a background in World Language?..... | 66 |
| World Language Courses..... | 67 |
| CAREER RESOURCE CENTER..... | 70 |
| WORK EXPERIENCE..... | 70 |
| SENIOR INTERNSHIP PROGRAM..... | 70 |
| SERVICE LEARNING..... | 70 |
| COLLEGE CAREER PATHWAY PROGRAM..... | 70 |
| HIGH SCHOOL PARTNERSHIP..... | 70 |
| ENGLISH LANGUAGE LEARNER’S PROGRAM..... | 71 |
| BRISTOL TECHNICAL EDUCATION CENTER..... | 73 |
| GENERAL INFORMATION..... | 73 |
| APPLICATIONS..... | 73 |
| PLACEMENT..... | 73 |
| Bristol Technical Education Center Courses..... | 74 |
| DRIVER EDUCATION..... | 75 |
| NCAA Freshman Eligibility Standards..... | 76 |
| INFORMATION CONCERNING TITLE IX OR EDUCATION AMENDMENTS OF 1972..... | 78 |



BRISTOL PUBLIC SCHOOLS MISSION STATEMENT

To maintain a safe and secure learning environment that provides all students with the necessary knowledge and skills to successfully complete college, other post high school education or training.

BRISTOL EASTERN HIGH SCHOOL MISSION STATEMENT

The mission of Bristol Eastern High School is to provide the best opportunity for our students to maximize their individual potential in a safe and academically challenging environment. We believe that the primary vocation of each student should be the acquisition of knowledge and skills, the cultivation of individual talents and interests, and the development of respect for self and others in our diverse society. Our guiding principle is “We are committed to excellence!” The pursuit of excellence requires the continuing effort of students, teachers, parents, community residents and local businesses working together. It is our hope that these combined efforts will enable our students to recognize and accept learning as a life-long process.

EXPECTATIONS FOR STUDENT LEARNING

1. Students will be able to read actively and critically.
2. Students will be able to write clearly and effectively.
3. Students will possess basic mathematical skills and knowledge, and be able to apply them to problems and situations.
4. Students will be able to communicate clearly and effectively in media other than reading and writing.
5. Students will be able to use both physical and conceptual tools to complete work.
6. Students will be able to gather, organize and utilize information for a variety of purposes.
7. Students will have skills necessary to interact with others positively.
8. Students will have will have skills necessary to work independently and collaboratively in groups.
9. Students will respect themselves and others and behave responsibly.
10. Students will understand and be able to participate in civic life and the democratic process.

Approved by BEHS Governance Council and the Board of Education

Learning is our focus.
Erudito diligentia est.

LOOKING AHEAD FOR PARENTS AND STUDENTS

One of the many goals of the Bristol Public Schools is to prepare all students for post secondary education. The program of study at the high school is so structured as to enable students to achieve a secondary education opportunity if:

Students should ask these questions about themselves:

- 1. What am I interested in doing after high school?*
 - 2. What are the studies I should select if I am to carry on this work?*
 - 3. Do I have the abilities, aptitudes, and characteristics necessary for success in these studies?*
 - 4. Am I selecting a career for the future in which I am reasonably certain for success?*
-

High school offers students an opportunity to discover their interests and aptitudes and to take courses which fit in with those interests and aptitudes. Students by this time have found what they do well in and like certain subjects. The jobs they enter someday should be ones which use their strengths and interests. Therefore, subjects in which they have shown interest and ability during school should be kept in mind when they are selecting a career.

1. Students plan their program of study carefully.
2. Students demonstrate the ability, the maturity, and the motivation to perform the required work.

Careful program planning by parents and students is of critical importance. The course of study followed while in high school is the foundation upon which future success will be based.

The high school course of study allows students to select those courses they and their parents deem appropriate for their future.

Of course, changes in plans occur after students enter high school, but it is much better for students to plan their courses wisely so that they will not be held back by the necessity of frequently changing their plans.

The high school curriculum permits students to select courses that best fit their plans. It is important that students carefully read those sections of this booklet dealing with graduation requirements, credits, and the departmental course description.

Both parents and students are encouraged to seek assistance and suggestions from the high school guidance staff.

GRADUATION REQUIREMENTS

The Bristol Board of Education requires total credits as listed below to graduate.

| Subject Area | Credit Requirement | Notes |
|---|--------------------|--|
| English | 4 Credits | <ul style="list-style-type: none"> ▪ English 1, 2, 3, 4 ▪ All students are required to meet a writing performance standard. |
| Mathematics | 3 Credits | <ul style="list-style-type: none"> ▪ All students will be required to meet a performance standard in mathematics |
| Social Studies | 3 Credits | <ul style="list-style-type: none"> ▪ Including 1 credit in U.S. History & .5 credit Civics |
| Physical Education | 2 Credits | <ul style="list-style-type: none"> ▪ .5 each year (unless student has been excused for medical reasons) |
| Science | 2 Credits | |
| Vocational/Fine Arts | 1 Credit | <ul style="list-style-type: none"> ▪ Select from the following departments: BTECH, Engineering and Technology, Business and Finance, Family Consumer Science, Art, or Music |
| Health | .25 Credits | <ul style="list-style-type: none"> ▪ .25 Freshman year |
| Required Total Credits: 25.25 | | |
| <ul style="list-style-type: none"> ▪ <i>Additional credits to equal a Y.O.G. total must be selected.</i> | | |

| Grade Placement | Credit Load |
|--|--|
| BEHS requirements to advance from: Grade 9 to 10: must pass all 4core classes Grade 10 to 11: must pass 1 Grade 10 core class Grade 11 to 12: must earn at least 18.25 credits | Students will be required to take a minimum of six credits and .5 credit in Physical Education in each grade, plus ¼ credit in Health (9 th grade). |

Graduation Performance Standard (Writing and Math)

Students need to meet graduation performance standards. To achieve these standards, a student must:

1. Meet proficiency in Math and Writing on the CAPT **or**,
2. Demonstrate proficiency on alternative assessments for Math and Writing **or**,
3. Demonstrate proficiency in Math and Writing as outlined in an Individualized Education Program

Students in the 9th and 10th grade must take a core course of studies as listed below:

| 9 th | 10 th |
|------------------------------------|---------------------------------------|
| English 1 | English 2 |
| World History | Modern American History |
| Algebra 1 or Geometry or Algebra 2 | Geometry or Algebra 2 or Pre-Calculus |
| Physical Science | Biology |

Opportunities to Extend Your Learning

Internships through the Career Center provide Grade 12 students with a semester long trial period within a career field. To ensure that a student is ready for a semester long internship, several short term experiences in the field of interest are recommended. The student is not expected to handle responsibilities of a fully skilled or "in-training" employee.

RECOMMENDED COURSE SEQUENCE

| GRADE 9 | Credits | GRADE 10 | Credits |
|------------------------------|----------------|---------------------------------------|----------------|
| English I | 1 | English II | 1 |
| World History | 1 | Modern American History | 1 |
| Algebra I or II/Geometry | 1 | Geometry/Algebra II/Pre Cal | 1 |
| World Language* | 1 | World Language* | 1 |
| Physical Science | 1 | Biology | 1 |
| Elective *** | 1 | Elective *** | 1 |
| Physical Education | .5 | Physical Ed | .5 |
| Health | .25 | | |
| | | | |
| GRADE 11 | Credits | GRADE 12 | Credits |
| English III | 1 | English | 1 |
| U.S. History | 1 | Math Elective | 1 |
| Algebra II/Math Elective | 1 | Science/Engineering Elective | 1 |
| Science/Engineering Elective | 1 | Elective *** | 1 |
| Language* | 1 | Civics** | .5 |
| Elective *** | 1 | Physical Ed | .5 |
| Civics** | .5 | Fourth Year of a Language or Elective | |
| Physical Ed | .5 | | |

*World language courses are taken sequentially. Students electing to take a world language should continue in the language of the previous year. Two to three years of one world language are expected for admission to most colleges.

** Civics, which is a required course, may be taken in junior or senior year. AP Government and Politics can replace the Civics requirement.

***Information Processing 1&2 are recommended for all students to improve their 21st century skills.



COLLEGE INFORMATION

Admission requirements for colleges vary greatly, but general guidelines like those below can be very helpful for students planning their program at Bristol Eastern High School. Be sure to consult with counselors on a regular basis and to read the college, university, and trade school catalogues to be sure that you are taking the number and types of courses that will meet their specific requirements for admission.

Most Selective Colleges

- English—4 credits
- Mathematics—4 credits
- Science—3 credits
- Social Studies—3 credits
- World Language—3 to 4 years of the same language
- Fine Arts—Recommended
- Extracurricular activities that indicate leadership and initiative
- Top 10-20% of the class
- SAT I scores in the 655 to 800 range on each test (verbal/math/writing)
- ACT minimum score of 29
- GPA A to B+
- Computer Competency

Highly Competitive Colleges

- English—4 credits
- Mathematics—3 or 4 credits
- Science—3 credits
- Social Studies—3 credits
- World Language—3 years of the same language
- Fine Arts—Recommended
- Extracurricular activities that indicate leadership and initiative
- Top 20-35% of the class
- SAT I scores in the 620 to 654 range on each test (verbal/math/writing)
- ACT minimum score of 27 to 28
- GPA B+ to B
- Computer Competency

Very Competitive Colleges

- English—4 credits
- Mathematics—3 credits
- Science—2 credits
- Social Studies—2 credits
- World Language—3 years of the same language
- Fine Arts—Recommended
- Extracurricular activities that indicate leadership and initiative
- Top 35-50% of the class
- SAT I scores in the 573 to 619 range on each test (verbal/math/writing)
- ACT minimum score of 24 to 26
- GPA B to B-
- Computer Competency

Competitive Colleges

- English—4 credits
- Mathematics—3 credits
- Science—2 credits
- Social Studies—2 credits
- World Language—2 years of the same language
- Fine Arts—Recommended
- Extracurricular activities that indicate leadership and initiative
- Top 50-65% of the class
- SAT I scores in the 500 to 572 range on each test (verbal/math/writing)
- ACT minimum score of 21 to 23
- GPA B- to C+
- Computer Competency

COLLEGE CREDIT OPPORTUNITIES

ADVANCED PLACEMENT (AP) / UCONN EARLY COLLEGE EXPERIENCE-ECE

Students may receive college credit by passing specific assessment requirements for Advanced Placement courses or From The University of Connecticut. These are separate programs with different requirements that must be met. There are fees for these courses. These courses are identified in the handbook. These courses are college level courses that require summer reading and require added responsibilities.

COLLEGE CAREER PATHWAYS (CCP)

High school departments have worked with Tunxis Community College to establish several pathways of high school classes that help students explore career options and earn free college credit. Up to 12 semester hours of college credits may be applied to certificate or degree programs at Tunxis Community College, or transferred to other colleges and universities.

The CCP program includes classes in Algebra and Chemistry along with skill development classes in important degree areas. Students also develop 21st century skills in public communications and technology.

Students apply to the Tunxis CCP Program in 11th grade through the school's career counselor. Completion of the application is the students' responsibility and must be submitted by date posted. Students must pass end of course college exams in Algebra 2 and Chemistry to obtain college credit for those courses. Tutoring for end of course exams will begin during the second semester. Students are ineligible for college credit after graduation.

Earn College Credits NOW at BC and BE – in a College Career Pathway (CCP)

GET UP TO 13 COLLEGE CREDITS

Take college courses now

YOU CAN EARN COLLEGE CREDITS

...that apply at any State of CT
College or University

High school students can save time and money by taking courses you may have to take in college anyway while you're still in high school.

Take all four CCP course groups shown in a pathway and **earn 13 credits** towards college.

Ask your guidance counselor for details and about how to enroll in the CCP program so you can **start earning college credits now**.

The Accounting Pathway

| | | |
|-----------------------|---|---|
| PATHWAY ANCHOR | <u>Accounting 1 & Accounting 2</u> (3 cr) <i>Tunxis equivalent: ACC-113 Principles of Financial Accounting</i> | Algebra 2 (3 cr) <i>Tunxis equivalent: MAT-137: Intermediate Algebra</i> |
| | Communication Skills 21st Century 1 & 2 (3 cr) <i>Tunxis equivalent: COM-100 Introduction to Communication</i> | Chemistry (4 cr) * <i>Tunxis equivalent: CHE-111 Concepts of Chemistry</i> |

The Technological Studies Pathway

| | | |
|-----------------------|---|---|
| PATHWAY ANCHOR | <u>Drafting, CAD & Solid Modeling</u> (3 cr) <i>Tunxis equivalent: CAD-121 Technical Drafting</i> | Algebra 2 (3 cr) <i>Tunxis equivalent: MAT-137: Intermediate Algebra</i> |
| | Communication Skills 21st Century 1 & 2 (3 cr) <i>Tunxis equivalent: COM-100 Introduction to Communication</i> | Chemistry (4 cr) * <i>Tunxis equivalent: CHE-111 Concepts of Chemistry</i> |

Computer Information Systems (CIS) Pathway

| | | |
|-----------------------|---|---|
| PATHWAY ANCHOR | <u>Info Processing 1 & Info Processing 2</u> (3 cr) <i>Tunxis equivalent: CSC-101 Introduction to Computers</i> | Algebra 2 (3 cr) <i>Tunxis equivalent: MAT-137: Intermediate Algebra</i> |
| | Communication Skills 21st Century 1 & 2 (3 cr) <i>Tunxis equivalent: COM-100 Introduction to Communication</i> | Chemistry (4 cr) * <i>Tunxis equivalent: CHE-111 Concepts of Chemistry</i> |

The Early Childhood Education Pathway

| | | |
|-----------------------|---|---|
| PATHWAY ANCHOR | <u>Child Development 1 & Child Development 2</u> (3 cr) <i>Tunxis equivalent: ECE-101 Introduction to Early Childhood Ed.</i> | Algebra 2 (3 cr) <i>Tunxis equivalent: MAT-137: Intermediate Algebra</i> |
| | Communication Skills 21st Century 1 & 2 (3 cr) <i>Tunxis equivalent: COM-100 Introduction to Communication</i> | Chemistry (4 cr) * <i>Tunxis equivalent: CHE-111 Concepts of Chemistry</i> |

The Graphic Design Pathway

| | | |
|-----------------------|---|---|
| PATHWAY ANCHOR | <u>Design 1 & Design 2</u> (3 cr) <i>Tunxis equivalent: GRA-110 Introduction to Computer Graphics</i> | Algebra 2 (3 cr) <i>Tunxis equivalent: MAT-137: Intermediate Algebra</i> |
| | Communication Skills 21st Century 1 & 2 (3 cr) <i>Tunxis equivalent: COM-100 Introduction to Communication</i> | Chemistry (4 cr) * <i>Tunxis equivalent: CHE-111 Concepts of Chemistry</i> |

HIGH SCHOOL PARTNERSHIP

The program is open to high school juniors and seniors who have an overall “B” average, are recommended by their guidance counselor, and have appropriate placement scores. Recommended students will be eligible to take one course per semester free of charge (General Fund tuition and fees). Students taking on campus classes will be responsible for their transportation to campus and book expenses. Students taking online classes will be responsible for their book expenses.

Admission to individual classes is dependent upon space availability, budgetary funding and students having met any prerequisite requirements. Students will be notified by the director of Admissions as to whether they are accepted into the class. This program is affiliated with Tunxis Community College.

PROJECT LEAD THE WAY (PLTW)

Project Lead the Way - a pathway to careers in engineering and technology

In conjunction with the University of New Haven, the Engineering & Technology Department has implemented a nationally recognized pre-engineering program know as Project Lead the Way (PLTW). This pathway to engineering and technology careers provides a flexible four-year sequence of classes that will fit into any student schedule and provide practical opportunities for students to apply and practice what they learn as part of their mathematics classes. The chart below identifies our PLTW classes and the concurrent math requirement is highlighted in grey:

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---------------------------|------------------------------------|---------------------|----------------------------------|
| Principles of Engineering | Introduction to Engineering Design | Digital Electronics | Civil Engineering & Architecture |
| Algebra 1 | Geometry | Algebra 2 | |

Although the full sequence of courses is recommended, students may elect individual classes as long as they meet the mathematics requirements for that class. Project Lead the Way prepares students to be innovators and to make meaningful, pioneering contributions to our world.

Project Lead the Way - College Credit Options

Students who successfully complete the end of course exam in each PLTW course may earn 3 college credits from the **Tagliatela College of Engineering** at the University of New Haven. The college does require a fee for processing the college credit.

The PLTW experience develops motivated, well-rounded students by instilling confidence, stressing the importance of self-discovery, encouraging innovative problem solving and critical thinking, teaching team building, and rewarding creativity. The program is fun and students gain a critical opportunity to put their math skills to work in almost every class.

AWARD OF HIGH SCHOOL DIPLOMAS

Students who complete all graduation requirements shall receive a diploma at the June commencement. Individuals who have not satisfied the June graduation requirements may be granted a diploma upon the satisfactory completion of those requirements at a later date, by the school principal, provided that the student has successfully earned appropriate credit in a summer course or summer courses comparable (as determined by the principal) to the subject (s) in which the student was deficient.

CREDITS

A credit is given for successfully completing a year's work in a subject that meets 90 sessions per year. One-half credit is given for courses that meet 45 sessions per year and ends after one semester. While in the process of selecting courses, students and parents are urged to consider those subjects and levels which will challenge individual academic talents.

CATEGORIES

Most courses in the areas of English, Social Studies, Mathematics, Science and World Languages are classified by groupings. The criterion for such placement is determined by a combination of the following factors.

1. Recommendation by previous teachers and/or departmental criteria.
2. Grade achieved in previous courses.
3. Consultation with the student's counselor.

Accelerated and/or Advanced Placement (AP) courses are open only to students who perform at an exceptional level in a given subject area. Students must maintain at least a minimum average of "83" in their current accelerated level course to be placed in an Accelerated/Advanced Placement level offering. Students in academic level courses who desire to advance to the Accelerated/Advanced Placement level must maintain a minimum average of "93" in their current academic level course.

GRADE WEIGHTING

The purpose of grade weighting is to arrive at a meaningful class rank and determine eligibility for the National Honor Society. All courses are weighted according to the following four categories:

- **CATEGORY AP:** University of Connecticut Early College Experience (ECE) courses that are highly related to the academic demands of most four-year colleges. These courses will require an overall homework time expectation that averages double the assigned class time and may have stringent prerequisites for enrollment. In addition, they will require in-depth study, summer reading, independent reading and research, and/or preparation of comprehensive papers and reports.
- **CATEGORY 1:** Category 1 consists of Accelerated (Acc.). They are rigorous courses that reflect the academic demands of any four year college. Rigorous prerequisites must be completed as well as instructor approval. The courses require effort that exceeds the academic category and approaches the level of AP at times.

- **CATEGORY 2:** Academic (Acad.) consists of courses that are related to the academic demands of most four-year colleges, OR, courses that are performance-oriented. That is, a high degree of proficiency is required as evidenced by successful completion prerequisites and enrollment which is dependent upon instructor approval. These courses will require reading and writing and/or project assignments with homework time expectation averaging that which is at least equal to the assigned class time.
- **CATEGORY 3:** Instructional support courses designed to assist students in meeting graduation/district requirements. Normal scale 4.0 to 0.

The category for each subject is included with course descriptions of all courses found in the Program of Studies.

| Numeric Grade | Category AP | Category 1 Accelerated | Category 2 Academic/ College prep | Category 3 Instructional Support |
|---------------|-------------|------------------------|-----------------------------------|----------------------------------|
| 97-100 | 5.4 | 4.8 | 4.3 | 4.0 |
| 93-96 | 5.1 | 4.5 | 4.0 | 3.7 |
| 90-92 | 4.7 | 4.2 | 3.7 | 3.3 |
| 87-89 | 4.2 | 3.7 | 3.3 | 3.0 |
| 83-86 | 3.8 | 3.4 | 3.0 | 2.7 |
| 80-82 | 3.4 | 3.0 | 2.7 | 2.3 |
| 77-79 | 2.9 | 2.6 | 2.3 | 2.0 |
| 73-76 | 2.5 | 2.25 | 2.0 | 1.7 |
| 70-72 | 2.1 | 1.9 | 1.7 | 1.3 |
| 67-69 | 1.7 | 1.5 | 1.3 | 1.0 |
| 65-66 | 1.2 | 1.1 | 1.0 | .5 |
| less than 65 | 0 | 0 | 0 | 0 |

ADVANCED PLACEMENT/UCONN EARLY EXPERIENCE COLLEGE COURSES

All students are encouraged to strive to take these collegiate level courses, but students and their parents must understand and accept the added responsibilities that accompany the opportunity to earn college credits. Students taking these courses must:

- Take the AP test in order to receive high school credit;
- Understand that summer assignments must be completed prior to the start of the school year;
- Stay enrolled in the course until the midway point of the first marking period. No students will be withdrawn from an AP/UCONN course prior to this date unless circumstances warrant after Administrative review.

Course Withdrawal Conditions:

- Students wishing to withdraw at the midpoint of marking period one will have their AP testing fee refunded.
- The University of Connecticut reserves the right to set different conditions for refunds.
- Students withdrawing from these courses after the midway point will receive no refunds.

Students taking an AP/UCONN course will be required to pay the AP testing fee of approximately \$85 by the first Monday in June prior to the start of the course unless one of the following situations exists:

- The student agrees to pay the University of Connecticut for UCONN credit and also agrees to take the AP test. The Board of Education will pay the AP testing fee for all students who have paid the UCONN course fees.
- The student qualifies for free or reduced lunch as defined by federal guidelines. The State of CT pays the AP testing fee for all Free or Reduced lunch students. *These students must agree to take the AP test to receive high school credit. The University of Connecticut provides similar fee reductions for which students may qualify.*
- Students of families experiencing financial difficulties may make special payment arrangements with the school's AP Coordinator or the Principal.

Students who have not paid the AP fee or met any of these options will be withdrawn from these classes.

Designated high school courses are offered in conjunction with the University of Connecticut for college and high school credit. **Acceptance into the college credit program is determined by the University of Connecticut guidelines. Accelerated/AP criteria also must be met for admission into these programs for high school credit. Students will be charged per course credit by UCONN.**

INDEPENDENT STUDY PROGRAM

An Independent Study program is available after the freshman year. The purpose is to extend and enrich the curriculum by permitting able and interested students to pursue in depth a topic or field of study not offered in the school's curriculum. Enrollment is open to any student with a history of success (grade B or better) in a related field. Details are available from your guidance counselor.

PREREQUISITE COURSES

Prerequisite courses are those courses that must be passed before electing a sequential course. There may be a minimum grade requirement, or teacher/department head approval. The requirements will be indicated in the course description.

GUIDANCE SERVICES

The guidance office is the place where students go to talk about themselves, their future educational/career goals, or personal concerns. With counselor assistance, students may analyze test results, discuss their strengths and weaknesses and choose courses that best fit their needs, abilities, interests and future plans.

Students are encouraged to initiate meetings with their counselors as the need arises. All students are urged to pre-schedule appointments with the counselor through the secretary for an appropriate time (i.e., study hall or before or after school). The secretary is available from 7:30 a.m. to 3:30 p.m.

Students are assigned to teams in the 9th grade at both high schools and in the 10th grade at BEHS; a counselor is assigned to that team. In most cases, the counselor remains with the student throughout the four years of high school. Counselors encourage a cooperative approach—student, parent, teacher, counselor working together to help assure optimum student success and achievement during the high school years.

GUIDANCE LIBRARY MATERIALS – In addition to the extensive library of higher education catalogues, the guidance library contains supplementary aids to facilitate vocational and higher education planning. These include files of vocational briefs, brochures, view books on many institutions, career reference books, college planning guides, and two different computer systems for interest surveys, aptitude tests, or college and vocational searches.

CAREER RESOURCE CENTER – The Career Resource Center is a branch of the Guidance Department. It is designed to help students investigate career paths, learn about further educational opportunities, and make final decisions and plans for their future. All students have the following activities available to them in making these critical decisions:

- Career Assessment – Use of computer assessment, paper/pencil surveys, and books to determine possible career paths.
- Job Shadow – Visit a job site that allows for a one-on-one dialogue with a worker in the student’s field of interest.
- Internships – A semester long investigation of an occupational field designed for students who have expressed interest in gaining experience in a field they plan to enter.
- Career Portfolio Development – Students build an electronic career portfolio by progressing through a series of career planning and pre-employment activities.
- College Searches – Use of several sources for researching technical schools and two or four year colleges.
- Scholarship Searches – Use of computer software to research national scholarships based on a variety of qualifications.
- Work Experience – Work/career exploration and experience based on part-time work in the community.
- Service Learning – Career exploration based on community service in the local area.
- Individual Career Counseling – In cooperation with your child’s Guidance Counselor.

COMPUTERIZED GUIDANCE SERVICES – Naviance is an on-line resource that will be used to assist students with career development and college planning options by connecting students to information occupations, the armed services, two and four year colleges and financial aid.

SCHOLARSHIP INFORMATION – Federal, state and local financial information is distributed annually to seniors. Additionally, reference material on merit or need based aid is available in the guidance office.

COLLEGE ADMISSIONS TESTING – There are two national college admissions testing programs:

1. The College Entrance Examination Board (CEEB) which sponsors the Scholastic Aptitude Test (SAT I) and subject area tests (SAT II) or

2. The American College Testing (ACT) program. The CEEB program is more prevalent in this area of the country. The Bristol high schools are testing sites for the CEEB. Students should check college catalogues to see which program is preferred by the college in which they are interested.

REPORT CARDS

All report cards and progress reports are mailed home each marking period.

HOMEBOUND INSTRUCTION

Any pupil is eligible for instruction at home or in the hospital if an absence due to illness is to extend fifteen (15) consecutive school days, or when it is known in advance that the absence will exceed that time. To obtain this service, the student's parents should call the counselor. A form obtained from the counselor, must be completed and signed by a physician. The Department of Special Education assigns tutors and initiates a program when the form is returned to the counselor and the student qualified.

SUMMER SCHOOL AND MAKEUP

The Bristol Summer School is an excellent method for making up lost credit or for taking courses for enrichment. Passing summer school grades will be averaged with the final year grade for a minimum grade of "65". Students must also pass a summer school final assessment to earn credit. Students may make up credits in the following ways:

1. Students in grades 9 and 10 must earn summer school credit for any failures in the four "core areas" of English, mathematics, science or social studies (**limited to not more than two core courses**).
2. Students in grades 11 and 12 may complete summer school courses based upon prior approval of the principal.
3. If the failed course is not offered in Bristol, students may attend an accredited summer school with prior approval of the principal before attending an out-of-district summer program.

Students may wish to attend an accredited summer school for enrichment courses. Such courses will be noted on the student's record card, but the credits will not be included as a substitution for graduation requirements.

BRISTOL TECHNICAL EDUCATION CENTER PROGRAMS

The Bristol Technical Education Center offers a variety of training programs for high school students in Bristol. The programs and entry requirements are described in the Career and Vocational Education section of the booklet.

SCHOOL CHOICE OPTIONS

Parents and students are encouraged to explore other educational opportunities that are offered in the school district locally and regionally. These options include magnet, charter, lighthouse and vocational-technical schools; Open Choice and inter-district programs; and vocational agriculture centers. Contact the Guidance Department for further information on these School Choice options.

ON-LINE COURSEWORK

Courses available on-line may be accepted for high school credit. Students interested in pursuing this option should consult with their guidance counselor and the administrator overseeing independent studies for information and approval status before enrolling in these courses.



GRADUATION PERFORMANCE STANDARDS

Students will be expected to meet two state-mandated performance standards: writing and mathematics. Writing and Mathematics Performance Standards

- Writing: Students shall, prior to the completion of their senior year, produce an essay that is focused, organized, elaborated, and edited for Standard English conventions.
- Mathematics: Within the content of the course in which the student is enrolled, he/she will satisfactorily complete multi-step mathematical problems which required demonstration of basic math operations including fractions or decimals. The student will be provided with any required formulas and may use a calculator in completing the task. The student shall also explain in writing either how he/she arrived at each answer or justify each answer.
- Exemptions: Students will be exempt from the district performance standard if they have one of the following for each standard:
 - a. For writing, achieved a score at or above state goal on the Writing Across the Disciplines portion of the Connecticut Academic Performance Test (CAPT)
 - b. For mathematics, achieved a score at or above state goal on the Mathematics Portion of the Connecticut Academic Performance Test (CAPT)
 - c. Achieved a score equivalent to the national average on the SAT II in mathematics and/or writing.
- Transfers: If a student transfers into the Bristol Public Schools after completing at least three years in a high school in another district, he/she may be exempted from Bristol's performance standards requirement for graduation.
- Special Needs: Students with special needs may be exempt from district performance standards for graduation as described in Board of Education's graduation policy if so indicated in their Individual Education Plan.

CHANGE OF SCHEDULE

Change of schedule will not be considered after the last day of school. Students wishing to change a course after schedules are finalized must file a “Student Request for Schedule Change” form with their counselor. No change in schedule will be made to allow for early release from school.

Students who fail a course or fail to meet sequential requirements to continue in the course or area, and who do not plan to attend summer school or follow another approved summer program **MUST REQUEST CHANGES IN ELECTIVES BEFORE THE ABOVE DEADLINE.** Otherwise, they will be assigned to alternate courses if indicated on the election card or at the discretion of the counselor.

COURSE WITHDRAWAL/DROP

Any student who drops or withdraws from a class during the school year will be given a “W” if he/she has at least a “65” at the time of withdrawal and a “WF” if the grade is below a “65” at the time of withdrawal. If a student drops a course before the mid-point of the first marking period he/she will receive a “W” regardless of his/her average.

SPECIAL EDUCATION SERVICES

The Special Services Department provides a full range of support and related services to students requiring special education assistance during the school day. The Planning and Placement Team (PPT) of which the student’s parent is a member, determines whether a student is eligible to receive special education and related services. At the PPT meeting an Individual Education Program (IEP) will be developed if the student is eligible to address the individual educational needs of the student. A description of programs is available upon request through the Special Services Department. Please feel free to contact the Special Services Department at (860) 584-7050.



ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

AVID Philosophy

AVID is a college readiness system designed to increase schoolwide performance and open access to the most rigorous curricula, such as accelerated and advanced placement courses, to more students.

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID aims to improve the performance of all students, especially those who have not traditionally succeeded in completing college entrance requirements: students who are underrepresented in four-year colleges and universities, students in the academic middle, and students who are the first in their family to go to college.

The AVID Elective

AVID elective is a full year academic course that prepares students for the rigors of college and provides them with academic skills, content knowledge, and social adaptability needed for college success. Students enrolled in AVID elective learn organizational and study skills, incorporate critical thinking strategies and ask probing questions, work collaboratively with peers and college tutors for academic support, and participate in enrichment and motivational activities that foster a college-going culture. AVID students often become academically successful leaders and role models for other students. AVID-trained teachers use research based methods of effective instruction including writing, inquiry, collaboration, and reading strategies (WICR).

AVID elective is a voluntary, selective program. Students must meet specific criteria for acceptance into the program. Recruitment is a collaborative process by the AVID site team and includes a review of student records, teacher and student input, socio-economic and demographic considerations, parental support, and willingness by potential students to enroll in rigorous courses, follow the AVID curriculum, and commit to at least one year in AVID elective. Students who remain in the program at least three years are most likely to demonstrate academic improvement and will be most likely to meet the goal of four-year college enrollment if the student remains in the AVID program in his or her senior year of high school.

| | | |
|---|--------------------|--------------------|
| Grades: 9-12 | Credit: 1.0 | Category: 2 |
| Pre-Requisite: Students must meet specific criteria for acceptance into the program. | | |

| School(s) | Course | Credits | Category | | | Grade Level | | | |
|-----------|-----------------|---------|----------|---|---|-------------|----|----|----|
| | | | 1 | 2 | 3 | 9 | 10 | 11 | 12 |
| BC-BE | AVID Elective 1 | 1 | | X | | X | | | |
| BE | AVID Elective 2 | 1 | | X | | | X | | |
| BE | AVID Elective 3 | 1 | | X | | | | X | |
| BE | AVID Elective 4 | 1 | | X | | | | | X |

PROGRAM OF STUDIES

2012-2013

Students will select courses from the following list, keeping in mind the material sequence, prerequisites, plus their abilities and interests. Students should develop with the counselor an individual program that will best serve their future plans. Course descriptions and explanations follow this list. All courses are weighted according to three categories. The category is listed in this column next to each subject.

ART

| <input checked="" type="checkbox"/> | Course | Credits | Category | | | Grade Level | | | |
|-------------------------------------|--------------------|---------|----------|---|----|-------------|----|----|----|
| | | | 1 | 2 | AP | 9 | 10 | 11 | 12 |
| | AP Studio Art | 1 | | | X | | | X | X |
| | Design I | .5 | | X | | X | X | X | X |
| | Design II | .5 | | X | | | | X | X |
| | Draw & Paint 1 | .5 | | X | | X | X | X | X |
| | Draw & Paint 2 | .5 | | X | | X | X | X | X |
| | Draw & Paint 3 | .5 | | X | | | X | X | X |
| | Draw & Paint 4 | .5 | | X | | | X | X | X |
| | Fiber | .5 | | X | | X | X | X | X |
| | Photography As Art | .5 | | X | | | | X | X |
| | Portfolio | .5 | | X | | | | X | X |
| | Pottery 1 | .5 | | X | | X | X | X | X |
| | Pottery 2 | .5 | | X | | X | X | X | X |
| | Printmaking 1 | .5 | | X | | X | X | X | X |
| | Printmaking 2 | .5 | | X | | X | X | X | X |
| | Sculpture 1 | .5 | | X | | X | X | X | X |
| | Sculpture 2 | .5 | | X | | X | X | X | X |

BUSINESS & FINANCE

| <input checked="" type="checkbox"/> | Course | Credits | Category | | | Grade Level | | | |
|-------------------------------------|---|---------|----------|---|----|-------------|----|----|----|
| | | | 1 | 2 | AP | 9 | 10 | 11 | 12 |
| | Accounting I | 1 | X | | | | X | X | X |
| | Accounting II | 1 | X | | | | | X | X |
| | Advertising & Public Relations | .5 | | X | | X | X | X | X |
| | Business Management | .5 | | X | | | X | X | X |
| | Information Processing 1 | .5 | X | | | X | X | X | X |
| | Information Processing 2 | .5 | X | | | X | X | X | X |
| | Multimedia | .5 | | X | | | X | X | X |
| | Personal Finance & Investment | .5 | | X | | X | X | X | X |
| | Communication Skills for the 21 st Century 1 | .5 | X | | | | X | X | X |
| | Communication Skills for the 21 st Century 2 | .5 | X | | | | X | X | X |
| | Small Business Ownership | .5 | | X | | X | X | X | X |
| | Web Site Design | .5 | | X | | | X | X | X |

ENGINEERING AND TECHNOLOGY

| <input checked="" type="checkbox"/> | Course | Credits | Category | | | Grade Level | | | |
|-------------------------------------|--|---------|----------|---|----|-------------|----|----|----|
| | | | 1 | 2 | AP | 9 | 10 | 11 | 12 |
| | Architectural Concepts | .5 | | X | | | X | X | X |
| | Architectural Design | .5 | | X | | X | X | X | X |
| | Automation & Robotics | .5 | | X | | X | X | X | X |
| | CAD & Solid Modeling | .5 | X | | | X | X | X | X |
| | Civil Engineering and Architecture | 1 | X | | | | X | X | X |
| | Communication Technology | .5 | | X | | X | X | X | X |
| | Construction Applications | .5 | | X | | | X | X | X |
| | Digital Electronics | 1 | X | | | | X | X | X |
| | Drafting & CAD | .5 | X | | | X | X | X | X |
| | Energy & Power & Transport. Technologies | .5 | | X | | X | X | X | X |
| | Introduction To Engineering Design | 1 | X | | | X | X | X | X |
| | Principles of Engineering | 1 | X | | | X | X | X | X |
| | Television Production | .5 | | X | | | X | X | X |
| | Tools and Materials | .5 | | X | | X | X | X | X |
| | Transportation Technology | .5 | | X | | X | X | X | X |
| | Video Production Techniques | .5 | | X | | | X | X | X |

FAMILY & CONSUMER SCIENCES

| <input checked="" type="checkbox"/> | Course | Credits | Category | | | Grade Level | | | |
|-------------------------------------|---------------------------------------|---------|----------|---|----|-------------|----|----|----|
| | | | 1 | 2 | AP | 9 | 10 | 11 | 12 |
| | Introduction to Foods & Nutrition | .5 | | X | | X | X | X | X |
| | Advanced Foods & Nutrition | .5 | | X | | X | X | X | X |
| | Applied Food Science | .5 | | X | | | | X | X |
| | Child Development 1 | .5 | X | | | | X | X | X |
| | Child Development 2 | .5 | X | | | | X | X | X |
| | Child Development 3 | .5 | X | | | | | X | X |
| | Individual & Family Development/UCONN | 1 | | | X | | | X | X |



ENGLISH

| <input checked="" type="checkbox"/> | Course | Credits | Category | | | | Grade Level | | | |
|-------------------------------------|-----------------------------|---------|----------|---|---|----|-------------|----|----|----|
| | | | 1 | 2 | 3 | AP | 9 | 10 | 11 | 12 |
| | Contemporary Literature | .5 | | X | | | | | X | X |
| | Creative Writing | .5 | | X | | | | X | X | X |
| | Drama 1 | .5 | | X | | | X | X | X | X |
| | Drama 2 | .5 | | X | | | X | X | X | X |
| | ELL English | 1 | | | X | | X | X | X | X |
| | English 1 Academic | 1 | | X | | | X | | | |
| | English 1 Accelerated | 1 | X | | | | X | X | | |
| | English 2 Accelerated | 1 | X | | | | | X | | |
| | English 3 Acad. | 1 | | X | | | | | X | |
| | English 3 Accelerated | 1 | X | | | | | | X | |
| | English 4 Academic | 1 | | X | | | | | | X |
| | English 4 Accelerated | 1 | X | | | | | | | X |
| | English Foundations 1 | 1 | | | X | | | | | |
| | English Foundations 2 | 1 | | | X | | | | | |
| | English Language AP | 1 | | | | X | | | X | X |
| | English Literature AP/UCONN | 1 | | | | X | | | X | X |
| | Journalism | .5 | | X | | | | X | X | X |
| | Media Literacy | .5 | | X | | | | X | X | X |
| | Mythology | .5 | | X | | | | X | X | X |
| | Vocabulary Development | .5 | | X | | | | X | X | X |
| | Writing Portfolio 1 | .5 | | | X | | | | X | X |
| | Writing Portfolio 2 | .5 | | | X | | | | X | X |

MATHEMATICS

| <input checked="" type="checkbox"/> | Course | Credits | Category | | | | Grade Level | | | |
|-------------------------------------|---------------------------------------|---------|----------|---|---|----|-------------|----|----|----|
| | | | 1 | 2 | 3 | AP | 9 | 10 | 11 | 12 |
| | Advanced Mathematical Decision Making | 1 | | X | | | | | | X |
| | Algebra 1 Academic | 1 | | X | | | X | | | |
| | Algebra 1 Accelerated | 1 | X | | | | X | | | |
| | Algebra 2 Academic | 1 | | X | | | | X | X | X |
| | Algebra 2 Accelerated | 1 | X | | | | X | X | X | |
| | Applied Math Assessment 1 | 1 | | | X | | | | X | |
| | Applied Math Assessment 2 | 1 | | | X | | | | | X |
| | Calculus Accelerated | 1 | X | | | | | | | X |
| | Calculus AP/UCONN -AB | 1 | | | | X | | | | X |
| | Calculus AP/UCONN -BC | 1 | | | | X | | | | X |
| | College Prep/Math Review | .25 | | X | | | | | X | |
| | Exploratory Topics in Math | 1 | | X | | | | | X | |
| | Geometry Academic | 1 | | X | | | | X | | |
| | Geometry Accelerated | 1 | X | | | | X | X | | |
| | Math Foundations 1 | 1 | | | X | | X | | | |
| | Math Foundations 2 | 1 | | | X | | | X | | |
| | Pre-Calculus Academic | 1 | | X | | | | | X | X |
| | Pre-Calculus Accelerated | 1 | X | | | | | X | X | X |
| | Statistic AP | 1 | | | | X | | | X | X |

MUSIC

| <input checked="" type="checkbox"/> | Course | Credits | Category | | | Grade Level | | | |
|-------------------------------------|------------------------|---------|----------|---|----|-------------|----|----|----|
| | | | 1 | 2 | AP | 9 | 10 | 11 | 12 |
| | American Music Studies | 1 | | X | | X | X | X | X |
| | Band | 1 | | X | | X | X | X | X |
| | Chorus I | 1 | | X | | X | | | |
| | Concert Choir | 1 | | X | | | X | X | X |
| | Guitar | 1 | | X | | X | X | X | X |
| | Music History | 1 | | X | | X | X | X | X |
| | Music Theory AP | 1 | | | X | | X | X | X |
| | Music Theory I | .5 | | X | | X | X | X | X |
| | Music Theory II | .5 | | X | | X | X | X | X |
| | Piano/Keyboard | 1 | | X | | X | X | X | X |

PHYSICAL EDUCATION

| <input checked="" type="checkbox"/> | Course | Credits | Category | | | Grade Level | | | |
|-------------------------------------|----------|---------|----------|---|----|-------------|----|----|----|
| | | | 1 | 2 | AP | 9 | 10 | 11 | 12 |
| | Health | .25 | | X | | X | | | |
| | PE 9 | .5 | | X | | X | | | |
| | PE 10-12 | .5 | | X | | | X | X | X |

SCIENCE

| <input checked="" type="checkbox"/> | Course | Credits | Category | | | | Grade Level | | | |
|-------------------------------------|--------------------------------|---------|----------|---|---|----|-------------|----|----|----|
| | | | 1 | 2 | 3 | AP | 9 | 10 | 11 | 12 |
| | Anat. & Physiology Acad. | 1 | | X | | | | X | X | |
| | Biology Academic | 1 | | X | | | X | | | |
| | Biology Accelerated | 1 | X | | | | X | | | |
| | Biology AP/UCONN | 1 | | | | X | | | X | |
| | Chemistry Academic | 1 | | X | | | | X | X | |
| | Chemistry Accelerated | 1 | X | | | | | X | X | |
| | Chemistry AP/UCONN | 1 | | | | X | | X | X | |
| | ELL Science | 1 | | | X | | | | | |
| | Environmental Sci. Academic | 1 | | X | | | | X | X | |
| | Environmental Sci. Accelerated | 1 | X | | | | | X | X | |
| | Environmental Sci. AP | 1 | | | | X | | X | X | |
| | Physical Science Academic | 1 | | X | | X | | | | |
| | Physical Science Accelerated | 1 | X | | | X | | | | |
| | Physics Academic | 1 | | X | | | | X | X | |
| | Physics Accelerated | 1 | X | | | | | X | X | |
| | Physics AP/UCONN | 1 | | | | X | | X | X | |

SOCIAL STUDIES

| <input checked="" type="checkbox"/> | Course | Credits | Category | | | | Grade Level | | | |
|-------------------------------------|---|---------|----------|---|---|----|-------------|----|----|----|
| | | | 1 | 2 | 3 | AP | 9 | 10 | 11 | 12 |
| | Civics Academic | .5 | | X | | | | | X | X |
| | Economics | .5 | | X | | | | | X | X |
| | ELL Social Studies | 1 | | | X | | | | | |
| | Geog. & Cult. of Latin America & Africa | .5 | | X | | | X | X | X | X |
| | Geog. & Cult. of Asia & the Middle East | .5 | | X | | | X | X | X | X |
| | Global Issues | .5 | | X | | | | X | X | X |
| | Law & Justice | .5 | | X | | | X | X | X | X |
| | Modern Am. History Accelerated | 1 | X | | | | X | | | |
| | Modern Am. History Academic | 1 | | X | | | X | | | |
| | Contemporary Psychology | .5 | | X | | | | | X | X |
| | Developmental Psychology | .5 | | X | | | | | X | X |
| | Psychology AP | 1 | | | | X | X | X | X | X |
| | Sociology | .5 | | X | | | | | X | X |
| | U.S. History AP/UCONN | 1 | | | | X | | X | X | X |
| | U.S. Gov. & Politics AP | 1 | | | | X | X | X | X | X |
| | Advanced Placement Microeconomics | 1 | | | | X | | X | X | X |
| | World History Accelerated | 1 | X | | | X | | | | |
| | World History Academic | 1 | | X | | X | | | | |
| | World History AP | 1 | | | | X | X | X | X | X |

WORLD LANGUAGES

| <input checked="" type="checkbox"/> | Course | Credits | Category | | | Grade Level | | | |
|-------------------------------------|-----------------------|---------|----------|---|----|-------------|----|----|----|
| | | | 1 | 2 | AP | 9 | 10 | 11 | 12 |
| | French 1 Academic | 1 | | X | | X | X | X | X |
| | French 1 Accelerated | 1 | X | | | X | X | X | X |
| | French 2 Academic | 1 | | X | | | X | X | X |
| | French 2 Accelerated | 1 | X | | | | X | X | X |
| | French 3 Academic | 1 | | X | | | | X | X |
| | French 3 Accelerated | 1 | X | | | | | X | X |
| | French 4 Academic | 1 | | X | | | | | X |
| | French 4 Accelerated | 1 | X | | | | | | X |
| | Italian 1 Academic | 1 | | X | | X | X | X | X |
| | Italian 1 Accelerated | 1 | X | | | X | X | X | X |
| | Italian 2 Academic | 1 | | X | | | X | X | X |
| | Italian 2 Accelerated | 1 | X | | | | X | X | X |
| | Italian 3 Academic | 1 | | X | | | | X | X |
| | Italian 3 Accelerated | 1 | X | | | | | X | X |
| | Italian 4 Academic | 1 | | X | | | | | X |
| | Italian 4 Accelerated | 1 | X | | | | | | X |
| | Latin 1 Accelerated | 1 | X | | | X | X | X | X |
| | Latin 2 Accelerated | 1 | X | | | | X | X | X |
| | Latin 3 Accelerated | 1 | X | | | | | X | X |
| | Latin 4 Accelerated | 1 | X | | | | | | X |
| | Spanish 1 Academic | 1 | | X | | X | X | X | X |
| | Spanish 1 Accelerated | 1 | X | | | X | X | X | X |
| | Spanish 2 Academic | 1 | | X | | | X | X | X |
| | Spanish 2 Accelerated | 1 | X | | | | X | X | X |
| | Spanish 3 Academic | 1 | | X | | | | X | X |
| | Spanish 3 Accelerated | 1 | X | | | | | X | X |
| | Spanish 4 Academic | 1 | | X | | | | | X |
| | Spanish 4 Accelerated | 1 | X | | | | | | X |



CAREER RESOURCE CENTER

| <input checked="" type="checkbox"/> | Course | Credits | Category | | | Grade Level | | | |
|-------------------------------------|-----------------------------|---------|----------|---|----|-------------|----|----|----|
| | | | 1 | 2 | AP | 9 | 10 | 11 | 12 |
| | Bristol Hospital Internship | 1 | | X | | | | | |
| | Career Internship Program | 1 | | X | | | | | |
| | Service Learning | 1 | | X | | | | | |
| | Work Experience | 1 | | X | | | | | |

BRISTOL TECHNICAL EDUCATION CENTER

| <input checked="" type="checkbox"/> | Course | Credits | Category | | | Grade Level | | | |
|-------------------------------------|---|---------|----------|---|----|-------------|----|----|----|
| | | | 1 | 2 | AP | 9 | 10 | 11 | 12 |
| | Air Conditioning/Refrigeration/Heating | 1 | | X | | | | | |
| | Auto Mechanics | 1 | | X | | | | | |
| | Machine Tool/Computer Numerical Control | 1 | | X | | | | | |
| | Digital Electronics | 1 | | X | | | | | |
| | Welding | 1 | | X | | | | | |
| | Food Trade/Bakery | 1 | | X | | | | | |

Includes 1 credit math and English, 5 credits shop/theory, 1 credit U.S. History (American Humanities) for students who have not completed this course previously.

ART

DEPARTMENT PHILOSOPHY:

Education in visual art is essential for all students. As one of the last disciplines where students use their hearts, hands, and minds together, art education bridges the gap between thought and production. Art provides fun experiences that build self-esteem, and requires higher order thinking skills while stimulating the creative process.

Art is a universal language, through which students express their ideas, emotions, and opinions visually. While learning about other cultures through art, students become more open and aware of human experiences and universal themes. This enables students to function as responsible citizens in a visually stimulating 21st century, and fosters a life-long love of art.

Art students who learn to think critically and make aesthetic judgments while training their eyes to see beauty begin to understand that art is, in every way, a part of their everyday lives.

What career options might I have with a background in the Arts?

| | | |
|---|--|--|
| Advertising Design Graphics Designer Layout Artist Production Artist | Broadcast Design/Motion Graphics 3D Animator AV Production Specialist Creative Director Special Effects Designer Creative Services Coordinator | Business of Art & Design Gallery Owner/Director Marketing Analyst Media Supervisor Art Appraiser Consumer Insights Manager |
| Computer Animation 3D Character Sculptor 3D Lighting Director Live-Action Animator Production Rendering Technical Director Concept Artist Dynamics Scripter | Digital Film Assistant Editor Assistant Producer Boom Operator Dialogue Editor Film Editor Screenwriter Production Coordinator | Photography & Digital Imaging Aerial Videographer Broadcast Photojournalist Continuity Photographer/TV Darkroom Technician Digital Imaging Technician Director of Photography/Film Portrait Photographer Interior Lighting Designer Tradeshow Designer |
| Game Art & Design 2D Pixel Artist/Games 3D Artist/Mobile Games Cinematic Animator Game Systems Designer Morphing Artist | Graphic & Interactive Communication Acrobat Specialist Art Book Designer Billboards and Signage Artist Digital Production Artist Flash Developer Corporate Marketing Designer | Illustration Advertising Comp/Layout Artist Costume Designer Creative/Fashion Director Editorial Cartoonist Biomedical Illustrator PhotoShop Artist Set Designer/TV/Film Marketing Artist |
| Interior Design 3D Rendering Specialist Design & Merchandising Exhibition Designer Fabric Designer | Fine Arts (painting, printmaking, sculpture, ceramics) Exhibiting/ Studio Artist Printmaker Sculptor/Muralist | |

Art Courses

ART

The art program consists of visually oriented activities, which incorporate craftsmanship and beauty in personal expression. Art courses provide students with opportunities to become skilled in expressing ideas visually, and to gain understanding of the tradition of image making, and of the power of visual language. In applying principles involving line, shape, form, color, value and texture, new awareness and expression evolves. Students learn that personality, feelings and emotions are as important as knowledge and ideas to produce effective artwork.

COLLEGE CAREER PATHWAY PROGRAM – Graphic Design

Students have the opportunity to earn college credit for the Technology Studies Pathway (Algebra 2, Chemistry, Design and Communication Skills for the 21st Century). Please see your technology teacher or guidance counselor for more information.

Earn College Credits NOW at BC and BE – in a College Career Pathway (CCP)

Take college courses now

YOU CAN EARN COLLEGE CREDITS
...that apply at any State of CT
College or University

High school students can save time and money by taking courses you may have to take in college anyway while you're still in high school.

Take all four CCP course groups shown (right) and **earn 13 credits** towards college.

Ask your guidance counselor for details and about how to enroll in the CCP program so you can **start earning college credits now**.

The Graphic Design Pathway

➤ Get up to 13 college credits !

| | | |
|-----------------------|---|---|
| PATHWAY ANCHOR | <p>Design 1 & Design 2 (3 cr)</p> <p><i>Tunxis equivalent:</i> GRA-110 Introduction to Computer Graphics</p> | <p>Algebra 2 (3 cr)</p> <p><i>Tunxis equivalent:</i> MA1-137: Intermediate Algebra</p> |
| | <p>Communication Skills 21st Century (3 cr)</p> <p><i>Tunxis equivalent:</i> COM-100 Introduction to Communication</p> | <p>Chemistry (4 cr) *</p> <p><i>Tunxis equivalent:</i> CHE-111 Concepts of Chemistry</p> |

PROPOSED

DRAWING AND PAINTING 1

| | | |
|----------------------------------|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 2 |
| Focus: Illusions of Depth | | |
| Prerequisite: None | | |

Drawing will be studied as an important means of expression. Students will experience various kinds of drawing materials and techniques, including pencil, pen and ink, and pastel, in completing assignments in drawing from life and imagination. Various aspects of line and composition will be explored. Work outside of the class will be necessary.

DRAWING AND PAINTING 2

| | | |
|---|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 2 |
| Focus: Color and Proportion | | |
| Prerequisite: Drawing & Painting 1 | | |

Students will have experience with various kinds of paint, surface texture and color media. References to the history of painting will be made as they apply to skills and techniques of painting, composition, proportion and color harmony. Students will create a self-portrait. Homework drawings will be assigned and critiqued. Students will be expected to properly present completed work.

DRAWING AND PAINTING 3

| | | |
|---|-------------------|--------------------|
| Grades: 10-12 | Credit: .5 | Category: 2 |
| Focus: Observation/Imagination | | |
| Prerequisite: Drawing & Painting 2 | | |

Emphasis will be on lengthier studies of subject matter (landscape, still-life and figure). Mastering drawing and painting tools will be further developed. Students will express ideas with clarity and feeling utilizing observation and incorporating imagination.

DRAWING AND PAINTING 4

| | | |
|---|-------------------|--------------------|
| Grades: 10-12 | Credit: .5 | Category: 2 |
| Focus: Interpreting Our World | | |
| Prerequisite: Drawing & Painting 3 | | |

Emphasis will be on individualized student goals. The primary goal will be the development of the student's own imagery and personal expression through selected media. Continued study will be made of significant painters in art history.

PRINTMAKING 1

| | | |
|---|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 2 |
| Focus: Reproduced Images | | |
| Prerequisite: Drawing & Painting 1 | | |

Emphasis will be made on relief (raised), intaglio (incised) and planographic (flat surface printing) methods of printmaking. In-depth study will be made of the relief and intaglio methods of printmaking. These methods could include linoleum cut, collograph, embossing, drypoint, and monoprints. Students will complete assignments geared to improving drawing and design skills, and increasing the student's ability to solve problems with originality. Selected work will be properly presented.

PRINTMAKING 2

| | | |
|------------------------------------|-------------------|--------------------|
| Grades: 10-12 | Credit: .5 | Category: 2 |
| Focus: Excessive Images | | |
| Prerequisite: Printmaking 1 | | |

In-depth study will be made to the relief, intaglio and planographic methods of printmaking. These methods could include linoleum cut reduction, woodcut, collagraph, embossing, drypoint, masking and monoprints. Students will complete drawing and designing assignments in preparation for each print, with an emphasis on creative problem solving. Selected work will be properly presented.

PORTFOLIO COURSE

| | | |
|--|-------------------|--------------------|
| Grades: 11/12 | Credit: .5 | Category: 2 |
| Prerequisite: 1 credit in visual arts and/or permission of art instructor | | |

This course is expressly for students who wish to prepare a portfolio in visual art. Students will complete a portfolio and applications necessary to attend schools of higher learning. Students will create assigned and self-motivated artwork, and prepare artwork for presentation. Cameras will be provided; students will supply their own digital storage.

AP STUDIO ART

| | | |
|--|------------------|---------------------|
| Grades: 11/12 | Credit: 1 | Category: AP |
| Prerequisite: Prerequisites-2 credits in visual art and/or permission of art instructor | | |

This course is for highly motivated art students who wish to prepare a portfolio in visual art, have completed two full credits in visual art, and/or have the recommendation of the art instructor. Students will complete two portfolios. The first portfolio will be a body of artwork that demonstrates the student's range of artistic experiences. The second portfolio will be a body of artwork that demonstrates artistic growth based on a personal

theme. Students will prepare work for presentation. Cameras will be provided; students will supply their own digital storage. In addition to serving as an admission requirement for those students who wish to attend art school, the portfolio that results from the full year AP Studio Art course will be submitted to the College Board for a performance based assessment. Students may obtain college credit for this work. *Please see page 7 for specific requirements regarding AP/UCONN courses.*

DESIGN I

| | | |
|--|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 2 |
| Focus: Elements of Art and Principles of Design | | |
| Prerequisite: None | | |

Students will be confronted with problems in selection and arrangement of design elements. Two and three-dimensional design will be studied as the interpretive organization of form, color, and space, and as the production of visual images to inform, describe and motivate. A variety of materials and techniques will be used to create functional and decorative objects. Assignments could include: creating a package or container; illustrating an idea; designing a poster, advertising layout, logo, business card or fabric design. Digital media may also be explored. Assignments will have an emphasis on the elements of art and principles of design.

DESIGN II

| | | |
|--|-------------------|--------------------|
| Grades: 11-12 | Credit: .5 | Category: 2 |
| Focus: Digital Information Design | | |
| Prerequisite: Design I | | |

Students will be presented with design challenges that utilize typography, images, and illustrations to communicate visually and inform an audience through print publications. Projects explore creative problem solving that requires students to research their market, identify trends, consider their target market and develop their clients' visual identity. They will also have an opportunity to critique professional graphics as well as those created by their peers to analyze the effectiveness of design solutions. Projects will focus on the design process to include client research, planning through thumbnails, and the use of

graphic programs such as Adobe Photoshop and Adobe Illustrator to finalize their designs.

SCULPTURE 1

| | | |
|-------------------------------------|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 2 |
| Focus: Three-Dimensional Art | | |
| Prerequisite: None | | |

Principles and concepts of drawing will be extended into the third dimension (3-D). Additive methods (modeling), subtractive methods (carving and chiseling), and constructive methods (assemblage, found materials, soft sculpture), will be introduced.

SCULPTURE 2

| | | |
|----------------------------------|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 2 |
| Focus: Excessive 3-D | | |
| Prerequisite: Sculpture 1 | | |

In-depth study will be made of some of the sculptural methods introduced in Sculpture 1. Modeled clay work will be cast in plaster. Materials may include clay, wood, plaster, cloth, stone, and other materials, which can be carved, modeled or cast. Significant sculptors in art history will be critiqued.

POTTERY 1

| | | |
|-------------------------------------|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 2 |
| Focus: Hand-building Methods | | |
| Prerequisite: none | | |

Students will learn basic techniques in hand building clay forms and vessels (pinch, slab, and coil). Students will deal with fundamental techniques of surface decoration and glaze application, drying and firing procedures, and display of finished work.

POTTERY 2

| | | |
|--------------------------------|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 2 |
| Focus: Wheel Thrown | | |
| Prerequisite: Pottery 1 | | |

Students will develop skill in producing wheel-thrown forms and vessels and will be introduced to various methods to create handles and covers. Students will combine two or more methods to create functional clay forms and vessels. Emphasis will be on care and use of equipment. Extended procedures in glaze decoration will be learned.

FIBER

| | | |
|-------------------------------|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 2 |
| Focus: Textural Design | | |
| Prerequisite: None | | |

Students will use fibers as an artistic medium to create decorative and functional objects. Areas of study could include: Batik, weaving, basketry, felting, paper casting, and marbled, stenciled and painted textiles. Emphasis will be placed on effective use of the principles of design. Students will demonstrate the ability to see projects through from conception to completion. Assignments may require work outside of class.

PHOTOGRAPHY AS ART

| | | |
|--|-------------------|--------------------|
| Grades: 11/12 | Credit: .5 | Category: 2 |
| Focus: Film/Digital | | |
| Prerequisite: See description below | | |

Students must provide their own **35mm** camera with manual focus, aperture, shutter speed setting, and a working light meter. Students will be responsible for purchasing their film and paper.

Digital photography and use of the Adobe Photoshop program will be explored. Photography will be used as an expressive art medium. Emphasis will be on picture-taking as a new way of seeing and understanding the environment.

Experimental darkroom processes and innovative photographic techniques will be encouraged. All picture-taking will be done outside of class time.

Additional studio fees apply.



Business & Finance

BUSINESS & FINANCE PHILOSOPHY

The Business Department curriculum enables students to acquire and strengthen literacy, numeracy, decision-making and computer skills through a series of three coordinated course pathways: Accounting, Computer Information Systems and Business Management. Students will actively use technology as a tool to gather, analyze and communicate information, solve problems and make responsible, ethical decisions. Our focus will be to assist and encourage each student to use education to develop leadership, interpersonal and technological skills necessary for post-secondary, professional and personal success in a competitive global marketplace.

What career options might I have with a background in Business and Finance?

| | | |
|--|---|---|
| Business Analysis Business Consultant Computer Systems Analyst E-Commerce Analyst General Manager Market Research Analyst Product Manger Operations Manager | Business Management Chief Executive Entrepreneur Financial Manager Hospital Manager Human Resource Manager Receptionist Stock Broker Sports & Entertainment Manager Public Relations Specialist | Financial Management Auditor Accountant Administrative Assistants Bookkeeper Actuaries Loan Officer Financial Analyst Insurance Underwriter Tax Technicians |
| Marketing & Communications Advertising Manager Assistant Store Manager Department Manager Sales Representative Marketing Manager Market Researcher International Marketing Manager Retail and Wholesale Buyer | Information Support Electronic Publication Specialist Database Analyst Database Developer Help Desk Technician Technical Support Engineer Systems Integrator Multimedia Developer Web Designer Stenographer | Human Resources Compensation Manager Corporate Trainer Conciliator/Mediator Human Resource Manager Industrial Relations Manager Occupational Analyst Organizational Psychologist OSHA Compliance Officer Personnel Recruiters |



Business & Finance Courses

COLLEGE CAREER PATHWAY PROGRAM: Accounting/Computer Information Systems

Students have the opportunity to earn college credit for the Technology Studies Pathway (Algebra 2, Chemistry, Info Processing/ Accounting and Communication Skills for the 21st Century). Please see your technology teacher or guidance counselor for more information.

** All students are strongly encouraged to take Information Processing.*

Earn College Credits NOW at BC and BE – in a College Career Pathway (CCP)

Take college courses now

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College or University

High school students can save time and money by taking courses you may have to take in college anyway while you're still in high school.

Take all four CCP course groups shown (right) and earn 13 credits towards college.

Ask your guidance counselor for details and about how to enroll in the CCP program so you can start earning college credits now.

The Accounting Pathway

➤ Get up to 13 college credits !

| | | |
|-----------------------|--|--|
| PATHWAY ANCHOR | Accounting 1 & Accounting 2 (3 cr) <i>Tunxis equivalent:</i> ACC-113 Principles of Financial Accounting | Algebra 2 (3 cr) <i>Tunxis equivalent:</i> MAT-137: Intermediate Algebra |
| | Communication Skills 21st Century 1 & 2 (3 cr) <i>Tunxis equivalent:</i> COM-100 Introduction to Communication | Chemistry (4 cr) * <i>Tunxis equivalent:</i> CHE-111 Concepts of Chemistry |

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High school students can save time and money by taking courses you may have to take in college anyway while you're still in high school.

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Ask your guidance counselor for details and about how to enroll in the CCP program so you can start earning college credits now.

The Information Systems Pathway

| | | |
|-----------------------|--|--|
| PATHWAY ANCHOR | Info Processing 1 & Info Processing 2 (3 cr) <i>Tunxis equivalent:</i> CSC-101 Introduction to Computers | Algebra 2 (3 cr) <i>Tunxis equivalent:</i> MAT-137: Intermediate Algebra |
| | Communication Skills 21st Century 1 & 2 (3 cr) <i>Tunxis equivalent:</i> COM-100 Introduction to Communication | Chemistry (4 cr) * <i>Tunxis equivalent:</i> CHE-111 Concepts of Chemistry |

ACCOUNTING 1

| | | |
|------------------------------------|------------------|--------------------|
| Grades: 10-12 | Credit: 1 | Category: 1 |
| Prerequisite: 1 math credit | | |

The power of preventing a company from going bankrupt can be in your hands! Accountants are the watchdogs who guard against illegal financial practices and keep tabs on who owes who. First-year accounting students know where the money is because they learn to record and interpret business transactions and financial statements of a small business. Students will prepare business transactions and financial statements for a partnership using project-based simulations, Internet research, and Excel software. This foundational course is for the motivated individual who is interested in pursuing a career as an accountant, entrepreneur or business manager, and desires job security, financial independence and career advancement.

ACCOUNTING 2

| | | |
|-----------------------------------|------------------|--------------------|
| Grades: 11/12 | Credit: 1 | Category: 1 |
| Prerequisite: Accounting 1 | | |

Do you like to give people your advice and opinion? Accountants do just that by aiming to increase the value of their client's business. As a respected leader and problem-solver, an accountant may be called in at a moment's notice to put out the flame and take hold of a company's finances in order to return it to good financial health. Students will prepare business transactions and financial statements for a corporation using project-based simulations, Internet research, and Excel software. Guest speakers will provide information about a career as a CPA or public/private accountant, as well as the benefits of pursuing a college degree in accounting, finance or business. Students who complete Accounting I and II may apply for college credit.

ADVERTISING AND PUBLIC RELATIONS

| | | |
|---------------------------|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 2 |
| Prerequisite: None | | |

When you think of advertising, what comes to mind? The Gecko spokes-lizard for GEICO? The sassy Chihuahua who says "Yo quiero Taco Bell"? How about Verizon's "Can you hear me now"? The power of advertising is in your hands! Create advertisements and public relations campaigns to promote a company, product or event using video,

digital and electronic media, desktop publishing and computer technology. Learn how national and international organizations use advertising, public relations, direct marketing, sales promotion and the media to bring a product to life, build brand loyalty and influence consumer spending. Other topics include economic effects, communication and presentation techniques, ethical and legal considerations, and career exploration.

BUSINESS MANAGEMENT

| | | |
|---------------------------|-------------------|--------------------|
| Grades: 10-12 | Credit: .5 | Category: 2 |
| Prerequisite: None | | |

Are you a people person? A leader? Can you work with others to solve problems and get things done? Then business management may be for you. Managers are needed in a wide cross-section of businesses, from large industrial companies, government and non-profit organizations to small service-oriented franchises and the self-employed. You will learn how to plan, organize, lead, coordinate and control all or part of a business operation: human resources, production, strategic planning, marketing, finance, and information technology (MIS). Communication, presentation and computer skills will be emphasized.

INFORMATION PROCESSING 1

| | | |
|---------------------------|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 1 |
| Prerequisite: None | | |

Have laptop, will travel. Many colleges today require computer entrance exams for admission. Employers also require computer expertise for employment. This is your opportunity to prepare now for your future by strengthening your computer skills. Students will use the touch key method to improve speed and accuracy. Projects and assignments will provide an overview of Microsoft Office Word, Excel and PowerPoint. Efficient use of the Windows operating system and Internet search techniques for educational research and career exploration will be covered. This course is the foundation for more comprehensive study in separate Word, Excel and PowerPoint courses, with the opportunity for Microsoft Office Specialist (MOS) certification in each.

INFORMATION PROCESSING 2

| | | |
|---------------------|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 1 |
|---------------------|-------------------|--------------------|

| |
|---|
| Prerequisite: Information Processing 1 with a grade of 75 or better, or teacher's permission |
|---|

So you think you know the computer well enough to achieve college success, land a good job and advance your career? Businesses now expect employees and executives to have excellent technological skills.

Learn advanced **Word** features, including tables and charts; desktop publishing using columns and images; templates, wizards, merge and email functions. Enter and format data, construct formulas and functions, and produce spreadsheets and graphical displays using Excel. Make your

PowerPoint presentations more professional by adding audio, video and sound to your slides. Use **Access** to maintain, sort and report information.

Having these skills on your résumé may help increase your opportunities for future success.

N.B.: Students who wish to receive College Career Pathway credit through Tunxis Community College must take this course in their junior or senior year and receive a passing grade of "C" or better.

MULTIMEDIA

| | | |
|----------------------|-------------------|--------------------|
| Grades: 10-12 | Credit: .5 | Category: 2 |
|----------------------|-------------------|--------------------|

| |
|---------------------------|
| Prerequisite: None |
|---------------------------|

Here's a chance to strut your stuff and show off your creative talent, and technological expertise. Use audio, video and editing software to produce interactive computer projects and impressive presentations that contain movie clips, digital photos, text, tables and graphics that come to life using animation and sound. Develop public speaking and oral presentation skills to communicate with confidence to individuals or groups. Explore career opportunities in the field of graphic arts & information technology (IT). Successful completion of this course may make it possible for students to obtain a certification as a Microsoft Office Specialist (MOS) in PowerPoint. The MOS program is a world-wide recognized certification which will be a great addition to your college resume. Students are also encouraged to pursue MOS certification in Word and Excel.

PERSONAL FINANCE AND INVESTMENT

| | | |
|---------------------|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 2 |
|---------------------|-------------------|--------------------|

| |
|---------------------------|
| Prerequisite: None |
|---------------------------|

Paper or plastic? Cash or credit? You're the BOSS!

Learn to take charge of your personal finances instead of letting your money control you. Students will learn to set goals, perform mathematical calculations, and make responsible decisions regarding money management and investment strategies to achieve financial independence. Topics will include budgeting, banking, consumer spending, credit and installment loans, payroll and taxes, purchasing/leasing cars, real estate ownership, insurance, investing in stocks, bonds and mutual funds, and portfolio management

SMALL BUSINESS OWNERSHIP

| | | |
|---------------------|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 2 |
|---------------------|-------------------|--------------------|

| |
|---------------------------|
| Prerequisite: None |
|---------------------------|

Do you dream about owning and running a small business? Will your business become the next new latte or iPod and make you a millionaire? Experience the excitement of starting a small business. Learn how ownership has been the key to success for some of the world's wealthiest people. You will design a business plan, market your product, learn operational techniques, maintain financial records, understand risk management, develop investment strategies, and make decisions based on ethical and legal practices.

WEB SITE DESIGN

| | | |
|----------------------|-------------------|--------------------|
| Grades: 10-12 | Credit: .5 | Category: 2 |
|----------------------|-------------------|--------------------|

| |
|---------------------------|
| Prerequisite: None |
|---------------------------|

If you enjoy spending hours surfing the Internet, then why not find out how the web sites you click on are designed in this advanced computer course. Create and publish your own web site using special web site design software, web page and text editors, and graphic arts software. Understand and apply graphics, design, layout and navigation techniques. Evaluate the layout and design of selected sites on the Internet. Explore career opportunities as a web site designer or web master for a large corporation. Previous experience with HTML and/or web site development software is advantageous, but not required.

COMMUNICATION SKILLS FOR THE 21st CENTURY 1

| | | |
|----------------------|-------------------|--------------------|
| Grades: 10-12 | Credit: .5 | Category: 1 |
|----------------------|-------------------|--------------------|

| |
|---------------------------|
| Prerequisite: None |
|---------------------------|

Do you have something to say? What does it take for you to be heard? Is anyone listening? They will

when you learn to control the situation and capture your audience through effective communication. Understanding the power you have in your voice is an important key to success, whether it's preparing for a college interview, landing that first job, or achieving top-level status in today's high-profile professions.

This course introduces you to the basic principles of interpersonal communication by applying observation, listening, verbal, and non-verbal techniques that will conquer your nerves and enable you to communicate with confidence in a clear, concise manner. Workshops will focus on improving research, reading, writing, and composition skills vital to preparing and delivering powerful oral presentations. Topics will include how to persuade others, win over an audience, avoid misunderstandings, resolve conflicts, and express your opinions in a positive way to achieve desired results.

Note: This course and Communication Skills for the 21st Century 2 are part of the College Career Pathway (CCP) program, which provides students the opportunity to earn college credit at Tunxis Community College. Students who pass both courses with a grade of 75 or higher may apply for CCP credit during their junior or senior year.

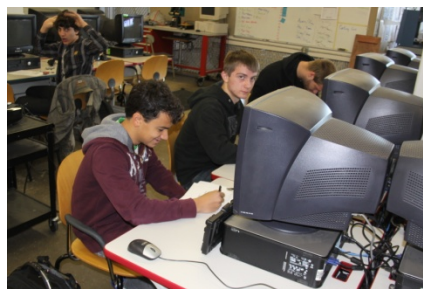
COMMUNICATION SKILLS FOR THE 21st CENTURY 2

| | | |
|--|-------------------|--------------------|
| Grades: 10-12 | Credit: .5 | Category: 1 |
| Prerequisite: <i>COMMUNICATION SKILLS FOR THE 21st CENTURY 1</i> | | |

What does it take for you to push yourself outside your comfort zone? Individuals who speak intelligently and confidently in public consistently achieve greater academic and professional success in today's competitive environment. This course is a continuation of Public Speaking 1 and is directed toward students who wish to become leaders.

You will use previously acquired oral communication skills to master your ability to speak before small and large groups by applying critical thinking strategies, learning to self-assess, and accepting and responding to constructive criticism. Well-known public speakers will be studied to recognize and understand the importance of choosing the right topic, using humor to engage your audience, and giving presentations that leave a lasting impression. You will model leadership qualities through physical presentation, voice modulation, body language, and articulation. The focus will be toward helping you move from novice to pro as a public speaker.

Note: This course and Communication Skills for the 21st Century 1 are part of the College Career Pathway (CCP) program, which provides students the opportunity to earn college credit at Tunxis Community College. Students who pass both courses with a grade of 75 or higher may apply for CCP credit during their junior or senior year.



Engineering & Technology

ENGINEERING AND TECHNOLOGY PHILOSOPHY

Engineering and Technology Education is a program of classroom and laboratory experiences that prepare students to be technologically literate. Engineering and Technology Education classes allow students to experiment, design, construct and evaluate. Students use tools, machines, materials and processes, which, in addition to developing an understanding of technology, assist students in making informed and meaningful career choices. Students can also prepare for entry into associate degree and baccalaureate programs in technology. Engineering and Technology Education courses are available to any interested student regardless of curriculum path.

What career options might I have with a background in Engineering and Technology Education?

| | | |
|---|---|---|
| <p>Architecture & Construction</p> <p>Architect Building Inspector CAD Technician Carpenter City Planner Construction Manager Electrical Inspector Environmental Designer Estimator General Contractor Interior Designer Safety Director Surveyor Urban Planner Landscape Architect Restoration Technician Roofer Property & Real Estate Manager HVAC Technician</p> | <p>Engineering</p> <p>Aerospace Engineer Agricultural Engineer Architectural Engineer Automotive Engineer Biomedical Engineer Chemical Engineer Civil Engineer Computer Engineer Electrical/Electronics Engineer Industrial Engineer Landfill Engineer Mechanical Engineer Mining Engineer Nuclear Engineer Petroleum Engineer Photographic Engineer Safety Engineer Solar Energy Engineer Test Engineer</p> | <p>Film & Television</p> <p>Audio/Video Engineer Advertising Copywriter AV Production Specialist Broadcast Photojournalist Broadcast Technician Camera Person Control Room Technician Creative Director Digital Imaging Technician Director of Photography Film Editor Film Animator Radio/TV Program Writer Special Effects Designer TV Production Director TV Artist Lighting Designer Set Designer Title Designer</p> |
| <p>Manufacturing</p> <p>Automation Technician CAD Technician Drafter Industrial Designer Robot Technician Robotics Programming Tool Designer Tool & Die Maker Machinists Materials Engineer Metallurgist Process Control Technician Production Manager Quality Control Technician</p> | <p>Transportation</p> <p>Air Traffic Controller Avionics Technician Airplane Pilot Civil Engineer Airport Manager Dispatcher Freight Inspector Locomotive Engineer Logistics Manager Urban and Regional Planner Marine Cargo Inspector Motor Vehicle Inspector Ship and Boat Captain Warehouse Manager</p> | <p>Technology</p> <p>Acoustics Engineer Computer Network Specialist Electrical/Electronics Technician Energy Transmission Engineer Fire Safety Engineer Hazardous Waste Technician Industrial Safety Engineer Systems Analyst Software Engineer Laser Systems Technician Nuclear Reactor Operator Product Design Engineer Photonics Engineer Polymer Engineer</p> |

Engineering & Technology Courses

GENERAL DESCRIPTION

The Engineering and Technology Department offers courses in the areas of Information and Communications, Construction, Energy, Power and Transportation, and Design and Engineering. State-mandated graduation requirements necessitate that students take at least one credit in the arts or career/technical education in order to graduate. The Engineering and Technology Education Department offers courses in any of the areas mentioned above as a way to fulfill that requirement.

DESIGN & ENGINEERING: Project Lead the Way

The Technology Education Department is working with University of New Haven to implement a pre-engineering program that prepares students for a rigorous college curriculum in Engineering and Engineering Technology.

Project Lead the Way seeks to connect high school math instruction with preliminary experiences in engineering design, electronic circuit logic, engineering principles, and modern manufacturing methods. Students who successfully complete this program and an additional examination are eligible to receive college credit from University of New Haven. Additional information about this program can be obtained at <http://www.pltw.org>.

COLLEGE CAREER PATHWAY PROGRAM – Technology Studies

Students have the opportunity to earn college credit for the Technology Studies Pathway (Algebra 2, Chemistry, CAD/Solid Modeling and Communication Skills for the 21st Century). Please see your technology teacher or guidance counselor for more information.

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...that apply at any State of CT
College or University

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The Technological Studies Pathway

➤ Get up to 13 college credits !

| | | |
|----------------|--|---|
| PATHWAY ANCHOR | <p><u>Drafting, CAD & Solid Modeling</u> (3 cr)</p> <p><i>Tunxis equivalent:</i> <i>AD-121 Technical Drafting</i></p> | <p>Algebra 2 (3 cr)</p> <p><i>Tunxis equivalent:</i> <i>MAT-137:</i> <i>Intermediate Algebra</i></p> |
| | <p>Communication Skills 21st Century 1 & 2 (3 cr)</p> <p><i>Tunxis equivalent:</i> <i>COM-100 Introduction to Communication</i></p> | <p>Chemistry (4 cr) *</p> <p><i>Tunxis equivalent:</i> <i>CHE-111 Concepts of Chemistry</i></p> |

**ENGINEERING AND DESIGN
TECHNOLOGIES*****PRINCIPLES OF ENGINEERING***

| | | |
|--|------------------|--------------------|
| Grades: 9-12 | Credit: 1 | Category: 1 |
| Prerequisite: Completion or enrollment in Algebra 1 | | |

A Project Lead the Way course that helps students understand the field of engineering/engineering technology. Students will explore various technology systems and manufacturing processes to learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course "Principles of Engineering" also includes concerns about social and political consequences of technological change.

***INTRODUCTION TO
ENGINEERING DESIGN***

| | | |
|---|------------------|--------------------|
| Grades: 9-12 | Credit: 1 | Category: 1 |
| Prerequisite: Completion or enrollment in Geometry | | |

A Project Lead the Way course that teaches problem-solving skills using a design development process. Models of production solutions are created, analyzed and communicated using solid modeling computer design software.

CAD & SOLID MODELING

| | | |
|-------------------------------|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 1 |
| Prerequisite: Drafting | | |

In this course, the student will be guided through the transformation of an idea into a physical product using computer-aided design (CAD). Topics will include the creation of lines, arcs, points, symbols, text; methods of grouping, reusing, and manipulating these objects; and the development, modification, storage and presentation of complex drawings.

DRAFTING & CAD

| | | |
|----------------------------|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 1 |
| Prerequisite: None. | | |

This course introduces students to design and drafting in the manufacturing professions. Its primary focus is on the use of drafting tools, basic drawing types and appropriate manual drafting techniques. Students will apply geometric theory by

producing orthographic and pictorial drawings. Students will also be introduced to computer aided drafting (CAD).

***CIVIL ENGINEERING &
ARCHITECTURE***

| | | |
|---|------------------|--------------------|
| Grades: 9-12 | Credit: 1 | Category: 1 |
| Prerequisite: None for 2011-2012 | | |

Civil Engineering and Architecture is the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building design and construction including building components and systems, structural design, storm water management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry.

The major focus of this class is to expose students to the design and construction of residential and commercial building projects, design teams and teamwork, communication methods, engineering standards, and technical documentation. Students who successfully complete the end of course exam may obtain college credit for this course from the University of New Haven.

**INFORMATION AND COMMUNICATIONS
TECHNOLOGIES*****COMMUNICATION
TECHNOLOGY***

| | | |
|----------------------------|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 2 |
| Prerequisite: None. | | |

This course will expose students to a wide variety of communications technologies, including graphic, electronic, audio and video communications. The outcome will be an introduction to the terminology, systems and processes used in these fields supported by hands-on activities. Students will also explore careers and social impacts in the rapidly growing communications technology field.

TELEVISION PRODUCTION

| | | |
|---------------------------------------|-------------------|--------------------|
| Grades: 10-12 | Credit: .5 | Category: 2 |
| Prerequisite: Video Production | | |

The television production course stresses the importance of teamwork. Through a variety of production projects, students will experience the duties of key positions within a television studio.

From pre-production to postproduction, students will participate in a variety of production roles including: script writer, storyboard designer, performer, anchor, camera operator, floor manager, audio director, teleprompter, technical director, assistant technical director, graphic designer, editor, director, and producer.

This advanced course will focus on both studio and field production techniques. Students will have an opportunity to develop TV production skills and postproduction techniques. Students will be expected to assist with the TV production of community and school events. Field assignments may require providing your own transportation.

VIDEO PRODUCTION TECHNIQUES

| | | |
|---------------------------|-------------------|--------------------|
| Grades: 10-12 | Credit: .5 | Category: 2 |
| Prerequisite: None | | |

This course will cover the concepts, tools and activities essential to getting started in video production without prior knowledge of the field. Various software programs will be explored and incorporated into video segments. Students will become familiar with the use of video cameras, video shooting techniques, editing equipment, three point lighting, and studio production. Cameras and supplies are supplied by the department

CONSTRUCTION TECHNOLOGY

ARCHITECTURAL CONCEPTS

| | | |
|---------------------------|-------------------|--------------------|
| Grades: 10-12 | Credit: .5 | Category: 2 |
| Prerequisite: None | | |

Students in this course will use manual and computer aided drafting (CAD) techniques to study architectural design. A set of residential house plans will be drawn and evaluated. Major topics will include residential design, floor planning, foundation planning, section drawing and elevations.

ARCHITECTURAL DESIGN

| | | |
|---|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 2 |
| Prerequisite: Architectural Concepts | | |

Students in this course will use computer aided drafting (CAD) and model-making techniques to further study architectural design. A set of residential addition plans and a scale model will be prepared and evaluated. Students will use CAD to produce drawings that apply their knowledge of

building codes, residential design and construction techniques.

CONSTRUCTION TECHNOLOGY

| | | |
|----------------------------|-------------------|--------------------|
| Grades: 10-12 | Credit: .5 | Category: 2 |
| Prerequisite: None. | | |

This course introduces students to modern construction techniques and organization. Students will apply their knowledge by constructing scale models of both residential and commercial structures such as homes and bridges. Other topics include non structural elements such as plumbing, heating and electrical wiring, and business considerations, including building codes, zoning, and permits.

CONSTRUCTION APPLICATIONS

| | | |
|--|-------------------|--------------------|
| Grades: 10-12 | Credit: .5 | Category: 2 |
| Prerequisite: Construction Technology | | |

In this course, students build upon their prior work, constructing a full- size residential structure, as well as scale models of civil or commercial structures. Additional emphasis is placed on construction management and careers; the structure and organization of the construction industries, and the development of documentation such as bills of materials and cost estimates.

MATERIALS & MANUFACTURING TECHNOLOGY

ENERGY AND POWER

| | | |
|----------------------------|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 2 |
| Prerequisite: None. | | |

This course is an introduction to modern energy and power systems. Students will identify and select energy and power sources and apply application theories using hands-on projects. The culminating activity for this course requires the student to design and construct a working system that uses several power sources. Instructional topics will include power grids, fuel cells, with additional explorations of the relationships between environmental, health and safety issues and energy/power systems.

TRANSPORTATION TECHNOLOGY

| | | |
|----------------------------|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 2 |
| Prerequisite: None. | | |

Through their work on hands-on activities, students will demonstrate an ability to select, use, and evaluate land, air, space, and marine transportation systems. Students will design, construct, and test working models of vehicles in each mode of transportation, and will investigate the history and development of transportation systems. Other topics include transportation infrastructure; safety and security, and the future of personal and mass transit.

AUTOMATION AND ROBOTICS

| | | |
|----------------------------|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 2 |
| Prerequisite: None. | | |

Students will examine the history, development and applications of machine automation and robotics.

The hands-on activities are designed to develop the skills necessary to create and apply programs to solve a variety of problems involving machine automation and computer systems. Students will explore careers related to automation and robotics.

TOOLS & MATERIALS

| | | |
|----------------------------|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 2 |
| Prerequisite: None. | | |

This laboratory-based exploratory course introduces students to a variety of materials and to the tools and machines used to process them. Materials utilized may include woods, metals, and plastics. A variety of manufacturing processes will be surveyed, including separating, forming, combining, joining, conditioning, and finishing. The hands-on instructional aspects of this course focus on proper operating procedures and safe operation of tools and machines.



Family & Consumer Sciences

Family & Consumer Sciences courses offer necessary skills and knowledge to promote wellness through the lifestyle. Foods classes offer nutrition information, food preparation techniques, and a foundation for careers in food services. Child Development classes include information for understanding family relationships, the growth and education of children, and well as careers involving children. The University of Connecticut Course, (Individual and Family Development HDFS190) is offered to juniors and seniors with a strong interest in human development and the impact of the family system on a person’s development.

FAMILY AND CONSUMER SCIENCES PHILOSOPHY

The vision the Bristol Family and Consumer Sciences Program is to enable students to develop skills to manage their own personal, family and career lives. Family and Consumer Sciences Teachers will integrate academic learning with hands-on applications of content material to benefit and enhance the education of all students.

What career options might I have with a background in Family and Consumer Sciences?

| | | |
|---|---|--|
| Education & Training Child Care Worker Elementary Teacher Educational Researcher Librarian Preschool Teacher Preschool Worker Principal Secondary Teacher School Psychologist School Administrator Speech-Language Pathologist Special Education Teacher Teacher Assistants | Human Services Correction Officer Counselor Community Youth Worker Employment Counselor Family Center Manager Funeral Director Grief Counselor Social Worker Rehabilitation Counselor Recreation Worker Nutritional Counselor Psychologist Parks and Recreation Manager | Hospitality & Foods Baker Catering & Banquet Manager Chef Clinical Dietician Director of Visitor Services Events Manager Hotel Manager Concierge Tour & Travel Coordinator Tourism Developer Nutritionist Restaurant Manager Reservation Agent |
|---|---|--|



Family & Consumer Sciences Courses

Family & Consumer Sciences courses offer necessary skills and knowledge to promote wellness through the lifestyle. Foods classes offer nutrition information, food preparation techniques, and a foundation for careers in food services. Child Development classes include information for understanding family relationships, the growth and education of children, and well as careers involving children. The University of Connecticut Course, (Individual and Family Development HDFS190) is offered to juniors and seniors with a strong interest in human development and the impact of the family system on a person's development.

COLLEGE CAREER PATHWAY PROGRAM – Early Childhood Education

Students have the opportunity to earn college credit for the Technology Studies Pathway (Algebra 2, Chemistry, Child Development and CCP Communications). Please see your technology teacher or guidance counselor for more information.

Earn College Credits NOW at BC and BE – in a College Career Pathway (CCP)

Take college courses now

The Early Childhood Education Pathway
➤ Get up to 13 college credits !

YOU CAN EARN COLLEGE CREDITS
...that apply at any State of CT
College or University

High school students can save time and money by taking courses you may have to take in college anyway while you're still in high school.

Take all four CCP course groups shown (right) and **earn 13 credits** towards college.

Ask your guidance counselor for details and about how to enroll in the CCP program so you can **start earning college credits now.**

| | | |
|-----------------------|---|---|
| PATHWAY ANCHOR | Child Development 1 & Child Development 2 (3 cr) <i>Tunxis equivalent: ECE-101 Introduction to Early Childhood Ed.</i> | Algebra 2 (3 cr) <i>Tunxis equivalent: MAT-137: Intermediate Algebra</i> |
| | Communication Skills 21st Century 1 & 2 (3 cr) <i>Tunxis equivalent: COM-100 Introduction to Communication</i> | Chemistry (4 cr) * <i>Tunxis equivalent: CHE-111 Concepts of Chemistry</i> |
| | ✕ | |
| | | |

INTRODUCTORY FOODS & NUTRITION

| | | |
|---------------------------|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 2 |
| Prerequisite: None | | |

Explore the various fields of food and nutrition. Knowledge of health, nutrition practices, shopping and meal planning, cost analysis, special diets, as well as career exploration in the various culinary fields are include. Labs concentrate on preparing foods from the six categories of the Food Pyramid.

ADVANCED FOODS & NUTRITION

| | | |
|---|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 2 |
| Prerequisite: Intro. Foods & Nutrition | | |

This course is a continuation of Introductory Foods and Nutrition. Students will apply nutrition and wellness concepts to promote a healthy lifestyle for individuals and families across the lifespan. Completion of this class will impart students with knowledge, skills and confidence to succeed in higher education.

APPLIED FOOD SCIENCE

| | | |
|---|-------------------|--------------------|
| Grades: 11/12 | Credit: .5 | Category: 2 |
| Prerequisite: Advanced Foods & Nutrition | | |

Applied Food Sciences is for students with a career interest in food science, dietetics, food production services, and/or hospitality. This course will engage career-bound students in a variety of commercial and professional experiences that include menu planning, food marketing, food costing, and food preparation associated with mass production. Students who successfully complete this course may be eligible for Connecticut Food Handlers Certificate.

CHILD DEVELOPMENT 1

| | | |
|---------------------------|-------------------|--------------------|
| Grades: 10-12 | Credit: .5 | Category: 1 |
| Prerequisite: None | | |

Child Development 1 is a course that explores the stages of development from conception to preschool. Emphasis is placed on guiding the behavior of children, parenting skills and activities appropriate from birth through age four. In addition, topics related to child abuse and families in crises will be addressed.

CHILD DEVELOPMENT 2

| | | |
|--|-------------------|--------------------|
| Grades: 10-12 | Credit: .5 | Category: 1 |
| Prerequisite: Child Development | | |

Child Development 2 is a program in which the study of 4-5 year old children is combined with working with preschoolers. This program will give students opportunities to develop competence with children and a framework for understanding forces that shape human development. Child Development 2 is an excellent preparation for adulthood and career

areas dealing with children such as nursing, teaching, social work, and professional childcare.

CHILD DEVELOPMENT 3

| | | |
|--|-------------------|--------------------|
| Grades: 11/12 | Credit: .5 | Category: 1 |
| Prerequisite: Child Development 1 & 2 | | |

Child Development 3 is a program combining career preparation topics with hands-on experience preparing and executing learning experiences for preschoolers. Behavior management, observation skills, learning disabilities and educational theory issues will be covered and practiced.

INDIVIDUAL AND FAMILY DEVELOPMENT/UCONN

| | | |
|--|------------------|---------------------|
| Grades: 11/12 | Credit: 1 | Category: AP |
| Prerequisite: Application process | | |

Individual and Family Development will provide students with an understanding of individual and family development over the life span. The course will focus on the developing individual in the context of the family system and the changes that occur in family systems over time. The course will include an internship component. Students may be eligible for three (3) UCONN credits provided the students achieve a minimum of C for the course work and they complete forty (40) internship hours. Students who seek college credit will be charged a fee per credit by the university. Students entering this program will be interviewed prior to acceptance and must carry school accident insurance as well as provide their own transportation to internship sites. *Please see page 17 for specific requirements regarding AP/UCONN courses.*



ENGLISH

DEPARTMENT PHILOSOPHY

The English curriculum should help students to discover, through the acquisition of writing, reading and oral communication skills, an understanding and appreciation of how literature reflects and influences the “world in which they live.” Critical thinking and writing skills, demonstrated by various tasks ranging from research papers, essays, creative writing and/or multi-media projects, will support students to reach the departmental goals of becoming fluent writers, speakers and critical thinkers, able to recognize the context in which literature and writing is situated. Students will interact with each other and the teacher to discover the elements of the multiple genres within the subject matter. Students examine literature in order to deepen their understanding of themselves and their world.

The prescribed four-year sequence is as follows:

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|-------------------------|--|--|---|---|
| Required Courses | English 1 | English II | English III or AP English Language & Composition Writing Portfolio 1&2 | English IV or English IV ECE, AP English Literature/ Composition Writing Portfolio 1&2 |
| Electives | Drama I Drama II English Foundations I | Creative Writing Journalism Mythology Media Literacy Drama I Drama II English Foundations II | Creative Writing Contemporary Lit Journalism Mythology Media Literacy Drama I Drama II Vocab Development | Creative Writing Contemporary Lit Journalism Mythology Media Literacy Drama I Drama II Vocab Development |

What career options might I have with a background in English?

| | | |
|---|---|--|
| Business Sales and Marketing Manager Public Relations Office E-commerce Coordinator Technical Writer Training and Development Consultant | Government Attorney Paralegal Assistant Public Administrator Grant Writer Speech Writer | Education English Teacher Theater Arts Teacher Journalism Teacher College Professor |
| Print/Web Media and Publishing Editor Journalist News Writer Press Secretary Webmaster | Theater, Television & Film Actor Author Screenwriter Producer Events Manager Creative Consultant | |

English Courses

The aim of the English curriculum is to graduate students who have mastered the following competencies: (1) to communicate in an articulate, effective, and organized manner through speaking and writing, (2) to read, listen, and view actively and critically, (3) to read, evaluate, and respond to literature. Each student must select a minimum of one credit each year. A total of four credits are required for graduation.

ENGLISH 1

| | |
|---|------------------|
| Grades: 9 | Credit: 1 |
| Accelerated Category 1 Academic Category 2 | |
| Prerequisite: None | |

English 1 is a full year course for all freshmen focused on the interrelationship of reading, writing, speaking, listening and thinking skills. Students will study a variety of literary genres (i.e., novel, short story, drama, poetry, non-fiction, epic) and respond to this literature through a variety of writing experiences. Topics also include study of the structure of the English language, vocabulary development and enrichment.

ENGLISH FOUNDATIONS 1

| | | |
|---------------------------|-------------------|--------------------|
| Grades: 9 | Credit: .5 | Category: 3 |
| Prerequisite: None | | |

English Foundations 1 is a support class for freshmen who require help bringing their reading and writing up to a level which will allow them to succeed in English 1. The program emphasizes reading skills such as developing a purpose for reading, understanding the central idea of a text, and monitoring reading for comprehension. The course is not a tutorial program, but instead focuses on the concurrent transfer of skills from English Foundations 1 to English 1. This course does not count for English credit towards graduation.

ENGLISH 2

| | |
|---|------------------|
| Grades: 10 | Credit: 1 |
| Accelerated Category 1 Academic Category 2 | |
| Prerequisite: None | |

English 2 is a full year course for all sophomores that introduces students to the relationship between American literature and American history. In addition, study is continued in the development of reading, writing, listening, speaking, and thinking skills. Students read a variety of literary genres and respond to the literature in a variety of writing modes. Work is also continued in the structure of the English language, vocabulary development and

enrichment. Students are placed in a class according to their ability and performance.

ENGLISH FOUNDATIONS 2

| | | |
|---------------------------|-------------------|--------------------|
| Grades: 10 | Credit: .5 | Category: 3 |
| Prerequisite: None | | |

English Foundations 2 is a support class for sophomores who feel the need for continued assistance. This program reinforces the focus on reading skills emphasized in English Foundations 1. The course is not a tutorial program, but instead works toward the transfer of skills from English foundations 2 to English 2.

ENGLISH 3

| | |
|---|------------------|
| Grades: 10 | Credit: 1 |
| Accelerated Category 1 Academic Category 2 | |
| Prerequisite: English 2 | |

American Humanities continues the relationship between American literature and the historical context from which it has emanated. A variety of literary forms including novels, drama, poetry, short story, and non-fiction reflects the diversity of American society. Students explore thematic issues through discussion of readings in areas of society, culture, religion, race, politics, materialism, individualism, nature and the American Dream. Students consider these themes and significant literary movements like romanticism, realism, and transcendentalism in the context of contemporary life. The English component also includes a review of language essentials, vocabulary and composition.

ENGLISH LANGUAGE AP

| | | |
|--|------------------|---------------------|
| Grades: 11/12 | Credit: 1 | Category: AP |
| Prerequisite: "83" or better in English 2/3 Acc. or "93" or better in English 2/3 Acad.; or Dept. recommendation. | | |

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their

reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. *Please see page 13 for specific requirements regarding AP/UCONN courses.*

ENGLISH 4

English 4 is a full year course for all seniors that continue to study the relationship between literature and culture. Students will read British and world literature to explore a wide range of topics. Students read a variety of genres and respond to the literature in various writing modes. Work is also continued in the structure of the English language, vocabulary development and enrichment. Students are placed in the class according to their ability and performance.

ENGLISH LITERATURE/AP/UCONN

| | | |
|--|------------------|---------------------|
| Grades: 12 | Credit: 1 | Category: AP |
| Prerequisite: Eng. Lang. AP, "83" or better in English 3 Acc. or "93" or better in English 3 Acad. or dept. recommendation. | | |

Designed for the capable student who enjoys reading and has mastered the mechanics of communication skills, this course also puts considerable emphasis upon expository writing and the preparation and writing of the research paper. Some students selected for this course are recognized by the University of Connecticut and may receive four semester hours from the University of Connecticut in addition to high school credit. *Please see page 13 for specific requirements regarding AP/UCONN courses.*

ENGLISH 4 ACCELERATED

| | | |
|--|------------------|--------------------|
| Grades: 12 | Credit: 1 | Category: 1 |
| Prerequisite: : "83" or better in English 3 Acc. or "93" or better in English 3 Acad.; or Dept. recommendation. | | |

English 4 Accelerated is a full year course designed for the student who has been in accelerated classes during his/her high school career and wishes to continue in a program with rigorous reading and writing requirements, but without the emphasis on Advanced Placement testing. The course is both thematic and chronological, providing a survey of

British literature while matching classic and modern works through themes.

ENGLISH 4 ACADEMIC

| | | |
|--------------------------------|------------------|--------------------|
| Grades: 12 | Credit: 1 | Category: 2 |
| Prerequisite: English 3 | | |

English 4 Academic is a full year course which includes a survey of British literature, a review of grammar fundamentals, work in vocabulary building, reading skills, expository writing skills, and development of interpretive abilities. This course is designed to prepare students for college.

ENGLISH ELECTIVES

Each course is one-semester, meeting weekly and offering .5 credits in English. All electives will include composition and vocabulary in relation to the materials studied. **Those electives indicated by asterisks (**) are strongly recommended for the college-bound student although they are not necessarily limited to such students.**

CONTEMPORARY LITERATURE**

| | | |
|---------------------------|-------------------|--------------------|
| Grades: 11/12 | Credit: .5 | Category: 2 |
| Prerequisite: None | | |

This course aims to acquaint students with current trends in contemporary literature and to generate interest in the art of reading for pleasure. Designed for the above-average student who likes to read, the course examines recurrent themes in modern fiction through careful analysis of such literary techniques as symbolism and imagery. The class completes a unit (novel, play, groups of essays, book of poetry, or anthology of short stories) approximately every two weeks. The class revolves around discussion of the ideas contained in each work of literature rather than plot. Other requirements are short quizzes, a few short essays, a test on each unit, and final exam.

CREATIVE WRITING **

| | | |
|---------------------------|-------------------|--------------------|
| Grades: 10-12 | Credit: .5 | Category: 2 |
| Prerequisite: None | | |

This course is designed for the above-average writer. Individuals taking the course should have a serious interest in writing and should be open to experimenting with all forms of written expression such as short stories, dramatic scripts, poetry, informal vignettes commenting on any subject of interest to the writer, and reflective of his/her own

personal viewpoint and style. Discussion, criticism, and sharing of ideas are prime objectives toward the student's development of talent, style, and constructive self-criticism. Strong emphasis will be made on the use of technology as a tool for writing.

DRAMA 1

| | | |
|---------------------------|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 2 |
| Prerequisite: None | | |

The purpose of this course is to introduce the student to the world of theater: play reading, interpretation, acting, and technical theater. The emphasis will be on staging and acting techniques including the use of dramatic voice and body language. A wide assortment of activities including the creation of skits, interpretation of plays and team-building exercises will be offered. Students will be required to memorize monologues and dialogues and perform them in front of an audience of peers.

DRAMA 2

| | | |
|---------------------------|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 2 |
| Prerequisite: None | | |

This course is an intense study of play production and performance. After a review of basic theater techniques and scene study, students will read and analyze a play to be produced. Students will be responsible for all aspects of production: performance, set design, costumes, props and makeup. The scenes and plays selected will vary depending upon the class size, experience and ability of each group. The program is designed for a student with special interest in play production. The course will culminate in a final production.

MEDIA LITERACY

| | | |
|---------------------------|-------------------|--------------------|
| Grades: 10-12 | Credit: .5 | Category: 2 |
| Prerequisite: None | | |

This course is intended for any student interested in exploring the dynamics of films. Media can now be considered some of the most powerful cultural forces on the planet. Media products entertain us, inform us, and help us stay connected to our community and the world. The goal of this course is to inform students about the role of media, its various forms, purposes, and techniques. Emphasis is placed on critical thinking skills, responding to various forms of media and writing.

JOURNALISM: WRITING & PUBLISHING

| | | |
|---------------------------|-------------------|--------------------|
| Grades: 10-12 | Credit: .5 | Category: 2 |
| Prerequisite: None | | |

This course will acquaint students with a variety of journalistic activities using the computer as a tool for writing and publishing. Though news writing and editing will

be the primary focus, other areas explored will include photography and illustrations, advertising and sales, layout and design, publishing and distribution. No previous computer experience is required, but students taking this course should be recommended by an English teacher.

MYTHOLOGY**

| | | |
|---------------------------|-------------------|--------------------|
| Grades: 10-12 | Credit: .5 | Category: 2 |
| Prerequisite: None | | |

This course is a study of myths and legends of Greek, Roman, Norse, and Celtic origin. It seeks to develop an historical perspective of the early European continent. An effort is made to point out the contribution of these myths and legends to the present day Anglo-American culture with a view toward understanding allusions in literature.

VOCABULARY DEVELOPMENT**

| | | |
|---------------------------|-------------------|--------------------|
| Grades: 10-12 | Credit: .5 | Category: 2 |
| Prerequisite: None | | |

This course involves intensive work with vocabulary development and reading comprehension. It is designed for those students planning to take the SATs. Instruction is given in work attack skills and in strategies for reading inferentially. Emphasis is placed upon the higher-order thinking skills of analysis, synthesis, and evaluation that are necessary to perform successfully on the SAT I Reasoning Test.

WRITING PORTFOLIO 1

| | | |
|---------------------------|-------------------|--------------------|
| Grades: 11/12 | Credit: .5 | Category: 3 |
| Prerequisite: None | | |

Writing Portfolio 1 is a class designed for those students who would like to reinforce and develop their skills in writing to better prepare themselves for the kind of writing that our world demands. Students will use the writing process to develop their ability to generate ideas for writing, organize information, develop fluency and voice, revise and edit their writing to publish written pieces for real

audiences. As students progress through the course, they will keep a portfolio of their writing.

WRITING PORTFOLIO 2

| | | |
|----------------------|-------------------|--------------------|
| Grades: 11/12 | Credit: .5 | Category: 3 |
|----------------------|-------------------|--------------------|

| |
|---------------------------|
| Prerequisite: None |
|---------------------------|

Writing Portfolio 2 is a continuation of Writing Portfolio 1 designed for those students who need

continued assistance in developing their skills in writing. Students will use the writing process to develop their ability to generate ideas for writing, organize information, develop fluency and voice, revise and edit their writing to publish written pieces for real audiences. As students progress through the course, they will keep a portfolio of their writing.



MATHEMATICS

DEPARTMENT PHILOSOPHY


The philosophy of the mathematics department is to develop students who are mathematically literate and productive who can effectively and efficiently apply mathematics in their lives. The mathematics department focuses on high expectations for **all** students and encourages active student involvement requiring the use of a variety of mathematical tools and strategies for solving problems. Students should be able to demonstrate skills and knowledge in each of the following standards:

- Algebraic Reasoning: Patterns & Functions
- Numerical and Proportional Reasoning
- Geometry and Measurement
- Working with Data: Probability and Statistics

Suggested course sequencing:

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|--|---|---|--|
| Math Foundations 1 ELL Math ELL Algebra Algebra I | Math Foundations 2 ELL Algebra ELL Geometry Geometry | Algebra II Exploratory Topics SAT Review | Pre-Calculus Advanced Algebra Algebra 2 |
| Geometry | Algebra II | Pre-Calculus AP Statistics Advanced Algebra SAT Review | Calculus AP Calculus AP Stat |
| Algebra 2 | Pre-Calculus AP Statistics | AP Statistics Calculus AP Calculus SAT Review | Calculus AP AP Statistics Advanced Mathematical Decision Making |

What career options might I have with a background in Mathematics?

| | | | |
|--|---|---|--|
| Computer Industry Database Development Computer Applications Engineer Software Designer Programmer Computer Technician | Engineering Aerospace Engineer Electrical Engineer Mechanical Engineer Photonics Engineering - (Fiberoptics, telecommunications) | Retail Technical Sales Business Development Buyer Sales and Marketing Manager | Financial and Insurance Institutions Systems Analyst Financial Planner Accountant Actuary Underwriter |
| Government Auditor Researcher Public Relations | Healthcare Physical Therapist Biostatistician Health Policy Consultant | Education Elementary Teacher Secondary Teacher College Professor |  |

Mathematics Courses

The mathematics curriculum has been developed to meet the needs and interests of all students at various levels. Algebra and geometry are discussed at all levels. The goals of the mathematics department are to provide students with the necessary tools so that they will be able to:

- Analyze and solve problems using basic logic and mathematical concepts
- Acquire, organize and use data
- Communicate mathematically
- Be confident in their ability to use mathematics
- Use technology to gather information and apply it to their daily lives
- Work collaboratively to solve a variety of problems

The accelerated and academic levels in the program will prepare students to meet the admission requirements of colleges and universities. Students are required to take three years of mathematics and are encouraged to take a fourth year.

The accelerated mathematics program is offered to capable and interested students who have displayed superior ability and achievement in previous mathematics courses. The purpose of this program is to provide an opportunity for acceleration and enrichment.

To select a sequential accelerated mathematics course a student must have achieved a grade of “83” or better in his/her previous mathematics course and/or received the recommendation of the mathematics department. If a student has completed Algebra I in the seventh or eighth grade, he/she may be able to select Calculus in their junior or senior year after successfully completing the first three years of the sequence. Students who successfully complete the study of Calculus should obtain a mathematical experience equivalent to, at best, one year beyond the standard college preparatory mathematics sequence and may be able to obtain advanced placement credit upon matriculating at a college or university.

All mathematics courses will make extensive use of graphing calculator technology. **It is strongly recommended that all students enrolled in mathematics courses own a TI-84 graphing calculator.**

ALGEBRA 1 ACADEMIC

| | | |
|---------------------------|------------------|--------------------|
| Grades: 9 | Credit: 1 | Category: 2 |
| Prerequisite: None | | |

Students should have knowledge of the basic skills of arithmetic and a desire to learn mathematics. Emphasis is on the exploration of linear and exponential functions and their graphs, equations and inequalities, linear systems, and probability and statistics. All topics studied will involve the use of a TI-83+ or TI-84+ graphing calculator.

ALGEBRA 1 ACCELERATED

| | | |
|--|------------------|--------------------|
| Grades: 9 | Credit: 1 | Category: 1 |
| Prerequisite: Grade of “83” or better in 8 th grade accelerated or grade of “93” or better in academic or department recommendation. | | |

Students should have knowledge of the basic skills of arithmetic and a desire to learn mathematics. Emphasis is on the exploration of linear, exponential, and quadratic functions and their graphs, equations

and inequalities, linear systems, polynomials and factoring, and probability and statistics. All topics studied will involve the use of a TI-83+ or TI-84+ graphing calculator.

MATH FOUNDATIONS

| | | |
|---|-------------------|--------------------|
| Grades: 9-10 | Credit: .5 | Category: 3 |
| Prerequisite: Placement by recommendation of guidance and math department. | | |

This course is intended to provide support for students who require help bringing their math skills up to a level which will allow them to succeed in Algebra 1 and Geometry. The course will provide additional support for materials presented in the student’s Algebra 1 and Geometry classes. The course is not a tutorial program but instead focuses on the transfer of skills from Math Foundations to the student’s Algebra 1 and Geometry courses. Students will be placed in this class based on past performance on mastery tests and previous mathematics courses. This course may not be used

toward the mathematics requirement for graduation.

GEOMETRY

| | |
|--|------------------|
| Grades: 9-10 | Credit: 1 |
| Accelerated Category 1 Academic Category 2 | |
| Prerequisite: Algebra 1. Department recommendation for level. | |

The study of geometry helps the students to develop an understanding of inductive and deductive proofs and the ability to use these methods of reasoning. Students study the properties of geometry from a modern approach analyzing figures such as triangles, circles and quadrilaterals as well as the dimensionality of figures. The emphasis is on the structure of geometry including area, surface area and volume of regular and irregular shapes. There are many applications to everyday problems and decisions.

ALGEBRA 2 ACCELERATED

| | | |
|--|------------------|--------------------|
| Grades: 9-11 | Credit: 1 | Category: 1 |
| Prerequisite: Prerequisite-Grade of "83" or better in Alg. 1 Acc. and Geometry Acc. or Dept. Recommendation | | |

The structure of algebra is emphasized in a development proceeding from real numbers to the complex numbers. The students are held to higher standards of competence and logic. Topics presented are linear functions, system of equations and inequalities, absolute value functions, quadratic functions, polynomial functions, exponential and logarithmic functions, radical functions, inverse relations and functions, and rational functions. Relations and functions are thoroughly explored and used to unify the course. All topics studied will involve the use of a TI-83+ or TI-84+ graphing calculator.

ALGEBRA 2 ACADEMIC

| | | |
|---|------------------|--------------------|
| Grades: 10-12 | Credit: 1 | Category: 2 |
| Prerequisite: Prerequisite-Grade of "75" or better in Alg. 1 Acad. and Geometry Dept. Recommendation | | |

This course in intermediate algebra reviews the principles studied in Algebra 1 and further develops these ideas with more advanced material. Topics presented are polynomials and factoring, rational numbers, complex numbers, irrational numbers, quadratic functions, exponential, logarithmic, and

rational functions as well as sequences and series. Relations and functions are thoroughly explored and used to unify the course. All topics studied will involve the use of a TI-83+ or TI-84+ graphing calculator.

EXPLORATIONS AND TOPICS IN MATHEMATICS

| | | |
|--|------------------|--------------------|
| Grades: 11/12 | Credit: 1 | Category: 2 |
| Prerequisite: Prerequisite-Passing grade in Alg. 1 and Geometry or Dept. Recommendation | | |

This course reviews the principles taught in Algebra 1 and further develops these ideas with more advanced material. The basic course is extended to include topics such as linear functions, systems of linear equations and inequalities, polynomial functions, quadratic functions, exponents and exponential functions. Relations and functions are explored through real world data and technology. This course is intended as a preparation for Algebra 2.

ADVANCED MATHEMATICAL DECISION MAKING

| | | |
|--|------------------|--------------------|
| Grades: 12 | Credit: 1 | Category: 2 |
| Prerequisite: Prerequisite-Grade of "75" or better in Algebra 2 | | |

This course is designed to challenge students to develop critical skills for success in college and careers. Students will be asked to investigate, do research, collaborate with other classmates and write about their findings and present solutions to problems in applied situations. They will work through mathematical topics including statistics in the media, using functions to make decisions, managing data, network graphs and understanding credit, debt and investments. Emphasis will be placed on modeling real world scenarios with mathematics so that students can become critical consumers of every day data, knowledgeable decision makers and mathematical thinkers who can solve problems related to a wide range of situations. **This course is an alternative to pre-calculus intended for college bound students.**



COLLEGE PREP MATHEMATICS REVIEW

| | | |
|--|--------------------|--------------------|
| Grades: 11 | Credit: .25 | Category: 2 |
| Prerequisite: Alg. and Geometry | | |

This course will provide students with a review of the mathematics used on college preparatory tests such as the SAT and ACT. The course will provide students with the opportunity to take practice tests as well as to assess and review areas of weakness in preparation for taking college placement tests. The course may not be used toward the mathematics requirement for graduation

PRE-CALCULUS ACCELERATED

| | | |
|---|------------------|--------------------|
| Grades: 11/12 | Credit: 1 | Category: 1 |
| Prerequisite: Grade of "83" or better in Algebra 2 Accelerated or Dept. recommendation | | |

This course is the prerequisite for the analytic geometry and calculus course offered by colleges as a freshman mathematics course. Topics studied are polynomial, exponential, logarithmic, circular and trigonometric functions, and discrete mathematics. Students will also study elementary analysis, advanced algebra, and be introduced to the first derivative. All topics studied will involve the use of a TI-83+ or TI-84+ graphing calculator.

PRE-CALCULUS ACADEMIC

| | | |
|---|------------------|--------------------|
| Grades: 11/12 | Credit: 1 | Category: 2 |
| Prerequisite: Grade of "75" or better in Algebra 2 Acad. or Dept. recommendation | | |

This course is the fourth course in the college preparatory mathematics sequence. It is a prerequisite for the analytic geometry and calculus course offered by colleges. Topics studied are algebraic functions, logarithms and exponential functions, trigonometric functions, and conics. All topics studied will involve the use of a TI-83+ or TI-84+ graphing calculator.

STATISTICS AP

| | | |
|---|------------------|---------------------|
| Grades: 11/12 | Credit: 1 | Category: AP |
| Prerequisite: Grade of "83" or better in Pre-Calculus Accel.; students who have not completed Pre-Calculus may take AP Statistics if they are concurrently enrolled in Pre-Calculus with teacher recommendation. | | |

This course is equivalent to a one-semester, introductory, non-calculus based, and college course

in statistics. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes, including exploring data, sampling and experimentation, anticipating patterns, and statistical interference. Students who successfully complete the course and exam may receive credit, advanced placement, or both for a one-semester introductory college statistics course. *Please see page 13 for specific requirements regarding AP/UCONN courses.*

CALCULUS

| | | |
|--|------------------|--------------------|
| Grades: 12 | Credit: 1 | Category: 1 |
| Prerequisite: Prerequisite-Grade of "75" or better in Pre-Calculus or Dept. recommendation. | | |

This course will give an introduction and overview of the topics generally covered in a first semester college course in calculus. The course will cover continuity and limits of functions and applications of differential and integral calculus of one variable. There will be emphasis on the use of the graphing calculator in problem solving. This course is not intended as a replacement for college calculus, but will provide the mathematical back-ground needed by individuals planning on a college major in business, humanities or social sciences which generally require a course in introductory calculus or statistics.

APPLIED MATHEMATICS I

| | | |
|---|---------------------------------------|--------------------|
| Grade: 11 | Credit: .25 per marking period | Category: 3 |
| Prerequisite: Score below proficiency level on CAPT test | | |

This course will provide additional opportunities for students who did not meet the mathematics graduation requirement on the 10th grade CAPT test. This course will help students complete multi-step mathematical problems which require demonstration of basic math operations including fractions or decimals. This course will help students solve real-world applications and problem situations from business, industry, the sciences and humanities. The student shall also explain in writing either how he/she arrived at each answer or justify each answer. Students will be provided the opportunity to demonstrate mathematics

proficiency through an alternative assessment at the end of each quarter.

APPLIED MATHEMATICS 2

| | | |
|---|---------------------------------------|--------------------|
| Grade: 12 | Credit: .25 per marking period | Category: 3 |
| Prerequisite: Score below proficiency level on CAPT test | | |

This course will provide additional opportunities for students who did not meet the mathematics graduation requirement on the 10th grade CAPT test. This course will help students complete multi-step mathematical problems which require demonstration of basic math operations including fractions or decimals. This course will help students solve real-world applications and problem situations from business, industry, the sciences and humanities. The student shall also explain in writing either how he/she arrived at each answer or justify each answer. Students will be provided the opportunity to demonstrate mathematics proficiency through completion of a mathematics portfolio.

CALCULUS AP/UCONN-AB

| | | |
|---|------------------|---------------------|
| Grades: 12 | Credit: 1 | Category: AP |
| Prerequisite: Prerequisite-Grade of "83" or better in Pre-Calc. Acc. or Dept. recommendation | | |

An excellent knowledge of algebra, geometry, and trigonometry is necessary for this study. This course is equivalent to the analytic geometry and calculus

course offered by colleges as a freshman course. Upon completing this course, students may apply for advanced placement. Topics covered are analytic geometry, functions, derivatives of algebraic, trigonometric, transcendental, hyperbolic functions, and various methods of integration. Applications of the derivative and integral are also covered leading to the fundamental theorem of Integral Calculus.

Please see page 13 for specific requirements regarding AP/UCONN courses.

CALCULUS AP/UCONN-BC

| | | |
|--|------------------|---------------------|
| Grades: 12 | Credit: 1 | Category: AP |
| Prerequisite: Prerequisite-Grade of "83" or better in Pre-Calc. Acc. and Dept. recommendation | | |

An excellent knowledge of algebra, geometry, and trigonometry is necessary for this study. Calculus BC is a full-year course in the calculus of functions of a single variable. It includes all topics taught in Calculus AB plus additional topics. The additional topics include parametric, polar, and vector functions, applications of derivatives including L'Hospital's Rule, applications of integrals, anti-differentiation of improper integrals, polynomial approximations and series. The content of Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for Calculus AB. A Calculus AB sub-score will be reported based on performance on the portion of the Calculus BC Exam devoted to Calculus AB topics.

Please see page 13 for specific requirements regarding AP/UCONN courses.



MUSIC

DEPARTMENT PHILOSOPHY

The Bristol music department will educate all students to their maximum potential to ensure that they make continuous progress in their academic, social, physical and artistic skills. The art of making music is a vital component in defining humanity and provides the opportunity to develop the whole child. Music education makes it possible for children to comprehend the aesthetic and analytical qualities of music. Each student is provided with an opportunity to create, perform and respond to music. The study of music is important for its intrinsic value. In addition, research has shown that music is invaluable in improving all aspects of student learning. The innate ability of all children to develop musically can lead to a lifetime of participation in an art form. Through the study of music, students build positive personal relationships with others, preparing them to live and work in a culturally diverse society.

Music Goals

Through a planned, sequential curriculum, Bristol Public Schools strives to educate each student in conjunction with the National Standards for music education. Students should be able to demonstrate skills and knowledge in each of the following standards:

- Singing, alone and with others, a varied repertoire of music
- Performing on instruments, alone and with others, a varied repertoire of music
- Improvising melodies, variations, and accompaniments
- Composing and arranging music within specified guidelines
- Reading and notating music
- Listening to, analyzing, and describing music
- Evaluating music and music performances
- Understanding relationships between music, the other arts, and disciplines outside the arts
- Understanding music in relation to history and culture

***Courses are available to all students as electives; frequently band and choral students plan to participate in the Music Program for all four years.**

What career options might I have with a background in music?

Careers in Arts and Media, Government, Education and Human Services, or Retail, Tourism, Recreation, and Entrepreneurial Clusters.

| | | |
|--|--|--|
| <ul style="list-style-type: none">• Agent• Business Manager• Accompanist• Audio Engineer/Mixer• Band/ Symphony/Orchestra• Conductor• Choral Director | <ul style="list-style-type: none">• Critic• Dancer• Entertainer• Event Planner• Music Teacher• Musician• Music Store Manager• Music Therapist | <ul style="list-style-type: none">• Promoter• Public Relations and Advertising• Singer• Studio Engineer• Talent Scout• Theater Director |
|--|--|--|

Music Courses

MUSIC HISTORY

AMERICAN MUSIC STUDIES ***(The History of Popular Music)***

| | | |
|---------------------------|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 2 |
| Prerequisite: None | | |

This course is an overview of popular music. Students will listen to, respond to, and explore representative styles of music including folk, jazz, blues, rock and roll, Broadway, and today's styles.

MUSIC HISTORY (The History of Classical Music)

| | | |
|---------------------------|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 2 |
| Prerequisite: None | | |

This course is an overview of the history of music from the Middle Ages to the early 20th century. Course material will include composers such as Bach, Mozart, and Beethoven. Students will listen to, respond to, and explore representational works of each time period. This course is especially recommended for students interested in pursuing a post-high school music degree.

MUSIC THEORY

MUSIC THEORY I

| | | |
|---------------------------|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 2 |
| Prerequisite: None | | |

This course provides a basic understanding of the elements of music including: clefs, scales, intervals, melody, rhythm, and chords. Ear training, notation, and music literacy are integral components of the class.

MUSIC THEORY II

| | | |
|---|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 2 |
| Prerequisite: Music Theory 1 or permission of instructor | | |

This course is a continuation of Music Theory 1. It will expand a student's vocabulary and understanding of music through the analysis of harmonic and melodic structure as well as more advanced melodic and rhythmic techniques. The last part of the semester will deal with instrumentation, orchestration, and arranging skills. At the conclusion

of this course, students will have a strong background in the general theoretical principles of music. This course will prepare student for AP Theory and college entrance exams for music majors.

MUSIC THEORY AP

| | | |
|--|------------------|---------------------|
| Grades: 10-12 | Credit: 1 | Category: AP |
| Prerequisite: Successful completion of Music Theory II with teacher recommendation. | | |

This is an aggressive course geared to the serious music student who values music as a significant part of their education. This course will focus on the student's ability to acquire strong skills in ear-training, dictation, and analysis of music. This is the culminating class of the music theory track. *Please see page 13 for specific requirements regarding AP/UCONN courses.*

MUSIC ENSEMBLE GROUPS

CONCERT CHOIR

| | | |
|---------------------------|------------------|--------------------|
| Grades: 10-12 | Credit: 1 | Category: 2 |
| Prerequisite: None | | |

This course is an ensemble of mixed voices that enjoy singing and want to learn more about the art of choral literature and vocal techniques. The choir performs throughout the year and may include a concert tour. Students are required to attend all performances as part of the choral curriculum. Student participation in Concert Choir is required to participate in extra-curricular vocal performing groups.

CHORUS 1

| | | |
|---------------------------|------------------|--------------------|
| Grades: 9 | Credit: 1 | Category: 2 |
| Prerequisite: None | | |

This chorus is limited in size to allow greater individual attention to grade nine students. Students will develop vocal techniques to improve their voice. They will learn how to read musical notation and follow their part in open score. The choir will perform in concerts throughout the year and join with Concert Choir in an extended work in the second semester. Students are required to attend all performances as part of the choral curriculum.

BAND

| | | |
|--|------------------|--------------------|
| Grades: 9-12 | Credit: 1 | Category: 2 |
| Prerequisite: Students must be proficient on a traditional band instrument. | | |

Band is an instrumental ensemble that performs music of varied styles in concert halls, as well as parades and football games. The band performs throughout the year and may include a concert tour. Students are required to attend all performances as part of the band curriculum. Attendance at all performances is mandatory in order to pass the course.

OTHER MUSIC COURSE OFFERINGS

PIANO/KEYBOARD

| | | |
|---------------------------|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 2 |
| Prerequisite: None | | |

The development of piano/keyboard skills will be explored using a varied repertoire of piano literature with progressive levels of difficulty. Students will have an opportunity to perform individually and in keyboard ensembles. Four areas of study that will be explored through the use of the piano/keyboard

are: sound exploration, development of piano technique, basic music theory, and composition. Individual projects relating to history, culture and style will also be required.

GUITAR (ACOUSTIC)

| | | |
|---------------------------|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 2 |
| Prerequisite: None | | |

Students will have an opportunity to perform a varied repertoire of guitar literature and will use various guitar techniques: strumming, picking, and chording. Students will read tablature and standard notation for guitar. Individual performance as well as ensemble performance will be utilized. Understanding of basic music theory, the guitar's importance in music history, and proper maintenance and care will also be covered. Students do not need to have their own guitar.

INDEPENDENT STUDIES:

Independent studies are available to students. Students wishing to work independently on specific topics in music should seek instructor and guidance to establish specific goals, objectives, guidelines and work to be completed.



PHYSICAL EDUCATION/HEALTH

DEPARTMENT PHILOSOPHY

The primary goal of physical education is to increase individual growth patterns through a sequential development program. Through the medium of physical activity we seek to promote kinesthetic awareness, cooperation, understanding of individual differences, improved self-esteem and interest in lifelong activities.

PHYSICAL EDUCATION

| | | |
|---------------------------|-------------------|--------------------|
| Grades: 9 | Credit: .5 | Category: 2 |
| Prerequisite: None | | |

Students will participate in activities that will work on improving physical fitness, self-esteem and team building skills. They will be given a solid foundation about the importance of exercise and health relative to physical fitness in the prevention of future health problems. They will assess personal needs, interests, abilities and opportunities related to physical fitness. Improving individual skills in small game activities will also be emphasized.

PHYSICAL EDUCATION

| | | |
|---|-------------------|--------------------|
| Grades: 10-12 | Credit: .5 | Category: 2 |
| Prerequisite: Grade 9 Physical Education | | |

A selective curriculum within the required program, offering an opportunity to develop intermediate and advanced skills in activities personally selected. The curriculum is designed to allow students to select from a variety of activities:

1. Team sports, e.g., basketball, soccer, volleyball
2. Individual and health related activities, e.g., weight training, weight control, walk/jog, aerobic conditioning activities
3. Lifetime, leisure activities, e.g., badminton, golf, and tennis

The year will be divided into time units. The students will select pre-determined activities based on interest. These activities will be available according to season, available space, staff and facilities. All students must participate in state-mandated physical fitness assessments.

HEALTH

| | | |
|---------------------------|--------------------|--------------------|
| Grades: 9 | Credit: .25 | Category: 2 |
| Prerequisite: None | | |

- The health curriculum is based on a positive approach that serves as a catalyst for young

people to assess their own life-style habits, and then redefine ways in which they can achieve an individual, high level of well being. Through knowledge and skills, the students will become more responsible for their own health and bring it to its optimal level.

- Students receive instruction in human sexuality and disease prevention as part of the Health Education program at the high school level. Two components of the health curriculum are the content strands of Human Growth and Development and HIV/AIDS education. In these lessons, the teacher helps students develop an understanding of the human body and positive health decision making.
- An outline of the objectives to be covered in ninth grade is printed below. We encourage you to discuss the topics with your child while the unit is being taught.

Grade 9 students will learn about:

1. Choice and its effect on the ensuing responsibilities and consequences regarding behaviors relating to sexuality
2. How to distinguish between reliable and unreliable resources pertaining to human sexuality
3. Effects of abstinence, birth control and abortion as it relates to the functioning of the reproductive system
4. High risk behaviors/consequences and health lifestyles
5. Identifying, locating, assessing and evaluating medically appropriate resources for information and/or treatment of sexually transmitted diseases including HIV/AIDS

In accordance with the Connecticut General Statutes, parents may choose to exempt their children from family life and AIDS education. If you are interested in pursuing this option, please contact your child's building administrator **in writing**.

SCIENCE

DEPARTMENT PHILOSOPHY

The science curriculum will help students to discover relationships and concepts that will lead to a deeper understanding and appreciation of the “world in which they live”. Students examine factual knowledge concerning the laws and conditions of the physical and biological world. All science courses are laboratory-oriented. Every student must earn two (2) credits in science for graduation. In addition, students in the liberal arts and technical academies must earn three (3) credits in science to graduate.

Typical Progressions in Science:

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|-----------------------------|----------------------------|---|--|
| Physical Science | Biology | Anatomy & Physiology Chemistry/ (AP) Environmental Science /(AP) Physics /(AP) | Anatomy & Physiology Biology /(AP) Chemistry/ (AP) Environmental Science /(AP) Physics /(AP) |
| Physical Science Biology | Chemistry or AP Chem | Anatomy & Physiology Chemistry AP Environmental Science AP Physics AP | Anatomy & Physiology Biology AP Chemistry AP Environmental Science AP Physics AP |

What career options might I have with a background in Science?

| | | | |
|---|---|---|---|
| Other Agriculture Specialist Technical Sales Person Water Quality Inspector Soil Scientist Landscape Designer Architect Web Site Designer | Government Agencies & Law Lawyer Forensics Specialist Conservation Scientist Public Health Director City Planner Defense System Specialist NASA Employee Police Officer Detective Patent Attorney Astronaut | Manufacturing/Engineering Engineer: (Mechanical, Electrical, Civil, Aerospace) Photonics Specialist Fiberoptics Specialist Telecommunications Specialist Computer Scientist Programmer Recycling Specialist Hazard Evaluator Safety Officer Metallurgist Pharmaceutical Engineer Materials Engineer | Scientist Biologist Chemist Physicist Geologist Genetic Engineer Astronomer Biomedical Engineer Biochemist Astrophysicist Genetic Researcher Inventor Meteorologist Space Scientist Teacher College Professor |
| Health Care Physical Therapist Physician Physician’s Assistant Surgeon Nurse Emergency Medical Technician | | | |
| Media and Publishing ScienceWriter or Editor Medical/ Health/Science Reporter Technical Writer | Animal Care Veterinarian Kennel Care Marine Biologist | | |

Science Courses

Every student must earn two (2) credits in science for graduation. In addition, students in the liberal arts and technical academies must earn three (3) credits in science to graduate. The science curriculum should help students to discover relationships and concepts that will lead to a deeper understanding and appreciation of the “world they live in”. Students examine factual knowledge concerning the laws and conditions of the physical and biological world. All science courses are laboratory-oriented. The goals of the Science Department are to involve students:

- in collaborative problem solving
- in the use and care of equipment
- in the observation and collection of data
- in the interpretation of data
- in communicating both orally and in writing their results of experiments
- in the use of technology to gather information and apply it to their daily lives

The Physical Science, Biology, Chemistry and Physics areas include courses based on the ability and the aptitude of the students. Advanced Placement courses are offered in biology, chemistry and physics. These courses require an in-depth study with either independent reading and research and/or the preparation of papers and reports.

A request for alternate assignments in lieu of dissection may be made in biology.

All biology, chemistry, and physics courses meet the requirement for a laboratory science course, which many colleges require. **Departmental recommendation is required for all accelerated courses.**

PHYSICAL SCIENCE

| | |
|---|------------------|
| Grades: 9 | Credit: 1 |
| Accelerated Category 1 Academic Category 2 | |
| Prerequisite: None | |

This course is designed for students to meet the basic requirements of the Connecticut Academic Performance Test (CAPT). Topics will include: Chemical Structures and Properties, Global Interdependence and Energy Transformation. Intriguing laboratory experiments will allow students to analyze real-world problems and to better understand how science is relevant to their lives.

BIOLOGY

| | |
|---|------------------|
| Grades: 10 | Credit: 1 |
| Accelerated Category 1 Academic Category 2 | |
| Prerequisite: Pass Physical Science | |

Biology is the branch of science in which students will consider the characteristics common to all living things and how they maintain the living condition. They will develop an understanding of the relationship between structure and function. Students will explore the interplay between energy and matter through processes such as photosynthesis and respiration and interactions within a

community of organisms. They will explain the structure of DNA and all the roles it plays in controlling cells. DNA contributes to the variety among organisms and provides an explanation of species evolution. Students will also investigate the human organism and its relatedness to other living things. Laboratory activities are incorporated to support the idea and concepts explored in the classroom.

BIOLOGY AP

| | | |
|--|------------------|---------------------|
| Grades: 12 | Credit: 1 | Category: AP |
| Prerequisite: Acc. Bio, Grade of “83” or a grade of “93” Acad. Bio and have completed AP/Acc. Chemistry. | | |

The AP Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. AP Biology will include those topics regularly covered in college biology course for majors. The college course in biology differs significantly from the usual first high school course in biology with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by students, and the time and effort required of students. The textbook and labs will be the equivalent of those used by college students. The topics covered include Molecules and Cells (25%),

Heredity and Evolution (25%), and Organisms and Populations (50%). *Please see page 13 for specific requirements regarding AP/UCONN courses.*

CHEMISTRY

| | |
|--|------------------|
| Grades: 11/12 | Credit: 1 |
| Accelerated Category 1 Academic Category 2 | |
| Prerequisite: For Acc: Acc. Alg 1 with "83" average. For Aca: Alg 1 Aca. With "75" and a "70" average in Biology. | |

Atomic structure and quantitative relationships between atoms and molecules are stressed to explain chemical reactions. Understanding the concepts of chemistry is developed through correlation of classroom and laboratory activities.

CHEMISTRY AP

| | | |
|---|------------------|---------------------|
| Grades: 11/12 | Credit: 2 | Category: AP |
| Prerequisite: Must have an "83" average in Accel. Alg. 2 and "83" average in Accel. Bio. or a "93" in Acad. Bio. Students must be concurrently taking Accel. Pre-Calculus or have permission of instructor | | |

Advanced Placement Chemistry is designed to be the equivalent of a two-semester college introductory chemistry course. This course enables students to undertake, in their first year, second-year work in the chemistry sequence at their institution or to register in courses in other fields where chemistry is a prerequisite. Students will attain a depth of understanding of fundamentals and competence in dealing with chemical problems. This course will contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. Understanding the concepts of chemistry is developed through the correlation of classroom and laboratory activities. Students will be required to take the Advanced Placement Examination in May. *Please see page 13 for specific requirements regarding AP/UCONN courses.*

PHYSICS

| | |
|---|------------------|
| Grades: 12 | Credit: 1 |
| Accelerated Category 1 Academic Category 2 | |
| Prerequisite: For Acc: "75" average in Accel. Alg. 1, Alg. 2 and Geometry or "83" average in Acad. Alg. | |

| |
|---|
| 1, Alg. 2 and Geometry Academic Category 2 For Aca: Successful completion of Acad. Alg. 1 and Geometry |
|---|

This course is designed for students interested in a career in mathematics, science or engineering as well as those interested in a more extensive physical science background. Laboratory activities are correlated with classroom work.

PHYSICS AP/UCONN

| | | |
|--|------------------|---------------------|
| Grades: 11/12 | Credit: 2 | Category: AP |
| Prerequisite: Must have an "83" average in Acc. Alg. 2 and must have previously taken or be concurrently taking Acc. Pre-Calculus or have permission of instructor. | | |

Advanced Placement Physics is the equivalent of a two-semester college introductory physics course. Topics include Newtonian mechanics, thermodynamics, electricity and magnetism, waves/optics and modern physics. Laboratory investigations focus on experimental technique, data analysis and drawing inferences from observations and data. This course emphasizes quantitative explanations of physical phenomena and demands the student be comfortable applying the concepts of algebra, geometry and trigonometry. Students will be required to take the Advanced Placement Examination in May. This course may also qualify for UCONN credit. *Please see page 13 for specific requirements regarding AP/UCONN courses.*

ANATOMY & PHYSIOLOGY

| | | |
|---|------------------|--------------------|
| Grades: 11/12 | Credit: 1 | Category: 2 |
| Prerequisite: Biology with a "75" average. | | |

This course is designed for students who plan to enter a health-related career or have an interest in a more extensive exploration of human anatomy. The relationship between structures and their functions is emphasized and examined through the use of models, preserved animals or their organs.

ENVIRONMENTAL SCIENCE

| | |
|---|------------------|
| Grades: 11/12 | Credit: 1 |
| Accelerated Category 1 Academic Category 2 | |
| Prerequisite: For Acc: "83" average in Acc. Biology or a "93" average in Aca. Biology. For Aca: Must have a "70" average in Biology. | |

This course is a lab-centered approach to developing a solid knowledge base to environmental issues of the community and globe. The course will involve studies of the earth and the environment. The course involves studies of the earth and the environment, ecological interactions, biomes, energy resources, land and water resources, and managing the environment. Field trips and local environmental work will be an integral part of the course.

ENVIRONMENT SCIENCE AP

| | | |
|--|------------------|---------------------|
| Grades: 11/12 | Credit: 1 | Category: AP |
| Prerequisite: "93" or above in Acad. Alg. 1, or "83" or above in Accel. Alg. 1; 93" or above in Acad. Biology or "83" or above in Accel. Biology. Must have taken Chemistry or taking concurrently. | | |

This course is designed to provide students with the interdisciplinary connections of the natural world, to identify and analyze environmental issues resulting from both human and non-human induced causes. Students will then identify the threats linked with these issues and investigate possible solutions and preventative measures. This course will include a demanding laboratory and field component designed to give students an authentic perspective on the scope of numerous environment issues. **It is essential that students attend the three mandatory field investigation activities that will be offered once per quarter.** Students will be required to take the AP Environmental Science exam in the spring. Due to the high rigor level associated with this course, students will be expected to complete outside class activities, including the summer assignment. . *Please see page 13 for specific requirements regarding AP/UCONN courses.*



SOCIAL STUDIES

DEPARTMENT PHILOSOPHY

The primary objective of the social studies program is to prepare students to become thoughtful individuals whose academic background and skills will enable them to function successfully in an increasingly complex, multicultural, and changing world. The social studies program must provide students with an intellectual framework of knowledge, the skills necessary to process information, and the capacity to understand and appreciate people from backgrounds and cultures different from their own. Further, the program is intended to develop an informed, discriminating citizenship essential to effective participation in the democratic processes of governance and the fulfillment of the nation’s democratic ideals.

While history forms the foundation for social studies, it is understood that concepts from other social sciences, including geography, economics, psychology, and sociology must be integrated through the department’s course offerings to provide students with a firm understanding of the principles and methodologies in the social studies discipline.

SOCIAL STUDIES GRADUATION REQUIREMENTS

| | | | |
|---------------------------|-------------------------------------|---------------------|--|
| 1 Credit in World History | 1 Credit in Modern American History | .5 Credit in Civics | .5 Credit in a Social Studies Elective |
|---------------------------|-------------------------------------|---------------------|--|

What career options might I have with a background in History and Social Studies?

| | | | |
|--|--|--|--|
| Business Attorney Government Relations Lobbyist Human Resources Consulting Corporate Communication | Government Attorney Paralegal Assistant Public Administrator Police Officer Social Worker Political Advisor Foreign Service, Peace Corps Advocacy Elected Official | Arts/Media Historian Archivist Museum Curator Editor Journalist Press Secretary | Education Social Studies, History and Humanities College Professor Grant Writer Teachers |
|--|--|--|--|



Social Studies Courses

Listed below is the course offering in the social studies department. The previous social studies teacher will recommend a student's future assignment to a social studies course level based on the student's ability and performance. All students selecting courses in the Social Studies Department should expect to complete supplemental research/writing assignments beyond the daily work as prescribed in the course description.

WORLD HISTORY

| | |
|---|------------------|
| Grades: 9 | Credit: 1 |
| Accelerated Category 1 Academic Category 2 | |
| Prerequisite: None. | |

Students will study the history of the world's people from the Renaissance to the present. The origins of different societies are examined including the rise and growth of democracy. Through this course, students will use a variety of techniques to develop a better understanding of people, events and trends primarily in the Western World. Courses taken at the accelerated level in social studies are designed to prepare students to take Advance Placement social studies courses by the time students graduate.

MODERN AMERICAN HISTORY

| | |
|---|------------------|
| Grades: 10 | Credit: 1 |
| Accelerated Category 1 Academic Category 2 | |
| Prerequisite: For Acc: Course average of "83" in World Hist For Aca: "93" average in World Hist. Accel. and Dept. Recommendation | |

This class examines the democratic principles and ideals of our past society as a basis for understanding present issues and problems confronting citizens of a changing nation. Students will study the political, social, economic, and cultural development of the United States from 1877 to the present. Emphasis is placed on twentieth century life and events that have shaped our nation. Courses taken at the accelerated level in social studies are designed to prepare students to take Advanced Placement social studies courses by the time students graduate.

CIVICS

| | | |
|--|-------------------|--------------------|
| Grades: 11/12 | Credit: .5 | Category: 2 |
| Prerequisite: Modern American History, Grade 10 | | |

Civics is required for high school graduation. Students will study the branches of our federal

government, the role states play in our federal system, the commitment and obligations of being a citizen in the American democratic system, our political systems and international relations.

Students who take Advanced Placement U. S. Government and Politics will meet the graduation requirement for Civics by taking that course.

SOCIAL STUDIES ELECTIVES

U.S. HISTORY AP/UCONN*

| | | |
|--|------------------|---------------------|
| Grades: 11/12 | Credit: 1 | Category: AP |
| Prerequisite: Course average of "93" in Modern American Hist. Acad/"83" average in Modern American Hist. Accel. or Dept. Recommendation, or Standardized Test Scores (CMT,DRP or CAPT). | | |

U.S. History classes examine the democratic principles and ideals of our past society as a basis for understanding present issues and problems confronting citizens of a changing nation. Students will study the political, social, economic and cultural development of the United States from the time of early exploration through the modern era. Emphasis is placed on the major themes and events that have shaped our nation. Students enrolled in this course must take the common midterm and final assessment for Advance Placement U.S. History.

**The UCONN portion of this course applies to Bristol Central only. . Please see page 13 for specific requirements regarding AP/UCONN courses.*

U.S. GOVERNMENT AND POLITICS AP

| | | |
|---|------------------|---------------------|
| Grades: 10-12 | Credit: 1 | Category: AP |
| Prerequisite: Course average of "93" in World History, Civics or Mod. Amer. Hist. Acad. or "83" in Accel., or course average of "83" in another AP course, or Dept. Recommendation, or Standardized Test Scores (CMT,DRP or CAPT). | | |

This course is concerned with the nature of the American political system, its development over the past two hundred years and how it works today. The

goal of the course is to increase understanding of the American political system – of its traditions, values, and framework – as well as to understand how its components work together smoothly for the most part, but at times with substantial friction. Students will be required to take the American Government and Politics Advanced Placement examination in May. *Please see page 13 for specific requirements regarding AP/UCONN courses.*

WORLD HISTORY AP

| | | |
|---|------------------|---------------------|
| Grades: 10-12 | Credit: 1 | Category: AP |
| Prerequisite: Course average of “93” in World History or Mod. Amer. Hist. Acad. or “83” in Accel., or course average of “83” in another AP course, or Dept. Recommendation, or Standardized Test Scores (CMT,DRP or CAPT). | | |

Advanced Placement World History is the study of major world civilizations from 8000 B.C.E. to the present day. AP World History will examine the societies and cultures of Asia, the Middle East, Latin America, Africa, Europe and the Americas. This course requires extensive reading and writing as well as strict attendance at all classes. Students are required to engage the dynamics of continuity and change over all historical periods covered in the course. Students will develop skills to be used in further historical studies and in the final AP World History Exam. *Please see page 13 for specific requirements regarding AP/UCONN courses.*

MICROECONOMICS AP

| | | |
|---|------------------|---------------------|
| Grades: 11/12 | Credit: 1 | Category: AP |
| Prerequisite: Algebra 1 and recommendation from Math or Social Studies teacher | | |

AP Microeconomics, a full-year course, is designed to give students an understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. Students will examine concepts such as supply and demand, factors of production, roles of labor and management, and the government’s impact on individual decision-making processes. This course is recommended for college-bound students who want the opportunity to do advanced written analysis. Participation in the Advanced Placement examination is a requirement of this course.

ECONOMICS

| | | |
|---|-------------------|--------------------|
| Grades: 11/12 | Credit: .5 | Category: 2 |
| Prerequisite: U.S. History or Mod. Amer. History | | |

This course will deal with the theory of economics and some practical applications of this knowledge. It is intended for college-bound students or those students seeking additional training for the area of business, with average or above reading abilities. Both macro and micro economics theories will be studied. The following major areas will be included in this study: (1) production and use of wealth, (2) money supply, (3) roles of industry, labor, and the consumer, (4) organization of business, (5) national productivity and economic measurements, and (6) credit, banking and the stock market.

GEOGRAPHY AND CULTURE OF LATIN AMERICA AND AFRICA

| | | |
|------------------------------------|-------------------|--------------------|
| Grades: 10-12 | Credit: .5 | Category: 2 |
| Prerequisite: World History | | |

This course provides students with an in-depth look at Sub-Sahara Africa and Latin/South America. Students in this course will study each region historically, politically, culturally, and geographically in order to gain a better understand of how other people live.

GEOGRAPHY AND CULTURE OF ASIA AND THE MIDDLE EAST

| | | |
|------------------------------------|-------------------|--------------------|
| Grades: 10-12 | Credit: .5 | Category: 2 |
| Prerequisite: World History | | |

This course provides students with an in-depth look at Middle East and Asia. Students in this course will study each region historically, politically, culturally, and geographically in order to gain a better understand of how other people live.

GLOBAL ISSUES

| | | |
|---|-------------------|--------------------|
| Grades: 11/12 | Credit: .5 | Category: 2 |
| Prerequisite: U.S. History or Mod. Amer. History | | |

This course allows students to study various issues that affect our global community. Topics will include pandemics, globalization, and international conflicts. This course is designed for a student who has an interest in current events and social studies and wishes to participate in a program with rigorous reading, writing, and research requirements. There is also a large independent research project.

LAW AND JUSTICE

| | | |
|------------------------------------|-------------------|--------------------|
| Grades: 10-12 | Credit: .5 | Category: 2 |
| Prerequisite: World History | | |

This course is designed for the college-bound student who has above-average reading skills. Topics include the nature of crime, the nature of law in society, the personality of the criminal, the victims of crime, the problems of juvenile crime and the juvenile justice system, and the criminal justice system. Civil law is studied regarding torts, consumerism, housing and family law.

CONTEMPORARY PSYCHOLOGY

| | | |
|---|-------------------|--------------------|
| Grades: 11/12 | Credit: .5 | Category: 2 |
| Prerequisite: U.S. History or Mod. Amer. History | | |

This course uses a discussion format and deals with psychological theories as well as in-depth studies of personality, mental health, relationships, and character development. Topics that could be covered in the course include learning, motivation, emotional development, sensation/perception interpersonal relationship, aggression, attitudes and social influence; conformity and people in groups; disturbance and breakdown, therapy and change.

DEVELOPMENTAL PSYCHOLOGY

| | | |
|---|-------------------|--------------------|
| Grades: 11/12 | Credit: .5 | Category: 2 |
| Prerequisite: U.S. History or Mod. Amer. History | | |

This course uses a discussion format and deals with psychological theories as well as in-depth studies of personality, mental health, relationships, and character development. Topics that could be covered in the course include learning, memory and thinking, personality theories, emotional development, disturbance—breakdown and recovery; adolescents to adulthood and dying, death and grief.

PSYCHOLOGY AP

| | | |
|--|------------------|---------------------|
| Grades: 10-12 | Credit: 1 | Category: AP |
| Prerequisite: Course average of “93” in World Hist. or Mod. Amer. Hist. Acad. or “83” in Accel. or course average of “83” in another AP course, or Dept. Recommendation, or Standardized Test Scores (CMT, DRP or CAPT) | | |

AP Psychology is designed to expose students to the systematic and scientific study of behavior and mental processes of human beings and other animals. This full-year course is the equivalent of a college-level general psychology course and is designed to prepare students for the AP examination. The curriculum is intensive and sophisticated, requiring a strong level of commitment. This course is designed to expose students to an array of subjects of interest that has one common thread: the student. AP Psychology will be an academic odyssey as students traverse through such areas as: psychological disorders, memory, brain function, psychological testing and experimentation, lifespan, states of consciousness, motivation and emotion, and major personality theories. *Please see page 13 for specific requirements regarding AP/UCONN courses.*

SOCIOLOGY

| | | |
|---|-------------------|--------------------|
| Grades: 11/12 | Credit: .5 | Category: 2 |
| Prerequisite: U.S. History or Mod. Amer. History | | |

This course is designed primarily for the student who plans to go to college and/or is preparing for a career in social work, counseling, or a similar field. Sociology is the study of humans in groups and the ways in which people relate to each other in society. Topics covered are human learning about society's way of life and its rules; social institutions like the family; and social problems. The methods used by sociologists will also be covered.

WORLD LANGUAGES

DEPARTMENT PHILOSOPHY

Our primary goal is to help all students develop linguistic proficiency and cultural sensitivity in a second language of their choice. We believe that all students can benefit from second language instruction. We recognize that not everyone learns at the same rate or in the same way; nevertheless, we believe that all students should have the opportunity to acquire language proficiency to a degree commensurate with their individual abilities. In the 21st century, the need for effective communication and sensitivity to other cultures has become even more important. We believe that the study of more than one language is essential to meeting these global needs.

What career options might I have with a background in World Language?

| | | |
|---|---|---|
| Business E-Commerce Developer International Sales & Marketing Officer International Investment International Banking Officer | Education Elementary School Teacher Middle School Teacher High School Teacher School Administrator College Professor Social Worker | Government Foreign Service Officer Intelligence Agent Customs Official Court Interpreter |
| Healthcare Interpreter Healthcare worker | Manufacturing Biotechnology Researcher Software Programmer | Retail Import/Export Agent Sales & Marketing Manager |
| Media Journalist Public Relations Specialist Telecommunications Translator Reporter News Commentator | Museums & Galleries Art Conservator Docent Museum Director | Tourism Travel Agent Hotel Management Tour Guide |



World Language Courses

- These elective courses are available to all students.
- Students with prior knowledge of a second language may request a placement test to determine their proficiency and proper entry level into a language course. A grade of “85” or higher will be required for advanced standing.
- It is strongly recommended that a student obtain at least a final grade of “C” in any language course in order to continue on to the next level of the language.
- It is strongly recommended that native speakers of French, Italian, and Spanish take a world language course that is different from their native language.
- If native speakers desire to take their native language as a course, they will be required to take a placement examination to determine a proper level of instruction.
- Some universities require two years of a world language and others require three. It is strongly recommended that students take at least three years of a world language.
- Department recommendation is required for all accelerated courses.
- Seniors may sign up for level 1 language courses as space permits.

CLASSICAL LANGUAGE

Latin is one of the oldest subjects still taught in high school. We are the heirs of the Romans. Our language is 60% Latin derived. The way we govern and judge ourselves comes from the Romans. In contrast to the modern languages, Latin emphasizes reading comprehension. Students will demonstrate **reading** comprehension of Latin by translating and answering questions.

MODERN LANGUAGES

The world language program is available to those students who must meet college requirements or who are interested in developing all four skills of language: Listening comprehension, speaking, reading, and writing. A four-year sequence is offered in French, Italian, and Spanish. The first two years of language study focus on the vocabulary and structures needed for daily communication. At the advanced levels, the courses focus on creating longer discourse in writing and speaking and more advanced interactions. At all levels, the study is enriched by materials that help to give the student a rich understanding of the countries and cultures studies in class.

FRENCH 1

| | |
|---|------------------|
| Grades: 9-12 | Credit: 1 |
| Accelerated Category 1 Academic Category 2 | |
| Prerequisite: None | |

French 1 introduces the beginning student to the sound system and intonation patterns of French with special emphasis on the listening comprehension and speaking skills. It acquaints students with the basic structures and trains them to use these structures in simple conversation. It also helps to develop their ability to read and write simple texts and acquaints them with different aspects of French culture.

FRENCH 2

| | |
|---|------------------|
| Grades: 10-12 | Credit: 1 |
| Accelerated Category 1 Academic Category 2 | |

Prerequisite: French 1

French 2 continues the development of the basic skills begun in the first year. The comprehension and speaking skills are stressed, but with more attention being given to reading and writing. The study of geography, history and culture of francophone world is continued.

FRENCH 3

| | |
|---|------------------|
| Grades: 11-12 | Credit: 1 |
| Accelerated Category 1 Academic Category 2 | |
| Prerequisite: French 2 | |

French 3 continues the content of the spoken language for listening comprehension and speaking, but the vocabulary and style of the written language are introduced to develop the reading and writing skills. Students receive training in guided literary analysis and composition such as

summaries, character sketches, and original dialogues.

FRENCH 4

| | |
|-------------------------------|------------------|
| Grades: 12 | Credit: 1 |
| Accelerated Category 1 | |
| Academic Category 2 | |
| Prerequisite: French 4 | |

French 4 is an extension of the work in French 3 except that now students devote more time to reading, writing and speaking than in any previous level. Using excerpts from French literature along with other selected cultural and historical readings, students are expected to write original compositions using vocabulary appropriate to the materials. Oral activities are also a part of the program to increase the students' proficiency in the use of the language.

ITALIAN 1

| | |
|---------------------------|------------------|
| Grades: 9-12 | Credit: 1 |
| Accelerated Category 1 | |
| Academic Category 2 | |
| Prerequisite: None | |

Italian 1 introduces the beginning student to the sound system and intonation patterns of Italian with special emphasis on the listening comprehension and speaking skills. It acquaints students with the basic structures and trains them to use these structures in simple conversation. It also helps to develop their ability to read and write simple texts. At the same time, it acquaints them with different aspects of Italian culture.

ITALIAN 2

| | |
|--------------------------------|------------------|
| Grades: 10-12 | Credit: 1 |
| Accelerated Category 1 | |
| Academic Category 2 | |
| Prerequisite: Italian 1 | |

Italian 2 continues the development of the basic skills begun in the first year. The comprehension and speaking skills are stressed but with more attention being given to reading and writing. The study of the geography and history of Italy, its people and customs is continued.

ITALIAN 3

| | |
|--------------------------------|------------------|
| Grades: 11-12 | Credit: 1 |
| Accelerated Category 1 | |
| Academic Category 2 | |
| Prerequisite: Italian 2 | |

Italian 3 is designed to improve reading and writing proficiency through practice of these skills. It includes a review of grammar, an introduction to some of the great works in Italian literature and a more extensive study of the geography and history of Italy, its people and customs.

ITALIAN 4

| | |
|--------------------------------|------------------|
| Grades: 12 | Credit: 1 |
| Accelerated Category 1 | |
| Academic Category 2 | |
| Prerequisite: Italian 3 | |

Italian 4 is an extension of the work in Italian 3, except that now students devote more time to reading, writing, and speaking than in any previous level. Selections from various periods of Italian literature are read and studied. Oral activities are also part of the program to increase individual initiative and group planning.

SPANISH 1

| | |
|---------------------------|------------------|
| Grades: 9-12 | Credit: 1 |
| Accelerated Category 1 | |
| Academic Category 2 | |
| Prerequisite: None | |

Spanish 1 introduces the beginning student to the sound system and intonation patterns of Spanish with special emphasis on the listening comprehension and speaking skills. It acquaints students with the basic structures and trains them to use these structures in simple conversation. It also helps to develop their ability to read and write simple texts. At the same time, it acquaints them with different aspects of Spanish culture.

SPANISH 2

| | |
|--------------------------------|------------------|
| Grades: 10-12 | Credit: 1 |
| Accelerated Category 1 | |
| Academic Category 2 | |
| Prerequisite: Spanish 1 | |

Spanish 2 aims at strengthening and enriching the students' skills in speaking, listening, reading and writing, thereby facilitating and making more flexible all forms of expression. Moreover, the students

become further acquainted with the countries of the Hispanic world and their civilization.

SPANISH 3

| | |
|--------------------------------|------------------|
| Grades: 11-12 | Credit: 1 |
| Accelerated Category 1 | |
| Academic Category 2 | |
| Prerequisite: Spanish 2 | |

Spanish 3 aims at integrating and solidifying grammar and proficiency in the language skills through the frequent use of tapes, records, and in the preparation of individual reports. The students improve their ability to express themselves in Spanish and at the same time acquire an appreciation of the Hispanic world.

SPANISH 4

| | |
|--------------------------------|------------------|
| Grades: 12 | Credit: 1 |
| Accelerated Category 1 | |
| Academic Category 2 | |
| Prerequisite: Spanish 3 | |

The fourth year seeks to expand and strengthen the development of the language skills through a concentrated study of selected readings and current topics. Continued emphasis is given to vocabulary building, grammar review, writing and oral expression through discussions, reports and dramatic role plays to increase the students' proficiency in the use of the language.

LATIN 1 (Accelerated)

| | | |
|---------------------------|------------------|--------------------|
| Grades: 9-12 | Credit: 1 | Category: 1 |
| Prerequisite: None | | |

Latin I has two major objectives; the first is to comprehend the Latin language through the practice of reading while the second is to develop the students' understanding of the social and political history of the Romans, especially during the first century A.D. in Italy and Britain. The story line follows an historical Roman family in Pompeii through the son's adventures in Roman Britain. The course presents the language as the medium of the great culture and literature that molded it. Students follow the plot of the stories (often humorous), recognize and react to the characters, and distinguish significant details in the social and historical setting of the Roman World. Students will demonstrate familiarity with the daily life of the Romans in the first century A.D.. Special attention is

given to the multitude of English words which derive from Latin.

LATIN 2 (Accelerated)

| | | |
|------------------------------|------------------|--------------------|
| Grades: 10-12 | Credit: 1 | Category: 1 |
| Prerequisite: Latin 1 | | |

Students will demonstrate **reading** comprehension of Latin containing sentences with verbs in the subjunctive moods, participles, and nouns and adjectives in all five cases. Latin II continues to develop students' comprehension of Latin and knowledge of the Roman world. The story line continues with the son's adventures in Roman Britain and Egypt. More attention is given to derivatives and Roman history.

LATIN 3: INTRODUCTION TO LATIN LITERATURE (Accelerated)

| | | |
|------------------------------|------------------|--------------------|
| Grades: 11-12 | Credit: 1 | Category: 1 |
| Prerequisite: Latin 2 | | |

Latin III is a student's first contact with actual texts written by ancient Roman authors. Reading short excerpts of genuine Latin from a variety of authors is the emphasis. The story line involves the Emperor Domitian in provincial politics and his influence in Rome in the first century A.D.. The second semester introduces Pliny, Martial, Cicero, Ovid, Catullus et al. Students will demonstrate **reading** comprehension of Latin containing sentences with verbs in the passive voice and future tenses. Students will demonstrate familiarity with the politics, history and topography of Rome in the first century A.D. There is a focus on vocabulary acquisition. Special attention continues to be given to derivatives and Roman history.

LATIN 4: LATIN LITERATURE (Accelerated)

| | | |
|------------------------------|------------------|--------------------|
| Grades: 12 | Credit: 1 | Category: 1 |
| Prerequisite: Latin 3 | | |

In Latin IV, students will read actual texts written by ancient Roman authors. Students will demonstrate reading comprehension by reading selected passages and excerpts from Vergil, Cicero, Pliny, Catullus, Martial et al. There is a comparison of the political, social, and legal systems of ancient Rome with those of today as well as a study of Rhetorical Figures of Speech. There is a continued focus on vocabulary acquisition. Special attention continues to be given to English derivatives.

CAREER RESOURCE CENTER

WORK EXPERIENCE

| | | |
|---------------------------|-------------------|--------------------|
| Grades: 10-12 | Credit: .5 | Category: 2 |
| Prerequisite: None | | |

This program is available to students who are employed in part-time jobs. Students must apply and complete a contract that is signed by a parent, employer, and student. Two hundred (200) hours of work must be completed. Employers will be required to submit an evaluation which will be used in determining the student's final grade.

SENIOR INTERNSHIP PROGRAM

| | | |
|---------------------------|-------------------|--------------------|
| Grades: 12 | Credit: .5 | Category: 2 |
| Prerequisite: None | | |

This intensive program is available to seniors who have made a career choice in one of the eight Connecticut Career Clusters. Students will be placed

according to their career interest, site availability and sponsor interview. Student will complete a training plan based on 9 SCANS competencies, a weekly journal, and a final project. In addition, sponsor will grade students based on overall performance.

SERVICE LEARNING

| | | |
|---------------------------|-------------------|--------------------|
| Grades: 9-12 | Credit: .5 | Category: 2 |
| Prerequisite: None | | |

This program is available to any student who has a volunteer position in an approved agency. Students must apply and complete a contract that is signed by a parent, sponsor, and student. Fifty (50) hours of work will be completed. Volunteer supervisors will be required to submit an evaluation which will be used in determining the student's final grade.

COLLEGE CAREER PATHWAY PROGRAM

Tunxis Community College offers high school students college credit for specific courses taken at Bristol High Schools. Students apply for credit using the Tunxis Community College Career Pathway application. It is the student's responsibility to obtain an application from their counselor or the career counselor. Completed applications must be turned in to the career counselor by the date provided. Students cannot apply for credit after their date of graduation.

HIGH SCHOOL PARTNERSHIP

The program is open to high school juniors and seniors who have an overall "B" average, are recommended by their guidance counselor, and have appropriate placement scores. Recommended students will be eligible to take one course per semester free of charge (General Fund tuition and fees). Students taking on campus classes will be responsible for their transportation to campus and book expenses. Students taking online classes will be responsible for their book expenses.

Admission to individual classes is dependent upon space availability, budgetary funding and students having met any prerequisite requirements. Students will be notified by the director of Admissions as to whether they are accepted into the class. This program is affiliated with Tunxis Community College.



ENGLISH LANGUAGE LEARNER'S PROGRAM

SHELTERED ENGLISH INSTRUCTION

Courses are designed for English Language Learners (ELLs) to develop grade-level content area knowledge and academic skills as they increase their English proficiency. All courses fulfill the graduation credit requirements in each of the CORE subject areas.

ELL ENGLISH

| | | |
|---------------------------|------------------|--------------------|
| Grades: All | Credit: 1 | Category: 3 |
| Prerequisite: None | | |

As students begin and/or continue to acquire the basics of listening and speaking the English language, ELL English focuses on introducing and refining the strategies of reading comprehension and basic writing skills. The Read 180 program is used to differentiate for levels of literacy skills. Students are introduced to various genres of literature in a smaller class setting.

ELL EARLY U.S. HISTORY

| | | |
|---------------------------|-------------------|--------------------|
| Grades: All | Credit: .5 | Category: 3 |
| Prerequisite: None | | |

This course is designed to introduce early U.S. History with an emphasis on the following: Early Colonization, American Revolution, Nation Building, Early Industrial Revolution and Immigration, and the Causes of the American Civil War and the War Years.

ELL LAW AND JUSTICE

| | | |
|---------------------------|-------------------|--------------------|
| Grades: All | Credit: .5 | Category: 3 |
| Prerequisite: None | | |

This course introduces the ELL student to historical documents. Units covered include: The Constitution and our Laws, the Amendments, criminal law and juvenile justice, individual rights and liberties, and consumer, family and housing laws.

ELL PHYSICAL SCIENCE

| | | |
|---------------------------|------------------|--------------------|
| Grades: All | Credit: 1 | Category: 3 |
| Prerequisite: None | | |

This course is designed for students meet basic requirements of the Connecticut Academic Performance Test (CAPT). Topics will include:

Scientific Inquiry, Cycles and the Environment, Global Interdependence and Energy Transformation.

ELL MATH

| | | |
|---------------------------|------------------|--------------------|
| Grades: All | Credit: 1 | Category: 3 |
| Prerequisite: None | | |

This course introduces basic math concepts required for Algebra 1. Students are placed in this class because their English language skills are at a beginner or intermediate level on the LAS Links and they do not have the prerequisite skills for the next course, ELL Algebra. Topics include tools for algebra, solving equations & inequalities, probability and statistics, graphs & functions & linear functions.

ELL ALGEBRA

| | | |
|---------------------------|------------------|--------------------|
| Grades: All | Credit: 1 | Category: 3 |
| Prerequisite: None | | |

This course provides an in-depth study of Algebra I concepts. This course includes a review of algebraic methods, probability and statistics, geometry and measurement and focuses on linear and exponential functions.

ELL SUPPORT

| | | |
|---------------------------|------------------|--------------------|
| Grades: All | Credit: 1 | Category: 3 |
| Prerequisite: None | | |

This course introduces, and improves all aspects of listening, speaking, reading and writing skills in English. Any identified ELL student, who is not English proficient, scoring levels 1-4 on the LAS Links, and/or not achieving proficiency on CAPT Reading & Writing subtests, is eligible for this course. Students will listen and practice English skills in a risk free classroom, and improve the basics of reading and writing strategies to be a successful academic learner. Students will produce at least two pieces of persuasive or analytical writing per quarter per junior and senior years to be reviewed by the scoring committee and in consult with the TESOL staff.

***Sheltered Content Area Instruction Courses
For
English Language Learners***

Cycle of Availability

| 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
|--|-----------------------------------|---|--|
| ELL English | ELL English | ELL English | ELL English |
| ELL Math (BC only) | ELL Math (BC only) | ELL Math (BC only) | ELL Math (BC only) |
| ELL Algebra | ELL Geometry | ELL Algebra | ELL Geometry |
| Physical Science | Biology/Anatomy | Physical Science | Biology/Anatomy |
| .5 Modern US History .5 Citizenship | .5 – World History .5 - Civics | .5 Early US History .5 Law & Justice | .5 Modern US History .5 Citizenship |

Students placed in these courses are NOT English proficient and score below level 4 on the LAS Links and/or are not CAPT proficient.

Students who improve their LAS Links English proficiency score to proficient can move into academic/accelerated courses at any appropriate time.

Students enrolled in these courses have parent permission.

BRISTOL TECHNICAL EDUCATION CENTER

GENERAL INFORMATION

The Bristol Technical Education Center offers juniors and seniors a full year Vocational-Technical program in which students receive credit towards high school graduation requirements. If space is available, selected sophomores may participate. Many high school students attend the Center after graduating. Training at the Center is tuition-free for students whose class has not yet graduated. Classes will begin at 8:15 a.m. and end at 1:45 p.m. and will be held Monday through Friday. High school students attending the Center are eligible to participate in all the high school activities (e.g., varsity sports, class activities, etc.).

High school students receive seven credits towards graduation requirements as follows:

| | | | |
|------------------|---------------------|--------------------------|-------------------|
| 1 credit in Math | 1 credit in English | 1 credit in Trade Theory | 4 credits in Shop |
|------------------|---------------------|--------------------------|-------------------|

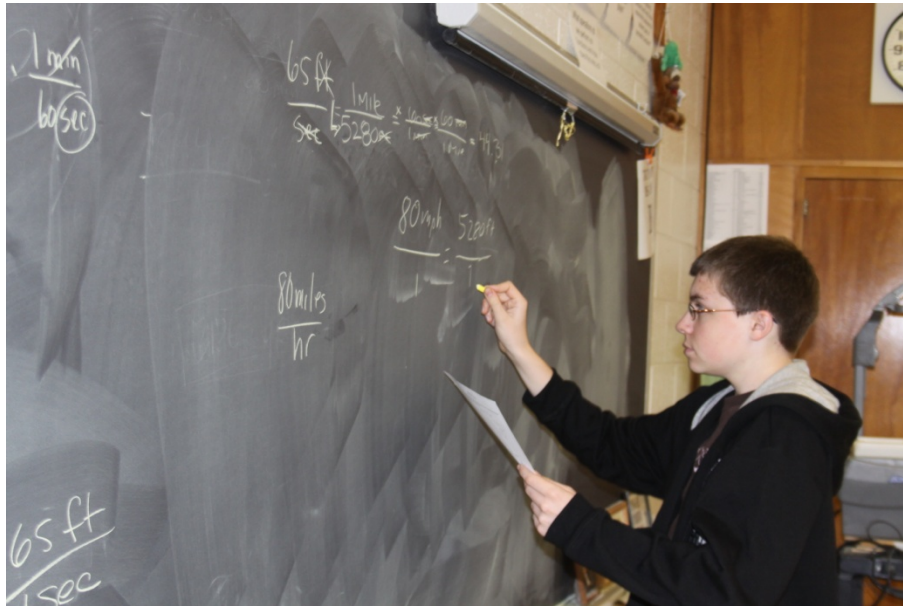
Adults and high school students will receive a trade certificate upon completion of the course. In an apprenticeable trade students may receive 960 hours of credit.

APPLICATIONS

- High school students must fill out an application in the Guidance Office at the high school.
- Adults may apply directly by calling the Center at **584-8433** or visit the school in person.
- Visitations to the Center are encouraged. An evening Open House will be scheduled annually.

PLACEMENT

The Center provides career training in technical and industrial fields. The staff at the Center will assist you in obtaining jobs. In many trade areas, the Center has more employment requests than can be filled. Additionally, the school has continuous calls for students to work part-time in their trade areas while attending school. Starting wages for these trade areas are excellent. There is also ample opportunity for career advancement.



Bristol Technical Education Center Courses

AIR-CONDITIONING/ REFRIGERATION & HEATING

The students receive instruction in the basic knowledge of various heating, cooling, and refrigeration systems. This includes basic electricity, circuitry, troubleshooting, and the methods used for installation of various heating, cooling, and refrigeration systems. Emphasis is placed on commercial and industrial components.

AUTO MECHANICS

The first semester consists of a laboratory program where theory instruction is combined with practical application on operational jobs and projects. The second semester consists of a theory program with actual service and repair on paying customers' automobiles. The students work in a "garage" atmosphere under the supervision of an instructor.

CAD/CAM/DRAFTING

The CAD/CAM curriculum provides training at the entry level of a computer aided drafter. The curriculum is unique in that it embraces four very different and distinct disciplines—basic engineering mathematics through algebra, basic technical drawing, blueprint reading, and computer aided drafting. The blueprint reading and basic math portion of the course constitute the trade theory. The shop portion of the course, the basic units will be drawn manually, checked by the instructor, and then redrawn using the CADKEY computerized system. When the basic drafting skills have been acquired to the satisfaction of the instructor, sole use of the CAD system will be allowed.

FOOD TRADE/BAKERY

Students train to enter the Culinary Arts Field as apprentice cooks, chefs or bakers in the hotel and restaurant industry. The course provides instruction in planning and preparation of

menus, management and banquet and catering services. The total program is planned to raise the level of student proficiency in both mass production and individual dining experiences. A modern cafeteria/kitchen serves as a training area for this program.

MACHINE TOOL/COMPUTER NUMERICAL CONTROL

The Machine Tool/CNC program provides instruction on millers, grinders, lathes, and computer numerically controlled machinery. Theory is taught each day and is directed toward all phases of information needed to use the various machine, machine accessories, as well as set up and operation procedures. The remainder of the day is project oriented and students make tools necessary for the trade.

DIGITAL ELECTRONICS

A one-year program covers basic DC theory, AC theory, motor and motor controls, with emphasis on solid state devices, digital electronics theory, computer applications and theory, and practical troubleshooting and repair of electronic equipment. All areas of instruction consist of basic theory and the use of associated test equipment pertaining to each area. Students will become proficient in the practical; application of theory and test equipment procedures and will be able to follow a wiring diagram in the repair of all areas covered.

WELDING

Students will receive training in the following welding areas: oxacetylene welding, cutting and brazing, shielded metal-arc welding, gas metal-arc welding, and gas tungsten-arc welding. Students will also be exposed to fabrication and repair using various types of metals. Emphasis will be placed on commercial and industrial techniques and standards.

DRIVER EDUCATION

This course is given after regular school hours. It consists of thirty (30) classroom hours, eight (8) hours of behind-the-wheel instruction and eight (8) hours observing another student driver. The cost of the program is the student's responsibility.

The classroom instruction deals with the Connecticut Motor Vehicle Law, basic driving techniques, traffic safety, and licensing procedure. The driving portion consists of learning basic driving skills with emphasis also on developing good driving attitudes.

Students **must be** sixteen (16) years old prior to starting the class, have a driver's permit issued by the Department of Motor Vehicles, and they **must be academically eligible**.



NCAA Freshman Eligibility Standards



NCAA FRESHMAN-ELIGIBILITY STANDARDS QUICK REFERENCE SHEET

KNOW THE RULES:

Core Courses

- NCAA Division I requires 16 core courses as of August 1, 2008. This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.
- NCAA Division II requires 14 core courses. See the breakdown of core-course requirements below. Please note, Division II will require 16 core courses beginning August 1, 2013.

Test Scores

- Division I has a sliding scale for test score and grade-point average. The sliding scale for those requirements is shown on page two of this sheet.
- Division II has a minimum SAT score requirement of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, mathematics, reading and science.
- All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- Be sure to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is www.eligibilitycenter.org.
- Division I grade-point-average requirements are listed on page two of this sheet.
- The Division II grade-point-average requirement is a minimum of 2.000.

| DIVISION I 16 Core-Course Rule | |
|-----------------------------------|---|
| <u>16 Core Courses:</u> | |
| 4 | years of English. |
| 3 | years of mathematics (Algebra I or higher). |
| 2 | years of natural/physical science (1 year of lab if offered by high school). |
| 1 | year of additional English, mathematics or natural/physical science. |
| 2 | years of social science. |
| 4 | years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy). |

| DIVISION II 14 Core-Course Rule | |
|------------------------------------|---|
| <u>14 Core Courses:</u> | |
| 3 | years of English. |
| 2 | years of mathematics (Algebra I or higher). |
| 2 | years of natural/physical science (1 year of lab if offered by high school). |
| 2 | years of additional English, mathematics or natural/physical science. |
| 2 | years of social science. |
| 3 | years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy). |

PLEASE NOTE: Beginning August 1, 2013, students planning to attend an NCAA Division II institution will be required to complete 16 core courses.

OTHER IMPORTANT INFORMATION

- Division II has no sliding scale. The minimum core grade-point average is 2.000. The minimum SAT score is 820 (verbal and math sections only) and the minimum ACT sum score is 68.
- 14 core courses are currently required for Division II. However, beginning 2013, students will be required to complete 16 core courses.
- 16 core courses are required for Division I.
- The SAT combined score is based on the verbal and math sections only. The writing section will not be used.
- SAT and ACT scores must be reported directly to the Eligibility Center from the testing agency. Scores on transcripts will not be used.
- Students enrolling at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center Web site. Students need to request final amateurism certification prior to enrollment.

For more information regarding the rules, please go to www.NCAA.org. Click on "Academics and Athletes" then "Eligibility and Recruiting." Or visit the Eligibility Center Web site at www.eligibilitycenter.org.

Please call the NCAA Eligibility Center if you have questions:

Toll-free number: 877/262-1492.

NCAA Eligibility Center
06/18/09 LKor

| NCAA DIVISION I SLIDING SCALE CORE GRADE-POINT AVERAGE/ TEST-SCORE New Core GPA / Test Score Index | | |
|---|--|-----|
| Core GPA | SAT <small>(verbal and math ONLY)</small> | ACT |
| 3.650 & above | 400 | 37 |
| 3.525 | 410 | 38 |
| 3.500 | 420 | 39 |
| 3.475 | 430 | 40 |
| 3.450 | 440 | 41 |
| 3.425 | 450 | 41 |
| 3.400 | 460 | 42 |
| 3.375 | 470 | 42 |
| 3.350 | 480 | 43 |
| 3.325 | 490 | 44 |
| 3.300 | 500 | 44 |
| 3.275 | 510 | 45 |
| 3.250 | 520 | 46 |
| 3.225 | 530 | 46 |
| 3.200 | 540 | 47 |
| 3.175 | 550 | 47 |
| 3.150 | 560 | 48 |
| 3.125 | 570 | 49 |
| 3.100 | 580 | 49 |
| 3.075 | 590 | 50 |
| 3.050 | 600 | 50 |
| 3.025 | 610 | 51 |
| 3.000 | 620 | 52 |
| 2.975 | 630 | 52 |
| 2.950 | 640 | 53 |
| 2.925 | 650 | 53 |
| 2.900 | 660 | 54 |
| 2.875 | 670 | 55 |
| 2.850 | 680 | 56 |
| 2.825 | 690 | 56 |
| 2.800 | 700 | 57 |
| 2.775 | 710 | 58 |
| 2.750 | 720 | 59 |
| 2.725 | 730 | 59 |
| 2.700 | 730 | 60 |
| 2.675 | 740-750 | 61 |
| 2.650 | 760 | 62 |
| 2.625 | 770 | 63 |
| 2.600 | 780 | 64 |
| 2.575 | 790 | 65 |
| 2.550 | 800 | 66 |
| 2.525 | 810 | 67 |
| 2.500 | 820 | 68 |
| 2.475 | 830 | 69 |
| 2.450 | 840-850 | 70 |
| 2.425 | 860 | 70 |
| 2.400 | 870 | 71 |
| 2.375 | 870 | 72 |
| 2.350 | 880 | 73 |
| 2.325 | 890 | 74 |
| 2.300 | 900 | 75 |
| 2.275 | 910 | 76 |
| 2.250 | 920 | 77 |
| 2.225 | 930 | 78 |
| 2.200 | 940 | 79 |
| 2.175 | 950 | 80 |
| 2.150 | 960 | 80 |
| 2.125 | 960 | 81 |
| 2.100 | 970 | 82 |
| 2.075 | 980 | 83 |
| 2.050 | 990 | 84 |
| 2.025 | 1000 | 85 |
| 2.000 | 1010 | 86 |

INFORMATION CONCERNING TITLE IX OR EDUCATION AMENDMENTS OF 1972

1. NOTIFICATION OF POLICY

At the January 7, 1976, meeting of the Board of Education the Statement of Compliance was formally adopted and released to the news media as follows:

In compliance with Federal Law, the Bristol public schools announce that they will fulfill the requirements of the "Title IX" regulation prohibiting sex discrimination in education, as passed by the Congress effective July 21, 1975. Concurrence with this regulation means that the Board of Education will not discriminate on the basis of sex in employing personnel and in carrying on its educational program and activities.

2. DESIGNATION OF RESPONSIBLE EMPLOYEE

Dr. Susan Kalt-Moreau, Deputy Superintendent for the Bristol Public School, was officially designated Title IX Coordinator. Her office is in the Board of Education, 129 Church Street, Bristol, CT 06010. Telephone: 584-7006.

3. GRIEVANCE PROCEDURES

The Bristol Board of Education has approved the following grievance procedures for students and employees.

A grievance shall mean a complaint by a student or employee indicating noncompliance with certain provisions of Title IX of the Education Amendment of 1972, Title VI and Section 504.

Concerns regarding Title IX should be addressed to Dr. Susan Kalt-Moreau; Title VI—Mr. Anthony Malavenda, and Section 504—Dr. Susan Kalt-Moreau. All are located at the Board of Education, 129 Church Street, Bristol, CT 06010.

Step One

Discussion, informally, of the complaint with the immediate supervisor or principal.

Step Two

Submit in writing, to the immediate supervisor or principal, a detailed statement of the grievance. A copy of this statement must be sent, concurrently, to the Title IX Coordinator for the Bristol Public Schools. The supervisor or principal will make a decision and notify the aggrieved in writing of that decision within five school days.

Step Three

If the problem has not been resolved satisfactorily at Step Two, the aggrieved may

present the matter in writing to the Superintendent of Schools within five school days of receipt of the Step Two decision.

A decision by the Superintendent or his/her designee will be made and the aggrieved notified in writing within five school days.

Step Four

If the matter has not been resolved satisfactorily at Step Three, it may, within five school days of receipt of the Step Three decision, be presented to the grievance committee of the Board of Education which shall discuss the matter at a special meeting. The grievance committee shall render its decision within ten school days following receipt of the grievance and shall notify the aggrieved of its decision.

NOTE: Exhaustion of these procedures is not a prerequisite for filing of complaints WITH the Office of Civil Rights.

4. INSTITUTIONAL SELF-EVALUATION

Subcommittees of the Steering Committee of Title IX have prepared reports in the major areas of Employment Practices, Counseling, Access to Courses, Vocational Education, Marital Status and Pregnancy, Adult Education, Driver Education, Physical Education and Athletics. These reports are on file in the office of the Coordinator.

FREEDOM OF INFORMATION

Parents and students (18 years or older) have the right to inspect their permanent files including all pertinent test results. All individual school records are confidential. The Principal is the official custodian of these records. The custodian of Special Education records is Kim Hapken, Director of Pupil Personnel.

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION POLICY

The Bristol Board of Education affirms a continuing policy of equal educational opportunities for students; as well as equal employment, promotional and training opportunities regardless of race, color, religion, marital status, sex, age, handicap, and/or national origin or any applicant or employee.

ADOPTED: July 6, 1994

PROGRAM OF STUDIES

2012 - 2013



BRISTOL EASTERN HIGH SCHOOL

We are committed to excellence.

Student's Name: _____





**BOARD OF EDUCATION
Bristol, Connecticut**

2012 BOARD OF EDUCATION MEETING SCHEDULE

Day and Time: First Wednesday of every month at 7:00 p.m.
* (*Except July, August and September*)

Place of Meeting: Auditorium, Board of Education Administration Building,
129 Church Street, Bristol, Connecticut 06010

January 4, 2012

February 1, 2012

March 7, 2012

April 4, 2012

May 2, 2012

June 6, 2012

July 11, 2012 *

August 15 2012 *

September 12, 2012 *

October 3, 2012

November 7, 2012

December 5, 2012

January 2, 2013

PHILIP A. STREIFER, Ph.D.
Superintendent of Schools



SUSAN KALT MOREAU, Ph.D.
Deputy Superintendent

P.O. BOX 450 • 129 CHURCH ST.
BRISTOL, CT 06011-0450
(860) 584-7000 • Fax (860) 584-7611

To: Bristol Board of Education
From: Philip A. Streifer, Ph.D.
Re: Makeup Emergency Snow Days
Date: January 4, 2011

In October of this year we all experienced a very unusual weather event that cut power to the City causing us to close schools for an entire week (five school days). That was unprecedented. Our school calendar has seven weather-event days built into the schedule and should we normally need to use all of those days, school would end on June 25th. We have a past practice and have notified the school community that should we exceed the seven weather-event days by the April vacation, that we would take any additional weather-event days from April vacation thereby allowing us to end school by the stated date of June 25th.

Following the October storm superintendents were notified by the Commissioner of Education that he would not entertain requests to shorten the legally mandated 180 days of school unless all efforts were made to capture any and all available days throughout the school year. Should this come to pass, our students would not be able to graduate and we would not have fulfilled the statutory requirement for a minimum school year thereby jeopardizing state funding.

Since then several, but not all, school districts have decided to shorten the February vacation, use Veterans Day, use professional development days, etc. to capture additional school days should we experience a severe winter as we did last year.

We are concerned that a failure on our part to show a genuine effort to meet the Commissioner's demand could leave us in an untenable situation at the end of the year if we did find ourselves in the situation of having to request a waiver. Thus, we feel the need to capture at least a couple days in February.

Proposal:

- April vacation period is cancelled as of now to make up the five lost school days in October.
- Further, the Administration proposes that the Bristol Board of Education approve a change in the 2011-2012 school-year calendar that would cause schools to open on Wednesday, February 22nd and Thursday, February 23rd should we experience more than seven (7) additional weather-event days by Friday, February 3rd, 2012. Finally, should yet additional days be required, the remaining days in June will be utilized beyond June 21, 2012. (June 22nd through June 29th).



Connecticut Positive Behavior Support (PBS)
Returning District Roll-out Plan
 2011-2012
 DRAFT for Budget Purposes 11-30-2011

| District: <u>Bristol Public Schools</u> | | Date: <u>11-2011 for 12-13</u> | |
|--|--|--------------------------------|---------------------------------------|
| School Year | Schools to Participate in School-wide PBS (SW-PBS) Three Year Training Series (please add rows where necessary) | | |
| Schools Scheduled to Begin Participation in SW-PBS | Name of School (please list only <u>new</u> schools each year*) | Grade Range | Administrator Signature (Required) |
| 2009 - 2010 | • Clara T. O'Connell School | K-5 | |
| | • Southside School | K-5 | |
| | • Edgewood School | K-5 | |
| | • Bristol Eastern High School | 9-12 | |
| 2010 - 2011 | • Ivy Drive School | K-5 | |
| | • Mountain View School | K-5 | |
| | • John J. Jennings School | K-5 | |
| 2011 - 2012 | Chippens Hill Middle school | 6-8 | Confirmed 6.3.11 |
| | • Ellen P. Hubbell School | K-5 | |
| | • Stafford School | K-5 | |
| 2012-2013 | • Greene- Hills School | K-8 | |
| | • Northeast Middle School | 9-12 | Confirmed 11.10.11 |
| | West Bristol School | K-8 | |
| 2013-2014 | • Bristol Central High School | 6-8 | Reconfirmed 11.10.11 |
| | • | 6-8 | |
| | • | 6-8 | |

* List schools identified to *begin* training during the given years. SW-PBS training consists of 3 full years of training. School listed to begin training are assumed to participate for 3 full years.

NOTE: In 2012, we will be opening two new K-8 Schools. Greene-Hills School will change from K-5 to K-8 and the West Bristol School will open.



DRAFT REGULATION

Students**Bullying**

Safe School Climate Plan

A safe school climate is essential to maximize student learning. The Bristol Board of Education is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Bristol Board of Education has developed the following Safe School Climate Plan, consistent with state law and Bristol Board of Education Policy. This Plan represents a comprehensive approach to addressing bullying and cyberbullying and sets forth the Bristol Board of Education's expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying.

Bullying behavior is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district's commitment to addressing bullying behavior, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

1. Prohibition Against Bullying and Retaliation

- A. Bristol Board of Education expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Bristol Board of Education.
- B. Bristol Board of Education also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

Students**Bullying**

Safe School Climate Plan - continued

- C. In addition to prohibiting student acts which constitute bullying, the Bristol Board of Education also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.
- D. Students who engage in bullying behavior in violation of Bristol Board of Education Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with Bristol Board of Education's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

II. Definition of Bullying

- A. **“Bullying”** means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student attending school in the same district that:
 1. causes physical or emotional harm to such student or damage to such student's property;
 2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
 3. creates a hostile environment at school for such student;
 4. infringes on the rights of such student at school; or
 5. substantially disrupts the education process or the orderly operation of a school.
- B. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory

Students**Bullying**

Safe School Climate Plan – continued

disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

III. Other Definitions

- A. **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- B. **“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photo-optical system;
- C. **“Hostile environment”** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;
- D. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;
- E. **“Outside of the school setting”** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;
- F. **“Prevention and intervention strategy”** may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult

Students

Bullying

Safe School Climate Plan - continued

supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

- G. **“School climate”** means the quality and character of school life that optimizes learning, with a particular focus on the quality of the relationships within the school community between and among students and adults.
- H. **“School employee”** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.
- I. **“School-Sponsored Activity”** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator (“Coordinator”). The Coordinator shall:

Students**Bullying**

Safe School Climate Plan - continued

1. be responsible for implementing the district's Safe School Climate Plan ("Plan");
2. collaborate with building Safe School Climate Specialists, the Bristol Board of Education, and the Superintendent to prevent, identify and respond to bullying in district schools;
3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;
4. ***meet with Safe School Climate Specialists at least twice during the school year*** to discuss issues relating to bullying in the school district and to make recommendations concerning amendments to the district's Plan.

B. Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, ***the principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist.*** The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. Development and Review of Safe School Climate Plan

- A. For the school year commencing July 1, 2012 and each school year thereafter, ***the Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school.*** Such committee ***shall include at least one parent/guardian of a student enrolled in the school,*** as appointed by the school principal. ***The Safe School Climate Coordinator should be a member of the School Crisis Team.***

Students**Bullying**

Safe School Climate Plan - continued

- B. The Committee shall:
- 1) receive copies of completed reports following bullying investigations;
 - 2) identify and address patterns of bullying among students in the school;
 - 3) review and amend school policies relating to bullying;
 - 4) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school;
 - 5) educate students, school employees and parents/guardians on issues relating to bullying;
 - 6) collaborate with the Coordinator in the collection of data regarding bullying; and
 - 7) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.
- C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.
- D. This Bristol Board of Education Safe School Climate Plan, they shall make such plan available on:
1. The Bristol Board of Education's web site;
 2. at each individual school in the school district and on each school's web site;
 3. ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools; and
 4. in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints of Bullying

- A. Students are parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying,

Students**Bullying**

Safe School Climate Plan – continued

and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e.) building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.

- B. Students may make anonymous reports of bullying to any school Employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student request anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the students(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.
- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, **not later than one (1) school day** after such school employee witnesses or receives a report of bullying. The school employee shall then file a **written report not later than two (2) school days** after making such oral report.
- D. The Safe School Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.

Students

Bullying

Safe School Climate Plan - continued

- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegation and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.
- F. *Copies of all letters to the family of the bully and victim shall be sent to the District Safe School Climate Coordinator* and utilized to complete annual reports to the State Department of Education.

VII. Responding to Verified Acts of Bullying

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.
- B. In any instance in which bullying is verified, the Safe School Climate specialist or designee shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A. The purpose of the meeting is to communicate to parents/guardians the measures being taken by the school to ensure the safety of the student involved and to prevent further acts of bullying. Normally, separate meetings shall be held with the respective parents; however, at the discretion

Students**Bullying****Safe School Climate Plan - continued**

of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.

- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.
- D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual.

The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.

- E. Notice to Law Enforcement

If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Bristol Board of Education's obligations under state and federal law and Bristol Board of Education's policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource office, if any, and other individuals the principal or designee deems appropriate.

- F. If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age or disability), the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.)

Students**Bullying****Safe School Climate Plan – continued****VIII. Documentation and Maintenance of Log**

- A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Bristol Board of Education’s obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Bristol Board of Education policy and state and federal law.
- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. This list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.
- C. The Principal of each school each shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

Students**Bullying****Safe School Climate Plan - continued****IX. Other Prevention and Intervention Strategies**

- A. Bullying behavior can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of “bullying”, as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint. As discussed below, schools may also consider appropriate alternative to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.
- B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.
- C. The following sets forth possible interventions which may also be utilized to enforce Bristol Board of Education’s prohibition against bullying:

i. Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or

Students**Bullying****Safe School Climate Plan – continued**

remedial actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

ii. Disciplinary interventions

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with Bristol Board of Education's Student Discipline policy [due process].

In cases in which expulsion is being considered, a recommendation will be made to the Superintendent of Schools to expel a student in accordance with the Bristol Board of Education policy. This consequence shall normally be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

iii. Interventions for bullied students

The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address incidents of bullying against a single individual. Intervention strategies for a bullied student may include the

Students**Bullying****Safe School Climate Plan – continued**

following:

- a. Counseling;
- b. Increased supervision and monitoring of student to observe and intervene in bullying situations;
- c. Encouragement of student to seek help when victimized or witnessing victimization;
- d. Peer mediation or other forms of mediation, where appropriate;
- e. Student Safety Support plan; and
- f. Restitution and/or restorative interventions.

iv. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

- a. school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
- b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;

Students**Bullying****Safe School Climate Plan - continued**

- c. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school which may include a school-wide Positive Behavioral Intervention and Supports [PBIS] program, intended to include specific learning objectives for building safe and positive school communities.
- d. Individual interventions with the perpetrator, parents and school employees, and the interventions with the bullied student, parents and school employees;
- e. *School-wide training related to safe school climate*, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- f. Student peer training, education and support; and
- g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Connecticut Department of Education;
- i. Respectful responses to bullying concerns raised by students, parents or staff;
- j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying, with a focus in evidence based practices concerning same;

Students**Bullying****Safe School Climate Plan - continued**

- k. Use of peers to help ameliorate the plight of victims and include them in group activities;
 - l. Avoidance of sex-role stereotyping;
 - m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
 - n. Modeling by teachers of positive, respectful, and supportive behavior toward students;
 - o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
 - p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.
- D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees many find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of “bullying.”
- X. **Improving School Climate**
- Each school Safe School Climate Committee will submit their Safe School Climate Plan [“Plan”] to the District Safe School Climate Coordinator. A revised Plan shall be resubmitted if there are substantive changes to the plan.

Students

Bullying

Safe School Climate Plan - continued

XI. Annual Notice and Training

- A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
- B. Bristol Board of Education shall provide for the inclusion of language in student codes of conduct concerning bullying.
- C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.

XII. School Climate Assessments

On and after July 1, 2012, and biennially thereafter, the Bristol Board of Education shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education. Bristol Board of Education shall collect the school climate assessments for each school in the district and submit such assessments to the Department.

Legal References:

Public Act 11-232, *An Act Concerning for Strengthening of School Bullying Laws*

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. §§ 10-233a through 12-233f

Connecticut State Department of Education Circular Letter C-8, Series 2008-2009 (March 16, 2009)

c.f. Policies 5114 - Suspension/Expulsion, 5131- Out-of-School Misconduct, 5131.911- Bullying/Cyberbullying

Regulation Adopted: January 5, 2011

Bristol Public School,
Bristol, Connecticut

FINANCIAL HISTORY & REVIEW

Philip A. Streifer, Ph.D.

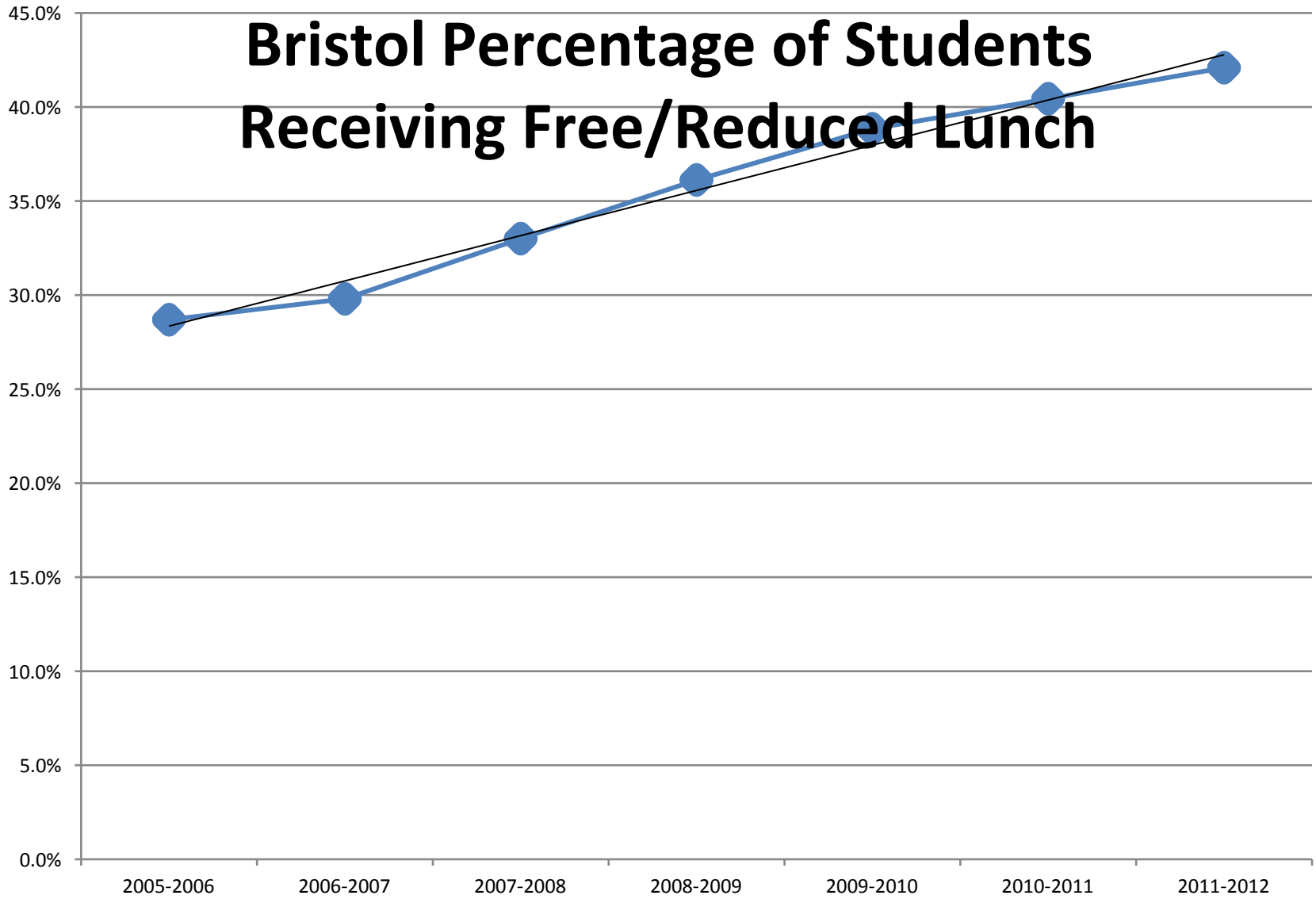
Superintendent of Schools

January 4, 2012

Number of Students

| | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|--------------------------------|-------------|-------------|-------------|-------------|
| DISTRICT ENROLLMENT | 8870 | 8733 | 8605 | 8508 |
| Magnet Students | | | 43 | 105 |
| TOTALS | | | 8648 | 8613 |

Bristol Percentage of Students Receiving Free/Reduced Lunch



Special Education Costs History

Special Education

| Program Area | 2008-2009 Expenses | 2009-2010 Expenses | 2010-2011 Expenses | 2011-2012 Projected |
|---|-----------------------|-----------------------|-----------------------|------------------------|
| SPED Costs Staff & Supplies | \$13,921,031 | \$13,252,276 | \$13,915,336 | \$15,228,501 |
| Transportation | \$2,305,520 | \$2,189,325 | \$2,404,167 | \$3,170,186 |
| Tuition - All Accounts | \$4,618,922 | \$4,247,982 | \$5,329,711 | \$6,228,503 |
| Total SPED Expenses All Funds | \$20,845,473 | \$19,689,583 | \$21,649,214 | \$24,627,190 |
| SPED % of GF Budget (** Impact of AARA) | 20.67% | 19.25% ** | 21.11% | 23.43% |
| SPED Enrollment | 1203 | 1233 | 1279 | 1292 |
| Total SPED Outplaced | 102 | 94 | 122 | 120 |
| Total of Students > \$50K | 38 | 40 | 49 | 68 |

Bristol Ranked 5th in Education – Cities Over 50,000

| District | District Reference Group (Relative Wealth – ‘A’ Wealthiest) | |
|-----------------|--|--|
| • Greenwich | DRG B | These Districts Spend on AVG \$2500 More Per Student than Bristol (based on CSDE website) |
| • Fairfield | DRG B | |
| • West Hartford | DRG B | |
| • Milford | DRG D | |
| • Bristol | DRG G | |

MBR Timeline 2011

- June 2 – Bristol Joint Boards Budget Approved
- Mid June – New MBR passed
- Late June – Implementer Bill passed (Official Date July 13)
- July – BOF Sanctions Use of \$750K to reinstate Freshman and Middle School sports, Band and support staff
- August – SDE rules ‘Federal Money’ does not count toward MBR
- September – SDE sends official notification letter to the Superintendent and City

Reductions in Staff Past Three Years

(Cost Basis Original Value)

| | |
|--|--------------------|
| Administrators | 6 |
| Teachers | 31 |
| Other | 55 |
| TOTAL Positions | 92 |
| TOTAL VALUE (Salary + Benefits) | \$4,169,287 |

Prior Cost Saving Moves

- Reduced Positions
- Closed Bingham
- Retirement Incentives
- Reduced staffing levels
- New K-8s coming on-line that are more efficient and significantly under budget for construction
- Changes to Health Plan Vendor

General Budget and Expenditures History

| BOE BUDGET | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 w/MBR |
|------------------------------------|----------------------|----------------------|----------------------|----------------------------|
| Approved BOE Budget by City | \$100,855,330 | \$102,263,330 | \$102,563,330 | \$102,685,956 |
| ECS | \$41,674,605 | \$41,338,292 | \$41,497,046 | \$41,657,310 |
| City Contribution | \$59,180,725 | \$60,925,038 | \$61,066,284 | \$61,028,646 |
| FEDERAL JOBS | | | | \$2,435,732 |
| AARA IDEA (SPED) | | \$2,213,764 | | |
| AARA Title One | | \$1,481,003 | | |
| TOTAL | \$100,855,330 | \$105,958,097 | \$102,563,330 | \$105,121,688* |
| EXPENDITURES | \$100,472,401 | \$103,911,120 | \$101,935,152 | \$104,383,203* |
| SURPLUS/DEFICIT | \$641,473 | \$2,046,977 | \$628,178 | \$738,485 |
| Bristol Mill Rates | 25.99 | 25.99 | 27.24 | 27.24 |

***TOTAL with MBR and JOBS**

Surpluses Past Four Years

| | |
|----------------|--------------------|
| • 2007-2008 | \$797,299 |
| • 2008-2009 | \$641,473 |
| • 2009-2010 | \$2,046,977 |
| • 2010-2011 | \$628,178 |
| • 2011-2012* | <u>\$738,485</u> |
| • TOTAL | \$4,852,412 |

* anticipated

Grant Revenue History

| Revenue Grants Not ECS or AARA | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
|---------------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| Federal Title One | \$1,443,408 | \$1,641,880 | \$1,780,582 | \$1,618,446 | |
| Federal IDEA (SPED) | \$1,705,241 | \$1,844,285 | \$1,828,051 | \$1,820,129 | |
| Federal Other Grants | \$669,518 | \$628,042 | \$456,688 | \$409,419 | |
| State Priority | \$1,355,541 | \$1,079,156 | \$802,770 | \$526,385 | \$0.00 |
| State Other Grants | \$1,023,409 | \$755,042 | \$736,605 | \$663,331 | |
| TOTAL GRANTS | \$6,197,117 | \$5,948,405 | \$5,604,696 | \$5,037,710 | |

Current Budget Status 2011- 2012

City Appropriation With MBR & JOBS

| | | |
|---|-----------------------------|-----------------------------|
| <p>Approved BOE Budget by City (combination of City & ECS)</p> <p>City: \$58,429,289 ECS: \$41,657,310</p> | <p>\$100,086,599</p> | <p>\$100,086,599</p> |
| <p>Federal Jobs</p> | <p>\$2,435,732</p> | <p>\$2,435,732</p> |
| <p>MBR Requirement - State of CT</p> | | <p>\$2,599,357</p> |
| <p>Gross BOE Budget</p> | <p>\$102,522,331</p> | <p>\$105,121,688</p> |
| <p>Forecasted Expenditures for the Year</p> | <p>\$104,383,203</p> | <p>\$104,383,203</p> |
| <p>Deficit/Surplus - Estimated</p> | <p>(\$1,860,872)</p> | <p>\$738,485</p> |
| <p>Deficit/Surplus Explained:</p> | | |
| <p>August City Sanctioned Add Backs</p> | <p>(\$750,385)</p> | <p>\$750,385</p> |
| <p>Unanticipated SPED</p> | <p>(\$607,478)</p> | <p>\$607,478</p> |
| <p>Unanticipated Reg Ed Transp</p> | <p>(\$106,655)</p> | <p>\$106,655</p> |
| <p>October BOE Add Backs</p> | <p>(\$282,800)</p> | <p>\$282,800</p> |
| <p>Addn'l Magnet School Tuition</p> | <p>(\$92,415)</p> | <p>\$92,415</p> |
| <p>Other as of Jan 4 2012</p> | <p>(\$21,139)</p> | <p>\$21,139</p> |
| <p>Total Additional Expenses</p> | <p>(\$1,860,872)</p> | <p>\$1,860,872</p> |
| <p>Projected Balance for 6-30-12</p> | <p>(\$1,860,872)</p> | <p>\$738,485</p> |

August and October 2011 Add Backs

August 2011:

| | |
|---------------------------------------|------------------|
| Magnet School Tuition | \$171,371 |
| Diesel Fuel Increase | \$72,685 |
| Fuel Oil Increase | \$124,550 |
| Three (3) MS Intervention Specialists | \$173,923 |
| Social Studies Teacher (Westwoods) | \$68,481 |
| Freshman Sports | \$60,875 |
| Middle School Sports | \$78,500 |
| TOTAL | \$750,385 |

October 2011:

| | |
|---|------------------|
| Title One Deficit | \$68,800 |
| Middle School World Language Texts | \$25,000 |
| Computer Labs EDG, EPH, STA, NEMS | \$75,000 |
| Wireless for MV, ID, STA, EPH, JJJ, SSS, NEMS, BC, BE | \$114,000 |
| TOTAL | \$282,800 |

Additional Education Revenue to the City (Excluding ECS)

| Revenue to City | 2012 Joint Board | 2012 Projected Revenue |
|---------------------------|-------------------------|-------------------------------|
| Transportation | \$405,920 | \$432,074 |
| SPED Excess Cost @ 70% | \$1,400,000 | \$2,269,158 |
| Non-Public Transportation | \$185,645 | \$170,850 |
| Revenue Total | \$1,991,565 | \$2,872,082 |
| Addn'l Revenue to City | | \$880,517 |

Projected 2012-2013 Budget – Detail to
Follow in January to BOE Finance
Committee

2012-2013 Budget to be Presented to BOE Finance Committee Jan 2012

| | 2011-2012 Appropriation | 2011-2012 Projected Expenditure | 2012-2013 'Go Forward' |
|---|----------------------------|---------------------------------------|---------------------------|
| TOTAL | \$102,685,958 | \$104,383,203 | \$106,858,847 |
| Delta from 2011-2012 Appropriation | | | -\$4,172,889 |

**Bristol Public Schools
Bristol, CT**

Anticipated Redistricting Information and Decision Time Line

- February 8, 2012 Special Board of Education Workshop with Redistricting Consultants
1. Review criteria for redistricting students
 - a. Populate Greene-Hills and West Bristol School with 900 students
 - b. reduce the number of students at South Side, Hubbell and Stafford schools
 - c. Balance student populations per State compliance plan for race and poverty
 - d. Create feeder patterns for K-5 to 6-8
 - e. Identify location of specialized programs
 2. Review Options A - D
 3. Put this information on school and the District websites
- February 15, 2012 Special Board of Education Workshop with Redistricting Consultants
1. Information Presented for Comment
 - a. Review established criteria for redistricting
 - b. Review Options A-D
 - c. Public Comment
- February 29, 2012 Special Board of Education Workshop with Redistricting Consultants
1. Review Preferred Options for K-5
 2. Present options for school paths K-8 and K-5 to 6-8
- March 14, 2012 Special Board of Education Workshop
1. Final maps presented for Public Comment
- April 4, 2012 Regular Board of Education Meeting
1. Board of Education Agenda item to vote on Redistricting Plan



City of Bristol
Office of Town and City Clerk
111 North Main Street
Bristol, Connecticut
(860)584-6200

December 19, 2011

Philip Streifer, Ph.D.
Supt. of Schools
129 Church Street
Bristol, Connecticut 06010

Dear Dr. Streifer:

At a December 13, 2011 City Council meeting the following was voted:

In light of the significant economic crisis facing the State and City of Bristol and the anticipated budget shortfall laid out at the budget kick off meeting, in the spirit of cooperation between the City departments and agencies, the Bristol City Council requests that the Board of Education discuss at their next meeting, the return of the \$2,559,357 or any remaining amount not yet expended as of today. This was the amount the City was required to pay after the City budget was adopted on June 3, 2011 because of the passage of Public Act 11-234.

Very truly yours,

A handwritten signature in cursive script that reads "Therese Pac".

Therese Pac
Town/City Clerk

cc: Board of Education
Comptroller