MISSION STATEMENT
Danbury Public Schools, in partnership with families and the community, provides transformational learning experiences, designed to nurture thoughtful and prepared graduates.

2019-2020 District Goals
Goal 1: Growth in Student Learning and Achievement and College and Career Readiness for All Students
Goal 2: Family and Community Engagement
Goal 3: Fiscal Responsibility and Planning for Growth
Goal 4: Professionalism, Accountability, and Organizational Learning

AGENDA

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. ROLL CALL
Joseph Britton, Rachel Chaleski, Kate Conetta, Gladys Cooper, Richard Jannelli, Patrick Johnston, Frederick Karrat, David Metrena, Emanuela Palmares, Ralph Pietrafesa, Amy Spallino

IV. RECOGNITIONS

- Erik Savoyski, Danbury High School technology teacher, awarded the Harrison Baker Award by the Connecticut Technology Education Association........19-148 (pg.4)

V. PUBLIC PARTICIPATION
The Board Welcomes Public Participation and asks that speakers please limit their comments to 3 minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, or against any person connected with the Danbury Public School System.

VI. CONSENT CALENDAR

MOTION - that the Board of Education approves the items on the Consent Calendar, Exhibits 19-149 through 19-151, as recommended:

MINUTES
11/6/19 Policy Committee Meeting.................................................................19-149 (pg.5)
11/13/19 Board Meeting..................................................................................19-150 (pg.7)
DONATION
The Kiwanis Club of Greater Danbury made two donations of dozens of instruments to Danbury Public Schools in October as part of its new initiative: “Kiwanis is INSTRUMENTAL in Children’s Lives”. The DPS Music department will distribute these instruments among eight district schools. ................................................................. 19-151 (pg.16)

VII. EMPLOYEE REPRESENTATIVE

VIII. STUDENT REPRESENTATIVES
DHS Representatives: Larissa Costa, Claire Moreira, Jake Goodwin, Rebecca D’Ostilio
ACE Representative: Tamara Souza

IX. PRESENTATION
Career Clusters, Career Pathways, Sample Occupations, and Programs of Study (Kara Casimiro/Melissa Nadeau) ................................................................. 19-152 (pg.17)

X. ACTION ITEMS
A. October 2019 Operating Results Analysis (General Fund & Grants)
   MOTION: that the Board of Education accept the October 2019 Operating Results Analysis (General Fund & Grants) in accordance with ................................................................. 19-153 (pg.98)

XI. SUPERINTENDENT’S REPORT
A. NEASC VISIT (November 17th -20th) Feedback
B. City Council Special Appropriation
C. New Student Registration Process
D. Strategic Planning Update
E. 2020-2021 Draft School Calendar
F. Pilot Program Regarding Military Families ................................................................. 19-154 (pg.109)

XII. DISCUSSION
Proposed Legislation Agenda, Ryan Bingham, Senior Government Affairs Manager/Lobbyist

XIII. INFORMATION

XIV. BOARD CHAIRPERSON’S REPORT
A. Annual Meeting December 4, 2019, BBAC, 5:30 p.m.

XV. BOARD REPORTS, COMMUNICATIONS AND COMMENTS

XVI. EXECUTIVE SESSION

XVII. PUBLIC SESSION

XVIII. ADJOURNMENT

FUTURE MEETINGS AND DATES TO REMEMBER
November 27 Early Dismissal, all schools
November 28,29 Thanksgiving Recess, Schools & Offices Closed
December 2 CityWide PTO Meeting 6:30 pm
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<tr>
<td>December 3</td>
<td>High School Conferences, HS Early Dismissal</td>
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<td>One Hour Early Release for PD Elementary/Middle Schools</td>
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<td>December 4</td>
<td>Annual Board Meeting, 5:30 pm</td>
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<td>December 5</td>
<td>Ad hoc SubComittee Meeting 6:00 pm</td>
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<td>December 23-31</td>
<td>Holiday Recess – Schools Closed</td>
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<td>January 1</td>
<td>New Year’s Day – Schools Closed</td>
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<td>January 6</td>
<td>City Wide PTO Meeting 6:30 pm</td>
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<td>January 7</td>
<td>One Hour Early Release for Students/PD</td>
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<td>January 8</td>
<td>Board of Education Meeting 7:00 pm</td>
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<td>January 15</td>
<td>Board Workshop 5:30 pm</td>
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<td>January 20</td>
<td>Martin Luther King Day – Schools Closed</td>
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<td>January 22</td>
<td>Board of Education Meeting 7:00 pm</td>
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<td>January 28</td>
<td>One Hour Early Release for Students/PD</td>
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FOR IMMEDIATE RELEASE

Date: Nov. 12, 2019
Contact: Robin Provey or Dr. Sal Pascarella, Danbury Board of Education
Phone: (203) 942-1302 or (203) 797-4701
E-mail: robineprovey@aol.com or pascas@danbury.k12.ct.us

DHS technology education teacher chosen for statewide honor

DANBURY, CONN. — Erik Savoyski, a longtime Danbury High School technology education teacher, was awarded the Harrison Baker award last week by the Connecticut Technology Engineering Education Association (CTEEA/ITEEA).

Awarded at the CTEEA’s annual fall conference, the Harrison Baker is the association’s highest honor. Last year, DHS technology education teacher Sterling Miller was awarded ‘Teacher of the Year’ by the association.

CTEEA is the professional organization for Connecticut technology education professionals and ITEEA is the International Technology and Engineering Educators Association. Each year CTEEA selects one middle school teacher and one high school teacher and a school program to honor.

In addition to his role as technology education teacher, Savoyski is the advisor to Team 5150, the school’s robotic team. The team has consistently earned awards and has several times earned a spot at the international level of competition.

“Erik puts in long hours to help our students both in and out of the classroom,” said Superintendent Dr. Sal Pascarella. “He is very motivational with our students, encouraging them to respond to technological challenges on their own under his watchful eye. Erik has guided his robotics team through many competitions and we are always awed by what these students are able to accomplish.”

#Danbury Board of Education#
Present: Rachel Chaleski, Frederick Karrat, Amy Spallino
Absent: David Metrena, Emanuela Palmares
Also Present: Kate Conetta, Kevin Walston

The meeting was called to order at 6:22 p.m. and turned over to K. Walston to review CABE Policy Series 1000: Community Relations.

The consensus of the committee was to make the following recommendations to the full Board:

- P1110.1 Encourage Parent-Teacher Communication/Parent Involvement: Adopt as required by state statute and as presented by CABE with the exception to omit language within parenthesis under second bullet point.
- P1110.3 School Governance Council: Adopt as presented with the exception to omit optional language.
- P1110.4 Media of Communciaiton, Automated Calls/Text Messages (Auto-Notification System/Robocalls): Adopt as presented and recommended by Administration.
- P1112.6 Videotapingof Staff/Students by Non-District Parties and School District Personnel: The committee requested this policy be reworded and revisited at a later time.
- P1120 Public Participation at Board Meetings: The committee requested that the language be aligned with similar Board Bylaw Series and be adopted as such.
- P1140 Distribution of Materials by Students (Use of Students): Adopt with revisions to first sentence.
- P1212 School Volunteers: Adopt as presented and recommended by Administration.
- P1250 Visits to Schools: Adopt second alternative language as presented and recommended by Administration.
- P1311 Staff Participation in Community Activities: Adopt as presented.
- P1314 Fund-Raising and Solicitation: Adopt as presented with the exception to omit 4th paragraph.
- P1330 Use of School Facilities: Adopt as presented except for modification to 3rd paragraph.
- P1411 Relations with Law Enforcement Agencies: Adopt as presented.
- P1700 Otherwise Lawful Possession of Firearms on School Property: Adopt as presented and omit optional language.

Further discussion on P1230 Booster Club Organizations ensued. It was suggested that this be discussed with the full Board and Administration.
Further consensus of the committee was to accept renumbering and additional legal references to existing policies as presented.

R. Chaleski moved, seconded by A. Spallino, to adjourn the November 6 Policy Committee Meeting. The motion passed and the meeting adjourned at 8:00 p.m.

___________________________
Rachel Chaleski
CALL TO ORDER

The Chairperson, Patrick Johnston, called the meeting to order at 7:05 pm and those assembled recited the Pledge of Allegiance.

ROLL CALL

Present: Joseph Britton, Rachel Chaleski, Kate Conetta, Gladys Cooper, Richard Jannelli, Patrick Johnston, Emanuela Palmares, Ralph Pietrafesa and Amy Spallino

Absent: Frederick Karrat, David Metrena

Also Present: Dr. Pascarella, Kelly Truchsess, Kim Thompson, Kevin Walston

RECOGNITIONS

Gabriella “Ella” Brown, 8th grade student at Westside Middle School Academy, named one of the Top 300 MASTERS in the 2019 Broadcom MASTERS, a program of Society for Science & the Public grew biofilms in the lab. Ella was one of 300 winners chosen from more than 2,300 entrants across the country. Frank LaBanca, Principal at Westside, told the Board that it was a pleasure to be here to tell you about one of our star students, Ella Brown, who conducted a research project last year as part of our school exploration. She had the number one research project in the State of Connecticut which included home schools, all public and private schools. She was selected as one of the 300 national semi-finalists which is a pretty awesome accomplishment. She will be doing research again this year. Dr. LaBanca said it is pretty cool stuff we do at Westside. We don’t do volcanoes; we do cutting-edge stuff. If we are lucky, we’ll be in the top 300 again in the National finals. Ella told the Board that this year she will be working on medicated bandages using biofilms.

Patrick Johnston, Chairperson, gave Ella an award and congratulated her on this wonderful accomplishment. Ella approached the Board table and each member congratulated her. Dr. Pascarella asked her to invite her Mom, Dad, and sister for a photo. (applause)

Kimberly Moran, 6th grade math teacher at Rogers Park Middle School, received the Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST). Kimberly was one of four Connecticut teachers to receive the Presidential Excellence Award in Science, Mathematics, and Engineering. The honor was awarded to more than 200 educators nationwide for 2018. The award program is the nation’s highest honor for K-12 educators.

Mayor Boughton said this is a big deal and a huge honor for everything you’ve done in your career. We, the City of Danbury, Dr. Pascarella the Superintendent, and the Board want to recognize you for the Presidential Award for mathematics and science teaching. We know you have a lot of career ahead of you so we are expecting even more great things from you. You’ve made the students’ lives better. The Mayor then presented Kimberly with the City of Danbury and Mayor’s Proclamation and read it to her,
and the audience. The Mayor also presented Kimberly with an Award Certificate from the Board of Education on behalf of Dr. Pascarella and the Board Chairperson, Patrick Johnston.

Kimberly said this is her 16th year in Danbury. It’s an honor to be recognized for the award. I have learned from my students and my colleagues over the years and I am grateful to be teaching in Danbury. She thanked everyone for allowing her to go to DC and mentioned what a wonderful experience it was. She also said she has learned so much being here and appreciates the experience the Board had allowed her to have. Thank you, I’m honored for the award. Rogers Park is a wonderful school. She thanked Dr. Zaleta for her support.

Dr. Kristy Zaleta, Principal at Rogers Park, said we are proud of Kim, she always goes above and beyond. She has a great partnership with the co-math teachers in the 6th grade. They work tirelessly to figure out how to meet the needs of our very unique population. Kim is also a co-teacher with one of our other bilingual math certified teachers. They did an amazing job with their partnership for our kids to grow exponentially. We’re just so proud of our team. We look forward to many more years with her. (applause)

Mayor Boughton recognized Albert Russo, who was in the audience and has just been elected to the Board of Education.

PUBLIC PARTICIPATION

Mr. Oswaldo Chin complimented the Board on the good job they are doing. He said it is not easy being a public servant. He held up for the Board to see the campaign piece that he received in the mail about Charter schools. He said that his taxes increased by $2,000 and he is not willing to have a Charter school in the district. He doesn’t feel our taxes should go to private schools. We have to be very careful about having a Charter school. What we need to do right now is come together and support our public schools and teachers and come up with solutions. Forget about the Charter school and bring those public funds to our schools.

CONSENT CALENDAR

MOTION - Rachel Chaleski moved, seconded by Ralph Pietrafesa, that the Board of Education approves the items on the Consent Exhibits 19-140 through 19-143 as recommended:

MINUTES
10/10/10 Amended Board Meeting
10/22/19 Adhoc Subcommittee Meeting
10/23/19 Board Workshop
10/23/19 Board Meeting

Motion carried at 7:21 pm.

EMPLOYEE REPRESENTATIVE

Spotlight Your School – Stadley Rough School

Lenny Cerlich, Principal of Stadley Rough School, introduced the Board to Dan DeRubis who is going to show you a video of a “Day in the Life at Stadley Rough.” It showed the student’s doing their lessons, community awareness and also their recess activities. After the video, Mr. Cerlich told the Board about the various clubs they have at his school. One being the ‘Kindness and Compassion Club. This is for
grades 3-5 and is an after school activity. Deb Ireland and Danielle Catanese lead the community awareness of kindness, buy making sandwiches for Dorothy Day. At the end of the school year, we have a ‘Don’t dis my Ability Dance.’ The last week in October is Kindness Week. Monica Hasaan took over the lead in promoting goodwill to all. One of the days was, ‘Nobody Eats Alone,’ which also promotes goodwill to all students. We had a finalist in the Invention Convention. We’ve had a finalist every year for 10 years in a row. Last few years it was led by Dan DeRubis. ‘Spooky Reading and Math Night’ was a great activity for Halloween. The evening was filled with STEM activities with all staff involved. We started out with 20 students, it then quickly became 120+ students and parents. We have a strong PTO community who always goes above and beyond to support our school with a welcome back picnic, an ice cream social and a VIP dance. We have three ESL nights: October, December, and May in collaboration with SERC. At the conclusion, Mr. Cerlich invited the Board to visit his school and thanked them for the opportunity to Spotlight Stadley Rough. (applause)

Mr. Johnston thanked Mr. Cerlich for an interesting and informative presentation.

**STUDENT REPRESENTATIVES**

DHS Representatives D'Ostilio and Jake Goodwin said this month has already been off to a great start! October:

- The class of 2020 took their senior pictures dressed in all black on the 16th of October! How exciting to be graduating soon.
- The Danbury boys' soccer team won vs Stamford 1-0 with 8:30 left in the game on October 21st! Good job boys!
- The 34th annual college fair took place in Danbury Fair mall from 5-8 pm also on October 21st! Colleges from all over set up tables and helped give students an idea of their future after high school!
- On October 22nd the DHS Girls Volleyball team presented Jack Bouffard, from Ann's Place, with a check of $261. These funds were donated at the volleyball Pink Game bake sale!! Go hatters!
- Congratulations to cross-country runner Daniella Grullon-Pena on her 3rd place finish at LLs and All State Honors!
- The freshman forum was held in the DHS auditorium on October 28th, which helped to introduce parents and students to life at Danbury High.
- Danbury boys' soccer won 2-0 against Ridgefield on October 28th!
- The SENIOR NIGHT GAME for the girls’ volleyball team was held on October 29th! What a great season.
- Danbury High one of our largest club fairs ever, with over 30 clubs in attendance. Because of the weather we had to move it indoors, but it was a success nonetheless.
- On October 30th, students in our CNA program held a health science career fair with jobs ranging from RN to Pediatric nutritionist.

November:

- The new Danbury high school track was opened November 6th, which we are very excited about! We can now host track and field competitions at our school.
- A big congratulations to Meilee Kry for girls Cross Country, and Aidan Coleman for boys Soccer! Both named FCIAC Exemplary Scholar-Athletes for the Fall Season.
- On November 4th, Mr. Marchinkoski won science teacher of the week, so congrats to him.
- Danbury High school productions has just started rehearsing for their upcoming show, “Newsies” which will open in early April.
- Danbury cross country runners Daniella
Coming up on Sunday, a NEASC committee will be coming to Danbury High School with Board members and other members of our community. The Board of Governors officers will be there as well. We hope to see everyone there! Thank you for your time.

ACE Representative, Tamara Souza said she would like to thank you for allowing her to represent the Alternative Center for Excellence and share what is going on with our family at Locust Avenue:

- Saturday, October 26th ACE hosted our Breakfast with the Great Pumpkin Fundraiser. 31 ACE students showed up that Saturday morning to volunteer and participate in a great opportunity for service learning.

- Today Paul Thrasher took his Financial Literacy Class to participate in a Financial Literacy Workshop at WESTCONN.

- On November 19th Rob Melillo will take ACE students to participate in STARS workshops, which provides an opportunity for students and staff from Alternative Programs from around the state to collaborate.

- Tuesday, November 26th ACE invites you all to join us for our Thanksgiving Dinner, which allows us to give back and say thank you for all of the support we receive.

- Wednesday our ACE community service volunteers will sort and bag coats, hats, socks, backpacks, toiletries, and sleeping bags for our Thanksgiving Coat Drive, which will service those in need of support on Thanksgiving morning at 6 a.m. on the corner of Main St. and Elm Street. Donations will be accepted until Friday, November 22nd.

- December 4th Joanne Tolles and Daniela Esposito will be taking 21 students to view a performance of Les Miserables (Ley Miz).

Tamara thanked the Board for their continued support of our effort to educate, engage, and empower at the Alternative Center and may America always be above everything and God above everyone.

Dr. Pascarella asked Rebecca to tell the Board about the Workshop Committee that she and Tamara were on.

Rebecca D’Ostilvio told the Board that she and Tamara were involved in a Committee three weeks ago that discussed ways that we hopefully can work on district plans for the future. We had six students: four from DHS and two from ACE. We started out sitting at a table and talked about six steps. We gave the presentation then discussed as students what we think could be implemented in the schools. We then split up. We had one community member and a public service worker at each table. We were assigned one of six points and we had to come up with ways to plan. It was really insightful because the students now will know what is going on. That is something we spoke about bringing the plan to the students.

Dr. Pascarella then asked Rebecca if she was thinking about doing something at the state level. She said she is applying to be the Connecticut State representative for public schools and she hopes she can represent Danbury at the state level. Mr. Johnston said, “That is great!” (applause)
SUPERINTENDENT’S REPORT

City-Wide PTO Council

The Superintendent said the City-Wide PTO Council meeting on October 7th was a great evening. The attendance was tremendous. Almost every school was there. They discussed many subjects. CT School Finance Project presented about state education funding. They presented the funding mechanism. They talked about strategies to go forward and how they can advocate for Danbury. Erika is going to work with Courtney on the funding mechanism.

School Calendar

Kevin Walston called the Board’s attention to the highlighted dates. I recall this time last year we had conversations around early release days. We have a draft tonight for your consideration. We reduced PD sessions down from 11 last year to 6. The sessions are a little bit longer but you will note there are only 6: October, December, January, February, March, and June. I think that is one of the things that people will notice quickly. You will also notice that Columbus Day, although it has no impact on the community, schools will be closed with no PD that day. New teacher orientation – we are proposing two pre-opening Professional Development days separated by the weekend. We also have in November a number of parent conferences currently, and we are considering moving all parents’ conferences to December to better align with report card distribution. We need to stagger the conferences, so we have translators available at various levels.

Dr. Pascarella said we were asked why we are starting so early in the year. There is a real struggle at the beginning of the year and that is why there is an extra day there. In April you will decide what the graduation date will be. Conferences are a problem for teachers. We need interpreters and we try to spread it out. The subject came up about teacher conferences and it was briefly discussed.

Rachel Chaleski said in regard to the teacher conferences scheduled for November, she doesn’t know how comfortable she would feel waiting that long to hear from her child’s teacher. It is a long time. I do get the interim report and I appreciate the additional information, but they are 2½ months in school and I am eager for conferences. She also told the Board that since there was no school on Veteran’s Day, she was able to bring her kids to the Veteran’s Ceremony at Rogers Park. It made it more meaningful. I would love to do that again with them. I saw a few veterans there with their kids.

Ms. Chaleski also asked about Rosh Hashanah on September 18th. She said it begins at sundown and this year they scheduled a PTO meeting on that evening. I don’t know if it’s worth putting on the calendar that on the evening of Rosh Hashanah no school events or activities should take place.

NEASC Visit - November 17th – 20th

Just a reminder of the Danbury High School NEASC Visit. It will start at 2:00 pm.

November 5th Professional Development Feedback
Kevin Walston said the feedback from our session was met with satisfaction by teacher groups at multiple levels. We had 38 different professional development sessions, almost double that of October. Sessions in November were content related PD and also a high Restorative Justice conferences with staff. School leaders participated. In 2018-2019 we started Justice training throughout the school year and so this year we had that same professional development.

Emanuela Palmares asked Mr. Walston to explain for everyone’s understanding of the concept of Restorative Justice and the focus of that training. I think that we touched on this before. It’s interesting for us to know some of the areas that professional development is focusing on as a Board, as well as to understand the things that are being addressed by our teachers.

Mr. Walston said last year a conversation started about the social and emotional development of students district-wide. As a district, we began to explore programs for kids in that effort. We are always trying to get better at keeping kids in school so exploring different ways to do that we landed on adopting Restorative Justice. We feel pretty comfortable in that it focuses on building community in our classrooms in our school community. It’s an opportunity for kids identify with other students and a trusted adult in the classroom. So, in that environment if a student is struggling with issues, whatever those might be, ideally we’re hoping that they would bring that to the attention of a trusted adult. We are also hopeful that through Restorative Justice in the building it will focus on opportunities for us to remember that learning is beyond curriculum. We make mistakes sometimes as kids, even as adults, and this provides a framework for our kids to learn from those mistakes.

DISCUSSION

Proposed Legislation Agenda

Dr. Pascarella said you have a copy of the new Legislative Agenda for 2020. This is a draft put together with the help of Ryan Bingham and Erika Haynes. Kelly Truchsess wrote the Special Education piece. One of the things we did talk about was the Magnet School and is something you may want to consider. The school opened 13 years ago with bonds from Education Connection. In 20 years when the bonds retire, the school then belongs to Danbury and not the State. It becomes an intramural Danbury School. You may want to consider the legislation for the remaining 7 years on the bond retirement. Ryan did look into it and it will require different language. Thinking about one of our solutions to space is to play out where it becomes an intramural rather than a Magnet School, then you may want to consider the legislation for the remaining 7 years.

Kate Conetta asked the Superintendent as far as that is concerned, what does that mean for the students who are out of district already and currently attending that school? He replied to be fair to everyone and if we think this is going to happen as students phase out, we would phase in students.

Rachel Chaleski asked about the Advisory Council. The Superintendent said it has not been rescheduled yet. She said she would like to bring this up to the Advisory Board first and start the conversation there. She is all for exploring the idea. It doesn’t make sense that we are educating surrounding towns while ours are learning in closets. I would like to move formally with our partner districts.

Dr. Pascarella responded that he just doesn’t want to lose sight of the reason for the program which was to integrate the school with the surrounding suburbs that don’t have any diversity to speak of and the idea here was to have those youngsters exposed to the diverse populations and that’s why it was funded by the state. If that is what you want to do to bring it before the Advisory Council, we can.
Gladys Cooper said we need to be careful before we do this. We need to be sure it is the correct thing to do for our kids and the district. The Superintendent then talked about ESC funds, Pathway and university partnerships, state mandates and Special Education services.

Kelly Truchsess said we wanted our legislators made aware of the influx of students in Danbury. This year we had 80 students that moved in that required Special Ed services. Those were not the students that were with us last year that we identified as needed for the service. Some of the students that came in are relatively easy to program and don’t have a large impact on our overall programming. But we have other students due to the nature of their needs, and the courses, may be in a class of 8 or 10 students. When you get two or three students around the same grade level of that profile you see how that could become troublesome for staffing purposes. We are only staffing at the end of the last school year in anticipation and we always try to project fluctuations of students coming in. But this year, in particular, the team was extremely challenged with students. For example, at Pembroke, the school got hit significantly within the first four weeks of school. We placed 10-12 students in 6 classes that are traditionally small in size, therefore, each class increased by two which did present some unique circumstances. Ms. Truchsess also said another unique circumstance was with students that moved to the United States who needed services. We knew as soon as they registered that we had to place them in a special education program and there is no process we can go to immediately to figure out the exact specifics of what those children needed. So those students who were coming in on the first day were placed in a fragile program and a non-verbal autism program. My team was being called daily saying “I don’t think that this child is appropriate for a classroom.” Our central registration did a really great job. The Special Ed program has some pretty significant budgetary problems.

Rachel Chaleski said she has a suggestion and you can take it or leave it. I appreciate and understand the consequences of the potential legislation, as well as what their intentions might be. But everything has a fiscal impact and logistical challenge. But just a thought about maybe putting something in there that when CABE puts out testimony that we are members and I feel their testimony weighs a whole lot more than an individual or a certain few. We’re part of their team and they speak for us as well.

**Update Mayor’s 2020 Task Force Meeting**

Dr. Pascarella said they are meeting next week and have asked the legislators to come. We would like to see if we can get the legislators behind us. The meeting is on November 20th here at 4:00. The Board is invited to attend. They are going to start talking about some options and there are two issues. What are you going to do long-range and if you decide to do long-range where you might put that building and what would it look like in terms of grade structure? What are we going to do in the interim if we have a reoccurrence of what happened this past summer? You are already oversaturated. You walk around schools today and see people on wheels and students in closets. About eight years ago there was a Savin report that they spend $250,000 for. Antonio was at the meeting and he is going to update that for space utilization to see what we are entitled to.

Richard Jannelli said this will be a brainstorming session; moving kids to different towns and a lot of facts to be gathered and opinions to look at objectively. There are 20 people represented. A cross-section of the town. You will get a good representation, but don’t be alarmed. This is a public session and a lot of opinions. The faster we work on this the better we are. If we are to build a new school, the Mayor said, there is a plan in March to have a referendum. Time is of the essence. He said there were two things that we looked at, a short term problem and a long term problem. All this has to be worked with the Site and Facilities Committee. It is going to be difficult to coordinate 25-30 people. He said that this has to be worked in with the Sites and Facilities Committee meetings because everybody has to be in on these conversations.
INFORMATION

Interim Assistant Principal at Broadview

Ms. Thompson told the Board that Tany Douangta, who has been a counselor at Broadview for many years, will be the Interim. She participates in the leadership groups with Kevin Walston and someone that we’re eager to give an opportunity to as Interim.

Veterans Day Activities

Dr. Pascarella said there were various activities that took place in the classrooms throughout the district.

BOARD CHAIRPERSON’S REPORT

Annual Meeting December 4, 2019, 5:30 pm at Beaver Brook

Nellie Mae Convening Invitation -November 19th – 21st

CABE/CAPSS Convention November 15 - 16th

Ms. Chaleski said she is going on Saturday. The Alliance District Workshop caught her eye and she will bring back materials to share with the Board. She also said she would be happy to drive anyone who would like to go.

Ms. Cooper said she wants to congratulate the principal, Kesha Smith, at Great Plain School for a well-organized Halloween treat for the students. Some of the activities were in the auditorium and some were in the gym. It was nice to see how well the young people conducted themselves. Ms. Smith and her staff did a wonderful job for the kids.

Ralph Pietrafesa said since I will not be here for the next meeting, I want to say thank you. It was a pleasure working with everyone. One thing I will miss is the people, but not the problems. You will probably see me a couple of times participating, but this is my last meeting and I know you all understand how difficult it is. I will still advocate for the district, just on the other side of the table. So, I just want to say thank you. I feel confident some of the new people whom I don’t know, but in what we have here, I think you are taking the district in the right direction. (applause)

Ms. Cooper thanked Ralph Pietrafesa for his service and all that he has done for the schools while he was on the Board.

Rachel Chaleski said we had a Policy Committee Meeting, Fred Karrat isn’t here to talk about it, but we went through the CABE policy series 1000 in its entirety. Our modifications will be sent to CABE and they will provide the revised series to the full Board. Kevin Walston said it will come back to us and we will have a first reading. We are still waiting for Policy Series 9000 to come back. We will have that for our next Board meeting.

BOARD REPORTS, COMMUNICATIONS AND COMMENTS

EXECUTIVE SESSION
MOTION: Rachel Chaleski moved, seconded by Richard Jannelli that the Board of Education convene in Executive Session for the purpose of discussing negotiations with Danbury Paraeducators CSEA/SEIU Local 2001, with possible action in public session.

Motion carried at 8:30 pm.

Present: Joseph Britton, Rachel Chaleski, Kate Conetta, Gladys Cooper, Richard Jannelli, Patrick Johnston, Emanuela Palmares, Ralph Pietrafesa and Amy Spallino

Absent: Frederick Karrat, David Metrena

Also Present: Dr. Pascarella, Kelly Truchsess, Kim Thompson, Kevin Walston

The Chairperson called the Executive Session to order at 8:35 pm and turned the meeting over to Kim Thompson. A brief discussion followed.

PUBLIC SESSION

MOTION: Richard Jannelli moved, seconded by Rachel Chaleski, that the Board of Education ratify the contract with Danbury Paraeducators CSEA/SEIU Local 2001, as presented.

Motion carried at 8:50 pm.

ADJOURNMENT

Rachel Chaleski moved, seconded by Ralph Pietrafesa that the Board of Education adjourn its November 13, 2019 meeting and the meeting adjourned at 8:55 pm.

Gladys Cooper, Secretary

(meeting videotaped)
FOR IMMEDIATE RELEASE
Date: Nov. 12, 2019
Contact: Robin Provey or Dr. Sal Pascarella, Danbury Board of Education
Phone: (203) 942-1302 or (203) 797-4701
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Local Kiwanis Club instrumental to DPS music education

DANBURY, CONN. — The Kiwanis Club of Greater Danbury made two donations of dozens of instruments to Danbury Public Schools in October as part of its new initiative: “Kiwanis is INSTRUMENTAL in Children’s Live.”

The donations included trumpets, a trombone, a flute, electric bass, drum sticks, electric keyboards, electric and acoustic guitars, a drum set and a ukulele. The DPS music department will distribute these instruments among eight district schools.

In 2019, the district was named a 2019 “Best Communities for Music Education School District” for its commitment to and support of music education by the nonprofit National Association of Music Merchants (NAMM). Danbury was one of 623 recognized school districts nationwide and 18 in Connecticut.

Jill Russell-Benner, the DPS K-8 music department head, serves as the liaison between schools and nonprofit organizations and has been instrumental in getting funding to the schools specifically for music education.

Last year the district received more than $140,000 in instruments and supplies from VH1Save the Music Foundation, and $40,000 from NAMM. Efforts continue through the district to make certain that eventually all K-8 students will have access to musical instruments and education.

The Kiwanis Club will kick off its instrumental initiative at Ridgefield Playhouse on Sunday, Nov. 24.

#Danbury Board of Education#
TO: Superintendents of Schools  
Superintendent of Unified School Districts  
Directors of Public Charter Schools  
Executive Directors of Regional Educational Service Centers  
Directors of Approved Private Special Education Programs

FROM: Christopher M. Todd, Bureau Chief, Talent Office

DATE: September 6, 2019

SUBJECT: Updated Assignment Codes for EDS

In an effort to provide districts with greater flexibility around teacher certification and to support implementation of the updated graduation requirements that are outlined in Connecticut General Statutes 10-221a, the following Assignment Codes have been added to the Educator Data System (EDS) for the 2019-20 school year:

<table>
<thead>
<tr>
<th>Course/Role Descriptor Code</th>
<th>Description</th>
<th>Long Description</th>
<th>Endorsement and Grades Allowed to Serve</th>
</tr>
</thead>
<tbody>
<tr>
<td>90260 Integrated Humanities</td>
<td>Provides instruction and is responsible for student learning in a particular time period in interdisciplinary humanities (includes exploration, analysis, synthesis, and various responses to cultural traditions, including viewing, listening, speaking, reading, writing, performing, and creating); excludes courses with existing designated assignment codes.</td>
<td>Designation of the course and teacher should be considered based on the standards being addressed in the content of the course.</td>
<td>Any grade and content appropriate CT certificate in the endorsement areas of English (015, 016), Social Studies (025, 026, 027, 028) or Art (042).</td>
</tr>
<tr>
<td>90299 Integrated STEM</td>
<td>Provides instruction and is responsible for student learning in a particular time period in interdisciplinary STEM (includes concepts from Science, Technology, Engineering and Mathematics); excludes courses with existing designated assignment codes.</td>
<td>Designation of the course and teacher should be considered based on the standards being addressed in the content of the course.</td>
<td>Any grade and content appropriate CT certificate in the endorsement areas of Business (010), Math (029), Sciences (030, 031, 032, 033, 034), Agriculture (040), Vocational Agriculture (041), Home Economics (045), Vocational Home Economics (046), Technology Education (047), Vocational Occupational Subjects (090), Trade and Industrial Occupations (098), Health Occupations (103), Vocational Health Occupations (109) or Computer Science (110).</td>
</tr>
</tbody>
</table>
Additionally, the following assignments now include “Interventionist” to allow for more appropriate and aligned placement within EDS:

<table>
<thead>
<tr>
<th>Course/Role Descriptor Code</th>
<th>Description</th>
<th>Long Description</th>
<th>Endorsement and Grades Allowed to Serve</th>
</tr>
</thead>
<tbody>
<tr>
<td>90633</td>
<td>Academic Support Instructor/Interventionist – Literacy</td>
<td>Provides additional support with literacy coursework, which may include skill instruction, re-teaching of concepts, organizational strategies, and collaboration and consultation with content area teachers. May include students identified through the Scientific Research-Based Interventions (SRBI) process.</td>
<td>Any grade and content appropriate certificate.</td>
</tr>
<tr>
<td>90634</td>
<td>Academic Support Instructor/Interventionist – Mathematics</td>
<td>Provides additional support with mathematics coursework, which may include skill instruction, re-teaching of concepts, organizational strategies, and collaboration and consultation with content area teachers. May include students identified through the Scientific Research-Based Interventions (SRBI) process.</td>
<td>Any grade and content appropriate certificate.</td>
</tr>
</tbody>
</table>

For resources regarding the Educator Data System (EDS) and district compliance, please visit the Bureau of Educator Standards and Certification’s website at: https://portal.ct.gov/SDE/Certification/Certification-Resources-for-Districts#compliance.

For questions regarding EDS assignments and compliance, please contact Julianne Frost in the Talent Office at Julianne.Frost@ct.gov or 860-713-6723. For questions regarding data entry, please contact Raymond Martin in the Performance Office at Raymond.Martin@ct.gov or 860-713-6876.

Thank you.
Connecticut State Department of Education

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Career Clusters, Career Pathways, Sample Occupations, and Programs of Study

CSDE
Connecticut State Department of Education
November 2019
Contents

Perkins V ......................................................................................................................... i

Career Clusters, Career Pathways, and Programs of Study ........................................... i

What are Career Clusters? ............................................................................................... i
How did the CSDE choose the approved CTE Career Clusters? .................................... ii
What do these Connecticut Career Clusters mean in regard to Perkins V funds? .......... ii
What is a Career Pathway? ............................................................................................... iii
What is a Program of Study (POS)? ................................................................................ iii

Connecticut Career Clusters ........................................................................................... 1

The 12 Connecticut Career Clusters ................................................................................. 2
Connecticut Career Clusters Defined ............................................................................... 3

Secondary Programs of Study ........................................................................................ 5

Agriculture, Food, and Natural Resources Cluster
Natural Resources Systems Pathway ................................................................................ 6
Agribusiness Systems Pathway .......................................................................................... 7
Animal Systems Pathway .................................................................................................. 8
Aquaculture Pathway ......................................................................................................... 9
Biotechnology Systems Pathway ....................................................................................... 10
Environmental Services Pathway ..................................................................................... 11
Plant Systems Pathway ..................................................................................................... 12
Food Products and Processing Systems Pathway ............................................................. 13
Power, Structural, and Technical Systems Pathway ......................................................... 14

Architecture and Construction Cluster
Construction Pathway ..................................................................................................... 15
Design/Pre-construction Pathway ..................................................................................... 16
Maintenance/Operating Pathway ...................................................................................... 17

Business Management and Administration Cluster
Business Information Management Pathway .................................................................. 18
General Management Pathway ....................................................................................... 19
Operations Management Pathway .................................................................................. 20

Education and Training Cluster
Teacher/Training Pathway ............................................................................................... 21

Finance Cluster
Insurance, Securities, and Investments Pathway ............................................................. 22
Banking Services Pathway ............................................................................................... 23
Accounting Services Pathway .......................................................................................... 24
Business and Finance Pathway ....................................................................................... 25

Health Science Cluster
Diagnostic Services Pathway ........................................................................................... 26
Health Informatics Pathway ............................................................................................. 27
Support Services Pathway ................................................................................................. 28
Therapeutic Services Pathway ........................................................................................ 29
Medical Biotechnology Pathway ................................................................................. 30
Hospitality and Tourism Cluster
Lodging Pathway ........................................... 31
Recreation, Amusements, and Attractions Pathway ........................................... 32
Restaurant, Food, Beverage, and Services Pathway (Culinary) ........................................... 33
Travel and Tourism Pathway ........................................... 34
Information Technology Cluster
Cybersecurity Pathway ........................................... 35
Information, Support, and Services Pathway ........................................... 36
Network Systems Pathway ........................................... 37
Programming and Software Development Pathway ........................................... 38
Web and Digital Communications Pathway ........................................... 39
Manufacturing Cluster
Logistics Inventory Control Pathway ........................................... 40
Manufacturing Production Process Pathway ........................................... 41
Maintenance, Installation, and Repair Pathway ........................................... 42
Manufacturing Production Pathway ........................................... 43
Health, Safety, and Environmental Assurance Pathway ........................................... 44
Quality Assurance Pathway ........................................... 45
Marketing Cluster
Marketing Communications Pathway ........................................... 46
Marketing Management Pathway ........................................... 47
Professional Sales Pathway ........................................... 48
Marketing Research Pathway ........................................... 49
Marketing Merchandising Pathway ........................................... 50
Science, Technology, Engineering, and Mathematics (STEM) Cluster
Engineering, Design, and Development Pathway ........................................... 51
Transportation, Distribution, and Logistics Cluster
Health, Safety, and Environmental Management Pathway ........................................... 52
Facility and Mobile Equipment Maintenance Pathway ........................................... 53
Logistics, Planning, and Management Pathway ........................................... 54
Sales and Service Pathway ........................................... 55
Transportation Systems/Infrastructure Planning, Management, and Regulation Pathway ........................................... 56
Transportation Operations Pathway ........................................... 57
Warehousing and Distribution Center Operation Pathway ........................................... 58
Industry- Recognized Credentials ........................................... 59
Appendix: Learn Together, Grow Together CT ........................................... 63
Killingly High School and Waterbury Career Academy ........................................... 64
Contributors ........................................... 68
Perkins V

On July 31, 2018, President Trump signed the Strengthening Career and Technical Education for the 21st Century Act into law. This bill amends the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and this amended act is now referred to as Perkins V. The passage of Perkins V provides new opportunities to improve Career and Technical Education (CTE) and enables more flexibility for Connecticut to meet the unique needs of our learners, educators, and employers.

The Connecticut State Department of Education’s (CSDE) vision demands that all Connecticut’s students have access today to flexible CTE pathways that will position them to graduate tomorrow as innovators equipped with adaptable, transferable skills that will contribute to the growth of Connecticut’s high-knowledge economy.

Career Clusters, Career Pathways, and Programs of Study

What are Career Clusters?

There are 16 National Career Clusters found in the National Career Clusters Framework developed in 1996 by the U.S. Department of Education, the Office of Vocational and Adult Education (OVAE), the National School-to-Work Office (NSTWO), and the National Skill Standards Board (NSSB). These clusters provide standardization and consistency across an ever-evolving labor market.

Career Clusters assist secondary and postsecondary institutions with:

- developing programs of study bridging secondary and postsecondary curricula;
- creating individual student plans of study for a complete range of career options; and
- empowering students to choose the Career and Technical Education (CTE) pathway that can lead to success in their academic and career endeavors.

Secondary and postsecondary institutions in Connecticut may offer courses and programs in any of the 16 clusters. However, Perkins V funds must be utilized on programs aligned with priorities in Connecticut that are informed by labor market data and projections. Each of the clusters has merit, yet when placed against the workforce data including Connecticut’s long-term industry and occupational projections for 2016–2026, the following 12 Connecticut Perkins V Career Clusters best fit the workforce needs of Connecticut:

- Agriculture, Food, and Natural Resources;
- Architecture and Construction;
- Business Management and Administration;
- Education and Training;
- Finance;
- Health Science;
- Hospitality and Tourism;
- Information Technology;
- Manufacturing;
- Marketing;
- Science, Technology, Engineering, and Mathematics; and
- Transportation, Distribution and Logistics.

These 12 clusters will drive the pathways and programs or programs of study to be funded, supported, developed, or improved at the State and local levels under Perkins V. Previously, the Connecticut State Department of Education called these clusters “approved program areas.”
How did the CSDE choose the approved CTE Career Clusters?

The CSDE convened a core Perkins V leadership group consisting of key stakeholders to analyze Connecticut workforce needs, establish Program Career Clusters and Pathways, and inform the CTE Transition and State Plans. This workgroup consists of representatives from the Connecticut:

- Association of Boards of Education (CABE);
- Association of Public School Superintendents (CAPSS);
- Association of Schools (CAS);
- business and industry;
- Business and Industry Association (CBIA);
- Career and Technical Student Organizations (CTSO);
- Council of Administrators of Special Education (ConnCASE);
- Council for Education Reform (CCER);
- Department of Economic and Community Development (CDECD);
- Department of Higher Education (DHE);
- Department of Labor (CT-DOL);
- district Perkins administration;
- Office of Workforce Competitiveness;
- parent organization;
- Regional Education Service Centers (RESC);
- State Department of Education (CSDE);
- teachers’ organizations (AFT and CEA);
- Women’s Education and Legal Fund (CWELF); and
- Workforce Investment Boards (WIBs).

In February 2019, the leadership group analyzed the occupational areas of growth pertaining to Connecticut’s long-term industry and occupational projections for 2016–2026, using labor market data provided by the Connecticut Department of Labor. After this meeting, Perkins stakeholders reviewed proposed clusters and provided additional feedback. After consideration of the Perkins V leadership group analysis, stakeholder feedback, and the National Forum on Educational Statistics (NCES) and the School Courses for the Exchange of Data (SCED) coding system, the 12 approved Perkins V Connecticut Career Clusters were found to best fit the needs of Connecticut and will drive the pathways and programs or programs of study (POS) to be supported, developed, or improved at the State and local levels.

What do these Connecticut Career Clusters mean in regard to Perkins V funds?

Eligible secondary and postsecondary recipients shall only utilize their Perkins V funds for programs and activities that support the approved Connecticut Career Clusters.
What is a Career Pathway?

In Perkins V, the term “career pathways” has the meaning given to the term in Section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102). A career pathway is defined as a combination of rigorous and high-quality education, training, and other services that:

A. align with the skill needs of industries in the economy of the State or regional economy involved;
B. prepare an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 3226 of this title);
C. include counseling to support an individual in achieving the individual’s education and career goals;
D. include, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
E. organize education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
F. enable an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
G. helps an individual enter or advance within a specific occupation or occupational cluster.

Thus, a career pathway is a coordinated program of rigorous, high-quality education and work-related training that aligns to industry needs and advances students in their career of choice. A career pathway is seamless and includes multiple possibilities leading to an industry-recognized credential, certificate or licensure, and/or an associate or baccalaureate degree and beyond.

To assist students in navigating various career choices aligned to Connecticut workforce needs, there are pathways organized by Connecticut Career Clusters. Eligible secondary and postsecondary recipients shall only utilize their Perkins V funds for programs and activities that support the approved Connecticut Career Clusters.

What is a Program of Study (POS)?

The CSDE believes all students must have access to career pathways that lead to success in college, career, and civic life. A POS is part of a student’s career pathway and consists of a non-duplicative sequence of academic and technical content at the secondary and postsecondary level. The POS progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction) and has multiple entry/exit points culminating in the attainment of a recognized postsecondary credential. A POS includes a minimum of a two-course sequence in a single CTE content area.
Connecticut Career Clusters

The 12 Connecticut Career Clusters have a variety of career pathways in which eligible secondary and postsecondary recipients can create programs of study for students, leading to numerous related occupations. The 12 Connecticut Career Clusters drive the pathways and programs of study to be funded, supported, developed, or improved at the State and local levels under Perkins V.
The 12 Connecticut Career Clusters

The 12 Connecticut Career Clusters have a variety of career pathways in which eligible secondary and postsecondary recipients can create programs of study for students, leading to numerous related occupations.

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Transportation, Distribution, and Logistics
- Business Management and Administration
- Science, Technology, Engineering, and Math (STEM)
- Education and Training
- Marketing
- Finance
- Manufacturing
- Health Science
- Information Technology
- Hospitality and Tourism
Connecticut Career Clusters, Defined

Agriculture, Food, and Natural Resources
Agriculture, Food, and Natural Resources focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products or resources.

Architecture and Construction
Architecture and Construction focuses on careers in designing, planning, managing, building, and maintaining the built environment.

Business Management and Administration
Business Management and Administration focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Education and Training
Education and Training focuses on planning, managing, and providing education and training services, and related learning support services. Current Connecticut teacher shortage areas include mathematics (7–12), science (7–12), technology education (PK–12), and world languages (7–12).

Finance
Finance focuses on services for financial and investment planning, banking, insurance, and business financial management.

Health Science
Health Science focuses on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Hospitality and Tourism
Hospitality and Tourism focuses on management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events, and travel related services.
**Information Technology**

Information Technology focuses on building linkages in information technology occupations for entry level, technical and professional careers related to the design, development, support, and management of hardware, software, multimedia and systems integration services.

**Manufacturing**

Manufacturing focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing, and process engineering.

**Marketing**

Marketing focuses on planning, managing, and performing activities to reach organizational objectives.

**Science, Technology, Engineering, and Mathematics (STEM)**

STEM focuses on planning, managing and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

Although listed as a separate funding cluster, the Connecticut State Board of Education (Board) believes STEM education is key to preparing students for college, career, and civic life. Thus, high-quality STEM instruction should be incorporated across the clusters and pathways to provide students with numerous opportunities to problem solve, innovate and critically analyze complex problems.

**Transportation, Distribution, and Logistics**

Transportation, Distribution, and Logistics focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

*These definitions have been provided by Advance CTE and the National Career Clusters Framework.*
Secondary Programs of Study

A program of study is part of a student's career pathway, and consists of a non-duplicative sequence of academic and technical content at the secondary and postsecondary level. The program of study progresses in specificity (beginning with all aspects of an industry or career cluster, and leading to more occupation-specific instruction) and has multiple entry/exit points culminating in the attainment of an industry-recognized postsecondary credential. Please refer to the appendix for sample programs of study from Killingly High School and Waterbury Career Academy.
Agriculture, Food, and Natural Resources Cluster
Natural Resources Systems Pathway

Today's Skills

Sample Courses
- 18501: Wildlife and Recreation Management
- 18502: Forestry Management
- 18504: Natural Resources Management
- 18506: Alternative Energy

Sample Courses for Work-based Learning
- 18548: Natural Resources Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow's Careers

Sample Related Occupations
Agricultural educator, commercial fisherman, ecologist, fish and game officer, fisheries technician, forest technician, geology technician, geologist, hydrologist, mining engineer, park manager, pulp and paper manager, range technician, water monitoring technician, wildlife manager
Agriculture, Food, and Natural Resources Cluster
Agribusiness Systems Pathway

Today’s Skills

Sample Courses
- 18201: Agribusiness Management
- 18202: Agricultural Entrepreneurship
- 18203: Agriculture Leadership
- 18205: Agriculture Computers and Technology

Sample Courses for Work-based Learning
- 18248: Agribusiness
  — Workplace Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow’s Careers

Sample Related Occupations
Agricultural chemical dealer, agricultural products buyer-distributor, bank/loan office, dairy herd supervisor, entrepreneur, farm manager, farmer-rancher-feedlot operator, feed-supply store manager, field representatives for bank, insurance company or government program, livestock manager, sales manager, salesperson, agricultural commodity broker, agricultural economist, agricultural educator, agricultural lender, banker/loan officer, farm investment manager, produce commission manager
Agriculture, Food, and Natural Resources Cluster
Animal Systems Pathway

Today’s Skills

Sample Courses
- 18101: Animal Production/Science
- 18102: Small Animal Care
- 18103: Large Animal Care
- 18104: Equine Science
- 18105: Veterinary Science
- 18107: Animal Nutrition
- 18108: Animal Genetics

Sample Courses for Work-based Learning
- 118148: Animal Systems
  — Workplace Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow’s Careers

Sample Related Occupations
Animal caretaker-poultry manager, aquaculturalist, artificial insemination technician, dairy producer, equine manager, feed sales representative, livestock buyer, livestock inspector, livestock producer, veterinary assistant, agricultural educator, animal nutritionist, meat science researcher, physiologist, wildlife biologist, USDA inspector, veterinarian
Agriculture, Food, and Natural Resources Cluster
Aquaculture Pathway

Today’s Skills

Sample Courses
- 18004: Biological Applications in Agriculture
- 18101: Animal Production/Science
- 18102: Small Animal Care
- 18106: Particular Topics in Animal Systems
- 18107: Animal Nutrition
- 18108: Animal Genetics
- 18109: Integrated Pest-Management
- 18306: Aquaculture
- 18307: Agriculture and Society
- 18310: Sustainable/Alternative Agriculture

Sample Courses for Work-based Learning
- 18148: Animal Systems
  — Workplace Experience
- 18548: Natural Resource
  — Workplace Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow’s Careers

Sample Related Occupations
Aquatic research scientist, aquaculture technician, saltwater production manager, hatchery manager, aquaculture engineer, fish and game enforcement, fish health technician, environmental and regulatory enforcement officer, fisheries manager, habitat biologist, aquatic veterinarian, processing manager, seafood broker
Agriculture, Food, and Natural Resources Cluster
Biotechnology Systems Pathway

**Today’s Skills**

**Sample Courses**
- 18004: Biological Applications in Agriculture
- 18051: Plant Systems/Science
- 18101: Animal Production/Science
- 18305: Food Science Fundamentals
- 18307: Agriculture and Society
- 18308: Agricultural Biotechnology

**Sample Courses for Work-based Learning**
- 18548: Natural Resources
  — Workplace Experience

**Sample Dual Enrollment Experiences**
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

**Tomorrow’s Careers**

**Sample Related Occupations**
Animal science research technician, biomedical engineer, biochemist, biological/clinical technician, biomanufacturing specialists, entomologist, food science researcher, food science technician, microbiologist, plant researcher, plant science technician, research veterinarian
Agriculture, Food, and Natural Resources Cluster
Environmental Services Pathway

Today's Skills

Sample Courses
- 18004: Biological Applications in Agriculture
- 18051: Plant Systems/Science
- 18101: Animal Production/Science
- 18305: Food Science Fundamentals
- 18306: Aquaculture
- 18307: Agriculture and Society
- 18310: Sustainable/Alternative Agriculture
- 18406: Water Treatment
- 18504: Natural Resources Management

Sample Courses for Work-based Learning
- 18548: Natural Resources
  — Workplace-Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow's Careers

Sample Related Occupations
Environmental compliance-assurance manager, environmental sampling and analysis scientist/technician, hazardous materials handler, hazardous materials technician, health and safety sanitarian, pollution prevention and control technician, solid waste technician, agricultural educator, chemical engineer, environmental engineer, pollution prevention and control manager, solid waste manager, toxicologist, water environment manager, water quality manager
Agriculture, Food, and Natural Resources Cluster
Plant Systems Pathway

Today’s Skills

Sample Courses
- 18001: Introduction to Agriculture and Natural Resources
- 18002: Agriculture—Comprehensive
- 18003: Agriculture and Natural Resources — Comprehensive
- 18004: Biological Applications in Agriculture
- 18051: Plant Systems/Science
- 18052: Horticulture Science
- 18053: Ornamental Horticulture
- 18054: Turf and Landscape Management
- 18055: Soil Science

Sample Courses for Work-based Learning
- 18098: Plant Systems
  — Workplace Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow’s Careers

Sample Related Occupations
Agricultural journalist, agricultural educator, biotechnology lab technician, bioinformatics specialist, botanist, plant breeder and geneticist, commodity marketing specialist, custom hay/silage operator, farmer, golf course manager, grain operation superintendent, green house manager, plant pathologist, soil and water specialist rancher, tree surgeon
Agriculture, Food, and Natural Resources Cluster
Food Products and Processing Systems Pathway

Today's Skills

Sample Courses
- 18301: Agricultural Production
- 18302: Agricultural Processing
- 18303: Plant Processing
- 18304: Animal Processing
- 18305: Food Science Fundamentals
- 18307: Agriculture and Society
- 18310: Sustainable/Alternative Agriculture
- 18311: Viticulture

Sample Courses for Work-based Learning
- 18349: Agriculture Production and Processing—Workplace Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow's Careers

Sample Related Occupations
Agricultural communications specialist, agricultural salesperson, food and drug inspector, food meal supervisor, food processor, meat grader, meat processor, produce buyer, agricultural educator, bacteriologist, biochemist-nutritionist, bioengineer, dietician, food and fiber engineer, food scientist, meat science researcher, microbiologist, quality control specialist
Agriculture, Food, and Natural Resources Cluster
Power, Structural, and Technical Systems Pathway

Today's Skills

Sample Courses
- 18401: Agriculture Power and Structural Systems
- 18402: Agriculture Power, Mechanics, and Equipment
- 18403: Agriculture Structures
- 18404: Agricultural Welding
- 20102: Power and Mechanics
- 21053: Emerging Technology

Sample Courses for Work-based Learning
- 18448: Agriculture Mechanics and Construction—Workplace Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow's Careers

Sample Related Occupations
Agricultural applications software developer/programmer, agricultural educator, agricultural engineer, communication technician, database administrator, electronic systems technician, equipment/parts manager, GPS technician, heavy equipment maintenance technician, information lab specialist, machine operator, machinist, recycling technician, remote sensing specialist, welder, waste water treatment plant operator
Architecture and Construction Cluster
Construction Pathway

Today’s Skills

Sample Courses
- 17001: Construction Careers Exploration
- 17002: Construction—Comprehensive
- 17004: Framing Carpentry
- 17013: Commercial Construction
- 17006: Woodworking
- 17007: Cabinetmaking
- 17009: Building Repair and Maintenance
- 17010: Home Maintenance
- 17016: Construction Management

Sample Courses for Work-based Learning
- 17998: Architecture and Construction
  — Workplace Experience
  (pre-apprenticeship experience)

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow’s Careers

Sample Related Occupations
Carpenter, code official, concrete finisher, construction engineer, construction foreman/manager, construction inspector, contractor, design builder, electrician, electronic systems technician, equipment and material manager, general contractor/builder, heating, ventilation, air conditioning and refrigeration mechanic, mason, plumber, project estimator, project inspector, project manager, safety director, sheet metal worker, specialty contractor, superintendent, tile and marble setter
Architecture and Construction Cluster
Design/Pre-construction Pathway

Today’s Skills

Sample Courses
- 17001: Construction Careers Exploration
- 21061: Wind and Turbine Construction and Operation
- 21101: Drafting Careers Exploration
- 21102: Drafting—General
- 21103: Drafting—Architectural
- 21104: Drafting—Civil/Structural
- 21105: Drafting—Electrical/Electronic
- 21106: Drafting—Technical/Mechanical
- 21107: CAD Design and Software
- 21108: Blueprint Reading

Sample Courses for Work-based Learning
- 121148: Drafting—Workplace Experience
  (pre-apprenticeship experience)

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow’s Careers

Sample Related Occupations
Architect, building code official, building designer, civil engineer, code official, cost estimator, electrical engineer, electronic engineer, environmental designer, environmental engineer, fire prevention and protection engineer, industrial engineer, interior designer, landscape architect, materials engineer, mechanical engineer, regional and chain manager, director of non-profit agency/organization, operations specialties manager, industrial production manager
Architecture and Construction Cluster
Maintenance/Operating Pathway

Today's Skills

Sample Courses
- 17001: Construction Careers Exploration
- 17052: Refrigeration
- 17055: Air Conditioning, Heating and Refrigeration
- 17056: Heating, Ventilation and Air Conditioning
- 17059: Plumbing and Heating
- 17104: Industrial Electricity
- 17102: Electricity—Comprehensive
- 17108: Electricity/Electronics—General
- 17110: Analog and Digital Circuits

Sample Courses for Work-based Learning
- 17998: Architecture and Construction — Workplace Experience
  (pre-apprenticeship experience)

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow's Careers

Sample Related Occupations
Carpenter, code official, commissioning agent, construction engineer, construction foreman/manager, construction inspector, demolition engineer, environmental engineer, equipment and material manager, estimator, hazardous material remover, manufacturer representative, mason, safety director, security and fire alarm system installer, service contractor and field supervisor, subcontractor, system installer, wastewater maintenance technician
Business Management & Administration Cluster

Business Information Management Pathway

Today's Skills

Sample Courses
- 12009: Business Communications
- 12051: Introduction to Business
- 12052: Business Management
- 12053: Entrepreneurship
- 12056: International Business
- 12054: Business Law
- 12060: Business Ethics
- 10051: Information Management
- 10052: Database Management
- 10157: AP Computer Science A
- 10158: AP Computer Science B

Sample Courses for Work-based Learning
- 12048: Administration
  — Workplace Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow's Careers

Sample Related Occupations
Information systems manager, accounting supervisor, adjuster, chief technology officer, auditor, budget analyst, budget manager, billing supervisor, management analyst, controller, merger and acquisitions manager, price analyst, top collections executive, information technology director, chief financial officer, finance director, certified public accountant, cost accountant
# Business Management & Administration Cluster

## General Management Pathway

### Today's Skills

**Sample Courses**
- 12009: Business Communications
- 12051: Introduction to Business
- 12052: Business Management
- 12053: Entrepreneurship
- 12054: Business Law
- 12055: Business Principles and Management
- 12056: International Business and Marketing
- 12058: Human Resources Management
- 12060: Business Ethics
- 12104: Accounting

**Sample Courses for Work-based Learning**
- 12098: Management
  - Workplace Experience

**Sample Dual Enrollment Experiences**
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

### Tomorrow's Careers

**Sample Related Occupations**
Advertising salesperson, auditor, business consultant, certified public accountant, corporate trainer, e-commerce analyst, entrepreneur, facilities manager, finance director, human resources manager, investment executive, marketing analyst, office manager, personnel recruiter, public relations manager, sales representative
### Business Management & Administration Cluster
#### Operations Management Pathway

<table>
<thead>
<tr>
<th>Today's Skills</th>
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<td>• 12053: Entrepreneurship</td>
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<td>• 12054: Business Law</td>
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<td>• 12056: International Business</td>
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<td>• 12057: Human Resources and Labor Relations</td>
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<td>• 12058: Human Resources Management</td>
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<td>• 12059: IB Business and Management</td>
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<td>• 12060: Business Ethics</td>
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<tr>
<td>• 12105: Business Economics</td>
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<td>• 10005: Business Computer Application</td>
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<tbody>
<tr>
<td><strong>Sample Related Occupations</strong></td>
</tr>
<tr>
<td>Training and development manager, operations analyst, sales manager, broker, agent, customer service supervisor, product manager, project manager, research and development manager, budget analyst, e-commerce manager and entrepreneur, international distribution manager, warehouse manager, logistics manager/ coordinator, marketing information manager, public relations specialist</td>
</tr>
</tbody>
</table>

Sample Courses for Work-based Learning
- 12098: Management
  - Workplace Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities
Education & Training Cluster
Teacher/Training Pathway

**Today's Skills**

**Sample Courses**
- 19051: Childcare
- 19052: Child Development
- 19151: Teaching Profession
- 19152: Education Methodology
- 19153: Early Childhood Education
- 19255: Child Development/Parenting
- 19257: Life Skills
- 19258: Personal and Career Readiness
- 19259: Family and Interpersonal Relationships

**Sample Courses for Work-based Learning**
- 19198: Education—Workplace Experience

**Sample Dual Enrollment Experiences**
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

**Tomorrow's Careers**

**Sample Related Occupations**
Child care director, child life specialist, coach, early childhood teacher, elementary teacher, high school teacher, human resource trainer, middle school teacher, physical trainer
Finance Cluster
Insurance, Securities, and Investments Pathway

Today’s Skills

Sample Courses
- 12009: Business Communications
- 12051: Introduction to Business
- 12052: Business Management
- 12053: Entrepreneurship
- 12054: Business Law
- 12060: Business Ethics
- 12101: Banking and Finance
- 12104: Accounting
- 12105: Business Economics
- 12106: Risk Management and Insurance
- 12107: Securities and Investments
- 12108: Advanced Accounting

Sample Courses for Work-based Learning
- 12148: Finance—Workplace Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities.

Tomorrow’s Careers

Sample Related Occupations
Asset manager, hedge fund manager, actuary, benefits consultant, branch manager, claim adjuster, claims agent, compliance specialist, marketing examiner, financial planner, insurance agent, insurance appraiser, insurance broker, investigator, special investigator, underwriter
Finance Cluster
Banking Services Pathway

Today's Skills

Sample Courses
- 12009: Business Communications
- 12051: Introduction to Business
- 12052: Business Management
- 12053: Entrepreneurship
- 12054: Business Law
- 12060: Business Ethics
- 12101: Banking and Finance
- 12104: Accounting
- 12105: Business Economics
- 12106: Risk Management and Insurance
- 12107: Investing
- 12108: Advanced Accounting

Sample Courses for Work-based Learning
- 12148: Finance—Workplace Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow's Careers

Sample Related Occupations
Abstracter, accountant, acquisitions specialist, bill and account collector, branch manager, compliance officer, credit analyst, credit report provider, customer service representative, data processor, debt counselor, financial manager, financial planner, internal auditor, loan officer, loan processor, mortgage broker, network services technician, operations manager, relationship manager, repossession agent, teller, title researcher and examiner, trust officer
Finance Cluster
Accounting Services Pathway

Today's Skills

Sample Courses
- 12009: Business Communications
- 12051: Introduction to Business
- 12052: Business Management
- 12053: Entrepreneurship
- 12054: Business Law
- 12060: Business Ethics
- 12101: Banking and Finance
- 12104: Accounting
- 12105: Business Economics
- 12106: Risk Management and Insurance
- 12108: Advanced Accounting

Sample Courses for Work-based Learning
- 12148: Finance—Workplace Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow's Careers

Sample Related Occupations
Auditor, accountant, certified public accountant, full-charge bookkeeper, systems designer
# Finance Cluster
## Business and Finance Pathway

### Today's Skills

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### Tomorrow’s Careers

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<th>Sample Related Occupations</th>
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<td>Financial planner, asset manager, hedge fund manager, actuary, benefits consultant, branch manager, claim adjuster, claims agent, compliance specialist, financial planner, insurance agent, insurance appraiser, insurance broker, sales agent, special underwriter</td>
</tr>
</tbody>
</table>

Health Science Cluster
Diagnostic Services Pathway

**Today’s Skills**

Sample Courses
- 03051: Biology
- 03053: Anatomy and Physiology
- 03103: Organic Chemistry
- 14001: Exploratory Health Science
- 14002: Foundations of Health Science and Technology
- 14101: Dental Laboratory Technology
- 14102: Medical Laboratory Technology
- 14103: EKG Technology
- 14104: Phlebotomy
- 14105: Particular Topics in Diagnostic Services
- 14149: Diagnostic Services—Other
- 14154: Medical Terminology

Sample Courses for Work-based Learning
- 14148: Diagnostic Services
  — Workplace Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

**Tomorrow’s Careers**

Sample Related Occupations
Cardiovascular technologist, central supply technician, clinical lab technician, computer tomography (CT) technologist, cytogenetic technologist, cytotechnologist, diagnostic medical sonographer, electrocardiographic (ECG) technician, histotechnician, magnetic resonance (MR) technologist, mammographer, nuclear medicine technologist, pathology assistant, phlebotomist, positron emission tomography (PET) technologist, radiologic technologist/radiographer, exercise physiologist, geneticist, histotechnologist, medical technologist/clinical laboratory scientist, nutritionist, pathologist, radiologist
Health Science Cluster
Health Informatics Pathway

Today's Skills

Sample Courses
- 14001: Exploratory Health Science
- 14002: Foundations of Health Science and Technology
- 14151: Medical/Clerical Assisting
- 14153: Medical Office Procedures
- 14154: Medical Terminology
- 14156: Medical Coding and Transcription
- 14157: Health Informatics and Data Management

Sample Courses for Work-based Learning
- 14198: Health Information — Workplace Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow's Careers

Sample Related Occupations
Community services specialist, data analyst, data information manager, health information coder, medical assistant, medical biller, medical information technologist, patient financial services representative, pharmacy services associate, reimbursement specialist, transcriptionist, unit coordinator, applied researcher, epidemiologist, ethicist, health care administrator, health educator, medical librarian/cybrarian, public health educator, risk manager, utilization manager
Health Science Cluster
Support Services Pathway

**Today's Skills**

**Sample Courses**
- 14001: Exploratory Health Science
- 14002: Foundations of Health Science and Technology
- 14154: Medical Terminology
- 14201: Central Service Technology
- 14002: Introduction to Allied Health Professions
- 14202: Health Support Services
- 14203: Health Unit Coordination

**Sample Courses for Work-based Learning**
- 14248: Health Support Services
  — Workplace Experience

**Sample Dual Enrollment Experiences**
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities.

**Tomorrow's Careers**

**Sample Related Occupations**
Biomedical/clinical technician, central services manager, environmental health and safety technician, material agent, biomedical/clinical engineer, environmental services manager, epidemiologist, facilities manager, food service administrator, industrial hygienist, materials manager.
Health Science Cluster
Therapeutic Services Pathway

Today’s Skills

Sample Courses
- 14001: Exploratory Health Science
- 14002: Foundations of Health Science and Technology
- 14101: Dental Laboratory Technology
- 14102: Medical Laboratory Technology
- 14103: EKG Technology
- 14104: Phlebotomy
- 14154: Medical Terminology
- 14055: EMT
- 14056: Surgical Technology

Sample Courses for Work-based Learning
- 14098: Therapeutic Services
  — Workplace Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow’s Careers

Sample Related Occupations
Anesthesiologist assistant, certified nursing assistant, clinical medical assistant, dental assistant, dental hygienist, dental lab technician, EMT/paramedic, licensed practical nurse, orthoptist/prosthetist, pharmacist, pharmacy technician, occupation or physical therapist, occupational or physical therapy assistant, radiologic technician, registered nurse, advanced practice nurse, respiratory therapist, surgical technician
Health Science Cluster
Medical Biotechnology Pathway

### Today's Skills

**Sample Courses**
- 14001: Exploratory Health Science
- 14002: Foundations of Health Science and Technology
- 14251: Health Science
- 14154: Medical Terminology
- 14252: Biotechnology
- 14253: Pharmacology
- 14255: Biomedical Innovation

**Sample Courses for Work-based Learning**
- 14998: Health Sciences
  — Workplace Experience

**Sample Dual Enrollment Experiences**
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

### Tomorrow's Careers

**Sample Related Occupations**
Animal services technician, animal services technologist, lab assistant—genetics, lab technician, maintenance and instrument technician, process technician, quality assurance technician, quality control technician, bioinformatics associate, bioinformatics scientist, bioinformatics specialist, biomedical chemist, biostatistician, cell biologist, clinical trials research associate, clinical trials research coordinator, geneticist, microbiologist, molecular biologist, pharmaceutical scientist, regulatory affairs specialist, research assistant, research associate, research scientist, toxicologist
Hospitality and Tourism Cluster
Lodging Pathway

Today's Skills

Sample Courses
- 16001: Exploration of Hospitality Careers
- 16051: Exploration of Restaurant, Food and Beverage Services
- 16053: Food Service
- 16151: Introduction to Travel and Tourism
- 16148: Exploration of Lodging Careers
- 16102: Lodging—Comprehensive

Sample Courses for Work-based Learning
- 16148: Lodging—Workplace Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow's Careers

Sample Related Occupations
Front desk supervisor, maintenance worker, chief engineer, director of human resources, director of operations, director of sales and marketing, food and beverage director, food and beverage manager, front office manager, general manager, lodging manager
Hospitality and Tourism Cluster
Recreation, Amusements, and Attractions Pathway

Today’s Skills

Sample Courses
- 16001: Exploration of Hospitality Careers
- 16053: Food Service
- 16151: Introduction to Travel and Tourism
- 16201: Exploration of Recreation, Amusement and Attractions
- 16202: Recreation, Amusement and Attractions Comprehensive
- 16204: Recreation, Amusement and Attractions Management

Sample Courses for Work-based Learning
- 16248: Recreation, Amusement, and Attractions—Workplace Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow’s Careers

Sample Related Occupations
Facilities manager, historical/cultural/architectural/ecological ranger, parks and gardens ranger, resort trainer and instructor, sports promoter
Hospitality and Tourism Cluster
Restaurant, Food, Beverage, and Services Pathway (Culinary)

**Today’s Skills**

**Sample Courses**
- 12156: Marketing—Food/Beverage Industry
- 12159: Marketing—Hospitality and Tourism
- 16001: Exploration of Hospitality Careers
- 16051: Exploration of Restaurant, Food and Beverage Services
- 16052: Restaurant, Food and Beverage Service—Comprehensive
- 16053: Food Service
- 16054: Nutrition and Food Preparation
- 16055: Restaurant Management and Operations
- 16056: Culinary Art Specialty

**Sample Courses for Work-based Learning**
- 16098: Restaurant, Food and Beverage Services—Workplace Experience

**Sample Dual Enrollment Experiences**
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

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**Tomorrow’s Careers**

**Sample Related Occupations**
Kitchen steward, line cook, restaurant server, catering and banquets manager, executive chef, food and beverage manager, kitchen manager, restaurant owner, pastry and specialty chefs
Hospitality and Tourism Cluster
Travel and Tourism Pathway

Today's Skills

Sample Courses
- 16001: Exploration of Hospitality Careers
- 16151: Introduction to Travel and Tourism
- 16152: Travel and Tourism—Comprehensive
- 16153: World Travel and Tourism
- 16154: Eco-tourism
- 12159: Marketing—Hospitality and Tourism

Sample Courses for Work-based Learning
- 16198: Travel and Tourism
  — Workplace Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow's Careers

Sample Related Occupations
Convention services manager, destination manager, director of communication, director of convention and visitors bureau, director of marketing and advertising, director of membership development, director of tourism development, director of visitor services, tourism marketing specialist, travel agent
Information Technology Cluster
Cybersecurity Pathway

Today’s Skills

Sample Courses
- 10002: Computing Systems
- 10003: Computer and Information Technology
- 10004: Computer Applications
- 10301: Computer Forensics
- 10302: Cyber Crime
- 10102: Networking Systems
- 14157: Health Informatics and Data Management
- 21059: Modeling and Simulation Technology

Sample Courses for Work-based Learning
- 10148: Networking Systems
  — Workplace Experience
- 10298: Information Support and Services
  — Workplace Experience
- 10998: Information Technology
  — Workplace Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow’s Careers

Sample Related Occupations
Cybersecurity analyst, cybersecurity architect, cyber crime analyst, cybersecurity consultant, cybersecurity engineer, cybersecurity specialist technician, incident analyst/responder
Information Technology Cluster
Information, Support, and Services Pathway

**Today’s Skills**

**Sample Courses**
- 10002: Computing Systems
- 10003: Computer and Information Technology
- 10004: Computer Applications
- 10251: Computer Technology
- 10252: Computer Maintenance
- 10253: Information Support and Services
- 10254: IT Essentials: PC Hardware and Software
- 10255: CISCO: The Panduit Network Infrastructure Essentials (PN)

**Sample Courses for Work-based Learning**
- 10298: Information Support and Services
  — Workplace Experience

**Sample Dual Enrollment Experiences**
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

**Tomorrow’s Careers**

**Sample Related Occupations**
Account manager, applications integrator, data systems designer, database administrator, database analyst, e-business specialist, information systems architect, instructional designer, maintenance technician, PC support specialist, PC systems coordinator, product support engineer, support engineer, systems analyst, technical communicator, testing engineer
# Information Technology Cluster

## Network Systems Pathway

### Today's Skills

**Sample Courses**
- 10102: Networking Systems
- 10101: Network Technology
- 10106: Wide Area Telecommunications and Networking
- 10107: Wireless Networks
- 10006: Telecommunications
- 10002: Computing Systems
- 10110: Microsoft Certified Professional (MCP)
- 10103: Area Network Design and Protocols
- 10109: Essentials of Network Operating Systems

**Sample Courses for Work-based Learning**
- 10148: Networking Systems
  - Workplace Experience

**Sample Dual Enrollment Experiences**
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

### Tomorrow's Careers

**Sample Related Occupations**
Communication analyst, data communications analyst, information systems administrator, information systems operator, information technology engineer, network administrator, network architect, network engineer, network manager, network operations analyst, network security analyst, network specialist, network technician, network transport administrator, systems administrator, systems engineer, systems support leader, technical support specialist, telecommunications network technician
Information Technology Cluster
Programming and Software Development Pathway

Today’s Skills

Sample Courses
- 10002: Computing Systems
- 10004: Computer Applications
- 10152: Computer Programming
- 10054: Data Systems/Processing
- 10153: Visual Basic (VB) Programming
- 10155: Java Programming
- 10011: Computer Science Principles
- 10019: AP Computer Science A

Sample Courses for Work-based Learning
- 10148: Networking Systems
  — Workplace Experience
- 10998: Information Technology
  — Workplace Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow’s Careers

Sample Related Occupations
Applications analyst, applications engineer, computer engineer, data modeler, game developer, operating system designer/engineer, program manager, programmer, programmer analyst, software applications specialist, software applications tester, software design engineer, systems administrator, systems analyst, test engineer
Information Technology Cluster
Web and Digital Communications Pathway

Today's Skills

Sample Courses
- 10002: Computing Systems
- 10003: Computer and Information Technology
- 10004: Computer Applications
- 10201: Web Page Design
- 10202: Computer Graphics
- 10203: Interactive Media
- 10205: Computer Gaming and Design
- 10206: Mobile Applications

Sample Courses for Work-based Learning
- 10248: Media Technology
  — Workplace Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow's Careers

Sample Related Occupations
2D/3D artist, animator, audio/video engineer, designer, media specialist, production assistant, programmer, streaming media specialist, virtual reality specialist, web designer, webmaster, social networking specialist, search engine marketing specialist
Manufacturing Cluster
Logistics Inventory Control Pathway

Today’s Skills

Sample Courses
- 10251: Computer Technology
- 13001: Exploring of Manufacturing Occupations
- 13002: Manufacturing—Comprehensive
- 13052: Materials and Processes
- 13302: Equipment Maintenance and Repair
- 13003: Industrial Maintenance

Sample Courses for Work-based Learning
- 13998: Manufacturing — Workplace Experience (pre-apprenticeship experiences)
- 22153: Diversified Occupations (in Manufacturing)

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow’s Careers

Sample Related Occupations
Communications, transportation and utilities manager, dispatcher, freight, stock, and material mover, industrial truck and tractor operator, logistical engineer, logistician, materials associate, materials handler, materials mover, process improvement technician, quality control technician, traffic manager, traffic, shipping, and receiving clerk
Manufacturing Cluster
Manufacturing Production Process Pathway

Today’s Skills

Sample Courses
- 10251: Computer Technology
- 13001: Exploring of Manufacturing Occupations
- 13002: Manufacturing—Comprehensive
- 13052: Materials and Processes
- 13053: Metal and Wood Processing/Production
- 13054: Wood Processing/Production
- 13055: Metal Processing/Production
- 13056: Plastics Processing/Production

Sample Courses for Work-based Learning
- 13098: Processing/Production
  — Workplace Experience (pre-apprenticeship experiences)
- 22153: Diversified Occupations (in Manufacturing)

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow’s Careers

Sample Related Occupations
Biomedical equipment technician, boilermaker, communication system installer/repairer, computer installer/repairer, electrical equipment installer/repairer, electrical and electronic technician and technologist, industrial electronic installer/repairer/manager, industrial machinery mechanic, instrument calibration and repairer, labor relations manager, manufacturing technician, power generating and reactor plant operator, precision inspector, process improvement technician, production manager, purchasing agent, tester and grader
Manufacturing Cluster
Maintenance, Installation, and Repair Pathway

Today's Skills

Sample Courses
- 10251: Computer Technology
- 13201: Metalwork Operations
- 13202: Metalworking
- 13203: Machining
- 13205: Sheet Metal
- 13207: Welding
- 13302: Equipment Maintenance and Repair
- 13303: Industrial Maintenance
- 21009: Robotics
- 21010: Computer Integrated Manufacturing

Sample Courses for Work-based Learning
- 13998: Manufacturing—Workplace Experience (pre-apprenticeship experiences)
- 22153: Diversified Occupations (in Manufacturing)
- 13348: Repair—Workplace Experience (pre-apprenticeship experiences)

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow's Careers

Sample Related Occupations
Biomedical equipment technician, boilermaker, communication system installer/repairer, computer installer/repairer, computer maintenance technician, electrical equipment installer/repairer, facility electrician, industrial electronic installer/repairer/manager, industrial machinery mechanic, industrial maintenance electrician, industrial maintenance technician/mechanic, instrument calibration and repairer, instrument control technician, job/fixture designer, laser systems technician, maintenance repairer, major appliance repairer, meter installer/repairer, plumber, pipe fitter and steam fitter, security system installer
Manufacturing Cluster
Manufacturing Production Pathway

Today's Skills

Sample Courses
- 13002: Manufacturing—Comprehensive
- 13052: Materials and Processes
- 13053: Metal and Wood Processing/Production
- 13055: Metal Processing/Production
- 13201: Metalwork Operations
- 13202: Metalworking
- 13203: Machining
- 13205: Sheet Metal
- 13207: Welding
- 21010: Computer Integrated Manufacturing

Sample Courses for Work-based Learning
- 13998: Manufacturing—Workplace Experience (pre-apprenticeship experiences)
- 22153: Diversified Occupations (In Manufacturing)

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow's Careers

Sample Related Occupations
Assembler, automated manufacturing technician, calibration technician, electrical installer and repairer, electromechanical equipment assembler, extruding and drawing machine setter/set-up operator, foundry worker, grinding/lapping/buffing machine operator, instrument maker, large printing press machine setter and set-up operator, machine operator, medical appliance maker, micro and nano fabrication technicians, milling machine
Manufacturing Cluster
Health, Safety, and Environmental Assurance Pathway

Today’s Skills

Sample Courses
- 10251: Computer Technology
- 13001: Exploring Manufacturing Occupations
- 13052: Materials and Processes

Sample Courses for Work-based Learning
- 13998: Manufacturing—Workplace Experience (pre-apprenticeship experiences)
- 22153: Diversified Occupations (in Manufacturing)

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow’s Careers

Sample Related Occupations
Environmental engineer, environmental specialist, health and safety representative, safety coordinator, safety engineer, safety team leader, safety technician
Manufacturing Cluster
Quality Assurance Pathway

Today's Skills

Sample Courses
- 110251: Computer Technology
- 13001: Exploring Manufacturing Occupations
- 13052: Materials and Processes
- 13302: Equipment Maintenance and Repair
- 13303: Industrial Maintenance
- 21009: Robotics
- 21010: Computer Integrated Manufacturing

Sample Courses for Work-based Learning
- 13998: Manufacturing—Workplace Experience (pre-apprenticeship experiences)
- 22153: Diversified Occupations (in Manufacturing)
- 13348: Repair—Workplace Experience (pre-apprenticeship experiences)

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow's Careers

Sample Related Occupations
Calibration technician, inspector, lab technician, process control technician, quality control technician, quality engineer, SPC coordinator
Marketing Cluster
Marketing Communications Pathway

Today's Skills

Sample Courses
- 12009: Business Communications
- 12051: Introduction to Business
- 12152: Marketing—Comprehensive
- 12053: Entrepreneurship
- 12056: International Business and Marketing
- 12060: Business Ethics
- 12162: Internet Marketing
- 12164: Marketing—Principles of Marketing
- 12165: Principles of Advertising
- 12166: Marketing Management
- 12168: Social Media Marketing

Sample Courses for Work-based Learning
- 12198: Marketing—Workplace Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow’s Careers

Sample Related Occupations
Account executive, account supervisor, advertising manager, analyst, art/graphics director, copywriter, creative director, interactive media specialist, marketing associate, media buyer/planner, promotions manager, public information director, public relations manager, research assistant, research specialist, sales promotion manager, sales representative, trade show manager
Marketing Cluster
Marketing Management Pathway

Today's Skills

Sample Courses
- 12009: Business Communications
- 12051: Introduction to Business
- 12152: Marketing—Comprehensive
- 12053: Entrepreneurship
- 12056: International Business and Marketing
- 12060: Business Ethics
- 12162: Internet Marketing
- 12163: Sports and Entertainment Marketing
- 12164: Marketing—Principles of Marketing
- 12165: Principles of Advertising
- 12166: Marketing Management
- 12168: Marketing—Commodities
- 12169: Social Media Marketing

Sample Courses for Work-based Learning
- 12248: Sales—Workplace Experience
- 12198: Marketing—Workplace Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow's Careers

Sample Related Occupations
Analyst, brand manager, CRM manager, customer database manager, director of market development, forecasting manager, frequency marketing specialist, knowledge management specialist, marketing services manager, planning analyst, product planner, research project manager, research specialist/manager, strategic planner
Marketing Cluster
Professional Sales Pathway

Today’s Skills

Sample Courses
- 12009: Business Communications
- 12060: Business Ethics
- 12051: Introduction to Business
- 12053: Entrepreneurship
- 12051: Introduction to Business
- 12152: Marketing—Comprehensive
- 12160: Marketing—Merchandising
- 12161: Retail Marketing
- 12162: Internet Marketing
- 12163: Sports and Entertainment Marketing
- 12164: Principles of Marketing
- 12165: Principles of Advertising
- 12166: Marketing Management
- 12169: Social Media Marketing
- 12202: Principles of Selling

Sample Courses for Work-based Learning
- 12248: Sales—Workplace Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow’s Careers

Sample Related Occupations
Account executive, administrative support representative, agent, broker, business development manager, channel sales manager, client relationship manager, customer service representative, field marketing representative, field representative, inbound call manager, industrial sales representative, key account manager, manufacturer’s representative, national account manager, outside sales representative
Marketing Cluster
Marketing Research Pathway

### Today's Skills

**Sample Courses**
- 12009: Business Communications
- 12051: Introduction to Business
- 12152: Marketing—Comprehensive
- 12053: Entrepreneurship
- 12056: International Business and Marketing
- 12060: Business Ethics
- 12162: Internet Marketing
- 12163: Sports and Entertainment Marketing
- 12164: Marketing—Principles of Marketing
- 12165: Principles of Advertising
- 12169: Social Media Marketing

**Sample Courses for Work-based Learning**
- 12198: Marketing—Workplace Experience

**Sample Dual Enrollment Experiences**
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

### Tomorrow's Careers

**Sample Related Occupations**
Administrative support representative, analyst, brand manager, CRM manager, customer satisfaction manager, customer service representative, database analyst, database manager, director of market development, forecasting manager, frequency marketing specialist, interviewer, knowledge management specialist, marketing services manager, planning analyst, product planner, research associate, research project manager, research specialist/manager, strategic planner
Marketing Cluster
Marketing Merchandising Pathway

Today's Skills

Sample Courses
- 12152: Marketing—Comprehensive
- 12160: Marketing—Merchandising
- 12161: Retail Marketing
- 12162: Internet Marketing
- 12163: Sports and Entertainment Marketing
- 12164: Principles of Marketing
- 12165: Principles of Advertising
- 12166: Marketing Management
- 12169: Social Media Marketing
- 12202: Principles of Selling

Sample Courses for Work-based Learning
- 12198: Marketing—Workplace Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow's Careers

Sample Related Occupations
Department manager, merchandise buyer, merchandising manager, operations manager, retail marketing coordinator, sales manager, store manager, visual merchandise manager
Science, Technology, Engineering, & Math Cluster
Engineering, Design, and Development Pathway

Today’s Skills

Sample Courses
- 21002: Engineering Applications
- 21003: Engineering Technology
- 21004: Principles of Engineering
- 21007: Engineering Design and Development
- 21008: Digital Electronics
- 21009: Robotics
- 21010: Computer Integrated Manufacturing
- 21011: Civil Engineering
- 21013: Aerospace Engineering
- 21014: Biotechnical Engineering

Sample Courses for Work-based Learning
- 21048: Engineering
  → Workplace Experience
- 21998: Engineering and Technology
  → Workplace Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow’s Careers

Sample Related Occupations
Aerospace engineer, automotive engineer, chemical engineer, computer engineer, design engineer, electronics engineer, engineering manager, engineering and related technician and technologist, industrial engineer, manufacturing engineer, mechanical engineer, software engineer, mechanical engineering technician, robotics engineer, robotics technician, water or wastewater engineer
Transportation, Distribution and Logistics Cluster
Health, Safety, and Environmental Management Pathway

**Today's Skills**

**Sample Courses**
- 20001: Transportation, Distribution, and Logistics
- 20101: Energy and Power
- 20102: Power and Mechanics

**Sample Courses for Work-based Learning**
- 20098: Operation:
  - Workplace Experience

**Sample Dual Enrollment Experiences**
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

**Tomorrow's Careers**

**Sample Related Occupations**
Health and safety manager, industrial health and safety engineer, environmental scientist and specialist, environmental science and protection technician, environmental manager and engineer, environmental compliance inspector, safety analyst
Transportation, Distribution and Logistics Cluster
Facility and Mobile Equipment Maintenance Pathway

Today's Skills

Sample Courses
- 20101: Energy and Power
- 20104: Automotive Mechanics
- 20106: Automotive Service
- 20107: Diesel Mechanics
- 20110: Small Engine Mechanics
- 20111: Marine Mechanics
- 20113: Aircraft Power Plant
- 20116: Automotive Body repair
- 20118: Boat Repair/Refinishing
- 20102: Power and Mechanics

Sample Courses for Work-based Learning
- 20148: Mechanics and Repair:
  - Workplace Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow's Careers

Sample Related Occupations
General: facility maintenance manager and engineer, industrial equipment mechanic, mobile equipment maintenance manager, mobile heavy equipment mechanic
Air/Space: aerospace engineering and operations technician, aircraft mechanic and service technician, airframe mechanic, power plant mechanic, aircraft engine specialist, avionics technician
Water: ship mechanic and repairer, motorboat mechanic, automotive/truck mechanic and body repairer
Rail: rail car repairer, signal and track switch repairer, rail locomotive mechanic and repairer
Road: electronic equipment installer and repairer (motor vehicle), automotive body and related repairer, automotive service technician and mechanic, automotive master mechanic, automotive specialty technician, bus and truck mechanic and diesel engine specialist, motorcycle mechanic
Transportation, Distribution and Logistics Cluster
Logistics, Planning, and Management Pathway

**Today’s Skills**

**Sample Courses**
- 02152: Warehouse Operations
- 20001: Transportation, Distribution, and Logistics
- 20101: Energy and Power
- 20102: Power and Mechanics

**Sample Courses for Work-based Learning**
- 20098: Operation:
  - Workplace Experience

**Sample Dual Enrollment Experiences**
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

**Tomorrow’s Careers**

**Sample Related Occupations**
Logistician, logistics manager, logistics engineer, logistics analyst, logistics consultant, international logistics specialist
Transportation, Distribution and Logistics Cluster
Sales and Service Pathway

**Today’s Skills**

**Sample Courses**
- 02152: Warehouse Operations
- 12164: Principles of Marketing
- 12201: Cashier/Checker Operations
- 12202: Principles of Selling
- 20001: Transportation, Distribution and Logistics
- 20101: Energy and Power
- 20102: Power and Mechanics

**Sample Courses for Work-based Learning**
- 20098: Operation:
  - Workplace Experience

**Sample Dual Enrollment Experiences**
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

**Tomorrow’s Careers**

**Sample Related Occupations**
Marketing manager, sales manager, sales representative of transportation/logistics services, reservation, travel and transportation agent, cargo and freight agent, customer service manager
Transportation, Distribution and Logistics Cluster
Transportation Systems/Infrastructure Planning, Management, and Regulation Pathway

Today’s Skills

Sample Courses
- 20001: Transportation, Distribution and Logistics
- 20052: Heavy Equipment Operations
- 20101: Energy and Power
- 20102: Power and Mechanics
- 20112: Heavy Equipment Mechanics
- 21002: Engineering Applications
- 21003: Engineering Technology
- 21004: Principles of Engineering
- 21007: Engineering Design and Development
- 21011: Civil Engineering

Sample Courses for Work-based Learning
- 20098: Operation:
  - Workplace Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow’s Careers

Sample Related Occupations
Transit systems general—intermodal—urban and regional planner, civil engineer, engineering technician, surveying and mapping technician, government service executive, environmental compliance inspector
Transportation, Distribution and Logistics Cluster
Transportation Operations Pathway

Today’s Skills

Sample Courses
- 20001: Transportation, Distribution and Logistics
- 20051: Truck and Bus Driving
- 20052: Heavy Equipment Operation
- 20053: Aviation
- 20054: Boat Operation
- 20055: Pilot Training
- 20102: Power and Mechanics
- 02153: Emerging Technology

Sample Courses for Work-based Learning
- 20098: Operation:
  — Workplace Experience

Sample Dual Enrollment Experiences
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

Tomorrow’s Careers

Sample Related Occupations
Air/Space: transportation manager, commercial pilot, flight engineer, flight attendant, air traffic controller, aircraft cargo handling supervisor, airfield operations specialist,

Rail: transportation manager, locomotive engineer, locomotive fireman, railyard conductor and yardmaster, railroad brake, signal and switch operator, railyard engineer

Water: transportation manager, captain, pilot of water vessels, sail and marine oiler, seamen, ship and boat captain, ship engineer, bridge and lock tender

Road: transportation manager, dispatcher, traffic manager, truck driver (tractor-trailer), truck driver (light or delivery services), bus driver (transit and intercity), school bus driver, taxi driver and chauffeur

Transit systems: transportation manager, dispatchers traffic managers, traffic manager, bus drivers (transit and intercity), subway and streetcar operator
Transportation, Distribution and Logistics Cluster
Warehousing and Distribution Center Operations Pathway

**Today’s Skills**

**Sample Courses**
- 20001: Transportation, Distribution, and Logistics
- 20052: Heavy Equipment Operations
- 20101: Energy and Power
- 20102: Power and Mechanics
- 20112: Heavy Equipment Mechanics
- 02152: Warehouse Operations

**Sample Courses for Work-based Learning**
- 20098: Operation: Workplace Experience

**Sample Dual Enrollment Experiences**
College Career Pathways, UConn Early College Experiences, and/or locally developed and contextualized articulation agreements with colleges and universities

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**Tomorrow’s Careers**

**Sample Related Occupations**
First-line supervisor/managers of helper, laborer, and material mover (hand), first-line supervisor/manager of transportation and material (moving machine and vehicle operator), industrial and packaging engineer, laborer and freight, stock and material mover (hand) car, truck and ship loader, packer and packager-hand, shipping and receiving clerk, traffic, production, planning, expediting clerk, storage and distribution manager, warehouse manager
Industry-Recognized Credentials (IRCs)

IRCs are defined as the verification of qualification issued to students certifying they have the necessary knowledge, skills, and competencies to be recruited, hired, retained, or advanced by employers.
Industry-Recognized Credentials (IRCs)

IRCs include:
- industry-recognized certificate/certification;
- certificate of completion of an apprenticeship or a license issued by a Connecticut State agency; or
- associate or baccalaureate degree as part of an early college model.

The CSDE developed a credential currency process in which stakeholders assisted in analyzing industry-recognized certificates/certifications. Based on their input, the following list was created to assist secondary and postsecondary institutions in creating pathways for students that include the obtainment of industry-recognized certificates/certifications valued by Connecticut's business and industry.

### Agriculture, Food, and Natural Resources
- OSHA 10-Hour General Industry Certification
- OSHA 30-Hour General Industry Certification
- Forest Steward Council (FSC) Certification
- Waste Water/Water Treatment
- Hazardous Material Handling (HAZMAT) Certification
- Pre-apprenticeship CT-DOL

### Power Actuated Tools Training and Certification
- ICE Residential Air Conditioning and Heating
- Certified SolidWorks Associate (CSWA)
- Lean Six Sigma Yellow Belt
- Pre-apprenticeship CT-DOL

### Business Management and Administration
- Microsoft Office Suite
- CompTIA
- Cisco
- Intuit QuickBooks
- Microsoft Office Advanced
- Pre-apprenticeship CT-DOL

### Architecture and Construction
- Ladder and Scaffolding Training and Certification
- OSHA 10-Hour General Industry Certification
- OSHA 30-Hour General Industry Certification
- Autodesk Certified User
- Adobe
- HVAC Excellence Employment Ready
- LEED Green Associate
- CSST Certification—Gas Supply Systems
- Technician Certification Refrigerant Recovery/Recycling
- HVAC TracPipe Certification
- Pex Tubing Certification
- Wardflex Training
- Arc Flash Electrical Safety

### Education and Training
- First Aid, CPR, AED
- Child Development Associate
- Parapro Certificate
- Pre-apprenticeship CT-DOL

### Finance
- Microsoft Office Suite
- Intuit QuickBooks
- Microsoft Office Advanced
- Pre-apprenticeship CT-DOL
Health Science
- CARES
- First Aid, CPR, AED
- Emergency Medical Technician or Responder
- Certified Nurse Aid CT
- Certified Pharmacy Technician (CPHT)
- Pre-apprenticeship CT-DOL

Hospitality and Tourism
- OSHA 10-Hour General Industry Certification
- First Aid, CPR, AED
- ServSafe Food Protection Managers Certification
- Certified Guest Service Professional (CGSP)
- National ProStart Certificate of Achievement
- Pre-apprenticeship CT-DOL

Information Technology
- Microsoft Office Suite
- Adobe
- Cisco
- Oracle
- CompTIA
- Microsoft Office Advanced
- Pre-apprenticeship CT-DOL

Marketing
- National Retail Federation Customer Service Certification
- Microsoft Office Suite
- Microsoft Office Advanced
- Pre-apprenticeship CT-DOL

Science, Technology, Engineering, and Mathematics (STEM)
- OSHA 10-Hour General Industry Certification
- OSHA 30-Hour General Industry Certification
- Lean Six Sigma Yellow Belt
- Certified SolidWorks Associate (CSWA)
- Pre-apprenticeship CT-DOL

Transportation, Distribution, and Logistics
- OSHA 10-Hour General Industry Certification
- OSHA 30-Hour General Industry Certification
- ASE
- S/P2 Automotive Certification
- Pre-apprenticeship CT-DOL

Manufacturing
- OSHA 10-Hour General Industry Certification
- OSHA 30-Hour General Industry Certification
- Certified SolidWorks Associate (CSWA)
- National Institute of Metalworking Skills (NIMS)
- AWS
- Mastercam
- Pre-apprenticeship CT-DOL
Appendix:
Learn Together, Grow Together CT

Killingly High School and Waterbury Career Academy

Thank you to Killingly High School and Waterbury Career Academy for sharing their innovative practices regarding programs of study for students. Fellow districts may borrow, adapt, and put into use these model programs of study as they work toward the common goal of providing rigorous academic content and preparing students for further postsecondary education and training.
Program of Study: **Killingly High School**  
Information Technology Cluster  
Computer Programming Pathway

<table>
<thead>
<tr>
<th><strong>Today’s Skills</strong></th>
<th><strong>Tomorrow’s Careers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses:</strong></td>
<td>Applications analyst, applications engineer, computer engineer, data modeler, game developer, operating system designer/engineer, program manager, programmer, programmer analyst, software applications specialist, software applications tester, software design engineer, systems administrator, systems analyst, test engineer</td>
</tr>
<tr>
<td>- 10152: Introduction to Programming (QVCC)</td>
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<tr>
<td>- 10153: Visual Basic</td>
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<tr>
<td>- 12009: Business Communication (ECSU)</td>
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<tr>
<td>- 10198: Job Shadow</td>
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<tr>
<td><strong>Additional Courses:</strong></td>
<td></td>
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<tr>
<td>- 10157: AP Computer Science</td>
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<tr>
<td>- 02103: Trigonometry</td>
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<tr>
<td>- 02121: College Calculus</td>
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<tr>
<td>- 02124: AP Calculus AB</td>
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<tr>
<td>- 02125: AP Calculus BC</td>
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<tr>
<td>- 21004: Principles of Engineering</td>
<td></td>
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<tr>
<td>- 21009: Advanced Technology—Robotics</td>
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<tr>
<td><strong>Courses for Work-based Learning:</strong></td>
<td></td>
</tr>
<tr>
<td>- 10198: Computer Programming—Workplace Experience Job Shadow</td>
<td></td>
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<tr>
<td><strong>Sample Dual Enrollment Experiences</strong></td>
<td></td>
</tr>
<tr>
<td>Quinebaug Valley Community College and Eastern Connecticut State University</td>
<td></td>
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<tr>
<td><strong>Industry-Recognized Credentials:</strong></td>
<td></td>
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<tr>
<td>- Cisco Certifications</td>
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<td>- CompTia Certifications</td>
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<td>- Microsoft Certifications</td>
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<tr>
<td>- Oracle Certifications</td>
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</tbody>
</table>
**Program of Study: Waterbury Career Academy**

**Health Sciences Cluster**

**Therapeutic Services Pathway**

### Today's Skills

<table>
<thead>
<tr>
<th>Courses:</th>
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</thead>
<tbody>
<tr>
<td>• 14001: Exploratory—Health Sciences Grade 9</td>
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<tr>
<td>• 14002: Foundations of Health Science and Technology Grade 10</td>
</tr>
<tr>
<td>• 14003: Introduction to Allied Health Professionals Grade 11 (UConn ECE)</td>
</tr>
<tr>
<td>• 14154: Medical Terminology (UConn ECE)</td>
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<tr>
<td>• 14051: Certified Nurse Aid (CNA)</td>
</tr>
<tr>
<td>• 14154: Medical Assistant</td>
</tr>
<tr>
<td>• 03051: Principles of Biology (UConn ECE)</td>
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<tr>
<td>• 03101: General Chemistry (UConn ECE)</td>
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<tr>
<td>• 04256: AP Psychology</td>
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</tbody>
</table>

**Courses for Work-based Learning:**

<table>
<thead>
<tr>
<th>Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 14098: Therapeutic Services — Workplace Experience</td>
</tr>
<tr>
<td>• CNA 60 hour clinical practicum in long-term skilled nursing facility; and</td>
</tr>
<tr>
<td>• Pharmacy Technician 100 hour externship at CVS Pharmacy</td>
</tr>
</tbody>
</table>

**Other Work-Based Learning Experiences:**

<table>
<thead>
<tr>
<th>Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Waterbury Hospital Summer Bridge Program</td>
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<tr>
<td>• Waterbury Hospital Job Shadow Program</td>
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</tbody>
</table>

**Sample Dual Enrollment Experiences**

UConn Early College Experiences

**Industry-Recognized Credentials:**

<table>
<thead>
<tr>
<th>Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• CT Department of Public Health CNA Certification</td>
</tr>
<tr>
<td>• CT Department of Consumer Protection Pharmacy Technician Certification</td>
</tr>
<tr>
<td>• CPR/BLS Certification</td>
</tr>
<tr>
<td>• U.S. Department of Homeland Security Stop the Bleed Certification</td>
</tr>
<tr>
<td>• OSHA 10 General Industry Certification</td>
</tr>
</tbody>
</table>

**Tomorrow's Careers**

Anesthesiologist assistant, certified nursing aid, clinical medical assistant, data entry coordinator, dental assistant/hygienist, dental lab technician, EMT/paramedic, licensed practical nurse, orthoptist/prosthetist, pharmacist/pharmacy technician, occupational or physical therapist/assistant, radiologic technician, registered nurse, respiratory therapist, surgical technician
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Allyson Deckman
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Northwest Connecticut Chamber of Commerce

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Corporate Citizenship and
Corporate Affairs at IBM

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Kelli Vallieres
Director at Eastern Connecticut Workforce Investment Board, Inc.
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Governor

Connecticut State
Board of Education

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Milan Chand
Sophia H. Chin
Erik M. Clemons
William P. Davenport
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Malia K. Sieve

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Robert J. Trefrey (ex officio)

Miguel A. Cardona, Secretary

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Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/Americans with Disabilities Coordinator (ADA), Connecticut State Department of Education, 450 Columbus Boulevard, Suite 607, Hartford, CT 06103, 860-807-2071, levy.gillespie@ct.gov.
November 26, 2019
To: Danbury Board of Education
Re: October 2019 Operating Results Analysis
(General Fund)

Attached please find the October 2019 Balance Report for the General Fund. The report detail includes line-item budget amounts, encumbrances, year-to-date expenditures and account balances. The unaudited balance represents funds as of October 2019 operations and includes current encumbrances. **During the month of October 2019 the District expended 3,663,860 resulting in a fiscal year-to-date expenditure value of 30,430,340.** The FYTD expenditure represents 22.5% of the budget.

<table>
<thead>
<tr>
<th>Expense and Encumbrance Summary</th>
<th>Budgeted</th>
<th>Anticipated</th>
<th>Total</th>
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<tbody>
<tr>
<td>FY 2019-20 Budget</td>
<td>$134,986,000</td>
<td>$1,273,000</td>
<td>$136,259,000</td>
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<td>MTD Expended ($)</td>
<td>$3,663,860</td>
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<td>YTD Expended ($)</td>
<td>$30,430,340</td>
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<tr>
<td>YTD Expended (%)</td>
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<td>22.5%</td>
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<td>Encumbrances</td>
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<tr>
<td>YTD Expend/Encumb/Obligations</td>
<td></td>
<td>100.96%</td>
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</tbody>
</table>

(1) Budget includes $500,000 Matrix funding however it has not been received.
(2) This is the additional funding necessary to meet the district needs due to the increase in Special Education costs and the impact of unanticipated increase in enrollment.

Please review the attached report in advance of the November 26, 2019 BOE meeting. Should you have questions please contact me at 203-797-4715.
SUMMARY

This financial report for October 2019 represents the current balances

We are operating on a hard spending freeze at this time due to enrollment increases and Special Education costs from unbudgeted outplacements. The overall Board of Education budget is a projected deficit of $1,295,625 which we are doing everything control.

EXPENSE CATEGORY CONDITIONS

100 Salaries
The salary accounts (004-080) are currently running a deficit of 370,037. The major impact on our salary accounts this year are directly related to enrollment changes. We added teachers at the elementary, middle and high school levels. We also have several key certified positions still open which are in the areas of ELL and Speech. In addition, we are concerned about the increase graduation requirements (specifically for the new students arriving after the start of school) and will be pursuing additional staff (Twilight Program, Health, Elective and Bilingual) in the second semester to meet those needs.

Due to the extreme issues in our salary accounts and the overall budget we are making projections for substitutes for the rest of the year.

200 Employee Benefits
We are now 4 months into our fiscal year and our monthly health insurance claims are running in line with our overall projections. You will see as part of this report we are making projections on all insurances as well for the rest of the year in order to give a more complete picture of our financial status.

300 Services and Fees
We continue to work with the special education department to monitor special education tutor staffing levels which are showing a deficit of $363,841. Additional costs will be incurred for the high school accreditation process. We also had to add additional PT/OT support.

400 Utilities, Repairs & Maintenance
We have encumbered all our energy accounts and so far we are running in line with current projections.

500 Transportation, Tuition & Misc.
Transportation accounts are going to show increased stress this year due to the 4 additional buses necessary for the enrollment growth. We also saw increased numbers on our Pre-K runs adding to our overall busing cost increases.
The special education outplacements this year are another major area of focus. Right now we are projecting a deficit of $391,303. This will be a continued area that we need to watch. We have been in contact with city hall about accessing our excess costs funds to help offset these costs.

Athletic Insurance is showing a deficit of 30,022 due to the increase in premiums based on the prior year claims.

Overall we are showing a deficit of $1,061,232 in the 500 series accounts.

**600 Supplies**
Our supply accounts will produce much of the offsets to cover costs in other areas of the budget as we have been under a budget freeze for some time.

**700 Equipment**
No concerns presently.

**800 Other**
No concerns presently.
<table>
<thead>
<tr>
<th>CODE</th>
<th>EXPENSE CATEGORY</th>
<th>BUDGET</th>
<th>EXPENDITURE</th>
<th>YTD EXPENDITURE</th>
<th>ENCUMBERANCE</th>
<th>BALANCE</th>
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<tbody>
<tr>
<td>004</td>
<td>Assistant Principal</td>
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<td>$18,864.00</td>
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<td>Principal</td>
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<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
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<tr>
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<td>$125,490.68</td>
<td>$247,930.47</td>
<td>($129,057.17)</td>
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<td>Paraprofessional</td>
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<td>($29,503.08)</td>
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<tr>
<td>059</td>
<td>Paraprofessional-ESL</td>
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<td>Technical Support Analyst</td>
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<td>$178,177.14</td>
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<td>Safety Advocate</td>
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<td>$110,722.67</td>
<td>$504,313.44</td>
<td>$2,662.97</td>
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Subtotal Salaries  $76,240,549  $871,651  $14,499,732  $62,110,854  ($370,037)
<table>
<thead>
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<th>CODE</th>
<th>EXPENSE CATEGORY</th>
<th>BUDGET</th>
<th>MTD EXPENDITURE</th>
<th>YTD EXPENDITURE</th>
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<th>BALANCE</th>
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<tbody>
<tr>
<td>116</td>
<td>Teaching-Substitutes</td>
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<td>117</td>
<td>Teaching P/T-Long Term</td>
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<td>$463,949.48</td>
<td>($168,000.00)</td>
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<tr>
<td>119</td>
<td>Teaching-Summer and After School</td>
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<td>$255.90</td>
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<td>121</td>
<td>In-House Substitutes</td>
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<td>$41,500.00</td>
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<td>124</td>
<td>Marching Band-Instructional</td>
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<td>$0.00</td>
<td>$0.00</td>
<td>$12,000.00</td>
<td>$0.00</td>
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<tr>
<td>136</td>
<td>Registered Nursing-P/T</td>
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<td>$17,250.32</td>
<td>$48,482.36</td>
<td>($15,732.68)</td>
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<tr>
<td>140</td>
<td>Paras-Substitutes</td>
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<td>$0.00</td>
<td>$10,000.00</td>
<td>$0.00</td>
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<tr>
<td>155</td>
<td>Clerical-P/T</td>
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<td>$1,437.91</td>
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<td>157</td>
<td>Teaching Aides-Spec Ed P/T</td>
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<td>$0.00</td>
<td>$10,951.82</td>
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<td>158</td>
<td>Teaching Aide-Salaries P/T</td>
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<td>ESL Paras P/T</td>
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<td>$5,132.00</td>
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<td>$22,271.55</td>
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<td>School Facility Services</td>
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<td>172</td>
<td>Custodial Substitutes-P/T</td>
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<td>192</td>
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Subtotal P/T and Substitutes: 2,680,852 233,573 817,601 2,274,455 ($411,203)

Total Salary Accounts: 78,921,401 233,573 828,957 2,336,889 ($781,240)

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<th>CODE</th>
<th>EXPENSE CATEGORY</th>
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<th>YTD EXPENDITURE</th>
<th>ENCUMBERANCE</th>
<th>BALANCE</th>
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<td>Social Security</td>
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<td>Life &amp; LTD Insurance</td>
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Subtotal Employee Benefits: 29,088,605 2,466,294 9,675,008 19,180,093 233,504
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<th>EXPENDITURE</th>
<th>YTD EXPENDITURE</th>
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<th>BALANCE</th>
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<td>Legal Fees Spec Ed</td>
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<td>ESL Interpreter Tutors</td>
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<td>BALANCE</td>
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**Subtotal Equipment** | **461,666** | **57,033** | **386,055** | **396,595** | (**320,984**) |

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<th>EXPENDITURE</th>
<th>YTD EXPENDITURE</th>
<th>ENCUMBERANCE</th>
<th>BALANCE</th>
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**Subtotal Other** | **432,046** | **845** | **58,299** | **327,856** | **45,892** |

**Grand Total** | **134,986,000** | **3,663,860** | **30,430,340** | **105,851,284** | (**1,295,625**) |
November 22, 2019
To: Danbury Board of Education
Re: October 2019 Operating Results Analysis
(Grants/Projects)

Attached please find the October 2019 Balance Report for the Grants/Projects Fund. The report detail includes line-item budget amounts, encumbrances, year-to-date expenditures and account balances. The non-audited balance represents funds as of October 2019 operations and includes current encumbrances. **During the month of October 2019 the District expended $571,956 resulting in a fiscal year-to-date expenditure value of $1,890,478.** The FYTD expenditure represents 19.8% of the Grants budget.

<table>
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<th>Expense and Encumbrance Summary</th>
<th>Awarded</th>
<th>Anticipated</th>
<th>Total</th>
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<td>YTD Expended ($)</td>
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<tr>
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<td>YTD Expend/Encumb/Obligations</td>
<td>66.2%</td>
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*Anticipated budgets represent only Alliance ($12,157,555) and Title I ($2,758,959). Other grant awards cannot be anticipated due to availability of data.

Please review the attached report in advance of the November 27, 2019 BOE meeting. Should you have questions please contact me at 203-797-4701.
### MONTH AND YEAR-TO-DATE EXPENDITURE SUMMARY REPORT
#### As Of October 2019
##### Period: 4 of 12  Theoretical Rate 33%

#### STATE & FEDERAL GRANTS

<table>
<thead>
<tr>
<th>Adjusted Budget</th>
<th>MTD $ Expended</th>
<th>YTD $ Expended</th>
<th>YTD $ Encumbered</th>
<th>YTD % Expended</th>
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<td>006 Title II English Language C/O</td>
<td>$72,153.52</td>
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<td>26 Title IV Part A C/O</td>
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<td>60 IDEA Pre K Supplemental</td>
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<td>075 IDEA - Educat of Handicapped</td>
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<tr>
<td>076 Adult ED - Co-Op</td>
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<td>115 Nellie Mae Foundation</td>
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<tr>
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<td>144 Coca-Cola</td>
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<td>147 CT Science Center - Pitney Bowes</td>
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<td>148 VH1 Save the Music</td>
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</table>

**Total:**

| Adjusted Budget | $9,565,300.56 | MTD $ Expended | 571,955.74 | YTD $ Expended | 1,890,477.96 | YTD $ Encumbered | 4,446,134.57 | YTD % Expended | 19.8% |
MEMORANDUM FOR REVIEW: Commissioner Thomas J. Saadi

SUBJECT: Danbury public school pilot regarding children of military families

This memorandum will serve as an outline for the Danbury school system’s pilot intended to mirror HB 6775 that did not pass in the 2018 legislative session. Danbury has elected to pursue a pilot of the program as a means to better serve their veteran families. The bill states:

AN ACT CONCERNING MILITARY FAMILIES AND PUBLIC SCHOOLS fiscally neutral means to ensure that students in a military family are connected with existing supportive resources for military families by having a military family identifier in school registration forms. This identifier will also assist schools in the delivery of their supportive services to students of military families who experience unique circumstances including the extended absences of a parent or sibling for training and deployments, often to hostile regions, and the adjustment periods when those family members return home. School staff will need to have a basic level of knowledge of available resources in order to make such referrals and the DVA stands ready to provide that information as may be needed to municipal Boards of Education.

CTDVA is prepared to assist Danbury in the “basic level of knowledge of available resources” with a training module to be conducted at Danbury’s request and would consist of:

- Where To Turn For Assistance
  - State and Federal VA
  - Crisis Hotline
  - Soldiers Sailors Marine Fund
  - Supportive Services for Veteran Families (SSVF)
- Stages of Deployment
- Coping with Stress
- Grief and Loss
- Resiliency

The point of contact for this training is Ryan McKenna and can be contacted at ryan.j.mckenna@ct.gov and 860-616-3683. This training is subject to change.

Respectfully,
Ryan McKenna, Manager
Office of Advocacy and Assistance