



MEMORANDUM

**FROM:** Carrie A. Swain, Clerk  
Board of Education

**DATE:** June 5, 2018

**TO:** Michael J. Dalton, City Clerk

**SUBJECT:** Notice of Committee Meetings – Thursday, June 7, 2018,  
5:30 p.m., Kingsbury School  
Notice of RESCHEDULED Regular Meeting – Thursday, June 28, 2018,  
6:30 p.m., Waterbury Arts Magnet School Atrium

The Committees of the Board of Education will meet on Thursday, June 7, 2018, Kingsbury School, Gym, 220 Columbia Boulevard, Waterbury, CT.

AGENDA

SILENT PRAYER

PLEDGE ALLEGIANCE TO THE FLAG

1. Committee of the Whole/20 minutes ~ Principal’s Report (no backup) – Erik Brown.

PUBLIC SPEAKING

2. Committee of the Whole/15 minutes ~ Discussion: CABC’s Equity Toolkit for Connecticut Boards of Education – John Ramos, Mary Broderick, Don Harris.
3. Committee of the Whole/5 minutes ~ Student Report from the 2018 NICEE (National Invention Convention and Entrepreneurship Expo) (no backup) – D. Schwartz, J. Reed.
4. Committee of the Whole/15 minutes ~ Report: Coherence and Capacity Review (to be distributed) – Richard Lemons/CT Center for School Change.
5. Committee of the Whole/15 minutes ~ Presentation: District Parent Engagement Report – M. Marold, et al.
6. Committee on Finance/5 minutes ~ Request approval of the submittal of the Connecticut State Department of Education’s 2018-2019 Carl D. Perkins Grant (consensus needed) – L. Allen Brown, J. Reed.
7. Committee on Finance/5 minutes ~ Request approval of Amendment Number One to the Agreement with PTSMA, Inc. d/b/a Select Physical Therapy, to provide athletic trainer services for interscholastic sports – J. Gorman.
8. Committee on Finance/10 minutes ~ Presentation: Proposed Food Service Department relocation – L. Franzese.
9. Committee on Finance/3 minutes ~ Request approval to participate in the Healthy Food Certification Program – L. Franzese.

10. Committee on Curriculum/5 minutes ~ Request approval of an Agreement with Waterbury Young Men's Christian Association (YMCA) to provide student prevocational and employment training – M. Baldwin.
11. Committee on Finance/5 minutes ~ Request approval of Amendment to the Professional Services Agreement with Evergreen Center for out-of-district student placements as required by their IEP – M. Baldwin.
12. Committee on Finance/5 minutes: ~ Request approval of a College Readiness and Success Contract with College Board for exams, products, and services (to be distributed) – P. Whyte.
13. Committee on Finance/5 minutes ~ Monthly Expenditure Report for April 2018 – D. Biolo.
14. Committee of the Whole/10 minutes ~ Informational: Summer School 2018 – D. Schwartz, et al.
15. Committee on Finance/5 minutes ~ Request approval of a contract with Glen Terrace Landscaping, Inc., to provide playground improvements at Chase, Generali, and Walsh Schools – R. Brenker.
16. Committee of the Whole/5 minutes ~ Informational: Summer Maintenance Projects – R. Brenker.
17. Committee on School Facilities & Grounds/2 minutes ~ Use of school facilities by school organizations and/or City departments.
18. Committee on School Facilities & Grounds/3 minutes ~ Use of school facilities by outside organizations and/or waiver requests.
19. Superintendent's Notification to the Board/5 minutes:
  - a. Athletic appointments:  
 Secondi, John – WSMS Swimming Coach, effective 11/01/18.  
 Acevedo Usaga, Mateo – Mayor O'Leary's Run Club Mentor, eff. 05/02/18.
  - b. Appointments:  
 Blakeslee, Marissa – Bucks Hill Annex PreK Summer Program Site Administrator.  
 DiGiovanni, Melissa – SOAR Summer School Site Administrator, Duggan.  
 Irrera, Ray – Secondary Summer School Program Coordinator.  
 Rosser, Jennifer – SOAR Summer School Site Administrator, Gilmartin.  
 Tomasella, Diurca – SOAR Summer School Site Administrator, Carrington.  
 Ferrucci, Kathleen – ESY Summer School Administrator, CHS/WMS.  
 Miller, Jamie – ESY Summer School Administrator, WHS/NEMS.
  - c. Grant funded appointments effective immediately:  
 Disla-Minaya, Melanie – Recreation Specialist, 21<sup>st</sup> Century Grant, part time, non-union and without benefits.  
 Garafola, Brian – Accountant II, School Business Office, salary and benefits governed by SEIU, funded by IDEA.  
 Martinez, Latasha – Family Resource Center Coordinator, Reed School, salary and benefits governed by SEIU.
  - d. Crosby High School's STEAM Summer Beautification Project appointments, 12 days, salary according to individual's contract:  

Mimi De La Rosa	Paul Gwiazdoski
Rachel Spagnoletti	Eileen Stow

e. Maloney Magnet School Summer School Program appointments, salary according to contract, subject to enrollment:

Administrator	Donna Cullen
Curriculum Support/Admin Sub	Ann Drewry, Stacey Gittings
Curriculum Support	Margaret Palomba
IT	Frank Vigliotti
Subs	Cristina Crespo & Christine Mitchell-Robinson
Secretary	Shanna Zawislak & Anna Perugini
Kindergarten	Math Cherie Couture
	Technology David Couture
	Reading Siobhan Kalnins
	Reading Jennifer Hibbs
First Grade & Second Grade	Math Katie Pino
	Reading Marlene Madera
	Technology Barbara Moulthrop
Third Grade & Fourth Grade	Math/Science Branden Strileckis
	Reading Esther D'Esposito
	Writing Andrew Dunn
	Technology Erin Fogarty

f. Rotella Magnet School's Summer Program appointments contingent upon enrollment:

Administrator: Robin Henry	Grants Facilitator/Clerical: Jean Zastaury
AV Tech: Bryan Michaud	Network Specialist: Michael Thompson

Teachers – Enrichment:

Christina Altieri  
Suzanne Dionne  
Brenda Ledbetter  
Ashley McLaren  
Joseph Silva  
Veronica Summerfield  
Melissa Vargas

Teachers - Academics

Julia Matthews  
Mary Monroe  
Monica Santovasi  
Cheyenne Walent

Aides:

Lisa Alexander  
Debra Begin  
Ersilia Cicchiello  
Jennifer DeJesus  
Victoria Lanouette  
Darice Leach

Subs (if needed):

Lauren Argenta  
Carla Cruess  
Ellen Lee

g. Adult Education summer appointments effective July 9, 2018:

NAME	POSITION	HRS/RATE
<b>ADULT HIGH SCHOOL CREDIT DIPLOMA (AHSCDP):</b>		
Harper Julia	Substitute	@ \$32.00 p/hr
Langeull Margaret	Art Instructor	21 hrs p/wk @ \$32.00 p/hr
Linskey Tara	Health Instructor	21 hrs p/wk @ \$32.00 p/hr
McDonald Brian	Substitute	@ \$32.00 p/hr
Mobilio James	Social Studies Instr.	21 hrs p/wk @ \$32.00 p/hr
Moreau Margaret	Math Instructor	21 hrs p/wk @ 32.00 p/hr
Mottillo Carissa	English Instructor	21 hrs p/wk @ \$32.00 p/hr
Muro Nancy	Parenting Instructor	21 hrs p/wk @ \$32.00 p/hr
Person Jocelyn	Science Instructor	21 hrs p/wk @ \$32.00 p/hr
Riemer Wayne	English Instructor	21 hrs p/wk @ \$32.00 p/hr
<b>AHSCDP DISTANCE LEARNING:</b>		
Sica Alan	Civics	10 hrs p/wk @ \$32.00 p/hr
Veneziano Ellen	General Math IB	10 hrs p/wk @ \$32.00 p/hr
<b>ADULT BASIC EDUCATION (ABE)/GENERAL EDUCATION DEVELOPMENT (GED):</b>		
Baranowski Judith	ABE Instructor	21 hrs p/wk @ \$32.00 p/hr
Chasse Jenny	ABE Instructor	21 hrs p/wk @ \$32.00 p/hr
Chenas Stanley	GED Instructor	21 hrs p/wk @ \$32.00 p/hr
Monroe James	GED Instructor	21 hrs p/wk @ \$32.00 p/hr

Scurssso                      Lori                      ABE Instructor                      21 hrs p/wk @ \$32.00 p/hr

**GUIDANCE STAFF:**

Aucella	Laurence	ESL School Counselor	21 hrs p/wk @ \$32.00 p/hr
Jordan	Ellen	School Counselor	21 hrs p/wk @ \$32.00 p/hr
Maschi	Suzette	School Counselor	21 hrs p/wk @ \$32.00 p/hr
Wasilewski	Diane	Guidance Secretary	21 hrs p/wk @ \$14.00 p/hr

**ENGLISH AS A SECOND LANGUAGE (ESL):**

DeBiase	Jeannette	Facilitator	30 hrs p/wk @ \$32.00 p/hr
Martinez	Mildred	ESL Instructor	12 hrs p/wk @ \$32.00 p/hr
Perugini	Maryann	ESL Instructor	12 hrs p/wk @ \$32.00 p/hr
Rotella	Richard	ESL Instructor	12 hrs p/wk @ \$32.00 p/hr
Salgado	Roberto	ESL Instructor – OIC	12 hrs p/wk @ \$32.00 p/hr
Soto	Denise	ESL Instructor	12 hrs p/wk @ \$32.00 p/hr
Khafi	Ermonela	ESL Instructor	12 hrs p/wk @ \$32.00 p/hr

**Connecticut Adult Reporting System (CARS):**

Monaco	Roxanne	Administrator	12 hrs p/wk @ \$35.77 p/hr
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**TECHNOLOGY:**

Blancato	Alfred	Computer Analyst	21 hrs p/wk @ \$24.00 p/hr
Santoro	Joseph	Computer Analyst	35 hrs p/wk @ \$24.00 p/hr

**EDUCATIONAL AIDES:**

Gonillo	Salvatore	Resource Room/Testing	21 hrs p/wk @ \$21.50 p/hr
Nonamaker	Kim	ABE	21 hrs p/wk @ \$21.50 p/hr
Pelletier	Laurie	Bookroom Aide	21 hrs p/wk @ \$12.00 p/hr
Stanco	Michael	Res. Room/Registration	21 hrs p/wk @ \$21.50 p/hr

**GED EXAMINATION:**

Bacik	Madeleine	CBT Test Administrator	As needed @ \$25.53 p/hr
Felton	Tanya	CBT Test Administrator	As needed @ \$16.39 p/hr
Gonillo	Salvatore	CBT Test Administrator	As needed @ \$21.50 p/hr
Rinaldi	Nancy	CBT Test Administrator	As needed @ \$14.79 p/hr
Iasevoli	Luigi	Saturday Security	As needed @ \$20.00 p/hr

**SECURITY:**

DeBonis	Michael C	Security/Aide	30 hrs p/wk @ \$21.50 p/hr
Iasevoli	Luigi	Security	30 hrs p/wk @ \$20.00 p/hr

**CUSTODIAL/AIDES:**

Evon	Randy	Security/Custodial Aide	35 hrs p/wk @ \$13.00 p/hr
Iaiennaro	Michael	Security/Custodial Aide	30 hrs p/wk @ \$11.00 p/hr
Iasevoli	Peter	Head Custodian	35 hrs p/wk @ \$16.50 p/hr
SantaBarbara, Sr.	Louis	Security/Custodial Aide	35 hrs p/wk @ \$11.00 p/hr
Zabbara	Ian	Security/Custodian Aide	25 hrs p/wk @ \$11.00 p/hr

h. Food Service Summer appointments:

Name		Position	Site/Location	Rate
Lisa	Emanuel	Site Supervisor	Boys/Girls Club	\$10.10
Sherl	Knight	Site Supervisor	Bucks Hill School	\$10.10
Nilda	Cortes	Site Supervisor	Carrington	\$10.10
Krista	Baptista	Site Supervisor	Carrington	\$10.10
Agnes	Colon	Site Supervisor	Chase Park House	\$10.10
Kim	Plude	Site supervisor	Chase Park House	\$10.10
Ciara	Pedraza	Site Supervisor	Crosby/Wallace	\$10.10
Cheryl	Laviana	Site Supervisor	Crosby/Wallace	\$10.10
Debbie	Davis	Site Supervisor	Duggan	\$10.10
Elizabeth	Guisto	Site Supervisor	Duggan	\$10.10
Terri	Brooks	Site Supervisor	Duggan	\$10.10
Paula	Mucci	Site supervisor	Gilmartin	\$10.10
Maria	Rego	Site Supervisor	Gilmartin	\$10.10
Bernadette	Donnelly	Site Supervisor	Gilmartin	\$10.10
Rose	Sarandrea	Site Supervisor	Maloney	\$10.10

Seritha	Anglin	Site Supervisor	North End Rec Center	\$10.10
Julia	Rojas	Site Supervisor	River Baldwin	\$10.10
Elaine	Greco	Site Supervisor	Rivera Memorial	\$10.10
Pam	Wawer	Site Supervisor	Washington Park	\$10.10
Linda	Generali	Site Supervisor	Washington Park	\$10.10
Barbara	Kazlauskas	Site Supervisor	Waterville Rec	\$10.10
Anele	Genova	Site Supervisor	Wilby/North End M.S.	\$10.10
Jessica	Paul	Site Supervisor	Wilby/North End M.S.	\$10.10
Maria	Rivera	Site Supervisor	Willow Plaza	\$10.10
Bridgette	Nido	Site Supervisor	WOW	\$10.10
Anne	Begnal	Office	WAMS	\$10.10
Sandy	LaMadeline	Monitor	WAMS	\$14.50
Michelle	April	Monitor	WAMS	\$14.50
Lynn	Chance	Monitor	WAMS	\$14.50
Robin	Salvetti	Monitor	WAMS	\$14.50
Amy	Daugerdas	Prep	WAMS	\$12.50
Patricia	Lowe	Prep	WAMS	\$12.50
Lina	Matozzo	Prep	WAMS	\$12.50
Alice	Pinto	Prep	WAMS	\$12.50
Robin	Capozio	Prep	WAMS	\$12.50
Donna	Ward	Prep	WAMS	\$12.50
Wanda	Torres	Prep	WAMS	\$12.50
Mike	Jones	Prep	WAMS	\$12.50
Richard	Lewis	Driver		\$20.73
Dave	Semanoff	Driver		\$24.25
Elvis	Silva	Driver		\$20.73
Stephen	Fillie	Driver		\$20.73
Debbie	Finke	Coordinator	WAMS	\$30.00
Isabel	DeSousa	Coordinator	WAMS	\$30.00

i. Teacher transfers effective 2018/19 School Year:

<u>Name</u>		<u>From</u>	<u>To</u>
Anderson	Kate	WMS Gr 7 SPED	CHS SPED
Aquavia	Sara	Maloney Gr 1	Maloney Gr K
Aviles	Zuheill	Wilson Gr 2	Bucks Hill Bil. Gr 2
Bonini	Michelle	Bucks Hill Gr 5 (Interim)	Bucks Hill Gr 5 (Perm.)
Buda	Kevin	CHS Tech Ed - Electronics	KHS Tech Ed- Graphic Comm/Electronics I
Calash	Dana	Wilson LMS (Interim)	Wilson LMS (Perm.)
Card	Katherine	Driggs Gr 1	Maloney Gr 1
Conte	Joseph	Wilby PE/Health	WCA PE/Health
Cruess	Steven	Bunker Hill Gr 4	Bunker Hill Gr 5
Davis	Claudia	Sprague Gr 5 (Interim)	Sprague Gr 5 (Perm.)
DeFeo	Dawn	Bucks Hill Annex Pre-K SPED	Duggan Co-Taught Pre-K SPED
DeMars	Jacqueline	Carrington Gr 6 ELA/Geography	Driggs Gr K
Demirs	Matthew	WMS PE/Health (Interim)	WMS PE/Health (Perm.)
Dimach	Jennifer	Tinker Gr 2	WAMS SPED
Dionne-Gorman	Regina	Kingsbury Gr 4	Driggs Gr 1
Donahue	Jamie	WMS Health	WSMS PE/Health
Febles	Maria	Enlightenment Spanish	CHS Spanish
Gray	Stacy	Wilson Gr 5 (Interim)	Wilson Gr 5 (Perm.)
Holt	Laura	WMS Gr 8 SPED (Interim)	WMS Gr 8 SPED (Perm.)
Jasiulevicius	Margaret	Bunker Hill SPED-BDLC	Bunker Hill Co-Taught Gr K SPED
LeDay	Jennifer	Bucks Hill Gr 2 with Bilingual Support (Interim)	Bucks Hill Gr 2 with Bilingual Support (Perm.)
Lerz	Darlene	Bunker Hill Co-Taught Gr k	Chase Gr 1
Lyons	Donna	Bunker Hill Gr 4	WMS Gr 7 ELA
Miller	Grant	Kennedy ELA (Interim)	KHS ELA (Perm.)

Mulvehill	Michelle	Generali Gr 5 (Interim)	Generali Gr 5 (Perm.)
O'Brien	Nicholas	NEMS Numeracy Title I	WAMS Math
Perugini	Maryellen	Bunker Hill SPED	Maloney SPED
Perugini	Maryellen	Bunker Hill SPED	Maloney SPED
Sambrook	Nicole	Wilson Gr 3 (Interim)	Wilson Gr 3 (Perm.)
Taylor	Amy	Rotella Gr K (Interim)	Rotella Gr K (Perm.)
Tolly	Bianca	WCA Science/Biology (Interim)	WCA Science/Biology (Perm.)
Vargas	Shirelle	WMS Gr 6 SPED	Parochial SPED-IDEA

- j. Retirements:  
 Baim, Pamela – Instructional Leadership Director, effective 06/30/18.  
 Lodge, Nancy – Non-public Special Education, effective 06/30/18.  
 Rikteraitis, Rick – Driggs/Kingsbury Music, effective 06/30/18.  
 Weed, Pamela – Carrington PreK, effective 06/30/18.
- k. Resignations:  
 Azzara, Rachel – Chase Grade 2, effective 06/30/18.  
 Byrnes, Kristina – Bucks Hill Pre-K Special Education, effective 06/30/18.  
 Cabral, Jephrie – CHS Science, effective 06/30/18.  
 Lacey, Ami – State Street Special Education, effective 06/30/18.  
 Olaoye, Abioye – WAMS Math, effective 06/08/18.  
 Rubock, Jeremy – WHS Technology Education, effective 06/30/18.  
 Strand, Steven – Director of Teaching and Learning, effective 06/22/18.

**EXECUTIVE SESSION**

**ADJOURNMENT**

ATTEST:   
 Carrie A. Swain, Clerk  
 Board of Education

# **EQUITY TOOLKIT FOR CONNECTICUT BOARDS OF EDUCATION**

## **Acknowledgements**

This toolkit was made possible by the generous support and inspiration from the William Caspar Graustein Memorial Fund and the Nellie Mae Foundation. Many thanks.

DRAFT



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# Introduction

“Where equity is the mindset, equality is the result.” So begins the Connecticut State Board of Education’s Five-year Comprehensive Plan to Ensure Equity and Excellence for All Connecticut Students (CSDE’s Plan). “All children, regardless of their life circumstances,” the Plan continues, “deserve an excellent education that helps them reach high standards of performance” (Preface, p. 4).

Connecticut has work to do. “The persistence of disparities in learning opportunities and academic outcomes has contributed to America’s decline in educational performance in comparison with other nations,” according to Alan Blankstein and Pedro Noguera in *Excellence through Equity*, (2016, p. 4). America is witnessing a significant demographic shift. As students arrive at our schoolhouse doors with an increasing wealth of backgrounds, we have witnessed an erosion in their overall academic success when compared to other nations. Mirroring the country, Connecticut schools have a pervasive achievement/opportunity gap—one that, according to surveys, may be the worst in the nation. If we are to ensure a vibrant democracy in the future, the leaders of Connecticut’s public schools must take up CSDE’s challenge and ensure that each of our children has equitable access to excellent educational opportunity.

It is critical that our educational institutions adapt to ensure each child is successful. As our demographics change, local education policy makers must consider the best approaches to prepare every child, building on students’ varied experiences and backgrounds. The diversity of our student bodies requires boards to engage their communities in open conversations about equity.

This toolkit is designed to help you, your school board, and your community to reflect on your policies and practices, then create a plan that eliminates barriers to equity and encourages a more welcoming culture. We have made every effort to align this toolkit with the CSDE Plan.

There are no quick fixes to inequities that have long been part of the foundation of this country, our culture, and our educational systems. Nevertheless, this toolkit is intended to help you to examine your personal and collective cultural competency and consider issues through an equity lens. Further, we offer tools to engage your communities in discussing issues of equity and opportunity for all.

No student should confront bias, harassment, prejudice, or discrimination in our schools and communities. It is up to us, as effective district leaders, to establish and sustain safe and enjoyable learning environments.

To encourage school boards in their equity work, the Connecticut Association of Boards of Education (CABE) established an Ad Hoc Committee on Diversity with the following vision and values:

**Vision :** Every Connecticut school board will embrace diversity and commit to equity and fairness to enhance success for each child.

## **Values & Beliefs:**

- ✦ School board and district staff should reflect the community’s diversity
- ✦ CABE shall serve as a catalyst in promoting policies and practices that support diversity and equity
- ✦ School districts need to understand students’ socioeconomic and cultural backgrounds
- ✦ State educational organizations should understand students’ socioeconomic and cultural

backgrounds

- ♦ Connecticut must overcome barriers to attracting a diverse teaching force

**Mission :** CAGE's Ad Hoc Committee on Diversity exists to:

- ♦ Analyze and make recommendations to overcome barriers to attracting a diverse workforce
- ♦ Analyze and make recommendations to overcome barriers to attracting board members of color
- ♦ Inspire other board members to commit to the vision

Through this work, we seek to be a critical partner with the Connecticut State Department of Education, to “deliver fully on our promise to our children... sharing this common vision and work(ing) in concert on behalf of all students” (CSDE Plan, p. 6).

We thank you for joining with us and taking on this critical work!

# Equity

Equity is not the same as equality. It is giving students what they need to be successful, academically and socially.



CABE's Ad Hoc Committee on Diversity defined educational equity as:

*...access to resources, opportunities, and processes that unleash potential and enhance success and prosperity for each and every child. Equity is NOT sameness. Equity recognizes and responds to the gifts and needs in each individual in each community.*

To reach equity, students will need to “see themselves” in their curriculum and instructional materials. They must have access, support, and resources to achieve success in school and in life. Instruction must tap into their backgrounds.

Educational excellence cannot exist without equity. Excellence results when all students have access to high levels of learning. Equity exists when there are no systematic disparities in academic outcomes based upon race, ethnicity, gender, economic status, or zip code.

## Culture and Cultural Competence

If school boards are going to oversee districts that allow each child to thrive, then the school board itself should be examining its own cultural competence.

### What is Culture?

According to the Dictionary of Modern Sociology, “Culture is the total, generally organized way of life, including values, norms, institutions, and artifacts, that is passed from generation to generation.”

### How does culture affect us?

Culture becomes our reality, a map that guides us and a lens through which we see the world and process experiences. Our cultures have helped mold us into who we are and given us context and meaning. It influences our values, actions, and expectations.

The cultures of schools may or may not be in harmony with the culture of each student. Schools greatly influence how students see themselves. Therefore, schools need to affirm students' backgrounds. (Source: Cartledge, 1996... from London County Cultural Diversity)

### What is Cultural Competence?

Cultural competence is the ability to operate effectively within different cultural contexts. (National Association of School Psychologists, Loudon)

In a culturally competent school system, individuals would honor, respect, and value diversity in theory and practice. Teaching and learning would be made relevant and meaningful to students of various cultures.

Cultural competence is:

- ◆ the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes. (National Technical Assistance Center for State Mental Health Planning, Davis, 1997; Loudon)
- ◆ The ability to think, feel, and act in ways that acknowledge, respect, and build upon ethnic, socio-cultural, and linguistic diversity (Lynch and Hanson, 1998; Loudon)
- ◆ A district that honors, respects, and values diversity in theory and in practice and where teaching and learning are made relevant and meaningful to students of various cultures.

(A more perfect union: Building an Education System that Embraces All Children, National Association of State Boards of Education, 2002)

## How Do We Acquire Cultural Competence?

- ◆ Recognize the broad dimensions of culture
- ◆ Respect families as the primary source for defining needs and priorities
- ◆ Increase sensitivity to alienating behaviors
- ◆ Change decision-making processes to include families and the community
- ◆ Commit to structural and policy changes that support cultural diversity
- ◆ Make policies and practices fluid to accommodate necessary adjustments

Source: Focal Regional Research Institute for Human Services, Portland State University; Loudon

## Reflective Questions to Assess Cultural Competence:

Individually:

- ◆ Do I have the desire, knowledge, and skill to integrate culturally relevant considerations into our work?
- ◆ How do my own cultural experiences and values impact the way I work?
- ◆ Do I continuously engage in open and honest dialogue about culture and diversity with diverse groups of people?
- ◆ Do I have close personal relationships with people who are culturally and socio-economically different?

As a Board, do we...

- ◆ ...Value diversity? Have we...
  - ◆ ...Created an environment in which people feel safe to express culturally based values, perceptions and experiences?
  - ◆ .....Hired administrators and other employees who reflect the community's cultural diversity?
  - ◆ Provided learning events at which all cultures are celebrated?
- ◆ ...Conduct regular cultural self-assessments? Have we
  - ◆ Honestly explored values, beliefs, and attitudes about our cultures and that of others?
  - ◆ Non-defensively engaged the school system, families, and larger community in the self-assessment?

- ♦ Examined recruiting and hiring practices and policies to ensure diverse staffing and leadership?
- ♦ Continuously engaged in open, honest dialogue about culture and diversity with diverse groups?
- ♦ Gathered participation and satisfaction rates of families served from various cultures?
- ♦ Considered our policies, practices, and activities through an equity lens?
- ♦ Assessed whether our methods of communication are culturally sensitive?
- ♦ Identify cross-cultural dynamics? Do we...
  - ♦ Understand how historical and political differences between cultural groups impact relationships and opinions?
  - ♦ Build capacity to communicate with non-English-speaking families?
  - ♦ Ensure written communications are appropriate for literacy levels of families served?
  - ♦ Welcome non-traditional families?
  - ♦ Understand how religion influences values and behaviors?
- ♦ Institutionalize cultural knowledge? Have we...
  - ♦ Created/adopted principles of practice around cultural competence?
  - ♦ Established a permanent advisory group that focuses on cultural competence?
- ♦ Ensure our schools adapt teaching and learning to build on cultural backgrounds? Do we...
  - ♦ Expect staffing that is linguistically and ethnically representative?
  - ♦ Recruit fellow board members who reflect the community?
  - ♦ Leverage cultural strengths?
  - ♦ Tailor outreach methods to cultures represented?

(adapted from National Center for Cultural Competence, Georgetown U., Loudon)

## Getting started:

1. Identify cultural diversity within the community
2. Conduct comprehensive assessment of yourself and your Board:
  - A. Is cultural diversity celebrated?
  - B. Do staff and the organization understand and respect the cultures represented?
  - C. Do programs address the unique needs and concerns of the cultures represented?
  - D. Is cultural competence reflected in policies, practices, and procedures?
  - E. Do staff at all levels reflect the cultures of the community?
3. Engage in dialogue with cultural communities represented in schools
  - A. Explore beliefs, values, and attitudes related to cultural competence
  - B. Build and use network of community experts who have knowledge of groups served
  - C. Network with parents and family organizations
4. Identify and understand the needs and behaviors of families
5. Identify best practices by learning from other organizations and individuals
6. Design and implement services based on families' and community's culturally based choices

Adapted from:

Loudon County Board of Education Policy, [www.loudoncounty.org](http://www.loudoncounty.org)

Tennessee School Board Association, [www.tsba.net](http://www.tsba.net)

Morehead State University, College of Education, *Creating A Culturally Competent Organizational Culture*. Retrieved July 20, 2010 from [www.moreheadstate.edu](http://www.moreheadstate.edu)

North Central Regional Education Laboratory, *Critical Issue: Educating Teachers for Diversity*. Retrieved July 20, 2010 from [www.ncrel.org](http://www.ncrel.org)

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Middle Tennessee State University, Office of Institutional Diversity. Retrieved July 20, 2010 from <http://frank.mtsu.edu/~cdinit/>

Positive Behavioral Interventions & Supports, *Cultural Fit Within a School-wide System of PBIS: Universal and Secondary Examples*. Retrieved July 20, 2010 from [www.pbis.org](http://www.pbis.org)

Introduction to Cultural Competence: A Training Tool. Retrieved July 20, 2010 from [www.friendsnrc.org](http://www.friendsnrc.org)

# EQUITY LENS\*

## Objective:

By utilizing an equity lens, a school board aims to (a) provide a common vocabulary and protocol for evaluating policies, programs, practices and decisions for equity and (b) produce policies, programs, practices which result in more equitable outcomes.

## Procedure:

For any policy, program, practice or decision, consider the following five questions:

1

Who are the under-represented groups (federal subgroups) affected by this policy, program, practice or decision? And what are the potential impacts on these groups?

2

Does this policy, program, practice or decision worsen existing disparities or produce other unintended consequences?

3

How have you intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice or decision? Can you validate your assessments in (1) and (2)?

4

What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)

5

How will you (a) mitigate the negative impacts and (b) address the barriers identified above?

\*Courtesy of Portland Oregon Public Schools

# Excellence THROUGH Equity

In *Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student* (2016), Pedro Noguera and Alan Blankstein argue (and cite myriad examples) that pursuing excellence through an equity lens improves outcomes for ALL students.

They recognize potential barriers to this pursuit:

- ◆ **Politics**, and a lack of will to ensure that all students have access to high quality learning opportunities and good teachers;
- ◆ **Tradition** of practices that contribute to race/class disparities, like tracking, special education placements, and discipline practices; and
- ◆ **Beliefs**, or low expectations, normalization of patterns, and lack of internal accountability.

The achievement gap mirrors other disparities, like health, income, and employment. These conditions affect academic performance, and what we do in schools often increases these disparities.

## **Axiom 1:**

The primary responsibility of leaders is to ensure that conditions conducive to good teaching and learning are in place and that all children have the opportunity to learn.

## **Axiom 2:**

The skills of the staff and resources available to the schools must match the needs of students.

## **Axiom 3:**

We know we are succeeding in closing the gap when race and class cease to predict students' achievement.

What does it look like if we pursue excellence through equity?

- ◆ We take a holistic approach to education, differentiating support;
- ◆ We ensure all students have access to deeper learning, since neuroscience demonstrates the elasticity of the brain;
- ◆ We understand and respond to the way students are affected by their environment, family, peers, community, society.

What do we need to know to educate children effectively? Noguera says we need to know:

- ◆ What their lives are like outside of school.
- ◆ How they learn outside of school.
- ◆ What motivates and interests them.
- ◆ What challenges they (and their families) face.
- ◆ What needs are unmet that may impact learning.

## **Axiom #4:**

The more you know about the children you serve, the better you will be at meeting their needs and supporting their successes.

## **Ingredients for Improvement:**

- ◆ Coherent instructional guidance
- ◆ Ongoing professional development of staff
- ◆ Strong parent-school-community ties
- ◆ Student-centered learning climate
- ◆ Shared leadership to drive change

## **Focus on Evidence of Learning:**

- ◆ Model and expose students to high quality work, making expectations clear and standards explicit



- ◆ Check for understanding through diagnostic tools
- ◆ Make lessons culturally relevant by learning about students' interests
- ◆ Focus on motivation and engagement by soliciting students' feedback and questions
- ◆ Analyze student work with a focus on evidence of competence and mastery

### **Focus on Engagement**

- ◆ *Behavioral Engagement*: preparation, persistence, seeking help
- ◆ *Cognitive Engagement*: Deep processing; meta-cognition
- ◆ *Affective Engagement*: Interest, value

We used to think:

- ◆ Intelligence is innate;
- ◆ Schools are supposed to measure intelligence and sort accordingly;
- ◆ We should give the best resources to the highest achievers; and
- ◆ Discipline is to weed out the “bad” kids.

Now we know:

- ◆ Intelligence and ability are influenced by access and opportunity;
- ◆ Schools must cultivate talent and ability;
- ◆ Resources should be allocated based on need; and
- ◆ Discipline should reinforce school values and norms.

(Adapted from Pedro Noguera's PowerPoint, Excellence Through Equity, 5/25/16)

## **Why Personalized Learning?**

Since equity involves students “seeing themselves” in their instruction and educational materials, a “Personalized Learning” approach may be an important tool to allow that to happen. The Connecticut State Department of Education encourages local school boards to “take the opportunity and make (learning) come alive for every student in their care” (CSDE Plan, p. 6), and encourages personalized learning as a vehicle to get there.

A key component of personalized learning is embracing the backgrounds and cultures of students. Policy makers and educators need to walk in the shoes of those whose cultures have not been in the traditional mainstream, embracing the richness of talents and backgrounds our children bring to school. There is increasing urgency for school boards to engage their communities in dialogue on the topic of cultural competency.

### *Why personalized learning?*

Too many of our students attend schools where they feel disconnected, since the school experience is rooted in a culture that is not their own. Students for whom a traditional education has not worked often have low levels of confidence in themselves (self-efficacy) as learners, and in the system that has not valued their backgrounds. Schunk and Zimmerman (1994) found that when self-efficacy is low, students are not motivated to learn.

Educators' knowledge of students' backgrounds and cultures is a key ingredient in learning and self-efficacy. Butler and Winnie (1995) recognized that feedback to students is filtered through the existing knowledge and beliefs of the learner, so that feedback needs to be rooted in students' backgrounds. A student's learning style influences how they learn, and should influence how instructors teach, and how they interact (Reiff, 1992).

## Next Steps for Boards of Education

1. Articulate a vision of equity, aligned with that of the Connecticut State Department of Education.
2. Commit to a “core principle that, with the right supports and rich learning opportunities, every student will meet high academic standards, regardless of a child’s life circumstances” (CSDE Plan, p. 7).
3. Generate goals and expectations, aligned with state, school, classroom, and student level goals.
4. Expect our schools “to challenge students to think critically and solve real-world problems” (CSDE, p. 7).
5. Support mastery-based, personalized, experiential learning so students are well-rounded, healthy, lifelong learners.
6. Conduct a Board Cultural Competency Assessment (see pp. 6-7).
7. Consider policy decisions using an Equity Lens.
8. Engage your community in an authentic, meaningful conversation about equity (Guide follows).
9. Work with town committees to recruit school board members who reflect your community.
10. Ensure a well-aligned support system for vulnerable students.
11. Encourage students to earn credit for credible learning experiences outside the jurisdiction of the district.
12. Recruit great teachers and leaders who reflect your community’s and students’ diversity.
13. Oversee schools that are structurally safe, welcoming, and culturally responsive learning environments where students meet their learning goals and parents and guardians are true partners.

# **A Board of Education Planning Guide for Community Conversations about Equity**

# Background

The following planning guide is designed to guide Connecticut school boards in hosting community conversations on equity. Planning these conversations takes some work, but offers a rich opportunity to talk with community members and staff who share concerns about ensuring each child in your district has access to educational excellence and success.

This conversation format is a tool for respectful discussion, characterized by full and diverse participation, where real questions are asked and mutual listening and learning occur.

The Conversation:

- ◆ Provides opportunities for participants from diverse backgrounds to speak openly with each other in a safe setting;
- ◆ Invites participants to voice personal views; and
- ◆ Encourages community members to consider what they might do individually or what they would like to see the schools and community do to address this issue.

## Planning a Conversation

A board should first discuss the purpose of a conversation on equity, exploring the need it might address. If board members choose to go this route, they should commit to it through a board vote.

Once a board decides to move forward, the first step in hosting a conversation is to **create a planning committee** made up of board, staff, parents, and community members. It would be important to have individuals who represent all cultural groups to enhance outreach.

At the first meeting of the planning committee, the group will **set a tentative date** for your conversation, ensuring a time that does not conflict with significant school or community events.

## Conversation Description

Allow enough time for the conversation.... Rich dialogue takes time, and the occasion is also about building trusting relationships. You will want to allow at least three hours for the event, including time for a light meal, opening remarks, small group discussion, and closing. You could choose to make this a weeknight or breakfast on a Saturday. The meal is followed by a brief introduction. It is helpful if trained moderators guide each small group discussion and trained recorders ensure that participants' ideas and comments are accurately documented.

## Goals for the Conversation

The overarching goal is to hear rich, productive discussion among a representative cross-section of the community. Specific objectives are to:

- ◆ Advance understanding and broaden perspectives of all stakeholders— parents, students, employers, educators, civic leaders, and the board itself— by providing a neutral setting in which they can come together, interact with one another, and share experiences and perspectives.
- ◆ Engage members of the community who are not typically involved in conversations about excellence in education.
- ◆ Generate conversations that begin with the public's starting point as much as with that of the board.
- ◆ Give participants the chance to consider several options — each with its own set of possible actions and drawbacks.
- ◆ Help participants think and talk through basic values, concerns, barriers, and assumptions that underlie their views.

- ◆ Help participants consider any areas of agreement, disagreements, and next steps.
- ◆ Raise important issues and questions and provide participants with information, contacts, and resources they can use to improvement excellence and equity in your schools.

## Possible questions

The planning group could choose to structure conversation looking at some opposing perspectives:

### Option 1:

*Intelligence and ability are influenced by access and opportunity;*

*Schools are supposed to cultivate talent and ability;*

*Resources should be allocated based on need; and*

*Discipline should reinforce school values and norms.*

### Option 2:

*Intelligence and ability are innate;*

*Schools are supposed to measure intelligence and provide opportunities accordingly;*

*We should give the best resources to the highest achievers; and*

*Discipline should weed out the misbehaving students.*

### Option 3:

*Intelligence is tied with experience;*

*When some students have a wealth of enriching experiences to give their learning meaning and others do not, learning outcomes will differ;*

*School district policies should reflect the deep value of each child and ensure high expectations, rich, relevant opportunities and experiences, and adequate resources so that each child will thrive.*

The following questions might serve as prompts for moderators/facilitators:

- ◆ What do our students need to be successful?
- ◆ What would ensure our students are excited about learning?
- ◆ What should we do as a district to prepare students to be independent learners?
- ◆ How should we do to ensure learning is relevant and meaningful to our students?
- ◆ What are our schools doing to motivate and engage our students?
- ◆ What are our schools doing to support excellence in teaching?
- ◆ How do we address teaching across social boundaries?
- ◆ To what degree has race been a factor impacting student achievement?
- ◆ What are we doing to counter stereotypes?
- ◆ What are the primary equity challenges in our schools?
- ◆ What factors explain achievement patterns?
- ◆ What are our “sub groups”?
- ◆ What are the greatest difficulties affecting those sub groups?
- ◆ What should educators know to narrow the educational achievement gap?
- ◆ Where should we be focusing our efforts?
- ◆ What type of support should we provide to make greater progress?

## Discussion Structure

Selecting a couple of ways of looking at this issue for your conversation will help by:

- ◆ Establishing a common reference point for participants and keeping the discussion focused;

- ◆ Steering the conversation away from a narrow, technical discussion of issues toward a broader discussion of values, priorities, and goals;
- ◆ Giving participants a chance to consider different ways to look at the issue;
- ◆ Expanding people's perspectives, and giving them a chance to question their initial thinking and perceptions;
- ◆ Helping participants gain a better understanding of the complexity of these issues;
- ◆ Letting participants be active problem solvers, rather than passively reacting to solutions offered by experts.

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## Sample Conversations Agendas

### EVENING COMMUNITY CONVERSATION (5:30 - 8:30)

5:30    **Registration and Light Supper**

6:00    **Introduction** (about 20 minutes, hosted by a LEAD MODERATOR)

Welcome and Explanation of process

Cover Options

Send Participants to Small Groups (if in breakout rooms.... Otherwise, invite them to start conversations at their round tables)

(One person stays at registration table to register latecomers)

6:20    **Small Group Discussion** (led by trained small group moderators) (6:20 — 8:00)

**Opening** (10 minutes)

Welcome

Go around circle and introduce by role

Highlight Posted Agenda and Guidelines (and ask for agreement with guidelines)

**Discussion** (70 minutes)

Introduce topic and consider each option

**Summary** (10 minutes)

Identify Common Ground, Disagreements, and Questions and Concerns

**Next Steps** (10 minutes)

**Return to Large Group**

8:00    **Wrap up** (about 30 minutes, hosted by LEAD MODERATOR)

Invite each group to share summary findings

Ask participants to fill out survey

Thank those who planned conversation, hosts, and others as appropriate

## MORNING COMMUNITY CONVERSATION (9:00-12:00)

9:00 **Registration** and Continental Breakfast

9:30 **Introduction** (about 20 minutes, hosted by a LEAD MODERATOR)

Welcome and Explanation of process

Cover Options

Send Participants to Small Groups (if in breakout rooms.... Otherwise, invite them to start conversations at their round tables)

(One person stays at registration table to register latecomers)

9:50 **Small Group Discussion** (led by trained small group moderators) (9:50 — 11:30)

**Opening** (10 minutes)

Welcome

Go around circle and introduce by role

Highlight Posted Agenda and Guidelines (and ask for agreement with guidelines)

**Discussion** (70 minutes)

Introduce topic and consider each option

**Summary** (10 minutes)

Identify Common Ground, Disagreements, and Questions and Concerns

**Next Steps** (10 minutes)

### **Return to Large Group**

11:30 **Wrap up** (about 30 minutes, hosted by LEAD MODERATOR)

Invite each group to share summary findings

Ask participants to fill out survey

Thank those who planned conversation, hosts, and others as appropriate

# Planning Committee Tasks

- ◆ **Pick a date** that does not conflict with any major community activities.
- ◆ **Choose a safe, well-lit site** with parking. You may need a place where culinary arts students can prepare food and a room for child care.
- ◆ **Select moderators/facilitators and recorders** to be trained by CAFE. It would be better to have people with moderating experience who are comfortable speaking with diverse groups of strangers. They should be able to manage participants' divergent positions and ideas. They must be viewed as neutral and impartial, not associated with a particular viewpoint.

If comfortable with the role, School Board members could serve as **recorders**, where they will be seen as listening carefully and NOT contributing to the conversation.

It is advisable to have moderators and recorders who reflect the demographics of the community. The recorders' notes are the only record of the small groups' discussions.

- ◆ **Create an invitation list and recruit participants.** Aim for between 40 and 100 participants. That means, inviting about 150 participants. Make sure you are including a representative group of staff, parents, community members, and students. You may also want to announce the event in the press and ask that interested participants telephone someone on the planning team for information. Walk-ins tend to be rare and can be accommodated at the last minute. Reminder calls just before the event are helpful.
- ◆ **Design an invitation** with a tear off for the RSVP that includes any requests for special requirements, such as translators, child care, etc.
- ◆ **Arrange for printing, mailing, or electronic outreach and central site to gather RSVPs.** Follow up RSVPs with reminder phone calls.
- ◆ **Engage interpreters**, if necessary.
- ◆ **Arrange for child care.** To accommodate young families, it is important to plan safe, engaging activities for children during the conversation. Be sure the invitation RSVP indicates ages of children needing care.
- ◆ **Select a caterer, culinary arts students**, or some other way to feed 100 people. There is something about breaking bread together that opens people's hearts and minds to others' experiences and ideas. It is best to keep food simple and to consider a vegetarian option. Conversations held in the morning should include hot and cold beverages during both the welcome and the wrap-up.



## APPENDIX A: Small Group Room Set-up:

Please print the following on newsprint and **post on walls**:

### AGENDA

1. Introduction & Guidelines (10 minutes)
2. Discussion (70 minutes)
  - Common Ground
  - Disagreements
  - Questions & Concerns
3. Summary (15 minutes)
4. Next Steps (15 minutes)
5. Return to large group

### COMMON GROUND

### DISAGREEMENTS

### QUESTIONS/CONCERNS

### CONVERSATION GUIDELINES

- ✦ Speak for yourself; participate as equals
- ✦ Listen carefully and with respect
- ✦ Respect others' opinions
- ✦ Everyone has an opportunity to speak
- ✦ Agree to disagree; disagree with ideas, not with people
- ✦ Stay focused
- ✦ Silence devices
- ✦

### NEXT STEPS

(What can I do as a result of today's conversation?  
What could the schools/community do?)

## **APPENDIX B: Sample Participant Survey**

This survey is the final step in today's conversation. It will give the board valuable feedback about how to ensure we are meeting the needs of each of our students.

### **The Conversation Experience:**

1. What was it like to take part in this conversation?
2. How was this different than your other community experiences?
3. How would you improve it?

### **The Issue:**

4. Do you think differently about what it means to meet our students' needs as a result of attending this conversation?
5. Is there anything you might do differently after this conversation?
6. Are there any aspects of this conversation that might be helpful to you in other ways?

### **Demographics:**

7. What is your gender?
8. What is your race/ethnicity?

*Waterbury Public Schools*  
District Parent Engagement Report  
Board of Education Workshop  
June 7, 2018

Presented by:  
**Mary Ann Marold**

Mr. Robert Henry, Deputy Superintendent  
Mr. Darren Schwartz, Chief Academic Officer  
Mr. Robert Brenker, Interim Chief Operating Officer  
& Chief of Staff

# School Parent Engagement Status Report

School	Parent Liaison	School Governance	PTA/PTSA/PTSO/PTO	DPAC Parent
B.W. Tinker	Azzalee Edwards	Building Process	Transitioning from PTA	Maria Perez
Bucks Hill	Shirley Petteway	Yes - 2011	PTO	Brenda Wood
Bucks Hill Pre-K	No Program	No Program	Program	
Bunker Hill	Mary Ann Petrillo	Building Process	PTO	Michelle Santiago
Carrington	Jean Creaven	Yes - 2011	PTO	Jean Creaven
Chase	Doreen Melendez	Yes - 2011	PTO/PTG	Marie Crocco Fagan
Crosby High School	Doreen Graham	Yes - 2011	PTSA	Mrs. Gaynelle Felder
Driggs	Davey Clay	Yes - 2011	PTO	Nicole Williams
Duggan	Tina St. Pierre	Yes - 2013	PTO	Marcy LeVotro
Enlightenment	Denise Foster	No Program	Program	Not Title I
Generali	Rosemarie Moffo	Building Process	PTO	Sara Holmes
Gilmartin	Amy Mancini	Yes - 2013	PTA	Danielle Albert/Shikira Howard
Hopeville	Mercedes Rivera	Yes - 2013	PTO	
Jonathan Reed		Building Process	No Parent Liaison	Diana Cruz
Kennedy High School	Ann Marie Brites	Yes - 2011	PTSA	Ann Marie Brites
Kingsbury	Maria Hulse	Building Process	PTO	Joelle Perna
Maloney Magnet	Terri Grabowski	Building Process	PTO	Ivelesse Cruz
North End Middle	Roszeena Hoosain	Yes - 2011	PTO	Melissa Labbe
Regan	Patricia Poulter	Yes - 2013	PTO	Kimberly Rossi
Rotella Magnet	Lauren Lombardi	Building Process	FSCT	Charice Gaines/Sally Lopez
Sprague	Vjollca Demirali	Yes - 2011	PTO	Susan & Michael Kather
State Street	Denise Foster	No Program	Program	Not Title I
Wallace Middle		Yes - 2011	No Parent Liaison	Jeana Bracey
Walsh	Dalia Digsby	Yes - 2011	Not at This Time	Nicole Scarzella
Washington	Divina DeCena	Yes - 2011	PTO	Amelia Vergeli
Waterbury Arts Magnet	Kimberly Effes	Yes - 2013	PTSO	Elaine Ngheim
Waterbury Career Academy	Rubis Collodo	Building Process	PTSA	Mrs. Phillips Mason
Wendell Cross	Margaret Rocco	Building Process	PTA	Patrcia Dupree- Bautista
West Side Middle	Grisell Myers	Yes - 2011	PTA	Victoria Cyr
Wilby High School	Charlene Harris	Yes - 2011	PTO	Charlene Harris
Wilson	Cristina Damore	Yes - 2011	PTO	Wendy Bryan
Waterbury Adult Education	No Program	No Program	Program	
			Updated 5/17/18	

# School Governance Councils

- Nine ( 9) schools have been part of the Building Process.
- Parent Liaisons have been critical along with administration in the support of this training effort.
- Fall 2018 all 28 schools will conduct the Recruitment, Nomination and Election effort.

# SGC Building Process Dates

- Bunker Hill - April 6<sup>th</sup> & May 22<sup>nd</sup> Ice Cream Social - 22 parents - Completed
- W. Cross - April 5<sup>th</sup> & May 24<sup>th</sup> Ice Cream Social - 20 parents - Completed
- Generali - May 15<sup>th</sup> & June 12<sup>th</sup> KDG Orientation
- Kingsbury - May 1<sup>st</sup> - Parents already in place - Completed
- Maloney - April 11<sup>th</sup> & June 1<sup>st</sup> Hero Dance - Completed
- Reed - June 15<sup>th</sup> & June 20<sup>th</sup> KDG Orientation
- Rotella - May 2<sup>nd</sup> - Completed
- Tinker - April 25<sup>th</sup> & Literacy Event June 13<sup>th</sup>
- WCA - June 8<sup>th</sup>
- Each school received a School Governance Council Training Implementation Plan Binder with Jump Drive and all the resources loaded on the Jump Drive at the time of the training.

# Building Process Information

- Bunker Hill, Wendell Cross, Generali, Kingsbury, Maloney Magnet , Reed, Rotella Magnet , Tinker and Waterbury Career Academy have received an Attention Parents Flyer translated into Spanish and Albanian.
- Each school was asked to update and make it personal to their school and Parent Liaison with contact information.



## Attention W. Cross Parents!!!!

In the 2018-2019 school year W. Cross will elect 7 parents to the W. Cross School Governance Council. Below is a bit of information about School Governance Councils, please take a look, we will be holding meetings with more detail in the upcoming months. If you would like information prior to our school wide meetings please contact: Mary Ann Marold at [mmarold@waterbury.k12.ct.us](mailto:mmarold@waterbury.k12.ct.us) or Margaret Rocco at 203-573-6613 or [mrocco@waterbury.k12.ct.us](mailto:mrocco@waterbury.k12.ct.us)

### School Governance Councils

The purpose of School Governance Councils is to enable parents, school staff, students (where appropriate) and community leaders to work together to improve student Councils serve in an advisory capacity to assist the school administration.

School Governance Councils will consist of seven parents or guardians (elected by parents or guardians at the school), five teachers (elected by teachers at the school), two community representatives (elected by the Council), and the school principal or designee. Two student representatives may be elected by the student body for councils in high schools.

#### **Councils may advise the school administration in these areas:**

- Analyze school data achievement and school needs as they relate to the school's improvement plan;
- Review the fiscal objectives of the school's draft budget and advise the principal before the budget is submitted to the superintendent;
- Participate in the hiring process of the school principal or other administrators by conducting interviews of candidates and reporting their findings to the superintendent;
- Assist the principal in making programmatic and operational changes to improve the school's achievement;
- Develop and approve a written school parent involvement policy that outlines the roles of parents and guardians;
- Work with school administrators in developing an approving a school compact for parents, legal guardians, and students that outlines the school's goals and academic focus and identifies ways that parents and school staff can build a partnership to improve learning.



**In addition, a Council MAY:**

- Assist in developing and reviewing the school improvement plan
- Work with the principal to develop, conduct and report the results of an annual survey of parents, guardians, and teachers on issues related to school climate;
- Provide advice to the principal on other major policy matters affecting the school except on matters related to collective bargaining agreements.

**School Governance Councils DO NOT:**

- Manage the school;
- Supervises staff;
- Enter into contracts or purchase agreements;
- Determine student eligibility
- Discuss individual issues between teachers and students and / or parents; for school admission; or
- Determine class allocations or student assignments.

For more information on School Governance Councils, please visit the State Department of Education web site.

**The following 19 schools already have School Governance Councils in**

<b>Waterbury:</b>	Bucks Hill	Wilson
	Carrington	North End Middle School
	Chase	Wallace Middle School
	Driggs	West Side Middle School
	Duggan	Waterbury Arts Magnet School
	Gilmartin	Crosby High School
	Hopeville	Kennedy High School
	Regan	Wilby High School
	Sprague	
	Walsh	
	Washington	

**The Building Process for School Governance Councils will take place in the following 9 schools this year . Elections for the 2018-2019 school year.**

Bunker Hill	Wendell Cross
Generali	Kingsbury
Maloney Magnet	Reed
Rotella Magnet	Tinker Elementary Schools
Waterbury Career Academy High School	

# PTA/PTO

- Mr. Henry, Deputy Superintendent, has sought the support of the Parent Liaisons as the key to having a viable parent/ teacher association or organization in each school.
- The School Parent Engagement Status Report shows that where there is a Parent Liaison a PTA/PTO has been accomplished in most schools.

# DPAC Parent

- In an effort to build the membership of the DPAC ( District Parent Advisory Council), Mr. Henry, Deputy Superintendent, also asked the Parent Liaisons and Principals to name a DPAC parent from each of the 28 schools.
- This was accomplished by May 17, 2018 in time to welcome parents at the Parent & Community Leadership Conference on May 18, 2018 at NVCC.



#6

# *WATERBURY PUBLIC SCHOOLS*

*LOUISE ALLEN BROWN, J.D., M.P.A., GRANT WRITER*

June 5, 2018

Honorable Board of Education  
City of Waterbury  
236 Grand Street  
Waterbury, CT 06702

RE: 2018-19 Carl D. Perkins Grant (CSDE)

Dear President Brown and Board of Education Commissioners:

Attached for your review and approval is the 2018-19 Carl D. Perkins Grant Application. I prepared the proposal with input from John Reed, Perkins Grant Administrator, from the Career and Technical Education teachers, and from staff at the participating high schools (Crosby, Kennedy, Waterbury Career Academy, and Wilby).

The amount of the grant request is \$472,172—the same amount as this year's final Perkins Grant allocation, per the grant application instructions. No matching funds are required.

The application consists of two parts: 1) a detailed Budget Narrative which describes the use of Perkins funds, and 2) a Continuous Improvement Plan which includes a large volume of required data, information about the current year's CTE program, and plans for the year ahead. I anticipate that there will be minor adjustments to the application prior to submission.

The application deadline is June 29, 2018. I respectfully request your approval of the 2018-19 Perkins grant application. Thank you for your consideration.

Very truly yours,

A handwritten signature in cursive script that reads "Louise Allen Brown".

Louise Allen Brown  
Grant Writer

cc: Robert Henry  
Darren Schwartz  
Doreen Biolo  
John Reed

District Name Waterbury  
Draft 6/4/18

**CONNECTICUT STATE DEPARTMENT OF EDUCATION  
Career and Technical Education (CTE)**

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**Carl D. Perkins ED 114 and Budget Narrative  
Secondary Education  
2018-19**

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Carl D. Perkins Career and Technical Education  
Improvement Act of 2006  
Public Law 109-270



**Due: June 29, 2018**

**Connecticut State Department of Education  
Academic Office  
450 Columbus Boulevard, Suite 603  
Hartford, CT 06103-1841**

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**  
**Academic Office**



**CARL D. PERKINS GRANT APPLICATION SECONDARY BASIC GRANT**

**GRANT PERIOD**  
**July 1, 2018, to June 30, 2019**

**GRANT COVER PAGE**

**To Be Completed and Submitted with the Grant Application**

<b><u>Applicant</u></b> ( <i>Fiscal Agent</i> )  <b>Name:</b> <b>Doreen Biolo, CFO</b> <b>Waterbury Public Schools</b>  <b>Address:</b> <b>236 Grand Street</b> <b>Waterbury, CT 06702</b>  <b>Telephone:</b> 203-574-8280 <b>E-mail:</b> <a href="mailto:dbiolo@waterbury.k12.ct.us">dbiolo@waterbury.k12.ct.us</a>	<b><u>Contact</u></b>  <b>Name:</b> <b>Louise Allen Brown, Grant Writer</b> <b>Waterbury Public Schools</b>  <b>Address:</b> <b>236 Grand Street</b> <b>Waterbury, CT 06702</b>  <b>Telephone:</b> 203-346-3506 <b>E-mail:</b> <a href="mailto:lbrown@waterbury.k12.ct.us">lbrown@waterbury.k12.ct.us</a>	<b><u>Check Program Areas Taught in School District:</u></b>  <input type="checkbox"/> Agricultural Education <input checked="" type="checkbox"/> Business and Finance Technology <input type="checkbox"/> Cooperative Work Education <input checked="" type="checkbox"/> Family and Consumer Sciences <input checked="" type="checkbox"/> Marketing Education <input checked="" type="checkbox"/> Medical Careers <input checked="" type="checkbox"/> Technology Education
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**Check if Consortium Application** ☐

**List Participating Districts:**

**Check if your district has a College Career Pathways (CCP) program with a Connecticut community college:**

☒ **Yes, which community college?** **Naugatuck Valley Community College**  
☐ **No, our district does not participate in CCP.**

I, **Robert Henry**, the undersigned authorized district chief administrative official, submit this proposal on behalf of the applicant agency, attest to the appropriateness and accuracy of the information contained herein, and certify that this proposal, if funded, will comply with all relevant requirements of the state and federal laws and regulations.

In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives as stated herein.

**Signature of Authorized  
Chief Administrative Official**

Name (typed):

**Robert Henry, Deputy Superintendent**

\_\_\_\_\_  
Date

Agency:

**Waterbury Public Schools**

**Carl D. Perkins Grant  
Secondary  
ED 114 and Budget Narrative**

Each district must complete the ED 114 utilizing the 2017-18 Perkins grant allocation, which will serve as the preliminary grant allocation until the 2018-19 allocations become final. The state will make adjustments to the 2018-19 budgets to reflect the final allocations.

Local plans will be evaluated based upon core indicator performance levels. Plans must target funds to:

- address specific strategies for improvement based on the overall, systemic goals for improvement and growth of the CTE Program; and
- assure that the program is such size, scope and quality to improve the quality of career and technical education.

**If the local recipient fails to meet at least 90 percent of an agreed upon performance level for any of the indicators of performance, it will have to develop and implement a specific improvement plan for each area which indicates steps to be taken.**

The State may, after an opportunity for a hearing, withhold all or part of a local recipient's funding if the local meets any one of the three criteria below:

- fails to implement the required improvement plan;
- makes no improvement within one year of implementing the improvement plan; or
- fails to meet at least 90 percent of a performance for the same performance indicator three years in a row.

The ED 114 should be entered and certified on the Connecticut State Department of Education (CSDE) Prepayment Grant System.

Each district, including each member of a consortium must submit the Continuous Improvement Plan (CIP), ED 114 and budget narrative, ***irrespective of means of transmittal or postmark date, by Friday, June 29, 2018.***

Proposals submitted become the property of the CSDE and a part of the public domain. **One original with original signatures, and one copy of all sections of the grant including the ED 114 and budget narrative, must be mailed to Suzanne Alicea at the address below.**

**Mailing Address**

Suzanne Alicea  
Connecticut State Department of Education  
Academic Office, Suite 603  
P.O. Box 2219  
Hartford, CT 06145-2219

## BUDGET NARRATIVE INSTRUCTIONS

In preparing the budget narrative, provide a complete description of the expenditure for each of the codes being used. Refer to the [Perkins Budget Buddy 2017-18](#) when completing the budget narrative.

- Program improvement line items in the budget narrative must stipulate the CTE program area and the course(s) being funded.
- Each line item in the budget narrative must give a detailed description of the item(s) that will be purchased, including quantity and unit cost. The personnel costs should be shown by the number of positions, time involved and hourly rate.
- Only institutions that have submitted indirect cost proposals for 2017-18 may apply for indirect costs.
- Compute all expenditures to the **nearest dollar** by line item. **Do not include cents.**

Administrative costs include all non-instructional stipends, salaries and benefits, and all clerical support. Staff travel is considered an administrative cost if the travel is solely related to grant administration. The total combined cost for all duties and expenses that are administrative, including indirect costs, may not exceed 5%.

### KEY CHANGES TO THE CARL D. PERKINS GRANT APPLICATION FOR 2018-19

As defined by the Carl D. Perkins Act, funds must be expended only for career and technical education programs, services and activities. All aspects of use of Perkins funds must be supported by data and the district/college must have the capacity to measure improvement resulting from the use of Perkins funds. For the 2017-18 Perkins Grant, the CSDE is requiring the following:

- A portion of Perkins funds must be used to improve performance levels in any core indicator area that a CTE program has failed to meet minimum levels for the prior academic year. For example, if the district has low performance in technical skill attainment in marketing education programs, they must use the funds to improve marketing education and funds could be allocated to align the marketing curriculum to the 2015 CTE Performance Standards and Competencies;
- Secondary schools with College Career Pathways (CCP) programs must allocate a minimum of **5% to carry out the CCP Program**, preferably towards professional development for high school faculty with the affiliated community college faculty;
- Programs must have a **CTE two-course** sequence, with the exception of a course that leads to a certification, in order to fund any expenditures in a career cluster, pathway or program area. Academic courses do not count as part of the two-course sequence. Single course “programs” cannot receive funding, with exception noted above. However, expenses for developing the second course may be funded for curriculum development and faculty collaboration over the course of 2018-19 but cannot include funding equipment, supplies or other related expenditures. The second course must be in place for students in the 2019-20 school year;
- CTE Advisory Boards must be active, meet at least twice a year and include business and industry partners. Evidence of advisory board activity should be provided in the 2018-19 Continuous Improvement Plan(CIP) [i.e., list of members, meeting agendas, actions taken on meetings, committee involvement in program improvements and funding];
- Priority should be given to programs that lead to an industry-recognized credential, certificate or associate degree for high-skill, high-need, high-wage careers; and
- Stand-alone expenditures unrelated to the CIP and measurable improvement will not be funded.





## ED 114 Budget Form Object Code Descriptions and Budget Narrative

Code	Object	Amount of Code Line			
<b>111A</b>	<p style="text-align: center;"><b>Non-Instructional</b></p> <p>Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature.</p> <p><b><i>No more than 5% of the total grant may be used for administrative purposes including indirect costs (917). Line item 111A is considered an administrative cost, and administrative expenses in other budget code lines such as 200, 322, and 580 must be calculated into the 5% administrative cap.</i></b></p>	<p><b><u>\$ 20,592</u></b></p>			
Check if CCP	Name of Position and Name of Staff Receiving Stipend	Description of Duties	Hourly Rate x Total Hours	How will this improve the CTE program?	Total
	Name of Staff Receiving Stipend:  Perkins Grant Facilitator, TBD, Job Posted 5/18/18  Name of Position: Perkins Grant Facilitator	Performs general administrative functions, handles purchases in accordance with the local Procurement Ordinance and procedures; prepares Perkins plan, budget and budget revision documents; prepares reports; performs related duties.	\$18/hour x approx.. 22 hours/wk x approx.. 52 weeks/year	The Perkins Grant Facilitator will assist the district in achieving its CTE goals.	20,592

Code	Object				Amount of Code Line
111B	Instructional				
Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals <u>while they are on the grantee payroll</u> including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Individuals whose services are acquired through a contract are <u>not included</u> in the category. A person for whom the grantee is paying employee benefits and who is on the grantee payroll is included in this budget code; a person who is paid a fee (such as a private consultant) with no grantee obligation for benefits is not.					\$ <u>18,092</u>
Check if CCP	Name of Staff and Name of Position	Description of Duties	Compensation Formula: Hourly Rate x Total Hours or Set Stipend	How will this improve the CTE program?	Total
	Names of Staff: Teachers/Business and Finance, Family and Consumer Sciences, Medical Careers, Technology Education: Jeanne Bissonnette Kevin Buda Katherine Bunko Paula Desantis Stacy DiCristina Nancy DiPaola Diane Forte Paul Gwiazdoski David Jurewicz Jeff Lucian Anthony Mango Robert McGrath Kirk Palladino Linda Richard Lisa Swanson Joanne Tichon Anita Watkins Janet Wilson  Name of Position: CTE Teachers	Extra Duty Compensation for Professional Development in out-of-school time, related to applicable CTE National Standards and State Frameworks. In professional development sessions, CTE teachers will learn these standards and frameworks, align CTE curriculum to the standards and assessments, and incorporate the standards and frameworks into instruction and assessment strategies. CTE teachers will develop CTE curriculum including student performance assessments, to be used to demonstrate student mastery of national standards applying to CTE content areas.	487.25 hours @ \$32/hr (WTA Contractual Extra Duty Rate)	Increased teacher knowledge of CTE National Standards, State Frameworks, and related alignment of CTE curriculum will enhance CTE instruction in the district. As a result, student mastery of national standards and State frameworks will increase.	15,592
	Names of Staff: Danielle Rivard (Crosby DECA); Jeanne Sasso	Advisor to CTSOs. Organize and conduct activities. Encourage	\$500/Advisor	CTSO Advisors will promote and facilitate student participation in	2,500

	(Kennedy HOSA); Linda Richard (WCA HOSA); Alyssa Generali (WCA DECA); Anthony Dagostino (Wilby DECA)  Name of Position: CTSO Advisors	membership and participation in State Conferences.		CTSO organizations that inform and educate students about CTE careers.	
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Code	Object				Amount of Code Line
200	<b>Personal Services - Employee Benefits</b> Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 111A and 111B. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and while not paid directly to employees, these payments are nevertheless part of the cost of personnel services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workers compensation insurance. Benefits may not exceed 25 percent of the total salary/stipend paid.				\$ <u>2,578</u>
Check if CCP	Name of Staff and Name of Position	Career Cluster/ CTE Program Area	Type of Benefits	Compensation Formula	Total
	Name of Staff: Grants Facilitator  Name of Position: Grants Facilitator	Business and Finance, Family and Consumer Sciences, Marketing, Medical Careers, Technology Education	Fringe Benefits	\$20,592 x 12.52% (Part-Time Fringe Rate)	2,578

Code	Object			Amount of Code Line
<b>320 Professional Education Services</b>				
Service supporting the instructional program and its administration. Included are curriculum improvement services, assessment, counseling and guidance services, library and media support, contracted instructional services and substitute services.				\$ <u>0</u>
Check if CCP	Individual and/or Organization Providing Service	Description of Service	How will this improve the CTE program?	Total Cost
	Individual/Organization Name:			

Code	Object				Amount of Code Line
<b>322</b>	<b>In-service (Instructional Program Improvement Services)</b> Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll. <b>List each contractor separately.</b>				<b>\$ <u>6,000</u></b>
Check if CCP	Name of Individual/Organization Providing Service	Who will be receiving training? Include # of Staff	Title of Event, Location and Date	How will this improve the CTE program?	Per Person x Cost=Total
	Name: Susan Palisano/ Connecticut Center for Advanced Technology	Names of Staff: All high school technology education teachers as listed below: Cesar Alvarez, Christopher Saraceno, Daniel Bloemker, Dante Dimaio, David Jurewicz, David Nicholson, Gina Pisani-Loomis, Jeanne Bissonnette, John Edman, Jose Ferreira, Justin Amenta, Ken Sirois, Kevin Buda, Kevin Danaher, Kevin Sudell, Mario Dias, Michael Conway, Paul Gwiazdoski, Robert Mowen, Vincent Boucher  # of Staff: 20	Title of Event:  Technology Education Focus Areas and New Direction  Date: 12 half day workshops from August, 2018 through December, 2018 (Dates to be determined.)  Location: Wallace Middle School	The focus will be on new courses and technologies to attract and better prepare our technology education students.	\$500/half day x 12 half days = 6,000

Code	Object				Amount of Code Line
<b>330</b>	<b>Employee Training and Development Services</b>				
	Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Included are course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors.				<b>\$ 3,535</b>
Check if CCP	Name of Individual/Organization Providing Service	Who will be receiving training? Include # of Staff	Title of Event, Location and Date	How will this improve the CTE program?	Per Person x Cost=Total
CHS	Name: CT Business Education Assoc. Conference	Name of Staff: Diane Forte, Catherine Ieronimo  # of Staff: 2	Title of Event: CBEA  Date: Oct. 2018  Location: Southbury, CT	Updated information for CTE Business Teachers	2 x 100 = 200
CHS, KHS, WCA, WHS	Name: Statewide CTE Conference (CSDE)	Name of Staff: CHS- Diane Forte, Catherine Ieronimo, Paul Gwiazdoski; KHS- Jeanne Sasso, Cassandra Fann-Pierce, Linda Miceli; WCA-Linda Richard, Robbin Pierz; WHS- Joanne Tichon, Vincent Boucher Lynne Palleria, Anthony D'Agostino, Geno Capuano, John Dillon  # of Staff: 14	Title of Event: CTE Annual Statewide Conference  Date: Nov. 29, 2018  Location: Cromwell, CT	Obtain updated information on grant requirement changes, and new directions for CTE Teachers.	14 x 125 = 1,750
KHS	Name: NAEYC	Name of Staff: Paula DeSantis  # of Staff: 1	Title of Event: NAEYC Annual Conference  Date: Nov. 14 - 17, 2018  Location: Washington, DC,	Update information and classroom strategies for early childhood development.	1 x 750 = 750
KHS	Name: NAEYC	Name of Staff: Paula DeSantis  # of Staff: 1	Title of Event: NAEYC Professional Learning Institute,  Date: June 2 – 5, 2019	The teacher will receive training and information to achieve higher quality early childhood	1 x 750 = 750

			Location: Long Beach, CA	instruction.	
WCA	Name: CT American Association of Family and Consumer Sciences Conference	Name of Staff: Robbin Pierz  # of Staff: 1	Title of Event: CT AAFCS Conference  Date: Spring 2019  Location: TBD by CTAAFCS	Updated information on all Business CTE programs and best practices to be used in the classroom.	1 x 85 = 85

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Code	Object				Amount of Code Line
510	Student Transportation Services				
Expenditures for transporting pupils to and from school and other activities. Included are such items as bus rentals for field trips and payments to drivers for transporting handicapped children.					\$ <u>17,159.</u>
Check if CCP	Faculty supervisor(s) of student travel	Courses utilizing student transportation Estimated # of students	Title of Event, Date and Location	How will this improve the CTE program?	Transportation Company Cost/per unit =Total
KHS	Name of Staff: Linda Micelli	Course Title: Allied Health 1  # of Students: 14 Students	Title of Event: Long Term Care Component  Date: Spring 2019  Location: Cheshire House	Enhanced student exposure to the various Health Related Careers and Opportunities.	Durham Bus Co. 12 days x 109.04/day = 1,309
KHS J.S.	Name of Staff: Jeanne Sasso	Course Title: Accounting 1  # of Students: 15	Title of Event: CPA AIM Career Conference  Date: October 2018  Location: Post University, Waterbury, CT	Distributive Education Clubs of America (DECA) offers measured growth in the form of college visits, career exposure, and conferences that result in career planning and development of practical planning for future world application. These skills are transitioned into the classroom through numerous leadership opportunities and our Accounting, Business, and Marketing in which students assist in field trip planning and execution for various places and venues.	Durham Bus Co. 1 x 325 = 325
KHS J.S.	Name of Staff: Jeanne Sasso	Course Title: Marketing/DECA  # of Students: 25	Title of Event: Leadership Conference  Date: October 2018  Location: New Haven, CT	Distributive Education Clubs of America (DECA) offers measured growth in the form of college visits, career exposure, and conferences that	Durham Bus Co. 1 x 325 = 325



				result in career planning and development of practical planning for future world application. These skills are transitioned into the classroom through numerous leadership opportunities and our Accounting, Business, and Marketing in which students assist in field trip planning and execution for various places and venues.	
KHS J.S.	Name of Staff: Jeanne Sasso	Course Title: Marketing/DECA  # of Students: 40	Title of Event: Sports Seminar and College Fair  Date: November 2018  Location: Bridgeport, CT	Distributive Education Clubs of America (DECA) offers measured growth in the form of college visits, career exposure, and conferences that result in career planning and development of practical planning for future world application. These skills are transitioned into the classroom through numerous leadership opportunities and our Accounting, Business, and Marketing in which students assist in field trip planning and execution for various places and venues.	Durham Bus Co. 1 x 325 = 325
KHS J.S.	Name of Staff: Jeanne Sasso	Course Title: Marketing/DECA  # of Students: 15	Title of Event: State Careers and Development Conference  Date: March 2019  Location: Southington, CT	Distributive Education Clubs of America (DECA) offers measured growth in the form of college visits, career exposure, and conferences that result in career planning and development of practical planning for future world	Durham Bus Co. 1 x 325 = 325

				application. These skills are transitioned into the classroom through numerous leadership opportunities and our Accounting, Business, and Marketing in which students assist in field trip planning and execution for various places and venues.	
KHS J.S.	Name of Staff: Jeanne Sasso	Course Title: Marketing/DECA  # of Students: 50	Title of Event: Business and Marketing Day  Date: May 2019  Location: Six Flags, Jackson, NJ 5/2019	Distributive Education Clubs of America (DECA) offers measured growth in the form of college visits, career exposure, and conferences that result in career planning and development of practical planning for future world application. These skills are transitioned into the classroom through numerous leadership opportunities and our Accounting, Business, and Marketing in which students assist in field trip planning and execution for various places and venues.	1 Coach Bus x 2,200 = 2,200
KHS JS	Name of Staff: Jeanne Sasso	Course Title: Marketing/DECA  # of Students: 50	Title of Event: Sports Business Day  Date: March 2019  Location: New York Jets, Metlife Stadium, Florham Park, NJ	Information obtained at the Sports Business Day College Fair will be used to improve student performance and update their awareness of sports marketing opportunities. This updated information will be incorporated into our new Sports and Entertainment Marketing class.	1 Coach Bus x 2,200 = 2,200
KHS P.DS	Name of Staff: Paula DeSantis	Course Title: Early Childhood Education 1	Title of Event: Elementary School Visit	Students will be able to determine whether Elementary level	Durham Bus Co. 1 x 200 = 200

		# of Students: 25	Date: Fall 2018  Location: Duggan School, Waterbury, CT	teaching is in their future.	
KHS P.DS	Name of Staff: Paula DeSantis	Course Title: Early Childhood Education 1  # of Students: 50	Title of Event: NVCC Child Development Center Visit  Date: Fall 2018  Location: NVCC Child Development Center, Waterbury	Students will identify the teaching philosophy of the Child Development Center and the components of a good childcare facility.	Durham Bus Co. 2 x 200 = 400
KHS P.DS	Name of Staff: Paula DeSantis	Course Title: Early Childhood Education 1  # of Students: 50	Title of Event: Bright Horizons Child Development Center Visit  Date: Spring 2019  Location: Bright Horizons CDC in Bristol, CT	Students will identify the teaching philosophy of the Child Development Center and the components of a good child care program.	Durham Bus Co. 2 x 350 = 700
WCA A.G	Name of Staff: Alyssa Generali	Course Title: Marketing/DECA  # of Students: 25	Title of Event: DECA Fall Leadership Conference  Date: October 2018  Location: Univ. of New Haven, New Haven, CT	Students will gain the opportunity to attend special interest sessions and experience will be offered in each of the following: Dress for Success Entrepreneurship Learn, Serve and Earn History of DECA Sports Marketing Community Service Seeking State Office How to Win Friends and Influence People Careers Chapter Campaigns. These skills are transitioned into the classroom with various assessments and activities post-conference.	Durham Bus Co. 1 x 325 = 325
WCA R.P.	Name of Staff: Robbin Pierz	Course Title: Child Development 1  # of Students: 50	Title of Event: Day Care Facility Visit  Date: Spring 2019	Visiting this location provides students with the opportunity to learn different types of day care	Durham Bus Co. 1 x 110 = 110

			Location: Waterbury, CT	options.	
WCA R.P.	Name of Staff: Robbin Pierz	Course Title: Child Development 1  # of Students: 50	Title of Event: Children's Museum Visit  Date: Spring 2019  Location: Bridgeport, CT	Students will understand how to entertain children in a fun, safe learning environment, experience children in settings that cultivate the love of learning and align with CTE standards.	Durham Bus Co. 1 x 275 = 275
WCA R.P.	Name of Staff: Robbin Pierz	Course Title: Human Relations  # of Students: 50	Title of Event: Empower Leadership  Date: Fall 2019  Location: Middletown, CT	Students will have opportunity to test leadership skills, practice effective communications and demonstrate character.	Durham Bus Co. 1 x 275 = 275
WCA R.P.	Name of Staff: Robbin Pierz	Course Title: Human Relations  # of Students: 50	Title of Event: Safe Haven Tour of Community Resource Center  Date: Spring 2019  Location: Safe Haven Community Resource Center, Waterbury, CT	This trip will align with the CTE Standards of Family. After studying family in crisis students will visit a crisis center and analyze the options for families in crisis.	Durham Bus Co. 1 x 110 = 110
WHS L.P.	Name of Staff: Lynne Palleria	Course Title: Marketing 1, Sports and Entertainment Marketing, Fashion Marketing  # of Students: 40	Title of Event: DECA (Distributive Education Clubs of America) Fall Leadership Conference  Date: Oct 23, 2018  Location Univ. of New Haven, New Haven, CT	The format for the conference will be "content centered" focusing on DECA competitive events and general Marketing interest topics. Students will gain information to enable them to compete at the State Conference in April, 2019.	Durham Bus Co. 1 x 425 = 425
WHS L.P.	Name of Staff: Lynne Palleria	Course Title: Business Management Marketing  # of Students: 40	Title of Event: Cool Fun 101  Date: Nov 8, 2018  Location: Webster Bank Arena, Bridgeport, CT	Students will gain industry insight through professional sports and entertainment seminars.	Durham Bus Co. 1 x 500 = 500
WHS L.P.	Name of Staff: Lynne Palleria	Course Title: Marketing 1, Fashion Marketing	Title of Event: New York City Fashion Center and Macy's Tour	Students will gain valuable real world knowledge in marketing and	Durham Bus Co. 1 x 1,385 = 1,385

		# of Students: 40	Date: Spring 2019 Location: New York, NY	Fashion Marketing.	
WHS JW	Name of Staff: Joyce Williams	Course Title: Allied Health 1  # of Students: 8	Title of Event: Elderly Care Center Visits  Date: Spring 2019  Location: Cheshire House, Waterbury, CT	Measurable outcome for this transportation request is required completion of hours in a clinical setting for certification.	Durham Bus Co. 24 x 109.04 = 2,617
WHS	Name of Staff: Joanne Tichon	Course Title: Child Development 1  # of Students: 20	Title of Event: Day Care School Visit  Date: May 7, 2019  Location: Country Garden Preschool, Waterbury, CT	Students will determine the roles and functions of individuals engaged in child care services and early childhood education.	Durham Bus Co. 1 x 313.49 = 314
WHS	Name of Staff: Joanne Tichon	Course Title: Child Development 2  # of Students: 16	Title of Event: Young Consumer  Date: May 23, 2019  Location: Shoprite, Waterbury, CT	Students will facilitate the culminating activity for program. They will run educational stations and assist elementary students with nutrition and math information.	Durham Bus Co. 1 x 313.49 = 314
WHS	Anthony Mango	Culinary Arts 1 & 2	Title of Event: Culinary Institute of America Tour and Lunch FDR Estate and Museum Tour  Date: Fall 2019  Location: Hyde Park, New York	Students participating in this field trip will examine postsecondary education and training requirements for career paths in Hospitality/Culinary Arts, by researching on the trip and presenting an oral report during a class discussion.	Peter Pan Bus Co. 1 x 2200.00 = 2,200

Code	Object	Amount of Code Line
<b>580</b>	<b>Travel</b>	
	Expenditures for transportation, hotel and other expenses associated with staff travel.	
	<ul style="list-style-type: none"> <li>Travel must be for instructional purposes, otherwise it is an administrative cost subject to the 5 percent cap.</li> <li>Travel for CTSO advisors to National CTSO Conferences cannot utilize Perkins funds.</li> <li>Perkins cannot pay for parking, rental cars, boat slips or docking fees.</li> </ul>	<u>\$ 4,400.</u>

• Meals are not fundable expenses.					
Check if CCP	Name of Staff	Courses to be improved by attendance	Title of Event, Date and Location	How will this improve the CTE program?	Cost per unit- (list hotel, transportation, shuttles, etc. ) x pp =Total
KHS PD	Name of Staff: Paula DeSantis	Course Title: Early Childhood Education 1, 2  # of Students: 55	Title of Event: NAEYC Annual Conference  Date: Nov. 14-17, 2018  Location: Washington, D.C.	Update information and classroom strategies for early childhood development.	1,600  (This price includes hotel flight and shuttle transportation for 1 person.)
KHS PD	Name of Staff: Paula DeSantis	Course Title: Early Childhood Education 1, 2  # of Students: 55	Title of Event: NAEYC Professional Learning Institute  Date: June 2-5, 2019  Location: Long Beach, CA	The teacher will receive training and information to achieve higher quality early childhood instruction.	2,800  (This price includes hotel, airfare and shuttle transportation for 1 person.)

Code	Object				Amount of Code Line
600	Supplies				
Expenditures for non-consumable items purchased for instructional use. <u>List each item separately.</u>					<u>\$133,584</u>
Check if CCP	Career Pathway/ CTE Program Area	Name of Course(s)	List each supply item, including description of supply and vendor	How will this improve the CTE program?	Quantity x Cost per Unit = Total
CHS	Pathway/ CTE Program Area: Business and Finance, Family and Consumer Sciences	Name of Course(s): Foods 1	Supply Item Name: Guide to Good Food: Nutrition and Food Preparation©2018  Supply Item Description: Workbook by Largen & Bence Goodheart  Supply Item Price: \$18  Supply Item Vendor: Wilcox Publisher	Reference book to advance student food preparation skills.	1 x 18 = 18
CHS	Pathway/ CTE Program Area: Business and Finance, Family and Consumer	Name of Course(s): Foods 1	Supply Item Name: Guide to Good Food: Nutrition and Food Preparation©2018	Reference book to advance student food preparation skills.	1 x 105 = 105

	Sciences		<p>Supply Item Description: Instructor's edition by Largen &amp; Bence Goodheart</p> <p>Supply Item Price: \$105</p> <p>Supply Item Vendor: Wilcox Publisher</p>		
CHS	Pathway/ CTE Program Area: Business and Finance, Family and Consumer Sciences	Name of Course(s): Foods 1	<p>Supply Item Name: Guide to Good Food Preparation©2018</p> <p>Supply Item Description: Instructor's Annotated Workbook by Largen &amp; Bence Goodheart</p> <p>Supply Item Price: \$64.98</p> <p>Supply Item Vendor: Wilcox Publisher</p>	Reference book to advance student food preparation skills.	1 x 64.98 = 65
CHS	Pathway/ CTE Program Area: Business and Finance, Family and Consumer Sciences	Name of Course(s): Foods 1	<p>Supply Item Name: Apron</p> <p>Supply Item Description: White Aprons, Item: WA3125400H181</p> <p>Supply Item Price: \$6.90</p> <p>Supply Item Vendor: Nasco</p>	Items needed for students to practice proper sanitation and safety principles when preparing food in the lab.	24 x 6.90 = 166
CHS	Pathway/ CTE Program Area: Business and Finance, Family and Consumer Sciences	Name of Course(s): Foods 1	<p>Supply Item Name: Chef's Apron</p> <p>Supply Item Description: Apron Item: WA33000H181</p> <p>Supply Item Price: \$6.95</p> <p>Supply Item Vendor: Nasco</p>	Items needed for students to practice proper sanitation and safety principles when preparing food in the lab.	2 x 6.95 = 14
CHS	Pathway/ CTE Program Area: Business and Finance, Family and Consumer Sciences	Name of Course(s): Foods 1	<p>Supply Item Name: Kitchen Aid Mixer</p> <p>Supply Item Description: 4½ quart Mixer, Item: W0234H181</p> <p>Supply Item Price: \$349.95</p> <p>Supply Item Vendor:</p>	Equipment is needed to teach students according to the CTE Food Preparation Standards which call for demonstration by the teacher and practice by the students.	1 x 349.95 = 350

CHS	Pathway/ CTE Program Area: Business and Finance, Family and Consumer Sciences	Name of Course(s): Foods 1	Nasco  Supply Item Name: Anchor Hocking Six- Piece Prep Bowl Set  Supply Item Description: Six Piece Prep Bowl Item: WA26015H181  Supply Item Price: \$11.50  Supply Item Vendor: Nasco	Equipment is needed to teach students according to the CTE Food Preparation Standards which call for demonstration by the teacher and practice by the students.	6 x 11.50 = 69
CHS	Pathway/ CTE Program Area: Business and Finance, Family and Consumer Sciences	Name of Course(s): Foods 1	Supply Item Name: Drainer Trays  Supply Item Description: Item: WA23441H181,  Supply Item Price: \$10.50  Supply Item Vendor: Nasco	Items needed for students to practice proper sanitation and safety principles when preparing food in the lab.	5 x 10.50 = 53
CHS	Pathway/ CTE Program Area: Business and Finance, Family and Consumer Sciences	Name of Course(s): Foods 1	Supply Item Name: Cutlery Trays  Supply Item Description: Item: WA31644H181,  Supply Item Price: \$4.20  Supply Item Vendor: Nasco	Items needed for students to practice proper sanitation and safety principles when preparing food in the lab.	10 x 4.20 = 42
CHS	Pathway/ CTE Program Area: Business and Finance, Family and Consumer Sciences	Name of Course(s): Foods 1	Supply Item Name: Measuring Set  Supply Item Description: Item: WA34122H181  Supply Item Price: \$11.95  Supply Item Vendor: Nasco	Equipment is needed to teach students according to the CTE Food Preparation Standards which call for demonstration by the teacher and practice by the students.	3 x 11.95 = 36
CHS	Pathway/ CTE Program Area: Business and Finance, Family and Consumer Sciences	Name of Course(s): Foods 1	Supply Item Name: EZ- Grip Locking Tongs Set  Supply Item Description: Item: WA33372H181  Supply Item Price: \$18.95  Supply Item Vendor: Nasco	Equipment is needed to teach students according to the CTE Food Preparation Standards which call for demonstration by the teacher and practice by the students.	1 x 18.95 = 19



CHS	Pathway/ CTE Program Area: Business and Finance, Family and Consumer Sciences	Name of Course(s): Foods 1	Supply Item Name: Thermometer (Roast- Yeast)  Supply Item Description: Item: WA24508H181  Supply Item Price: \$6.75  Supply Item Vendor: Nasco	Equipment is needed to teach students according to the CTE Food Preparation Standards which call for demonstration by the teacher and practice by the students.	4 x 6.75 = 27
CHS	Pathway/ CTE Program Area: Business and Finance, Family and Consumer Sciences	Name of Course(s): Foods 1	Supply Item Name: Potato Peeler  Supply Item Description: Item: WA33499H181  Supply Item Price: \$2.95  Supply Item Vendor: Nasco	Equipment is needed to teach students according to the CTE Food Preparation Standards which call for demonstration by the teacher and practice by the students.	6 x 2.95 = 18
CHS	Pathway/ CTE Program Area: Business and Finance, Family and Consumer Sciences	Name of Course(s): Foods 1	Supply Item Name: Wooden Spoons  Supply Item Description: Item: WA15519H181  Supply Item Price: \$2.95  Supply Item Vendor: Nasco	Equipment is needed to teach students according to the CTE Food Preparation Standards which call for demonstration by the teacher and practice by the students.	6 x 2.95 = 18
CHS	Pathway/ CTE Program Area: Business and Finance, Family and Consumer Sciences	Name of Course(s): Foods 1	Supply Item Name: 12" Non-Stick Stir Fry Pan  Supply Item Description: Item: WA28661H181,  Supply Item Price: \$18.95  Supply Item Vendor: Nasco	Equipment is needed to teach students according to the CTE Food Preparation Standards which call for demonstration by the teacher and practice by the students.	6 x 18.95 = 114
CHS	Pathway/ CTE Program Area: Restaurants/Food Marketing and Management/Family and Consumer Sciences	Name of Course(s): Advanced Foods	Supply Item Name: Bib Apron  Supply Item Description: Item #224732, Blue Poly/Cotton Full Length Bib Apron with Pockets 34" x 26"W  Supply Item Price: \$3.99	Equipment is needed to teach students according to the food preparation standards which call for demonstration by the teacher and practice by students with foods. Equipment	20 x 3.99 = 80

			Supply Item Vendor: Restaurant Supply	allows for better understanding of standards for superior student achievement in food dominated careers.	
CHS	Pathway/ CTE Program Area: Restaurants/Food Marketing and Management/Family and Consumer Sciences	Name of Course(s): Advanced Foods	Supply Item Name: Utility Tong  Supply Item Description: Item #226622, Winco UTS-9K 9" Silicone Grip Utility Tong  Supply Item Price: \$2.76  Supply Item Vendor: Restaurant Supply	Equipment is needed to teach students according to the food preparation standards which call for demonstration by the teacher and practice by students with foods. Equipment allows for better understanding of standards for superior student achievement in food dominated careers.	8 x 2.76 = 23
CHS	Pathway/ CTE Program Area: Restaurants/Food Marketing and Management/Family and Consumer Sciences	Name of Course(s): Advanced Foods	Supply Item Name: Fry Pan  Supply Item Description: Item #259391, Vollrath 67010 Aluminum Wear Ever Non Stick 10" Fry Pan with PowerCoat2 and Plated TriVent Handle  Supply Item Price: \$19.99  Supply Item Vendor: Restaurant Supply	Equipment is needed to teach students according to the food preparation standards which call for demonstration by the teacher and practice by students with foods. Equipment allows for better understanding of standards for superior student achievement in food dominated careers.	8 x 19.99 = 160
CHS	Pathway/ CTE Program Area: Restaurants/Food Marketing and Management/Family and Consumer Sciences	Name of Course(s): Advanced Foods	Supply Item Name: Sweep Broom Combo  Supply Item Description: Item #170776, Carlisle 36141503 Black Duo Pan 36" Lobby Pan/Duo-Sweep Broom Combo  Supply Item Price: \$16.99	Equipment is needed to teach students according to the food preparation standards which call for demonstration by the teacher and practice by students with foods. Equipment	3 x 16.99 = 51

			Supply Item Vendor: Restaurant Supply	allows for better understanding of standards for superior student achievement in food dominated careers.	
CHS	Pathway/ CTE Program Area: Restaurants/Food Marketing and Management/Family and Consumer Sciences	Name of Course(s): Advanced Foods	Supply Item Name: Robo Coupe J80 Ultra  Supply Item Description: Automatic Juicer with Continuous Pulp Ejection 120V 3000RPM Item # 106313  Supply Item Price: \$1397.25  Supply Item Vendor: Restaurant Supply	Equipment is needed to teach students according to the food preparation standards which call for demonstration by the teacher and practice by students with foods. Equipment allows for better understanding of standards for superior student achievement in food dominated careers.	1 x 1,397.25 = 1,398
CHS	Pathway/ CTE Program Area: Engineering and Technology/ Technology Education	Name of Course(s): Principles of Engineering, Electronics, Robotics	Supply Item Name: Fun Light Kit  Supply Item Description: Item #3200 Fun Light Regular Kit  Supply Item Price: \$4.95  Supply Item Vendor: Electronix Express  (shipping \$87.74 for the next 4 line items-see below)	This item is conducive to our Engineering class where the students are consistently designing and building. These tools will allow the students to engage in more advanced level activities that require higher level thinking. The students will also learn the safe and proper use of these tools and the importance of injury prevention in the work lab.	50 x 4.95 = 248
CHS	Pathway/ CTE Program Area: Engineering and Technology/ Technology Education	Name of Course(s): Principles of Engineering, Electronics, Robotics	Supply Item Name: Solder Practice Kit  Supply Item Description: Item #3200SPB2  Supply Item Price: \$3.95  Supply Item Vendor: Electronix Express	This item is conducive to our Engineering class where the students are consistently designing and building. These tools will allow the students to engage in more advanced level activities that	75 x 3.95 = 297

				require higher level thinking. The students will also learn the safe and proper use of these tools and the importance of injury prevention in the work lab.	
CHS	Pathway/ CTE Program Area: Engineering and Technology/ Technology Education	Name of Course(s): Principles of Engineering, Electronics, Robotics	Supply Item Name: Electronic Pano Kit  Supply Item Description: #32PMW270032  Supply Item Price; \$7.95  Supply Item Vendor: Electonix Express	This item is conducive to our Engineering class where the students are consistently designing and building. These tools will allow the students to engage in more advanced level activities that require higher level thinking. The students will also learn the safe and proper use of these tools and the importance of injury prevention in the work lab.	$36 \times 7.95 = 287$
CHS	Pathway/ CTE Program Area: Engineering and Technology/ Technology Education	Name of Course(s): Principles of Engineering, Electronics, Robotics	Supply Item Name: Electronic Motor Kit  Supply Item Description: Item #32SM806  Supply Item Price: \$6.95  Supply Item Vendor: Electronix Express	This item is conducive to our Engineering class where the students are consistently designing and building. These tools will allow the students to engage in more advanced level activities that require higher level thinking. The students will also learn the safe and proper use of these tools and the importance of injury prevention in the work lab.	$90 \times 6.95 = 626$
CHS	Pathway/ CTE Program Area: Science, Engineering and Technology/ Technology Education	Name of Course(s): Principles of Engineering, Electronics, Robotics	Supply Item Name: Brain Game  Supply Item Description: Item #32VKMK112  Supply Item Price: \$10.25	This item is conducive to our Engineering class where the students are consistently designing and building. These tools will allow the	$72 \times 10.25 = 738 +$ S&H 87.74 $= 826$

			Supply Item Vendor: Electronix Express	students to engage in more advanced level activities that require higher level thinking. The students will also learn the safe and proper use of these tools and the importance of injury prevention in the work lab.	
CHS	Pathway/ CTE Program Area: Restaurants/Food Marketing and Management/Family and Consumer Science	Name of Course(s): Culinary Arts 1, 2	Supply Item Name: Serving Tray Octagonal  Supply Item Description: Item WNCPGW2416  Supply Item Price: \$7.19  Supply Item Vendor: WB Mason	Food service equipment: demonstrate industry standards in selecting, using, and maintaining foodservice equipment, and proper and intended use of smallwares.	20 x 7.19 = 144
CHS	Pathway/ CTE Program Area: Restaurants/Food Marketing and Management/Family and Consumer Science	Name of Course(s): Culinary Arts 1, 2	Supply Item Name: Pom Tong  Supply Item Description: Stainless steel, Item WNCCMT1217  Supply Item Price: \$9.93  Supply Item Vendor: WB Mason	Food service equipment: demonstrate industry standards in selecting, using, and maintaining foodservice equipment, and proper and intended use of smallwares.	10 x 9.93 = 100
CHS	Pathway/ CTE Program Area: Restaurants/Food Marketing and Management/Family and Consumer Science	Name of Course(s): Culinary Arts 1, 2	Supply Item Name: Waterproof digital thermometer  Supply Item Description: Item WNCPT6  Supply Item Price: \$10.79  Supply Item Vendor: WB Mason	Food service equipment: demonstrate industry standards in selecting, using, and maintaining foodservice equipment, and proper and intended use of smallwares.	10 x 10.79 = 108
CHS	Pathway/ CTE Program Area: Restaurants/Food Marketing and Management/Family and Consumer Science	Name of Course(s): Culinary Arts 1, 2	Supply Item Name: Mixing Bowl  Supply Item Description: Quart stainless steel mixing bowl. Item WNCTMTWD1 Supply Item Price: \$12.99  Supply Item Vendor:	Food service equipment: demonstrate industry standards in selecting, using, and maintaining foodservice equipment, and proper and intended use of	5 x 12.99 = 65

CHS	Pathway/ CTE Program Area: Restaurants/Food Marketing and Management/Family and Consumer Science	Name of Course(s): Culinary Arts 1, 2	WB Mason  Supply Item Name: Induction ready sauté pan  Supply Item Description: Item WNCMXRU800  Supply Item Price: \$39.83  Supply Item Vendor: WB Mason	smallwares.  Food service equipment: demonstrate industry standards in selecting, using, and maintaining foodservice equipment, and proper and intended use of smallwares.	5 x 39.83 = 200
CHS	Pathway/ CTE Program Area: Transportation, Distribution and Logistics	Name of Course(s): Automotive Technology 1, 2	Supply Item Name: Desk Table  Supply Item Description: Item# BSXMNG60WKSLC basyx®Manage Series Desk Table, 60w x 23½d x 29½h, Chestnut  Supply Item Price: \$318.29  Supply Item Vendor: WB Mason	Item will allow 100% of the enrolled students to participate in the curriculum. The curriculum lessons are aligned to State and national standards and provide the skills and knowledge needed to be successful in the automotive industry.	9 x 318.29 = 2,865
CHS	Pathway/ CTE Program Area: Transportation, Distribution and Logistics	Name of Course(s): Automotive Technology 1, 2	Supply Item Name: Stacking Chair  Supply Item Description: Item# ARTBAS4L18459H Artcobell Alphabet Four-Leg Stacking Chair, 18" Seat Height, Blueberry/Chrome  Supply Item Price: \$73.29  Supply Item Vendor: WB Mason	Item will allow 100% of the enrolled students to participate in the curriculum. The curriculum lessons are aligned to State and national standards and provide the skills and knowledge needed to be successful in the automotive industry.	24 x 73.29 = 1,759
KHS	Pathway/ CTE Program Area: Technology Education	Name of Course(s): Video Production	Supply Item Name: HDR-CX440 Full HD Handycam Kit with Bag and 16GB Card  Supply Item Description: SOHDRCX440BK  Supply Item Price: 268.00  Supply Item Vendor: B & H Photo	To maximize active student learning, presentations and use for multiple school functions.	4 x 268.00 = 1,072
KHS	Pathway/ CTE Program Area:	Name of Course(s):	Supply Item Name: Shure SM58-LC	To maximize active	2 x 110.48

	Technology Education	Video Production	Dynamic Microphone with Stand and Cable Kit  Supply Item Description: SHSM58LFCK1  Supply Item Price: 110.48  Supply Item Vendor: B & H Photo	student learning, presentations and use for multiple school functions.	= 221
KHS	Pathway/ CTE Program Area: Technology Education	Name of Course(s): Video Production	Supply Item Name: Sennheiser E935 Professional Cardioid Dynamic Handheld Vocal Microphone  Supply Item Description: SEE935  Supply Item Price: 169.95  Supply Item Vendor: B&H Photo	To maximize active student learning, presentations and use for multiple school functions.	2 x 169.96 = 340
KHS	Pathway/ CTE Program Area: Construction, Manufacturing, Technology Education	Name of Course(s): Architectural CAD and Mechanical CAD	Supply Item Name: MakerBot Replicator+  Supply Item Description: MP07825  Supply Item Price: 2,371.00  Supply Item Vendor: MakerBot	Use STEM concepts and processes to solve problems involving design and/or production.	2 x 2,371.00 = 4,742
KHS	Pathway/ CTE Program Area: Construction, Manufacturing, Technology Education	Name of Course(s): Construction, Manufacturing Technology Education	Supply Item Name: MakerBot Educators Guidebook  Supply Item Description: MP07072  Supply Item Price: 50.00  Supply Item Vendor: MakerBot	Use STEM concepts and processes to solve problems involving design and/or production.	2 x 50.00 = 100
KHS	Pathway/ CTE Program Area: Construction, Manufacturing, Technology Education	Name of Course(s): Construction, Manufacturing Technology Education	Supply Item Name: MakerCare Preferred Protection Plan for MakerBot Replicator  Supply Item Description: MC00021  Supply Item Price: 1,099.00  Supply Item Vendor:	Use STEM concepts and processes to solve problems involving design and/or production.	2 x 1,099.00 = 2,198 + S&H 173.86 = 2,372

KHS	Pathway/ CTE Program Area: Tech Ed	Name of Course(s): Graphic Communications 1, 2	MakerBot Supply Item Name: Powerlite Projector  Supply Item Description: Item: 1781W XGAA 3  Supply Item Price: \$800.00  Supply Item Vendor: Epson Electronics Co.	Improve quality of presentation.	1 x 800 = 800
KHS	Computer Information Systems	Name of Course(s): Computer Applications 1, 2	Supply Item Name: Learn-by-Doing Microsoft Word 2013 Instructor Resource CD  Supply Item Description: TB- WRD2013-CD  Supply Item Price: \$399.95  Supply Item Vendor: BE Publishing	Teacher supplemental instructional materials to enhance teaching and student learning in computer apps course.	1 x 399.95 = 400
KHS	Pathway/ CTE Program Area: Computer Information Systems	Name of Course(s): Computer Applications 1, 2	Supply Item Name: Learn-by-Doing Microsoft Excel 2013 Instructor Resource CD  Supply Item Description: TB-EXL2013-CD  Supply Item Price: \$399.95  Supply Item Vendor: BE Publishing	Teacher supplemental instructional materials to enhance teaching and student learning in computer apps course.	1 x 399.95 = 400
KHS	Pathway/ CTE Program Area: Computer Information Systems	Name of Course(s): Computer Applications 1, 2	Supply Item Name: Learn-by-Doing Microsoft Powerpoint 2013 Instructor Resource CD  Supply Item Description: TB-PPT2013-CD  Supply Item Price: \$399.95 (S&H Fee for ALL Microsoft Products \$15.00)  Supply Item Vendor: BE Publishing	Teacher supplemental instructional materials to enhance teaching and student learning in computer apps course.	1 x 399.95 = 400 + S&H 15.00 = 415
KHS	Pathway/ CTE Program Area: XETS	Name of Course(s): Child Development 1, 2	Supply Item Name: Pregnancy in Progress,  Supply Item Description: Item #	To enhance the students learning in Child Development class	1 x 139.95 = 140



			WA29323H181-DVD  Supply Item Price: \$139.95  Supply Item Vendor: Nasco		
KHS	Pathway/ CTE Program Area: XETS	Name of Course(s): Child Development 1, 2	Supply Item Name: Understanding Postnatal Depression  Supply Item Description: Item # WA32416H181-DVD  Supply Item Price: \$129.95  Supply Item Vendor: Nasco	To enhance the students learning in Child Development class	1 x 129.95 = 130
KHS	Pathway/ CTE Program Area: XETS	Name of Course(s): Child Development 1, 2	Supply Item Name: The Spanking Debate: Hands On or Hands Off?  Supply Item Description Item # WA33286H181- DVD  Supply Item Price: \$91.25  Supply Item Vendor: Nasco	To enhance the students learning in Child Development class	1 x 91.25 = 92
KHS	Pathway/ CTE Program Area: XETS	Name of Course(s): Child Development 1, 2	Supply Item Name: Sex Facts – Teens and STD's  Supply Item Description: WA31729G  Supply Item Price: \$79.95  Supply Item Vendor: Nasco	To enhance the students learning in Child Development class	1 x 79.95 = 80 + S&H 10.07 = 90
KHS	Pathway/ CTE Program Area: XHSS	Name of Course(s): Early Childhood Education 1	Supply Item Name: L/S Food Gps  Supply Item Description: Item # SKY-517  Supply Item Price: \$135  Supply Item Vendor: Constructive Playthings	To enhance the student learning in Early Childhood Education	1 x 135 = 135
KHS	Pathway/ CTE Program Area: XHSS	Name of Course(s): Early Childhood Education 1	Supply Item Name: Read Along Books  Supply Item Description: Item #	To enhance the student learning in Early Childhood Education	1 x 49.95 = 50

			ICM-33  Supply Item Price: \$49.95  Supply Item Vendor: Constructive Playthings		
KHS	Pathway/ CTE Program Area: XHSS	Name of Course(s): Early Childhood Education 1	Supply Item Name: SING Along Book  Supply Item Description: Item # BRF-5  Supply Item Price: \$39.95  Supply Item Vendor: Constructive Playthings	To enhance the student learning in Early Childhood Education	1 x 39.95 = 40
KHS	Pathway/ CTE Program Area: XHSS	Name of Course(s): Early Childhood Education 1	Supply Item Name: S/S Cookware Set  Supply Item Description: Item # CHN-20  Supply Item Price: \$49.99  Supply Item Vendor: Constructive Playthings	To enhance the student learning in Early Childhood Education	1 x 49.99 = 50
KHS	Pathway/ CTE Program Area: XHSS	Name of Course(s): Early Childhood Education 1	Supply Item Name: FOOD Basket  Supply Item Description: Item # RED-162  Supply Item Price: \$19.99  Supply Item Vendor: Constructive Playthings	To enhance the student learning in Early Childhood Education	1 x 19.99 = 20
KHS	Pathway/ CTE Program Area: XHSS	Name of Course(s): Early Childhood Education 1	Supply Item Name: BIG Screen Divider  Supply Item Description: Item # TCF-517R  Supply Item Price: \$129.99  Supply Item Vendor: Constructive Playthings	To enhance the student learning in Early Childhood Education	1 x 129.99 = 130
KHS	Pathway/ CTE Program Area: XHSS	Name of Course(s): Early Childhood Education 1	Supply Item Name: BIG Screen Dividers  Supply Item Description: Item # TCF-517B  Supply Item	To enhance the students learning in Early Childhood Education	1 x 129.99 = 130

			Description: \$129.99 Supply Item Vendor: Constructive Playthings		
KHS	Pathway/ CTE Program Area: XHSS	Name of Course(s): Early Childhood Education 1	Supply Item Name: Monaco Kitchen Set Item  Supply Item Description: # WB-64  Supply Item Price: \$849.99  Supply Item Vendor: Constructive Playthings	To enhance the student learning in Early Childhood Education	1 x 849.99 = 850
KHS	Pathway/ CTE Program Area: XHSS	Name of Course(s): Early Childhood Education 1	Supply Item Name: Lockable Cabinet  Supply Item Description: Item # WB- 1018  Supply Item Price: \$749.99  Supply Item Vendor: Constructive Playthings	To enhance the student learning in Early Childhood Education	1 x 749.99 = 750
KHS	Pathway/ CTE Program Area: XHSS	Name of Course(s): Early Childhood Education 1	Supply Item Name: Bean Bag Chair Multi  Supply Item Description: Item # Z42474EJ,  Supply Item Price: \$37.00  Supply Item Vendor: Nasco	To enhance the student learning in Early Childhood Education	2 x 37 = 74
KHS	Pathway/ CTE Program Area: XHSS	Name of Course(s): Early Childhood Education 1	Supply Item Name: Listening Center Califone Multi Media with Headphones  Supply Item Description: # Z45806J  Supply Item Price: \$245.95  Supply Item Vendor: Nasco	To enhance the student learning in Early Childhood Education	1 x 245.95 = 246
KHS	Pathway/ CTE Program Area: XHSS	Name of Course(s): Early Childhood Education 1	Supply Item Name: Dr. Suess Book/CD  Supply Item Description: Item # 1507611B  Supply Item Price: \$52.50	To enhance the student learning in Early Childhood Education	1 x 52.50 = 53

			Supply Item Vendor: Nasco		
KHS	Pathway/ CTE Program Area: XHSS	Name of Course(s): Early Childhood Education 1	Supply Item Name: Manual Dexterity Boards  Supply Item Description: Item # SN30597J  Supply Item Price: \$106.95  Supply Item Vendor: Nasco	To enhance the student learning in Early Childhood Education	1 x 106.95 = 107
KHS	Pathway/ CTE Program Area: XHSS	Name of Course(s): Early Childhood Education 1	Supply Item Name: Wooden Chairs 2 pack  Supply Item Description: Item # Z40991J  Supply Item Price: \$112.95 (S&H for last 5 items \$129.33)  Supply Item Vendor: Nasco	To enhance the student learning in Early Childhood Education	2 x 112.95 = 226 + S&H 129.33 = 356
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Graphic Communications 1 & 2	Supply Item Name: Paper Trimmer Classic cut Maple Table 30x36  Supply Item Description: Item: 1127240  Supply Item Price: \$725.90  Supply Item Vendor: School Specialty	Students will cut graphic images for presentation.	1 x 725.90 = 726
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Graphic Communications 1 & 2	Supply Item Name: Stapler Long Reach Black SW134121  Supply Item Description: Item: 1069582  Supply Item Price: 39.26  Supply Item Vendor: School Specialty	Students will be able to assemble and staple booklets created after trimming them.	1 x 39.26 = 40
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Graphic Communications 1 & 2	Supply Item Name: Creative Cloud Device license  Supply Item Description: per license per year, 100 bundle special for K-12 Schools	Adobe apps help students communicate their ideas in more engaging ways – so they can make the world take notice.	1 x 2,496 = 2,496

			Supply Item Price: \$2496.00		
			Supply Item Vendor: Adobe Systems, Inc.		
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2	Supply Item Name: DJI Phantom 4Pro+ Quadcopter, DJI Protection Plan: Care Refresh for Phantom 4Pro / Pro+)  Supply Item Description: Item: DJP4PPNA  Supply Item Price: \$1747.80  Supply Item Vendor: B&H Foto and Electronics Corp.	Students will learn, develop and apply aerial video recording techniques. X2 for different angles of simultaneous filming.	2 x 1,747.80 = 3,496
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2	Supply Item Name: DJI Phantom 4Pro+ Quadcopter  Supply Item Description: DJI Protection Plan: Care Refresh for Phantom 4Pro / Pro+ (1 year) Protection Plan  Supply Item Price: \$149.00  Supply Item Vendor: B&H Foto and Electronics Corp.	Students will learn, develop and apply aerial video recording techniques using a quadcopter drone. This emerging technology should enhance student engagement and increase numbers of concentrators.	2 x 149 = 298
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2	Supply Item Name: Venom Group P4 Professional Battery Charger for DJI Phantom 4 Quadcopter  Supply Item Description: Item: VE697  Supply Item Price; \$229.99  Supply Item Vendor: B&H Foto and Electronics Corp.	Students will learn, develop and apply aerial video recording techniques using a quadcopter drone. This emerging technology should enhance student engagement and increase numbers of concentrators.	1 x 229.99 = 230
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2	Supply Item Name: DJI Intelligent Flight Battery for Phantom  Supply Item Description: 4 Pro/Pro+ (Standard Edition) (½	Students will learn, develop and apply aerial video recording techniques using a quadcopter drone.	6 x 169 = 1,014

			hour charge), Item # DJP4P64B  Supply Item Price: \$169.00  Supply Item Vendor: B&H Foto and Electronics Corp.	This emerging technology should enhance student engagement and increase numbers of concentrators.	
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2	Supply Item Name: DJI Intelligent Flight Battery for Phantom  Supply Item Description: 4 Pro/Pro+ Square Trade Protection Plan  Supply Item Price: \$32.99  Supply Item Vendor: B&H Foto and Electronics Corp.	Students will learn, develop and apply aerial video recording techniques using a quadcopter drone. This emerging technology should enhance student engagement and increase numbers of concentrators.	6 x 32.99 = 198
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2	Supply item Name: Photoshop CAFÉ DVD-ROM: How to Fly DJI Phantom 4 and Shoot Stunning Photos and Videos  Supply Item Description: Item: PHHTFDJIP4D  Supply Item Price: \$29.99  Supply Item Vendor: B&H Foto and Electronics Corp.	Students will learn, develop and apply aerial video recording techniques using a quadcopter drone. This emerging technology should enhance student engagement and increase numbers of concentrators.	1 x 29.99 = 30
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2	Supply item Name: DJI Multifunctional Backpack for Phantom-Series Quadcopter  Supply Item Description: Item: DJMFBPP  Supply Item Price: \$139.00  Supply Item Vendor: B&H Foto and Electronics Corp.	Students will learn, develop and apply aerial video recording techniques using a quadcopter drone. This emerging technology should enhance student engagement and increase numbers of concentrators.	2 x 139 = 278
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2	Supply Item Name: DJI ND4 Filter for Phantom 4 Pro Quadcopter  Supply Item Description: Item: DJP473ND4F	Students will learn, develop and apply aerial video recording techniques using a quadcopter drone.	2 x 29 = 58

			<p>Supply Item Price: \$58.00</p> <p>Supply Item Vendor: B&amp;H Foto and Electronics Corp.</p>	This emerging technology should enhance student engagement and increase numbers of concentrators.	
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2	<p>Supply Item Name: SanDisk 64GB Extreme PLUS UHS-1 microSDXC Memory Card with SD Adapter</p> <p>Supply Item Description: Item: SAEPMSD64VD</p> <p>Supply Item Price: \$39.99</p> <p>Supply Item Vendor: B&amp;H Foto and Electronics Corp.</p>	Students will learn, develop and apply aerial video recording techniques using a quadcopter drone. This emerging technology should enhance student engagement and increase numbers of concentrators.	4 x 39.99 = 160
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2	<p>Supply Item Name: DJI Battery Charging Hub for Phantom 4 Quadcopter</p> <p>Supply Item Description: Item: DJP4BCH</p> <p>Supply Item Price: \$80.56</p> <p>Supply Item Vendor: B&amp;H Foto and Electronics Corp.</p>	Students will learn, develop and apply aerial video recording techniques using a quadcopter drone. This emerging technology should enhance student engagement and increase numbers of concentrators.	1 x 80.56 = 81
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2	<p>Supply Item Name: Sony Cyber-shot DSC-RX100 IV Digital Camera</p> <p>Supply Item Description: Item: SODSCRX1004</p> <p>Supply Item Price: \$808.20</p> <p>Supply Item Vendor: B&amp;H Foto and Electronics Corp.</p>	Students will shoot video and photograph on location.	1 x 808.20 = 809
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2	<p>Supply Item Name: Sony Cyber-shot DSC-RX100 IV Digital Camera 4 Years Drops &amp; Spills Protection</p> <p>Supply Item Description: Protection Plan for Item S0DSCRX1004</p>	Students will shoot video and photograph on location.	1 x 73.99 = 74

			Supply Item Price: \$73.99		
			Supply Item Vendor: B&H Foto and Electronics Corp.		
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2	Supply Item Name: SanDisk 64GB iXpand Flash Drive  Supply Item Description: Item: SASDIX30C64G  Supply Item Price: \$59.99  Supply Item Vendor: B&H Foto and Electronics Corp.	Storage for video files.	2 x 59.99 = 120
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2	Supply Item Name: Sony 64GB High Speed UHS-I SDXC U3 Memory Card  Supply Item Description: Item: SOSD64GBU1Z  Supply Item Price: \$ 52.99  Supply Item Vendor: B&H Foto and Electronics Corp.	Memory card for camera: card needed for camera. Students will use the camera to record video on location and in studio and also take photographs to include in their productions.	2 x 52.99 = 106
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2	Supply Item Name: Sony NP-BX1/M8 Rechargeable Lithium- Ion Battery Pack (3.6V, 1240mAh)  Supply Item Description: Item: SONPBX1M8,  Supply Item Price: \$34.19  Supply Item Vendor: B&H Foto and Electronics Corp.	Battery for camera, battery needed for camera. Students will use the camera to record video on location and in studio and also take photographs to include in their productions.	4 x 34.19 = 137
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2	Supply Item Name: Sony AG-R2 Attachment Grip  Supply Item Description: Item: SOAGR2  Supply Item Price: \$13.95  Supply Item Vendor:	Grip for camera, grip needed for camera. Students will use the camera to record video on location and in studio and also take photographs to include in their productions.	1 x 13.95 = 14



			B&H Foto and Electronics Corp.		
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2	Supply Item Name: Vello RS-S2II Wired Remote Switch for Select Sony Cameras  Supply Item Description: Item: VERSS1II  Supply Item Price: \$7.96  Supply Item Vendor: B&H Foto and Electronics Corp.	Remote for camera. Students will use the camera to record video on location and in studio and also take photographs to include in their productions.	1 x 7.96 = 8
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2	Supply Item Name: Sony Vertical Soft Carrying Case for Cyber-shot RX100, RX100II (black)  Supply Item Description: Item: SOLCSRXGB  Supply Item Price: \$79.99  Supply Item Vendor: B&H Foto and Electronics Corp.	Carrying case for camera. Students will use the camera to record video on location and in studio and also take photographs to include in their productions.	1 x 79.99 = 80
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2	Supply Item Name: Ruggard Lux Strap with 3/8" Connector  Supply Item Description: Item: RULS38  Supply Item Price: \$11.17  Supply Item Vendor: B&H Foto and Electronics Corp.	Strap for camera. Students will use the camera to record video on location and in studio and also take photographs to include in their productions.	1 x 11.17 = 12
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2	Supply Item Name: Sony PCK-LM15 LCD Protective Cover for Select Sony Cameras  Supply Item Description: Item: SOPCKLM15  Supply Item Price: \$11.95  Supply Item Vendor: B&H Foto and Electronics Corp.	Screen cover for camera. Students will use the camera to record video on location and in studio and also take photographs to include in their productions.	1 x 11.95 = 12
KHS	Pathway/	Name of Course(s):	Supply Item Name:	Cable needed for	1 x 5.59 =

	CTE Program Area: Arts, A/V Technology & Communications	Video Production 1, 2	Pearstone High-Speed HDMI to Micro HDMI Cable with Ethernet – 6' for Sony  Supply Item Description: Item: PEHDD06  Supply Item Price: \$5.59  Supply Item Vendor: B&H Foto and Electronics Corp.	camera. Students will use the camera to record video on location and in studio and also take photographs to include in their productions.	6
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2	Supply Item Name: Sony HVL-LEIR1 Battery LED Video and Infrared Light  Supply Item Description: Sony HVL-LEIR1 Battery LED Video and Infrared Light  Supply Item Price: \$115.20  Supply Item Vendor: B&H Foto and Electronics Corp.	Battery for camera: battery needed for camera. Students will use the camera to record video on location and in studio and also take photographs to include in their productions.	1 x 115.20 = 116
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2	Supply Item Name: Sony HVL-LEIR1 Battery LED Video and Infrared Light  Supply Item Description: 3 yr. protection plan  Supply Item Price: \$ 25.00  Supply Item Vendor: B&H Foto and Electronics Corp.	Battery for camera: battery needed for camera. Students will use the camera to record video on location and in studio and also take photographs to include in their productions.	1 x 25 = 25
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2	Supply Item Name: Power2000 Wall and Car Charger for Sony Cyber-shot DSC-W800 and W830  Supply Item Description: Item: POPT49  Supply Item Price: \$9.95  Supply Item Vendor:	Charger for camera: charger needed for camera. Students will use the camera to record video on location and in studio and also take photographs to include in their productions.	1 x 9.95 = 10

			B&H Foto and Electronics Corp.		
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2	Supply Item Name: Sensei Microfiber Lens Cleaning Cloth  Supply Item Description: Item: SECCMF77G  Supply Item Price: \$4.00  Supply Item Vendor: B&H Foto and Electronics Corp.	Cleaning cloth for camera, needed for camera. Students will use the camera to record video on location and in studio and also take photographs to include in their productions.	1 x 4 = 4
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2	Supply Item Name: Apple Lighting to SD Card Camera Reader  Supply Item Description: Item: APMLSDCR  Supply Item Price: \$28.00  Supply Item Vendor: B&H Foto and Electronics Corp.	Students will use the iPad as a multi-function device to record and control drone aerial footage also to edit video on location.	2 x 28 = 56
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Graphic Communications 1, 2	Supply Item Name: Canon DC36-2 Dust Cover  Supply Item Description: Item: CADC362  Supply Item Price: \$99.99  Supply Item Vendor: B&H Foto and Electronics Corp.	Students will scan and print large format images of their own computer generated designs in-house as opposed to sending out their files for print.	2 x 99.99 = 200
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Graphic Communications 1, 2	Supply Item Name: Pearstone 25' Cat5e Snagless Patch Cable (Black)  Supply Item Description: Item: PECC5ESL25B  Supply Item Price: \$3.59 (S&H last 5 items \$296.25)  Supply Item Vendor: B&H Foto and Electronics Corp.	Cable needed for camera. Students will use the camera to record video on location and in studio and also take photographs to include in their productions.	3 x 3.59 = 10.77 + S&H 296.25 = 308
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2, and Graphic	Supply Item Name: Microsoft Office 365 Personal (1-year	Students will utilize Microsoft Office to open and edit	1 x 70 = 70

	Communications	Communications 1, 2	subscription, 1 License)  Supply Item Description: Item: HK2Z2LL/A  Supply Item Price: \$70.00  Supply Item Vendor: Apple.com	documents sent from other staff members in the building in order to convert and edit them in Graphic classes.	
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2, and Graphic Communications 1, 2	Supply Item Name: Microsoft Office 365 Home (1-year subscription, 5 licenses)  Supply Item Description: Item: KH2Y2LL/A  Supply Item Price: \$99.95  Supply Item Vendor: Apple.com	Students will utilize Microsoft Office to open and edit documents sent from other staff members in the building in order to convert and edit them in Graphic classes.	5 x 99.95 = 500
KHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics Services/ Technology Education	Name of Course(s): Automotive Technology 1, 2, 3	Supply Item Name: Bend Pak XPR-10, 10,000LBS  Supply Item Description: Asymmetrical Car Hoist  Supply Item Price: \$4750.00  Supply Item Vendor: Car Lifts Plus	Second lift will provide increased productivity and shop activity.	1 x 4,750 = 4,750
KHS	Pathway/ CTE Program Area: Technology	Name of Course(s): Automotive Technology 1, 2, 3	Supply Item Name: Rotary 2 Post Asymmetric Lift 10KLBS.  Supply Item Description: Asymmetric Lift  Supply Item Price: \$4325.00  Supply Item Vendor: Ray-Jurgen Co.	Second lift will provide increased productivity and shop activity.	1 x 4,325 = 4,325
KHS	Pathway/ CTE Program Area: Technology	Name of Course(s): Automotive Technology 1, 2, 3	Supply Item Name: Trio Adapter Kit  Supply Item Description: Adapter Kit  Supply Item Price: \$ 436.00  Supply Item Vendor:	Second lift will provide increased productivity and shop activity.	1 x 436 = 436

KHS	Pathway/ CTE Program Area: Technology	Name of Course(s): Automotive Technology 1, 2, 3	Ray-Jurgen Co.  Supply Item Name: Installation  Supply Item Description: Lift Installation  Supply Item Price: \$950.00  Supply Item Vendor: Ray-Jurgen Co.	Second lift will provide increased productivity and shop activity.	1 x 950 = 950
KHS	Pathway/ CTE Program Area: Technology	Name of Course(s): Automotive Technology 1, 2, 3	Supply Item Name:  Supply Item Description: Service call pour 2 cement pads  Supply Item Price: \$1500.00  Supply Item Vendor: Ray-Jurgen Co.	Second lift will provide increased productivity and shop activity.	2 x 1,500 = 3,000
KHS	Pathway/ CTE Program Area: Tech Ed	Name of Course(s): Communication 1	Supply Item Name: Table  Supply Item Description: Item: LB-L936  Supply Item Price: \$394.00  Supply Item Vendor: K-Log	Improve quality of student presentations.	6 x 394 = 2,364
KHS	Pathway/ CTE Program Area: Tech Ed	Name of Course(s): Communication 1	Supply Item Name: Corner Gussett Kit  Supply Item Description: Item: LB- GSK  Supply Item Price: \$79.00 (S&H Last 2 items \$387)  Supply Item Vendor: K-Log	Improve workspace utility.	6 x 79 = 474 + S&H 387 = 861
WCA √	Pathway/ CTE Program Area: Manufacturing NVCC/CCP	Name of Course(s): Lathe 1, 2 and Milling 1, 2	Supply Item Name: Chip Shield  Supply Item Description: Item: 03193190  Supply Item Price: \$769.82  Supply Item Vendor: MSC	Production skill sets, measurement, inspection, testing and analysis of manufacturing products and equipment, and NIMS preparation / testing.	1 x 769.82 = 770
WCA	Pathway/ CTE Program Area:	Name of Course(s): Lathe 1, 2 and Milling	Supply Item Name: Lyndex (69 collets)	Production skill sets,	1 x 2,038.98 =

√	Manufacturing NVCC/CCP	1, 2	<p>Supply Item Description: Item:79782645</p> <p>Supply Item Price: \$2038.98</p> <p>Supply Item Vendor: MSC</p>	measurement, inspection, testing and analysis of manufacturing products and equipment, and NIMS preparation/testing	2,039
WCA  √	Pathway/ CTE Program Area: Manufacturing NVCC/CCP	Name of Course(s): Lathe 1, 2 and Milling 1, 2	<p>Supply Item Name: Interstate 72 Ct Collet Rack</p> <p>Supply Item Description: Collet Rack</p> <p>Supply Item Price: \$69.71</p> <p>Supply Item Vendor: MSC</p>	Production skill sets, measurement, inspection, testing and analysis of manufacturing products and equipment, and NIMS preparation/testing.	1 x 69.71 = 70
WCA	Pathway/ CTE Program Area: Computer Information Systems and Communication/Business and Finance Technology Education	Name of Course(s): Introduction to Marketing, Introduction to Business, Computer Applications	<p>Supply Item Name: Expression ET-2700 EcoTank</p> <p>Supply Item Description: All-in-One Supertank Printer</p> <p>Supply Item Price: \$279.99</p> <p>Supply Item Vendor: Epson</p>	Students will be able to utilize various techniques in order to both create and critique various promotions such as print advertisements, product development ideas, etc. Student improvement has been and will continue to be measured in the following categories: -Ability to develop elements for media advertisements. – The copy or text must communicate in clear and focused language, use graphic elements, decide between color vs. B&W, differences between the layout styles, size and shape, difference between paper and Ink and element placement. In computer Applications:	3 x 279.99 = 840

				Student improvement has been and will continue to be measured in the following categories: Practical use of Microsoft Word, PowerPoint, Excel and Publisher. These categories require the use of a computer and software to enable a full range of assessment and learning.	
WCA	Pathway/ CTE Program Area: Technology	Name of Course(s): Electronics 1, 2	Supply Item Name: Resistor Kit  Supply Item Description: Item: 13RK7305  Supply Item Price: \$11.50  Supply Item Vendor: Electronix Express	Students will learn the function of electronic components and how to read schematics.	10 x 11.50 = 115
WCA	Pathway/ CTE Program Area: Technology	Name of Course(s): Electronics 1, 2	Supply Item Name: Deluxe Capacitor Kit  Supply Item Description: Item: 32DLXCAPKIT  Supply Item Price: \$14.95  Supply Item Vendor: Electronix Express	Student will learn the function of electronic components and how to reach schematics.	10 x 14.95 = 150
WCA	Pathway/ CTE Program Area: Technology	Name of Course(s): Electronics 1, 2	Supply Item Name: Electronic Project Lab Kit-Model EP-50  Supply Item Description: Item: 32EP50  Supply Item Price: \$26.95  Supply Item Vendor: Electronix Express	Students will learn the function of electronic components and how to read schematics.	20 x 26.95 = 539
WCA	Pathway/ CTE Program Area: Technology	Name of Course(s): Electronics 1, 2	Supply item Name: Motor Action Kit  Supply Item Description: Item: 32X902M	Students will learn the function of electronic components and how to read	20 x 11.50 = 230 + S&H 103 = 333

			Supply Item Price: \$11.50 (S&H last 4 items \$103)  Supply Item Vendor: Electronix Express	schematics.	
WCA	Pathway/ CTE Program Area: Medical Careers	Name of Course(s): Medical Assistant	Supply Item Name: Temporal Thermometer TAT 5000  Supply Item Description: 02-24- 4275  Supply Item Price: \$510.85  Supply Item Vendor: Pocket Nurse	Vital Signs	2 x 510.85 = 1,022
WCA	Pathway/ CTE Program Area: Medical Careers	Name of Course(s): Medical Assistant	Supply Item Name: Advanced CPR Dog  Supply Item Description: 11-81- 1155  Supply Item Price: \$1,390.00  Supply Item Vendor: Pocket Nurse	CPR Certification	1 x 1,390.00 = 1,390
WCA	Pathway/ CTE Program Area: Medical Careers	Name of Course(s): Foundations	Supply Item Name: Pathological Model of Skin  Supply Item Description: 10-81-013  Supply Item Price: \$343.00  Supply Item Vendor: Pocket Nurse	Body Systems – Integumentary	1 x 343.00 = 343
WCA	Pathway/ CTE Program Area: Medical Careers	Name of Course(s): Nurse Assistant	Supply Item Name: Simulator Communication White Board  Supply Item Description: 09-31-823  Supply Item Price: \$124.55 (S&H Last 5 items \$315.76)  Supply Item Vendor: Pocket Nurse	Effective Communication	6 x 124.55 = 748 + S&H 315.76 = 1,064
WCA	Pathway/ CTE Program Area: Medical Careers	Name of Course(s): Medical Assistant	Supply Item Name: AED Trainer Package with Brad CPR Manikin  Supply Item	CPR Certification	1 x 666.00 = 666



			Description: 11-81-2830  Supply Item Price: \$666.00  Supply Item Vendor: Pocket Nurse		
WCA	Pathway/ CTE Program Area: Medical Careers	Name of Course(s): ALL Classes	Supply Item Name: Large Plastic Utility Cart  Supply Item Description: 04-25- 8218  Supply Item Price: \$206.91  Supply Item Vendor: Pocket Nurse	Equipment/Supply Storage (room to room)	3 x 206.91 = 621
WCA	Pathway/ CTE Program Area: Medical Careers	Name of Course(s): Physical Therapy Aide	Supply Item Name: Plastic Utility Cart  Supply Item Description: 04-25- 0050  Supply Item Price: \$232.94 (S&H last 3 items \$151.97)  Supply Item Vendor: Pocket Nurse	Equipment/Supply Storage (room to room)	1 x 232.94 = 233 + S&H 151.97 = 385
WCA	Pathway/ CTE Program Area: Medical Careers	Name of Course(s): Medical Assistant	Supply Item Name: Cervical Scraper  Supply Item Description: 08-56- 1601  Supply Item Price: \$26.33  Supply Item Vendor: Pocket Nurse	Set up of GYN Procedure	1 x 26.33 = 27
WCA	Pathway/ CTE Program Area: Medical Careers	Name of Course(s): Nurse Assistant	Supply Item Name: Trach Tube  Supply Item Description: 12-99- 1207  Supply Item Price: \$29.50  Supply Item Vendor: Pocket Nurse	Care of Special Needs Patients	1 x 29.50 = 30
WCA	Pathway/ CTE Program Area: Medical Careers	Name of Course(s): Nurse Assistant	Supply Item Name: Heel Protector  Supply Item Description: 08-68-	Care of Special Needs Patients	3 x 8.36 = 25

			0412 Supply Item Price: \$25.00  Supply Item Vendor: Pocket Nurse		
WCA	Pathway/ CTE Program Area: Medical Careers	Name of Course(s): Nurse Assistant	Supply Item Name: Comfort Cushion  Supply Item Description: 05-76- 0186  Supply Item Price: \$25.00  Supply Item Vendor: Pocket Nurse	Care of Special Needs Patients	2 x 25.00 = 50
WCA	Pathway/ CTE Program Area: Medical Careers	Name of Course(s): Nurse Assistant	Supply Item Name: Gravity Tube Feed Bag  Supply Item Description: 05-46- 7124  Supply Item Price: \$4.01 (S&H last 5 items \$24.75)  Supply Item Vendor: Pocket Nurse	Care of Special Needs Patients	3 x 4.01 = 12 + S&H 24.75 = 37
WCA	Pathway/ CTE Program Area: Medical Careers	Name of Course(s): Physical Therapy Aide	Supply Item Name: Hot Pack Covers (Neck contour)  Supply Item Description: 1104  Supply Item Price: \$26.01  Supply Item Vendor: Chattanooga Medical Supply	Treatment Modalities – Patient Care	2 x 26.01 = 52
WCA	Pathway/ CTE Program Area: Medical Careers	Name of Course(s): Physical Therapy Aide	Supply Item Name: Hot Pack Covers (Standard)  Supply Item Description: 1118  Supply Item Price: \$33.48 (S&H Last 2 items \$25.00)  Supply Item Vendor: Chattanooga Medical Supply	Treatment Modalities – Patient Care	4 x 33.48 = 134 + S&H 25.00 = 159
WCA	Pathway/ CTE Program Area: Medical Careers	Name of Course(s): Pharmacy Technician	Supply Item Name: Aerochamber Plus Spacer	Aerosol Medication Delivery System	3 x 15.29 = 46

			Supply Item Description: 07-7-9750  Supply Item Price: \$15.29  Supply Item Vendor: Pocket Nurse		
WCA	Pathway/ CTE Program Area: Medical Careers	Name of Course(s): Pharmacy Technician	Supply Item Name: IV Pole  Supply Item Description: 06-54-154  Supply Item Price: \$61.02  Supply Item Vendor: Pocket Nurse	IV Medication	2 x 61.02 = 122
WCA	Pathway/ CTE Program Area: Medical Careers	Name of Course(s): Physical Therapy Aide	Supply Item Name: Hot/Cold Gel Cryo Pack (reusable)  Supply Item Description: 05-66- 4506  Supply Item Price: \$1.94  Supply Item Vendor: Pocket Nurse	Hot and Cold Therapeutic Applications	20 x 1.94 = 39
WCA	Pathway/ CTE Program Area: Medical Careers	Name of Course(s): ALL Classes	Supply Item Name: Heartsaver CPR/AED Poster  Supply Item Description: 09-31- 1026  Supply Item Price: \$10.60  Supply Item Vendor: Pocket Nurse	Informational	6 x 17.86 = 108
WCA	Pathway/ CTE Program Area: Medical Careers	Name of Course(s): Nurse Assistant	Supply Item Name: Pocket Nurse Tote Bag (red)  Supply Item Description: 09-31-1026  Supply Item Price: \$10.60 (S&H Last 5 items \$46.50)  Supply Item Vendor: Pocket Nurse	Carry CAN supplies to clinical	1 x 10.60 = 11 + S&H 46.50 = 58
WCA	Pathway/ CTE Program Area: Medical Careers	Name of Course(s): Nurse Assistant	Supply Item Name: Linen Cart with Mesh Cover	Basic Patient Care Skills	1 x 509.57 = 510

			Supply Item Description: 04-25-8533  Supply Item Price: \$509.57  Supply Item Vendor: Pocket Nurse		
WCA	Pathway/ CTE Program Area: Medical Careers	Name of Course(s): All Classes	Supply Item Name: Isolation Cart with 4 tub drawers  Supply Item Description: 04-25-8533  Supply Item Price: \$807.39  Supply Item Vendor: Pocket Nurse	Infection Control	1 x 807.39 = 807 + S&H 131.70 = 939
WCA	Pathway/ CTE Program Area: Medical Careers	Name of Course(s): Physical Therapy Aide	Supply Item Name: Intellect Portable TENS  Supply Item Description: 77712  Supply Item Price: \$74.20  Supply Item Vendor: Chattanooga Medical Supply	Treatment Modalities – Patient Care	2 x 74.20 = 149
WCA	Pathway/ CTE Program Area: Medical Careers	Name of Course(s): Physical Therapy Aide	Supply Item Name: Intellect Portable NMES  Supply Item Description: 77715  Supply Item Price: \$84.98  Supply Item Vendor: Chattanooga Medical Supply	Treatment Modalities – Patient Care	2 x 84.98- 170
WCA	Pathway/ CTE Program Area: Medical Careers	Name of Course(s): Physical Therapy Aide	Supply Item Name: Intellect Legend Ultrasound  Supply Item Description: 2782  Supply Item Price: \$925.00  Supply Item Vendor: Chattanooga Medical Supply	Treatment Modalities – Patient Care	1 x 925 = 925
WCA	Pathway/ CTE Program Area: Medical Careers	Name of Course(s): Physical Therapy Aide	Supply Item Name: ColPac Freezer  Supply Item	Treatment Modalities – Patient Care	1 x 738.50 = 739 + S&H 25 = 764

			Description: 90910  Supply Item Price: \$738.50 (S&H Last 4 items \$25.00)  Supply Item Vendor: Chattanooga Medical Supply		
WCA	Pathway/ CTE Program Area: Medical Careers	Name of Course(s): Physical Therapy Aide	Supply Item Name: Bresis PTach  Supply Item Description: 5000060 1  Supply Item Price: \$58.00  Supply Item Vendor: Chattanooga Medical Supply	Treatment Modalities – Patient Care	1 x 58.00 = 58
WCA	Pathway/ CTE Program Area: Medical Careers	Name of Course(s): Physical Therapy Aide	Supply Item Name: Bresis Charging Station  Supply Item Description: 13060 1  Supply Item Price: \$188.00  Supply Item Vendor: Chattanooga Medical Supply	Treatment Modalities – Patient Care	1 x 188.00 = 188
WCA	Pathway/ CTE Program Area: Medical Careers	Name of Course(s): Physical Therapy Aide	Supply Item Name: Bresis Dose Controller  Supply Item Description: 1361 1  Supply Item Price: \$84.50 (S&H Last 3 items \$25.00)  Supply Item Vendor: Chattanooga Medical Supply	Treatment Modalities – Patient Care	1 x 84.50 = 85 + S&H 25.00 = 110
WHS	Pathway/ CTE Program Area: Audio Visual Tech and Film/Technology Education	Name of Course(s): Video Production	Supply Item Name: Canon XA30  Supply Item Description: Professional Camcorder, Item: CAXA30  Supply Item Price: \$1599.00  Supply Item Vendor: B&H	For advanced students, a more professional camera with XLR inputs for superior audio.	3 x 1,599 = 4,797
WHS	Pathway/ CTE Program Area: Audio Visual Tech and	Name of Course(s): Video Production	Supply Item Name: Shure SM48-LC Vocal Microphone	Better quality microphone for more professional	10 x 39 = 390

	Film/Technology Education		Supply item Description: Item: SHSM48LC  Supply Item Price: \$39.00  Supply Item Vendor: B&H	sound.	
WHS	Pathway/ CTE Program Area: Audio Visual Tech and Film/Technology Education	Name of Course(s): Video Production	Supply Item Name: Hosa Technology XLR3F to Right-Angle 3.5mm TRS Mono Microphone Cable-10'  Supply Item Description: Item: HOXVM110F  Supply Item Price: \$8.45  Supply Item Vendor: B&H	Cable needed for above microphone.	10 x 8.45 = 85
WHS	Pathway/ CTE Program Area: Audio Visual Tech and Film/Technology Education	Name of Course(s): Video Production	Supply Item Name: Vidpro XM-88 Shotgun Microphone Kit  Supply Item Description: Item: VIXM88  Supply Item Price: \$89.99  Supply Item Vendor: B&H	Better quality on- location sound.	2 x 89.99 = 180
WHS	Pathway/ CTE Program Area: Audio Visual Tech and Film/Technology Education	Name of Course(s): Video Production	Supply Item Name: E- Image 4-Section Telescoping Aluminum Microphone Boompole (8')  Supply Item Description: Product for Item #VIXM88  Supply Item Price: \$69.95  Supply Item Vendor: B&H	Needed for above Shotgun Microphone.	2 x 69.95 = 140
WHS	Pathway/ CTE Program Area: Audio Visual Tech and Film/Technology Education	Name of Course(s): Video Production	Supply Item Name: Logitech Keyboard K120  Supply Item Description: Item: LOK120  Supply item Price: \$14.95	Backup replacement keyboards for classroom computers.	10 x 14.95 = 150

			Supply Item Vendor: B&H		
WHS	Pathway/ CTE Program Area: Audio Visual Tech and Film/Technology Education	Name of Course(s): Video Production	Supply item Name: Logitech B100 Optical USB Mouse  Supply Item Description: Item: LOB100  Supply Item Price: \$6.99  Supply Item Vendor: B&H	Backup replacement mice for classroom computers.	10 x 6.99 = 70
WHS	Pathway/ CTE Program Area: Audio Visual Tech and Film/Technology Education	Name of Course(s): Video Production	Supply Item Name: Canon CG-700 Battery Charger  Supply Item Description: Item: CACG700  Supply Item Price: \$59.99  Supply Item Vendor: B&H	Battery charger for our Canon portable cameras.	2 x 59.99 = 120
WHS	Pathway/ CTE Program Area: Audio Visual Tech and Film/Technology Education	Name of Course(s): Video Production	Supply Item Name: Canon Battery Pack BP-718  Supply Item Description: Item: CABP718  Supply Item Price: \$62.95  Supply Item Vendor: B&H	Rechargeable battery for Canon video camera.	5 x 62.95 = 315
WHS	Pathway/ CTE Program Area: Audio Visual Tech and Film/Technology Education	Name of Course(s): Video Production	Supply Item Name: Magnus VT-300 Video Tripod with Fluid Head  Supply Item Description: Item: MAVT300  Supply Item Price: \$79.99  Supply Item Vendor: B&H	Superior tripod with fluid head for ultra-smooth camera moves not possible with cheaper tripods.	10 x 79.99 = 800
WHS	Pathway/ CTE Program Area: Audio Visual Tech and Film/Technology Education	Name of Course(s): Video Production	Supply Item Name: Belkin Standard Mousepad (blue)  Supply Item Description: Item: BEF8E081BLU	Multiple students' use. Needed because computer mouse will not work on bare table surface.	25 x 1.99 = 50

			Supply Item Price: \$1.99		
			Supply Item Vendor: B&H		
WHS	Pathway/ CTE Program Area: Audio Visual Tech and Film/Technology Education	Name of Course(s): Video Production	Supply item Name: Blackmagic Design SmartScope Duo 4K Rack-Mounted Dual 6G-SDI Monitors  Supply Item Description: Item: BLSSD42  Supply Item Price: \$795.00  Supply Item Vendor: B&H	Professional television signal monitoring in control room. This item is for rack installation in our TV studio control room. It is professional quality signal monitoring equipment to teach students the technical aspects of the television signal, and how to know if a television image is outside of broadcast specifications.	1 x 795 = 795
WHS	Pathway/ CTE Program Area: Audio Visual Tech and Film/Technology Education	Name of Course(s): Video Production	Supply Item Name: Canon VIXIA HF R700 Full HD Camcorder,  Supply Item Description: Item: CAHFR700B  Supply Item Price: \$199.00  Supply Item Vendor: B&H	Improved shooting skills	10 x 199 = 1990
WHS	Pathway/ CTE Program Area: Audio Visual Tech and Film/Technology Education	Name of Course(s): Video Production	Supply Item Name: Behringer HPM-1000 All Purpose Closed- Back Headphones  Supply Item Description: Item: BEHPM1000  Supply Item Price: \$9.99  Supply Item Vendor: B&H	Improved audio monitoring.	10 x 9.99 = 100
WHS	Pathway/ CTE Program Area: Audio Visual Tech and Film/Technology Education	Name of Course(s): Video Production	Supply Item Name: Velbon Videomate 438 Aluminum Tripod  Supply Item Description: Item: VEV438F  Supply Item Price: \$69.95	Improved camera work.	10 x 69.95 = 700



			Supply Item Vendor: B&H		
WHS	Audio Visual Tech and Film/Technology Education	Name of Course(s): Video Production	Supply Item Name: SanDisk 32GB Ultra UHS-I SDHC Memory Card  Supply Item Description: Item: SAUSD32GBA  Supply Item Price: \$12.50  Supply Item Vendor: B&H	Improved video storage options.	10 x 12.50 = 125
WHS	Audio Visual Tech and Film/Technology Education	Name of Course(s): Video Production	Supply Item Name: Eartec HUB5S Mini Duplex Base 5-Person System with 5 UltraLITE Headsets  Supply Item Description: Item: EAHUB5S  Supply Item Price: \$1245.00  Supply item Vendor: B&H	Better communication from studio to control room.	3 x 1,245 = 3,735
WHS	Audio Visual Tech and Film/Technology Education	Name of Course(s): Video Production	Supply Item Name: Samson R10S Dynamic Handheld Microphone  Supply Item Description: Item: SASCR10S  Supply Item Price: \$14.19  Supply Item Vendor: B&H	Improved audio recording.	10 x 14.19 = 142
WHS	Pathway/ CTE Program Area: Audio Visual Tech and Film/Technology Education	Name of Course(s): Video Production	Supply Item Name: Ikegami ULE-217 21.5" HDTV Full HD Professional LCD Monitor  Supply Item Description: IKULE217  Supply Item Price: \$899.00  Supply Item Vendor: B&H	Professional monitor for critical editing and color – correction.	3 x 899.00 = 2,697
WHS	Pathway/ CTE Program Area: Audio Visual Tech and Film/Technology	Name of Course(s): 727 Video Production	Supply Item Name: Canon VIXIA HR R700 Full HD Camcorder	Improved shooting skills	10 x 199.00 = 1,990.00

	Education		Supply Item Description: CAHFR700B  Supply Item Price: \$199.00  Supply Item Vendor: B&H Photo		
WHS	Pathway/ CTE Program Area: Audio Visual Tech and Film/Technology Education	Name of Course(s): Video Production	Supply Item Name: Velbon Videomate 438 Aluminum Tripod  Supply Item Description: VEV438F  Supply Item Price: \$69.95  Supply Item Vendor: B&H Photo	Improved camerawork	10 x 69.95 = 700
WHS	Pathway/ CTE Program Area: Audio Visual Tech and Film/Technology Education	Name of Course(s): Video Production	Supply Item Name: Samson R10S Dynamic Handheld Microphone  Supply Item Description: SASCR10S  Supply Item Price: &14.19  Supply Item Vendor: B & H Photo	Improved audio recording	10 x 14.19 = 142
WHS	Pathway/ CTE Program Area: Audio Visual Tech and Film/Technology Education	Name of Course(s): Video Production	Supply Item Name: Canon XF100 HD Professional Camcorder  Supply Item Description: CAXF100  Supply Item Price: \$1,999.00  Supply Item Vendor: B&H Photo	For advanced students, a more professional camera with XLR inputs for superior audio	4 x 1,999.00 = 7,996
WHS	Pathway/ CTE Program Area: Audio Visual Tech and Film/Technology Education	Name of Course(s): Video Production	Supply Item Name: Magnus VT-4000 Tripod System with Fluid Head  Supply Item Description: MAVT4000  Supply Item Price: \$159.99  Supply Item Vendor: B&H Photo	Higher quality tripod with fluid head for smooth, professional camera moves	10 x 159.99 = 1,600
WHS	Pathway/ CTE Program Area: Audio Visual Tech and	Name of Course(s): Video Production	Supply Item Name: Glyph Technologies Studio RAID TB 4TB 2-	Very fast hard drives necessary for multicam	4 x 399.95 = 1,600

	Film/Technology Education		Bay Thunderbolt 2 Raid Array  Supply Item Description: GLSRTB4000  Supply Item Price: \$399.95  Supply Item Vendor: B&H Photo	editing projects.	
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: Ratchet  Supply Item Description: Item: BPRFR938  Supply Item Price: \$56.00  Supply Item Vendor: Snap On Tools	This tool damaged/broken hand tools.	4 x 56 = 224
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: Breaker Bar  Supply Item Description: Item BLPBB3810  Supply Item Price: \$20.45  Supply Item Vendor: Snap On Tools	This tool damaged/broken hand tools.	1 x 20.45 = 21
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: 3" Extension  Supply Item Description: Item: FXK3  Supply Item Price: \$26.25  Supply Item Vendor: Snap On Tools	This tool damaged/broken hand tools.	2 x 26.25 = 53
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: 6" Extension  Supply Item Description: Item FXK6  Supply Item Price: \$32.75  Supply Item Vendor: Snap On Tools	This tool damaged/broken hand tools.	2 x 32.75 = 66
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology	Name of Course(s): Automotive Technology/Advanced Automotive	Supply Item Name: 11" Extension  Supply Item Description: Item:	This tool damaged/broken hand tools.	1 x 38.25 = 39

	Education	Technology	FXK11  Supply Item Price: \$38.25  Supply Item Vendor: Snap On Tools		
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: 8" Extension  Supply Item Description: Item FXK8  Supply Item Price: \$34.75  Supply Item Vendor: Snap On Tools	This tool damaged/broken hand tools.	2 x 34.75 = 70
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: Ratchet  Supply Item Description: Item: FRLF80  Supply Item Price: \$151.95  Supply Item Vendor: Snap On Tools	This tool damaged/broken hand tools.	1 x 151.95 = 152
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: Screw Driver Set  Supply Item Description: Item: BSGDX70  Supply Item Price: \$75.95  Supply Item Vendor: Snap On Tools	This tool damaged/broken hand tools.	1 x 75.95 = 76
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: Ratchet Repair Kit  Supply Item Description: Item: RKRFHNF100  Supply Item Price: \$10.50  Supply Item Vendor: Snap On Tools	This tool damaged/broken hand tools.	6 x 10.50 = 63
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: Ratchet Repair Kit  Supply Item Description: Item: RKRSR80A  Supply Item Price: \$10.50	This tool damaged/broken hand tools.	3 x 10.50 = 32

			Supply Item Vendor: Snap On Tools		
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: Impact Wrench  Supply Item Description: Item: AT5500T  Supply Item Price: \$262.14  Supply Item Vendor: Snap On Tools	This tool damaged/broken hand tools.	1 x 262.14 = 263
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: Stanley 2-Way Folding Saw Horse (2 pack)  Supply Item Description: Model: STST60626, Store SKU# 258828  Supply Item Price: \$29.50  Supply Item Vendor: Home Depot	This tool damaged/broken equipment.	2 x 29.50 = 59
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: Werner 8 Foot Step  Supply Item Description: Ladder Model # NXT1A08, Store SKU# 768915  Supply Item Price: \$154.00  Supply Item Vendor: Home Depot	This is damaged/broken equipment	1 x 154 = 154
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: Extech RF40 Battery  Supply Item Description: Coolant Refracometer RF40  Supply Item Price: \$89.99  Supply Item Vendor: Flir Commercial Systems	This tool will allow students to explore the chemistry of automotive technology.	1 x 89.99 = 90
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: Extech PH220-C  Supply Item Description: PH Meter PH220-C  Supply Item Price:	This tool will allow students to explore the chemistry of automotive technology.	1 x 169.99 = 170

			\$169.99 Supply Item Vendor: Flir Commercial Systems		
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: 3832 Pc. Assorted Metric 8.8  Supply Item Description: Item: HCSZ  Supply Item Price: \$295.05  Supply Item Vendor: Fastenal	This item will allow students to explore the automotive design process.	1 x 259.05 = 260
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: 2915 Pc. Kit  Supply Item Description: Item: YZ8HCS  Supply Item Price: \$510.46  Supply Item Vendor: Fastenal	This item will allow students to explore the automotive design process.	1 x 510.46 = 511
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: .75 x 96" Braided Economy Cargon  Supply Item Description: Fiber Round Tubing  Supply Item Price: \$66.38  Supply Item Vendor: Dragon Plate Allred & Assoc.	This item will allow students to explore the automotive design process.	16 x 66.38 = 1063
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: Link For 0.75" Modular Connectors  Supply Item Description: (3 hole) 10 Pack  Supply Item Price: \$66.50  Supply Item Vendor: Dragon Plate Allred & Assoc.	This item will allow students to explore the automotive design process.	1 x 66.50 = 67
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology	Name of Course(s): Automotive Technology/Advanced Automotive	Supply Item Name: Link for 0.75" Modular Connectors  Supply Item	This item will allow students to explore the automotive design process.	2 x 7 = 14

	Education	Technology	<p>Description: (3 hole) Single Pricing</p> <p>Supply Item Price: \$14.00</p> <p>Supply Item Vendor: Dragon Plate Allred &amp; Assoc.</p>		
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	<p>Supply Item Name: 0.75" Female Clevis Connector</p> <p>Supply Item Description: 25 pack,</p> <p>Supply Item Price: \$250.25</p> <p>Supply Item Vendor: Dragon Plate Allred &amp; Assoc.</p>	This item will allow students to explore the automotive design process.	1 x 250.25 = 251
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	<p>Supply Item Name: Threaded End Connector with 1/4-20 x 0.75 inch Stud</p> <p>Supply Item Description: 10 Pack Stud</p> <p>Supply Item Price: \$104.50</p> <p>Supply Item Vendor: Dragon Plate Allred &amp; Assoc.</p>	This item will allow students to explore the automotive design process.	1 x 104.50 = 105
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	<p>Supply Item Name: 0.75" Threaded End Connector</p> <p>Supply Item Description: 1/4-20 x 0.75 inch Stud Single Pricing</p> <p>Supply Item Price: \$22.00</p> <p>Supply Item Vendor: Dragon Plate Allred &amp; Assoc.</p>	This item will allow students to explore the automotive design process.	2 x 11 = 22
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	<p>Supply Item Name: Harness-Satin Veneer 48" x 96"</p> <p>Supply Item Description: No Adhesive Backing</p> <p>Supply Item Price: \$575.00</p>	This item will allow students to explore the automotive design process.	2 x 575 = 1150

			Supply Item Vendor: Dragon Plate Allred & Assoc.		
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: 1/8 Diameter Carbide Cutter  Supply Item Description: Item: Cc-032  Supply Item Price: \$13.48  Supply Item Vendor: BlackJack Tire Supplies	This tool will allow students to learn modern tire repair procedures.	1 x 13.48 = 14
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: 7/32 Diameter Carbide Cutter  Supply Item Description: Item: Cc-033  Supply Item Price: \$34.21  Supply Item Vendor: BlackJack Tire Supplies	This tool will allow students to learn modern tire repair procedures.	1 x 34.21 = 35
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: 3/8 Diameter Carbide Cutter  Supply Item Description: Item: Cc-034  Supply Item Price: \$49.65  Supply Item Vendor: BlackJack Tire Supplies	This tool will allow students to learn modern tire repair procedures.	1 x 49.65 = 50
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: Raptor 1- Steel Bead Seater  Supply Item Description: Item: Pn-100  Supply Item Price: \$158.49  Supply Item Vendor: BlackJack Tire Supplies	This tool will allow students to learn modern tire repair procedures.	1 x 158.49 = 159
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: Digital Tire Gauge  Supply Item Description: Item: Ga- 453  Supply Item Price:	These will replace damaged/broken inflator gauges.	2 x 18.26 = 37 + S&H 34.03 = 71



			\$18.26(S&H Last 5 items \$34.03)  Supply Item Vendor: BlackJack Tire Supplies		
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: 88V Multi Meter  Supply Item Description: Fastenal Fluke-88-5  Supply Item Price: \$702.79  Supply Item Vendor: Fastenal	This tool will allow students to explore the mathematical relationship of electrical voltage, current and resistance.	1 x 702.79 = 703
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: Subscription Renewal  Supply Item Description: Renewal of Subscription to receive Software Updates for Existing OTC Encore Professional Scan Tool  Supply Item Price: \$700.00  Supply Item Vendor: Bosch Automotive Services	Students' will be able to access the latest diagnostic software used for diagnosing all modern vehicles	1 x 700 = 700
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: Expander/Reducer Set  Supply Item Description: RP11-8-11100402  Supply Item Price: \$220.00  Supply Item Vendor: Viking Equipment	This accessory will allow students to explore the math and physics of road forces in tires and wheels.	1 x 220 = 220
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: Jaw Protectors  Supply Item Description: Item: RP11-8-11100358  Supply Item Price: \$65.00  Supply Item Vendor: Viking Equipment	This accessory will allow students to explore the math and physics of road forces in tires and wheels.	1 x 65 = 65
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: Bead Lever Protector Sleeve  Supply Item Description:	This accessory will allow students to explore the math and physics of road forces in tires	1 x 29 = 29

			RP11-8-11400098  Supply Item Price: \$29.00  Supply Item Vendor: Viking Equipment	and wheels.	
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: Bead Depressor Tail  Supply Item Description: RP6-G1000A67  Supply Item Price: \$352.00  Supply Item Vendor: Viking Equipment	This accessory will allow students to explore the math and physics of road forces in tires and wheels.	1 x 352 = 352
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: Polymer Mound/Demount Head  Supply Item Description: RP11-8314813  Supply Item Price: \$23.00  Supply Item Vendor: Viking Equipment	This accessory will allow students to explore the math and physics of road forces in tires and wheels.	1 x 23 = 23
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: BullsEye Collet Kit  Supply Item Description: 20-2747-1  Supply Item Price: \$738.00  Supply Item Vendor: Viking Equipment	This accessory will allow students to explore the math and physics of road forces in tires and wheels.	1 x 738 = 738
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: Flange Plates/Stud Kit  Supply Item Description: 20-2123-2  Supply Item Price: \$1440.00  Supply Item Vendor: Viking Equipment	This accessory will allow students to explore the math and physics of road forces in tires and wheels.	1 x 1440 = 1440
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: Trolley Storage for Flange Plate/Stud Kit  Supply Item Description: 2-2124-2	This accessory will allow students to explore the math and physics of road forces in tires and wheels.	1 x 115 = 115

			Supply Item Price: \$115.00  Supply Item Vendor: Viking Equipment		
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: 6" Cup  Supply Item Description: 175-392-1  Supply Item Price: \$32.00  Supply Item Vendor: Viking Equipment	This accessory will allow students to explore the math and physics of road forces in tires and wheels.	1 x 32 = 32
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: 6" Rubber Protector,  Supply Item Description: 106-157-2  Supply Item Price: \$12.00  Supply Item Vendor: Viking Equipment	This accessory will allow students to explore the math and physics of road forces in tires and wheels.	1 x 12 = 12
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics/Technology Education	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: Medium Duty 3 Collet Flange Plate Kit  Supply Item Description: 20-3116-1  Supply Item Price: \$1556.00 (S&H Last 11 items \$100)  Supply Item Vendor: Viking Equipment	This accessory will allow students to explore the math and physics of road forces in tires and wheels.	1 x 1556 = 1556 + S&H 100 = 1656
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics XTDL	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: 500-8100 MotorVac BrakeVac™II with Standard Adapter Kit  Supply Item Description: 200-3118M  Supply Item Price: \$2199.95  Supply Item Vendor: Century Tool and Equipment	This tool will allow students to learn modern brake service procedures	1 x 2,199.95 = 2,200
WHS	Pathway/ CTE Program Area:	Name of Course(s): Automotive	Supply Item Name: Power Probe IV 12 Volt	This tool will allow students to explore	1 x 219.95 = 220

	Transportation, Distribution, and Logistics XTDL	Technology/Advanced Automotive Technology	Lead Tester  Supply Item Description: PP401AS  Supply Item Price: \$219.95  Supply Item Vendor: Century Tool and Equipment	the mathematical relationship between electrical voltage, current and resistance.	
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics XTDL	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: Lisle D.S. Plastic Creeper – Red  Supply Item Description: 92102  Supply Item Price: \$83.85  Supply Item Vendor: Century Tool and Equipment	This will replace damaged/broken shop equipment	4 x 83.85 = 336
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics XTDL	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: Mastercool Combustible Gas Leak Detector 110V w/Battery Charger  Supply Item Description: 55750  Supply Item Price: \$180.94 (S&H Last 4 lines \$73.46)  Supply Item Vendor: Century Tool and Equipment	This tool will allow students to explore the chemistry of automotive technology.	1 x 180.94 = 181 + S&H 73.46 = 255
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics XTDL	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: General GTi10 Predator Thermal Imaging Camera  Supply Item Description: ID: 118262  Supply Item Price: \$1895.00  Supply Item Vendor: Penn Tool Co.	This tool will allow students to explore heat related automotive electrical, exhaust and air conditioning issues.	1 x 1,895 = 1,895 + S&H 8.06 = 1903
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics XTDL	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: DeWalt 14" Chop Saw Model D28715 Northern  Supply Item Description: 399571	This tool is for to improve students' metal working skills	1 x 199 = 199

			Supply Item Price: \$199.00		
			Supply Item Vendor: Northern Tool & Equipment		
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics XTDL	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: AllSource Abrasive Blast Cabinet Model # 41500  Supply Item Description: 5241500  Supply Item Price: \$1299.00  Supply Item Vendor: Northern Tool & Equipment	This tool is for to improve students' metal working skills.	1 x 1,299 = 1,299
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics XTDL	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: S.A.M. 1000 Electric Lift  Supply Item Description: 16007  Supply Item Price: \$1810.00  Supply Item Vendor: Handy Industries	These will allow students to explore the automotive industry more efficiently.	2 x 1,810 = 3620
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics XTDL	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Supply Item Name: S.A.M. Lift Side Extensions  Supply Item Description: 16002  Supply Item Price: \$411.00  Supply Item Vendor: Handy Industries	These will allow students to explore the automotive industry more efficiently.	2 x 411 = 822
WHS	Pathway/ CTE Program Area: Textiles & Design	Name of Course(s): Clothing 1, 2	Supply Item Name: Scissors Rack .63  Supply Item Description: Item: 3100212H  Supply Item Price: \$7.51  Supply Item Vendor: Nasco	Enhance knowledge of safety	3 x 7.51 = 23
WHS	Pathway/ CTE Program Area: Textiles & Design	Name of Course(s): Clothing 1, 2	Supply Item Name: Ironing Board 20	Increase knowledge of appropriate tools	3 x 31.75 = 96

			Supply Item Description: Item: WA27805H  Supply Item Price: \$31.75  Supply Item Vendor: Nasco	for various textile fibers	
WHS	Pathway/ CTE Program Area: Textiles & Design	Name of Course(s): Clothing 1, 2	Supply Item Name: Garment Rack 13  Supply Item Description: Item: WA32966H  Supply Item Price: \$15.95  Supply Item Vendor: Nasco	Enhance knowledge of safety/ Enhance knowledge of tools required in clothing and textile careers	2 x 15.95 = 32
WHS	Pathway/ CTE Program Area: Textiles & Design	Name of Course(s): Clothing 1, 2	Supply Item Name: Iron 8  Supply Item Description: Item: WA32016H  Supply Item Price: \$33.95  Supply Item Vendor: Nasco	Increase knowledge of appropriate tools for various textile fibers	3 x 33.95 = 102
WHS	Pathway/ CTE Program Area: Textiles & Design	Name of Course(s): Clothing 1, 2	Supply Item Name: Yardstick .25  Supply Item Description: Item: 9704372H  Supply Item Price: \$1.35  Supply Item Vendor: Nasco	Enhance mathematical skills	20 x 1.35 = 27
WHS	Pathway/ CTE Program Area: Textiles & Design	Name of Course(s): Clothing 1, 2	Supply Item Name: Ruler .19  Supply Item Description: Item: WA15610H  Supply Item Price: \$3.75  Supply Item Vendor: Nasco	Enhance mathematical skills	30 x 3.75 = 113
WHS	Pathway/ CTE Program Area: Textiles & Design	Name of Course(s): Clothing 1, 2	Supply Item Name: Scissors .44  Supply Item Description: Item: W08202(X)H	Enhance knowledge of tools required in clothing and textile careers	40 x 11.55 = 462

			Supply Item Price: \$11.55		
			Supply Item Vendor: Nasco		
WHS	Pathway/ CTE Program Area: Textiles & Design	Name of Course(s): Clothing 1, 2	Supply Item Name: Left-Handed Scissors .44  Supply Item Description: Item: W08203(X)H  Supply Item Price: \$11.55  Supply Item Vendor: Nasco	Enhance knowledge of tools required in clothing and textile careers	5 x 11.55 = 58
WHS	Pathway/ CTE Program Area: Textiles & Design	Name of Course(s): Clothing 1, 2	Supply Item Name: Magnetic Wand .38  Supply Item Description: Item: SB20604H  Supply Item Price: \$1.80  Supply Item Vendor: Nasco	Teach students to retrieve items when possible	10 x 1.80 = 18
WHS	Pathway/ CTE Program Area: Textiles & Design	Name of Course(s): Clothing 1, 2	Supply Item Name: Seam Rippers 1.50  Supply Item Description: Item: WA31926H  Supply Item Price: \$11.05  Supply Item Vendor: Nasco	Enhances problem- solving skills	15 x 11.05 = 166
WHS	Pathway/ CTE Program Area: Textiles & Design	Name of Course(s): Clothing 1, 2	Supply Item Name: Bobbins .38  Supply Item Description: Item: W08706H  Supply Item Price: \$3.50  Supply Item Vendor: Nasco	Enhance knowledge of tools necessary when creating a clothing and textile item	20 x 3.50 = 70
WHS	Pathway/ CTE Program Area: Textiles & Design	Name of Course(s): Clothing 1, 2	Supply Item Name: Tape Measure .13  Supply Item Description: Item: W05026H	Enhance mathematical skills	50 x 1.90 = 95

			Supply Item Price: \$1.90		
			Supply Item Vendor: Nasco		
WHS	Pathway/ CTE Program Area: Textiles & Design	Name of Course(s): Clothing 1, 2	Supply Item Name: Loop Tuner .25  Supply Item Description: Item: W06554H  Supply Item Price: \$3.55  Supply Item Vendor: Nasco	Enhance mathematical skills	10 x 3.55 = 36
WHS	Pathway/ CTE Program Area: FCS / Foods and Nutrition	Name of Course(s): Foods 1	Supply Item Name: Food Thermometer  Supply Item Description: Item: W33946H181  Supply Item Price: \$15.50  Supply Item Vendor: Nasco	Student hands on performance will improve learning.	3 x 15.50 = 47
WHS	Pathway/ CTE Program Area: FCS / Foods and Nutrition	Name of Course(s): Foods 1	Supply Item Name: Coffee Maker  Supply Item Description: Item: WA34640H181  Supply Item Price: \$99.95  Supply Item Vendor: Nasco	Student hands on performance will improve learning.	1 = 99.95 = 100
WHS	Pathway/ CTE Program Area: FCS / Foods and Nutrition	Name of Course(s): Foods 1	Supply Item Name: Dinner Forks  Supply Item Description: Item: WA33909H181  Supply Item Price: \$11.65  Supply Item Vendor: Nasco	Student hands on performance will improve learning.	3 x 11.65 = 35
WHS	Pathway/ CTE Program Area: FCS / Foods and Nutrition	Name of Course(s): Foods 1	Supply Item Name: Pitcher  Supply Item Description: Item: WA34607H181  Supply Item Price: \$3.95	Student hands on performance will improve learning.	3 x 3.95 = 12



			Supply Item Vendor: Nasco		
WHS	Pathway/ CTE Program Area: FCS / Foods and Nutrition	Name of Course(s): Foods 1	Supply Item Name: Dust Pan and Broom  Supply Item Description: Item: WA64892H181  Supply Item Price: \$16.95 (S&H Last 5 lines \$56.75)  Supply Item Vendor: Nasco	Student hands on performance will improve learning.	2 x 16.95 = 33.90 + S&H 56.75 = 91
WHS	Pathway/ CTE Program Area: FCS / Food Production	Name of Course(s): Foods 1	Supply Item Name: Cut Resistant Glove  Supply Item Description: Item: WA34311H181  Supply Item Price: \$12.95  Supply Item Vendor: Nasco	Student hands on performance will improve learning.	2 x 12.95 = 26
WHS	Pathway/ CTE Program Area: FCS / Food Production	Name of Course(s): Foods 1	Supply Item Name: Cut Resistant Glove  Supply Item Description: Item: WA34056H181  Supply Item Price: \$21.60  Supply Item Vendor: Nasco	Student hands on performance will improve learning.	1 x 21.60 = 22
WHS	Pathway/ CTE Program Area: FCS / Food Production	Name of Course(s): Foods 1	Supply Item Name: 4 Hole Dispenser for Utensils  Supply Item Description: Item: WA31327H181  Supply Item Price: \$33.25  Supply Item Vendor: Nasco	Student hands on performance will improve learning.	1 x 33.25 = 34
WHS	Pathway/ CTE Program Area: FCS / Food Production	Name of Course(s): Foods 1	Supply Item Name: Dispenser Cylinders  Supply Item Description: Item: WA31328H181  Supply Item Price: \$4.95  Supply Item Vendor:	Student hands on performance will improve learning.	5 x 4.95 = 25

WHS	Pathway/ CTE Program Area: FCS / Food Production	Name of Course(s): Foods 1	Nasco Supply Item Name: Food Protector/Display  Supply Item Description: Item: W34208H181  Supply Item Price: \$199.95 (S&H Last 5 lines \$75)  Supply Item Vendor: Nasco	Student hands on performance will improve learning.	1 x 199.95 + S&H 75 = 275
WHS	Pathway/ CTE Program Area: FCS / Foods and Nutrition	Name of Course(s): Foods 2	Supply Item Name: Oven Mitts  Supply Item Description: Item: WA34895H181  Supply Item Price: \$5.50  Supply Item Vendor: Nasco	Student hands on performance will improve learning.	5 x 5.50 = 28
WHS	Pathway/ CTE Program Area: FCS / Foods and Nutrition	Name of Course(s): Foods 2	Supply Item Name: Tunic Apron  Supply Item Description: Item: WA15825(A)H181  Supply Item Price: \$10.95  Supply Item Vendor: Nasco	Student hands on performance will improve learning.	20 x 10.95 = 219
WHS	Pathway/ CTE Program Area: FCS / Foods and Nutrition	Name of Course(s): Foods 2	Supply Item Name: Pyrex Bowls  Supply Item Description: Item: W05369H181  Supply Item Price: \$12.50  Supply Item Vendor: Nasco	Student hands on performance will improve learning.	3 x 12.50 = 38
WHS	Pathway/ CTE Program Area: FCS / Foods and Nutrition	Name of Course(s): Foods 2	Supply Item Name: Pyrex Bowls,  Supply Item Description: Item: WA22021H181  Supply Item Price: \$10.00  Supply Item Vendor: Nasco	Student hands on performance will improve learning.	3 x 10 = 30
WHS	Pathway/	Name of Course(s):	Supply Item Name:	Student hands on	2 x 135.50

	CTE Program Area: FCS / Foods and Nutrition	Foods 2	Hamilton Beach Counterop Oven  Supply Item Description: Item: WA30035H181  Supply Item Price: \$135.50 (S&H Last 5 lines \$146.25)  Supply Item Vendor: Nasco	performance will improve learning.	= 271 + S&H 146.25 = 418
WHS	Pathway/ CTE Program Area: FCS / Foods I	Name of Course(s): Foods 1	Supply Item Name: Stainless Bowls  Supply Item Description: Item: WA31356H181  Supply Item Price: \$27.95  Supply Item Vendor: Nasco	Improved performance by hands on application of FCS standards.	3 x 27.95 = 84
WHS	Pathway/ CTE Program Area: FCS / Foods I	Name of Course(s): Foods 1	Supply Item Name: Tortilla Press  Supply Item Description: Item: WA25229H181  Supply Item Price: \$14.95  Supply Item Vendor: Nasco	Improved performance by hands on application of FCS standards.	1 x 14.95 = 15
WHS	Pathway/ CTE Program Area: FCS / Foods I	Name of Course(s): Foods 1	Supply Item Name: Hand Blender  Supply Item Description: Item: WA33392H181  Supply Item Price: \$92.95  Supply Item Vendor: Nasco	Improved performance by hands on application of FCS standards.	1 x 92.95 = 93
WHS	Pathway/ CTE Program Area: FCS / Foods I	Name of Course(s): Foods 1	Supply Item Name: Waffle Iron  Supply Item Description: Item: WA25825H181  Supply Item Price: \$39.95  Supply Item Vendor: Nasco	Improved performance by hands on application of FCS standards.	3 x 39.95 = 120
WHS	Pathway/ CTE Program Area:	Name of Course(s): Foods 1	Supply Item Name: Pie Server	Improved performance by	3 x 4.95 = 14.85 +

	FCS / Foods I		<p>Supply Item Description: item: WA33445H181</p> <p>Supply Item Price: \$4.95 (S&amp;H Last 5 lines \$81.61)</p> <p>Supply Item Vendor: Nasco</p>	hands on application of FCS standards.	S&H 81.61 = 97
WHS	Pathway/ CTE Program Area: Business & Admin. Services	Name of Course(s):Business Management	<p>Supply Item Name: N82E16812200836&amp;cm Re=50Ft Displayport Cable</p> <p>Supply Item Description: 12-200-836</p> <p>Supply Item Price: \$73.99</p> <p>Supply Item Vendor: Newegg</p>	Aid in aligning curricula with National Frameworks and upgrade equipment to industry standards to improve student readiness.	5 x 73.99 = 370
WHS	Pathway/ CTE Program Area: Wholesale/Retail Sales and Services (Marketing)	Name of Course(s):Marketing (School Enterprise – Store)	<p>Supply Item Name: 2' x 4' Panel SGP4C Chrome</p> <p>Supply Item Description: (wall grid display unit)</p> <p>Supply Item Price: \$38.00</p> <p>Supply Item Vendor: M.E./D.E. Supply Co.</p>	Aid in development new curricula that is aligned with National Frameworks and upgrade equipment to industry standards to improve student readiness.	4 x 38 = 152
WHS	Pathway/ CTE Program Area: Wholesale/Retail Sales and Services (Marketing)	Name of Course(s):Marketing (School Enterprise – Store)	<p>Supply Item Name: Brackets (Chrome) WB</p> <p>Supply Item Description: Item WB</p> <p>Supply Item Price: \$1.99</p> <p>Supply Item Vendor: M.E./D.E. Supply Co.</p>	Aid in development new curricula that is aligned with National Frameworks and upgrade equipment to industry standards to improve student readiness.	12 x 1.99 = 24
WHS	Pathway/ CTE Program Area: Wholesale/Retail Sales and Services (Marketing)	Name of Course(s):Marketing (School Enterprise – Store)	<p>Supply Item Name: Joining Clips JC</p> <p>Supply Item Description: Item JC</p> <p>Supply Item Price: \$.55</p> <p>Supply Item Vendor: M.E./D.E. Supply Co.</p>	Aid in development new curricula that is aligned with National Frameworks and upgrade equipment to industry standards to improve student readiness.	9 x .55 = 5
WHS	Pathway/ CTE Program Area: Wholesale/Retail Sales	Name of Course(s):Marketing (School Enterprise –	<p>Supply Item Name: Waterfall 6 Ball Stops,</p>	Aid in development of new curricula that is aligned with	6 x 4.20 = 26

	and Services (Marketing)	Store)	Supply Item Description: Item: G-W7B  Supply Item Price: \$4.20  Supply Item Vendor: M.E./D.E. Supply Co.	National Frameworks and upgrade equipment to industry standards to improve student readiness.	
WHS	Pathway/ CTE Program Area: Wholesale/Retail Sales and Services (Marketing)	Name of Course(s):Marketing (School Enterprise – Store)	Supply Item Name: Extra Large Flat Shelf 36W x 14D 3 Lip,  Supply Item Description: Item: S-F 36  Supply Item Price: \$24.75 (S&H Last 5 items \$48.59)  Supply Item Vendor: M.E./D.E. Supply Co.	Aid in development new curricula that is aligned with National Frameworks and upgrade equipment to industry standards to improve student readiness.	2 x 24.75 = 50 + S&H fee 48.59 = 99
WHS	Pathway/ CTE Program Area: Business & Admin. Services	Name of Course(s):Business Management	Supply Item Name: D- Link 24-Port EasySmart Gigabit Ethernet Switch – Lifetime Warranty,  Supply Item Description: Item: DGS-1100-24  Supply Item Price: \$124.99  Supply Item Vendor: Newegg	Aid in aligning curricula with National Frameworks and upgrade equipment to industry standards to improve student readiness.	6 x 124.99 = 750
WHS	Pathway/ CTE Program Area: Business & Admin. Services	Name of Course(s):Computer Applications 1, 2	Supply Item Name: HP Monochrome Laser Jet Pro M203dw  Supply Item Description: Part# G3Q47A#BGJ  Supply Item Price: \$183.88  Supply Item Vendor: SAI Tech, Inc.	Aid in aligning curricula with National Frameworks and CTE Standards & Competencies. Upgrade equipment to industry standards to improve student readiness.	2 x 183.88 = 368
WHS	Pathway/ CTE Program Area: Business & Admin. Services	Name of Course(s):Computer Applications 1, 2	Supply Item Name: HP Color Laser Jet Pro M452dn  Supply Item Description: Part # CF389A (#BGA)  Supply Item Price: \$215.08  Supply Item Vendor: SAI Tech, Inc.	Aid in aligning curricula with National Frameworks and CTE Standards & Competencies. Upgrade equipment to industry standards to improve student readiness.	4 x 215.08 = 861

WHS	Pathway/ CTE Program Area: Business & Admin. Services	Name of Course(s):Computer Applications 1, 2	Supply Item Name: HP Monochrome LaserJet Pro M203dw  Supply Item Description: Part# G3Q47A#BGJ  Supply Item Price: 183.88  Supply Item Vendor: SAI Tech, Inc.	Aid in aligning curricula with National Frameworks and CTE Standards & Competencies. Upgrade equipment to industry standards to improve student readiness.	1 x 183.88 = 184
WHS	Pathway/ CTE Program Area: FCS Food Production and Nutrition	Name of Course(s):Foods 1, 2	Supply Item Name: 54" Two section Reach- in refrigerator  Supply Item Description: Katom 842-CSD2DRBAL, MPN: CSD-2DR-BAL  Supply Item Price: \$1799.00  Supply Item Vendor: KaTom Restaurant Supplies, Inc.	Safe storage of temperature sensitive food items is necessary for student food production and teacher demonstration to ensure application of state standards.	1 x 1799 = 1799
WHS	Pathway/ CTE Program Area: Allied Health	Name of Course(s): Allied Health 1	Supply Item Name: 757 Mobile Aneroid Sphygmomanometer,  Supply Item Description: Item: 59350  Supply Item Price: \$470.00  Supply Item Vendor: Moore Medical	Students will learn to use equipment to accurately measure blood pressure.	2 x 470 = 940
WHS	Pathway/ CTE Program Area: Allied Health	Name of Course(s): Allied Health 1	Supply Item Name: Moore Standard Aneroid Sphygmomanometer Large Adult, Navy  Supply Item Description: Item: 99349  Supply Item Price: \$26.99  Supply Item Vendor: Moore Medical	Students will learn to use equipment to accurately measure blood pressure.	1 x 26.99 = 27
WHS	Pathway/ CTE Program Area: Allied Health	Name of Course(s): Allied Health 1	Supply Item Name: Moore Standards Aneroid Sphygmomanometer Small Adult, Navy  Supply Item	Students will learn to use equipment to accurately measure blood pressure.	1 x 20.39 = 21

			Description: Item: 99346  Supply Item Price: \$20.39  Supply Item Vendor: Moore Medical		
WHS	Pathway/ CTE Program Area: Allied Health	Name of Course(s): Allied Health 1	Supply Item Name: Moore Premium Pocket Aneroid Sphygmomanometer Adult Dark Green  Supply Item Description: Item: 99340  Supply Item Price: \$25.29  Supply Item Vendor: Moore Medial	Students will learn to use equipment to accurately measure blood pressure.	4 x 25.29 = 102
WHS	Pathway/ CTE Program Area: Allied Health	Name of Course(s): Allied Health 1	Supply Item Name: Moore Sprague Rappaport Stethoscope 22" Dark Green,  Supply Item Description: Item: 66267  Supply Item Price: \$15.89 (S&H Last 5 items \$.71)  Supply Item Vendor: Moore Medical	Students will learn to measure Apical Pulse and blood pressure.	4 x 15.89 = 63.56 + S&H fee .71 = 65
WHS	Pathway/ CTE Program Area: Nutrition and Food Production	Name of Course(s): Foods 1	Supply Item Name: Anchor Hocking Heavy Base Glassware box of 12,  Supply Item Description: Item: WA18864H181  Supply Item Price: \$20.95  Supply Item Vendor: Nasco	Students are taught food preparation standards which call for demonstration by teacher and practice by students.	1 x 20.95 = 21
WHS	Pathway/ CTE Program Area: Nutrition and Food Production	Name of Course(s): Foods 1	Supply Item Name: Vallrath Brocade Flatware Teaspoon,  Supply Item Description: Item: WA24734H181  Supply Item Price: \$1.48	Students are taught food preparation standards which call for demonstration by teacher and practice by students.	24 x 1.48 = 36

			Supply Item Vendor: Nasco		
WHS	Pathway/ CTE Program Area: Nutrition and Food Production	Name of Course(s): Foods 1	Supply Item Name: Vallrath Brocade Flatware Dinner Fork  Supply Item Description: Item: WA24739H181  Supply Item Price: \$1.18  Supply Item Vendor: Nasco	Students are taught food preparation standards which call for demonstration by teacher and practice by students.	20 x 1.18 = 24
WHS	Pathway/ CTE Program Area: Nutrition and Food Production	Name of Course(s): Foods 1	Supply Item Name: Ekco Pie Server  Supply Item Description: Item: WA06958H  Supply Item Price: \$3.15  Supply Item Vendor: Nasco	Students are taught food preparation standards which call for demonstration by teacher and practice by students.	2 x 3.15 = 7
WHS	Pathway/ CTE Program Area: Nutrition and Food Production	Name of Course(s): Foods 1	Supply Item Name: Corelle Winter Frost White Stoneware Mug  Supply Item Description: Item: WA09036H181  Supply Item Price: \$4.50  Supply Item Vendor: Nasco	Students are taught food preparation standards which call for demonstration by teacher and practice by students.	6 x 4.50 = 27
WHS	Pathway/ CTE Program Area: Early Childhood Education	Name of Course(s): Child Development 1, 2	Supply Item Name: Student ID's 1 set of 10  Supply Item Description: Item: 10040125  Supply Item Price: \$59.00  Realityworks	Students are taught early childhood standards which call for teacher demonstration and practice by students.	1 x 59 = 59
WHS	Pathway/ CTE Program Area: Early Childhood Education	Name of Course(s): Child Development 1, 2	Supply Item Name: Diapers  Supply Item Description: Item: 10040110  Supply Item Price: \$35.00  Supply Item Vendor:	Students are taught early childhood standards which call for teacher demonstration and practice by students.	2 x 35 = 70



WHS	Pathway/ CTE Program Area: Early Childhood Education	Name of Course(s): Child Development 1, 2	Realityworks  Supply Item Name: Bottle Caps,  Supply Item Description: Item: 10040706  Supply Item Price: \$10.00  Supply Item Vendor: Realityworks	Students are taught early childhood standards which call for teacher demonstration and practice by students.	1 x 10 = 10
WHS	Pathway/ CTE Program Area: Early Childhood Education	Name of Course(s): Child Development 1, 2	Supply Item Name: Battery Replacement Kit,  Supply Item Description: Item: 10040622  Supply Item Price: \$155.00  Supply Item Vendor: Realityworks	Students are taught early childhood standards which call for teacher demonstration and practice by students.	1 x 155 = 155
WHS	Pathway/ CTE Program Area: Early Childhood Education	Name of Course(s): Child Development 1, 2	Supply Item Name: 5 Baby Charging Station  Supply Item Description: 10140105  Supply Item Price: \$105.00  Supply Item Vendor: Realityworks	Students are taught early childhood standards which call for teacher demonstration and practice by students.	1 x 105 + S&H 18.20 = 124
WHS	Pathway/ CTE Program Area: Nutrition and Food Production	Name of Course(s): Foods 1	Supply Item Name: Corolle Winter Frost White Soup/Cereal Bowl  Supply Item Description: Item: WO7576H181  Supply Item Price: \$4.20  Supply Item Vendor: Nasco	Students are taught food preparation standards which call for demonstration by teacher and practice by students.	10 x 4.20 = 42
WHS	Pathway/ CTE Program Area: Nutrition and Food Production	Name of Course(s): Foods 1	Supply Item Name: West Bend 2 Slice High Lift Toaster  Supply Item Description: Item: WA34645H181  Supply Item Price: \$35.50  Supply Item Vendor:	Students are taught food preparation standards which call for demonstration by teacher and practice by students.	1 x 35.50 = 36

WHS	Pathway/ CTE Program Area: Nutrition and Food Production	Name of Course(s): Foods 1	Nasco  Supply Item Name: Chef Apron green  Supply Item Description: Item: WA32998H181  Supply Item Price: \$6.95  Supply Item Vendor: Nasco	Students are taught food preparation standards which call for demonstration by teacher and practice by students.	20 x 6.95 = 139
WHS	Pathway/ CTE Program Area: Food and Food Production	Name of Course(s): Foods 1	Supply Item Name: Acrylic Canister Set  Supply Item Description: Item: WA32603H181  Supply Item Price: \$27.50  Supply Item Vendor: Nasco	Students are taught food preparation standards which call for demonstration by teacher and practice by students.	3 x 27.50 = 83
WHS	Pathway/ CTE Program Area: Food and Food Production	Name of Course(s): Foods 1	Supply Item Name: Hamilton Beach Toaster Oven  Supply Item Description: Item: WA34435H181  Supply Item Price: \$55.95  Supply Item Vendor: Nasco	Students are taught food preparation standards which call for demonstration by teacher and practice by students.	1 x 55.95 = 56
WHS	Pathway/ CTE Program Area: Food and Food Production	Name of Course(s): Foods 1	Supply Item Name: Goodcook Silicone Hi- Temp Basting Brush  Supply Item Description: Item: WA28472H181  Supply Item Price: \$3.60  Supply Item Vendor: Nasco	Students are taught food preparation standards which call for demonstration by teacher and practice by students.	3 x 3.60 = 11
WHS	Pathway/ CTE Program Area: Food and Food Production	Name of Course(s): Foods 1	Supply Item Name: White Cutting Board  Supply Item Description: Item: WA32326H  Supply Item Price: \$7.75 (S&H Last 4 lines \$123.06)  Supply Item Vendor:	Students are taught food preparation standards which call for demonstration by teacher and practice by students.	3 x 7.75 = 24 + S&H 123.06 = 147

WHS	Pathway/ CTE Program Area: Food and Food Production	Name of Course(s): Foods 1	<p>Nasco</p> <p>Supply Item Name: Hamilton Beach 6 speed Hand Mixer with Snap on Case,</p> <p>Supply Item Description: Item: WA20588H181</p> <p>Supply Item Price: \$31.95</p> <p>Supply Item Vendor: Nasco</p>	Students are taught food preparation standards which call for demonstration by teacher and practice by students.	3 x 31.95 = 96
WHS	Pathway/ CTE Program Area: Food and Food Production	Name of Course(s): Foods 1	<p>Supply Item Name: Serving Spoon</p> <p>Supply Item Description: Item: WA33448H181</p> <p>Supply Item Price: \$4.75</p> <p>Supply Item Vendor: Nasco</p>	Students are taught food preparation standards which call for demonstration by teacher and practice by students.	3 x 4.75 = 15
WHS	Pathway/ CTE Program Area: Food and Food Production	Name of Course(s): Foods 1	<p>Supply Item Name: Deluxe Dish Drainer</p> <p>Supply Item Description: Item: WA02219H181</p> <p>Supply Item Price: \$11.95</p> <p>Supply Item Vendor: Nasco</p>	Students are taught food preparation standards which call for demonstration by teacher and practice by students.	1 x 11.95 = 12
WHS	Pathway/ CTE Program Area: Food and Food Production	Name of Course(s): Foods 1	<p>Supply Item Name: Drainer Trays</p> <p>Supply Item Description: Item: WA02167H181</p> <p>Supply Item Price: \$10.50</p> <p>Supply Item Vendor: Nasco</p>	Students are taught food preparation standards which call for demonstration by teacher and practice by students.	1 x 10.50 = 11
WHS	Pathway/ CTE Program Area: Food and Food Production	Name of Course(s): Foods 1	<p>Supply Item Name: Faberware Classic Series Cookware Open Stock</p> <p>Supply Item Description: Item: WA18637H181</p> <p>Supply Item Price: \$30.95</p>	Students are taught food preparation standards which call for demonstration by teacher and practice by students.	3 x 30.95 = 93

			Supply Item Vendor: Nasco		
WHS	Pathway/ CTE Program Area: Nutrition and Food Production	Name of Course(s): Foods 1	Supply Item Name: Diversified Wood Crafts Art & Planning Table Laminate Top  Supply Item Description: Item: 1285113 (S&H \$241.32)  Supply Item Price: \$689.96  Supply Item Vendor: School Specialty	Students need a work space to practice state and national standards taught in the course.	2 x 689.96 = 1379.92 + S&H fee 241.32 = 1,622
WHS.	Pathway/ CTE Program Area: Early Childhood Education	Name of Course(s): Child Development 1, 2	Supply Item Name: Growing Up in Video World,  Supply Item Description: Item: LS-1247-01-DVD  Supply Item Price: \$99.00 (S&H \$10)  Supply Item Vendor: Learning Seed	Students are taught Early Childhood standards which discuss the use of technology upon student learning and development.	1 x 99 = 99 + S&H 10 = 109

Code	Object				Amount of Code Line
700	Property				
In accordance with the Connecticut State Comptroller's definition of equipment, included in this category are all items of equipment with a value of over <u>\$5,000</u> and the useful life of more than one year. All electronic babies, computers, printers and scanners should be listed in this category. No vehicles or drive-able equipment may be purchased with Perkins funds.					<u>\$266,232.</u>
Appendix B: Equipment Request Form must be completed for requested property by Cluster.					
Check if CCP	Career Pathway/ CTE Program Area	Name of Course(s)	List each item, including description and vendor	How will this improve the CTE program?	Quantity x Cost per Unit = Total
WHS	Pathway/ CTE Program Area: Early Childhood Education	Name of Course(s): Child Development 1, 2	Property Item Name: Xstick Wireless communication adapter  Property Item Description: Item: 10140100  Property Item Price: \$199.00  Property Item Vendor:	State and national standards are being taught in the courses which require teacher demonstration and student practice.	1 x 199 = 199

WHS	Pathway/ CTE Program Area: Early Childhood Education	Name of Course(s): Child Development 1, 2	Realityworks  Property Item Name: RealCare Fetal Alcohol Syndrome Baby  Property Item Description: Item: 10420101  Property Item Price: \$299.00  Property Item Vendor: Realityworks	State and national standards are being taught in the courses which require teacher demonstration and student practice.	1 x 299 = 299
WHS	Pathway/ CTE Program Area: Early Childhood Education	Name of Course(s): Child Development 1, 2	Property Item Name: RealCare Shaken Baby  Property Item Description: Item: 10580101  Property Item Price: \$879.00  Property Item Vendor: Realityworks	State standards are being taught in the courses which require teacher demonstration and student practice.	1 x 879 = 879
WHS	Pathway/ CTE Program Area: Early Childhood Education	Name of Course(s): Child Development 1, 2	Property Item Name: 5 Baby Charging Station  Property Item Description: Item: 10140105  Property Item Price: \$105.00 (S&H Last 4 itmes \$74.10)  Property Item Vendor: Realityworks	State standards are being taught in the courses which require teacher demonstration and student practice.	1 x 105 = 105 + S&H fee 74.10 = 180
CHS	Pathway/ CTE Program Area: Transportation, Distribution and Logistics	Name of Course(s): Automotive Technology 1, 2	Property Item Name: Lenovo M810Z AIO Desktop computer  Property Item Description: Configuration 3 Item #10Q1S0EC00  Property Item Price: \$855.00  Property Item Vendor: Presidio	Item will allow 100% of the enrolled students to participate in the curriculum and state standard align classroom lessons/theory that are required to be successful in the automotive industry.	1 x 855 = 855
CHS	Pathway/ CTE Program	Name of Course(s): Automotive Technology	Property Item Name: Thinkpad T570	Item will allow 100% of the enrolled students	9 x 1,034 = 9,306

	Area: Transportation, Distribution and Logistics	1, 2	Property Item Description: Configuration 8 Item #20HAS2Q300  Property Item Price: \$1034.00  Property Item Vendor: Presidio	to participate in the curriculum and state standard align classroom lessons/theory that are required to be successful in the automotive industry.	
CHS	Pathway/ CTE Program Area: Digital Video Production	Name of Course(s): Graphic Communications/ Advanced Graphic Communications	Property Item Name: Xerox Copier  Property Item Description: Model C8035  Property Item Price: \$15000.00  Property Item Vendor: CBS – CT Business System	All students will be able to develop a wide range of media outputs and will be educated on an a machine that is industry standard for graphic design and communications	1 x 15,000 = 15,000
CHS	Pathway/ CTE Program Area: Digital Video Production	Name of Course(s): Graphic Communications/ Advanced Graphic Communications	Property Item Name: service agreement  Property Item Description: 63 Month Service Agreement  Property Item Price: \$200/month  Property Item Vendor: CBS – CT Business System	Ability to sustain a curriculum that is real world and current.	1 x 12,600 = 12,600
CHS	Pathway/ CTE Program Area: Engineering Technology	Name of Course(s): Principals of Engineering	Property Item Name: CNC Router  Property Item Description: Swift 4' x 8'  Property Item Price: \$16595.00  Property Item Vendor: Laguana Tools	Using the CNC Router students will be able to use numeric controls to manipulate various material using the x, y, and z axis as specified in the engineering technology content standards.	1 x 16,595 = 16,595
CHS	Pathway/ CTE Program Area: Engineering Technology	Name of Course(s): Principals of Engineering	Property Item Name: Configuration 1, Lenovo M910 Mini Tower  Property Item Description:	Students will have the ability to utilize the Lenovo PC's for continuous work with various computer aided drafting software as aligned with the	5 x 819 = 4,095

			<p>10MNS0TW00</p> <p>Property Item Price: \$819.00</p> <p>Property Item Vendor: Presidio</p>	State and national CTE Engineering content standards. Students will also be able to use Microsoft Office software to complete numerous computer assignments which are also aligned with the CTE Engineering content standards.	
KHS	Pathway/ CTE Program Area: XETS	Name of Course(s): Child Development 1, 2	<p>Property Item Name: RealCare Baby 3 with 5 year warranty</p> <p>Property Item Description: Item # 10280301</p> <p>Property Item Price: \$799.00</p> <p>Property Item Vendor: Realityworks</p>	Simulators will help users understand the physical emotional and social effects of caring for an infant 24 hours a day.	$15 \times 799 = 11,985 + \text{S\&H fee } 599.25 = 12,585$
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2	<p>Property Item Name: Apple 12.9" iPad Pro (Mid 2017, 512GB, WiFi+4G LTE, Gold)</p> <p>Property Item Description: Item: APIPW51C12G</p> <p>Property Item Price: \$1139.00</p> <p>Property Item Vendor: B&amp;H Foto and Electronics Corp.</p>	Students will use the iPad as a Multi-function device to record and control droid aerial footage also to edit video on location.	$2 \times 1,139 = 2,278$
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2	<p>Property Item Name: Apple 12.9" iPad Pro (Mid 2017, 512GB, WiFi+4G LTE, Gold),</p> <p>Property Item Description: AppleCare Protection plan</p> <p>Property Item Price: \$79.00</p> <p>Property Item Vendor: B&amp;H Foto and Electronics Corp.</p>	Students will use the iPad as a multi-function device to record and control drone aerial footage also to edit video on location.	$2 \times 79 = 158$
KHS	Pathway/ CTE Program Area: Arts, A/V	Name of Course(s): Video Production 1, 2	<p>Property Item Name: Urban Armor Gear Metropolis Case for iPad Pro 12.9"</p>	Students will use the iPad as a multi-function device to record and control	$1 \times 79.95 = 80$

	Technology & Communications		<p>(2017, Cobalt)</p> <p>Property Item Description: Item: UAIPDPL2G2EC</p> <p>Property Item Price: \$79.95</p> <p>Property Item Vendor: B&amp;H Foto and Electronics Corp.</p>	drone aerial footage also to edit video on location.	
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2	<p>Property Item Name: Apple Pencil for iPad Pro</p> <p>Property Item Description: Item: APPENCIL</p> <p>Property Item Price: \$99.00</p> <p>Property Item Vendor: B&amp;H Foto and Electronics Corp.</p>	Students will use the iPad as a multi-function device to record and control drone aerial footage also to edit video on location.	2 x 99 = 198
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Video Production 1, 2	<p>Property Item Name: Urban Armor Gear Metropolis Case for iPad Pro 12.9" (2017, Magma)</p> <p>Property Item Description: Item: UAIPDPL2G2EM</p> <p>Property Item Price: \$79.95</p> <p>Property Item Vendor: B&amp;H Foto and Electronics Corp.</p>	Students will use the iPad as a multi-function device to record and control drone aerial footage also to edit video on location.	1 x 79.95 = 80
KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Graphic Communications 1 and 2	<p>Property Item Name: Canon imagePROGRAF TX-4000 44" Multi-Function Large-Format Inkjet Printer with T36 Scanner</p> <p>Property Item Description: Item: CATX4000T36B</p> <p>Property Item Price: \$9495.00</p> <p>Property Item Vendor: B&amp;H Foto and</p>	Students will scan and print large format images of their own computer generated designs in-house as opposed to sending out their files for print.	1 x 9,495 = 9,495



KHS	Pathway/ CTE Program Area: Arts, A/V Technology & Communications	Name of Course(s): Graphic Communications 1, 2	Electronics Corp.  Supply Item Name: Canon imagePROGRAF TX-4000 44"  Supply Item Description: Multi- Function Large- Format Inkjet Printer with T36 Scanner, 2 years protection plan Item # CATX4000T36B  Supply Item Price: \$524.99  Supply Item Vendor: B&H Foto and Electronics Corp.	Students will scan and print large format images of their own computer generated designs in-house as opposed to sending out their files for print.	1 x 524.99 = 525
KHS	Pathway/ CTE Program Area: Arts, A/V Technology and Communications	Name of Course(s): Video Production 1, 2, and Graphic Communications 1, 2	Property Item Name: iMac Pro  Property Item Description: Part #: Z0UR  Property Item Price: \$4748.00  Property Item Vendor: Apple.com	Care Plan for iMac students will utilize the creative power of the iMac in all video production 1 and 2, and graphic communications 1 and 2 classes.	1 x 4,748 = 4,748
KHS	Pathway/ CTE Program Area: Arts, A/V Technology and Communications	Name of Course(s): Video Production 1, 2, and Graphic Communications 1, 2	Property Item Name: iMac Pro  Property Item Description: Apple Care Plan for Z0UR  Property Item Price: \$159.00  Property Item Vendor: Apple.com	Care Plan for iMac students will utilize the creative power of the iMac in all video production 1 and 2, and graphic communications 1 and 2 classes.	1 x 159 = 159
KHS	Pathway/ CTE Program Area: Arts, A/V Technology and Communications	Name of Course(s): Video Production 1, 2, and Graphic Communications 1, 2	Property Item Name: Thunderbolt 3 (USB- C) Cable (0.8 m)  Property Item Description: Item: MQ4H2AM/A  Property Item Price: \$39.00  Property Item Vendor: Apple.com	Cable for iMac students will utilize the creative power of the iMac in all video production 1, 2 and graphic communications 1, 2 classes.	1 x 39 = 39
KHS	Pathway/	Name of Course(s):	Property Item Name:	Adapter for iMac	1 x 69 = 69

	CTE Program Area: Arts, A/V Technology and Communications	Video Production 1, 2, and Graphic Communications 1, 2	USB-C VGA Multiport Adapter  Property Item Description: Item: MJ1L2AM/A  Property Item Price: \$69.00  Property Item Vendor: Apple.com	students will utilize the creative power of the iMac in all video production 1 and 2, and graphic communications 1 and 2 classes.	
KHS	Arts, A/V Technology and Communications	Name of Course(s): Video Production 1, 2, and Graphic Communications 1, 2	Property Item Name: USB-C Digital AV Multiport Adapter  Property Item Description: Item: MJ1K2AM/A  Property Item Price: \$69.00  Property Item Vendor: Apple.com	Adapter for iMac students will utilize the creative power of the iMac in all video production 1 and 2, and graphic communications 1 and 2 classes.	1 x 69 = 69
KHS	Pathway/ CTE Program Area: Arts, A/V Technology and Communications	Name of Course(s): Video Production 1, 2, and Graphic Communications 1, 2	Property Item Name: Thunderbolt 3 (USB-C) to Thunderbolt 2 Adapter  Property Item Description: Item: MMEL2AM/A  Property Item Price: \$49.00  Property Item Vendor: Apple.com	Cable for iMac students will utilize the creative power of the iMac in all video production 1, 2 and graphic communications 1, 2 classes.	2 x 49 = 98
KHS	Pathway/ CTE Program Area: Arts, A/V Technology and Communications	Name of Course(s): Video Production 1, 2, and Graphic Communications 1, 2	Property Item Name: AirPods  Property Item Description: Item: MMEF2AM/A  Property Item Price: \$159.00  Property Item Vendor: Apple.com	Students will utilize the creative power of the iMac in all video production 1, 2 and Graphic Communications 1, 2 classes.	1 x 159 = 159
KHS	Pathway/ CTE Program Area: Information Technology Computer Information Systems	Name of Course(s): Computer Applications 1, 2	Property Item Name: 86" Interactive LCD / SMART Monitor with integrated speakers (HDMI / VGA / PC Audio Input)  Property Item	Connecticut Competency Standard D. Output Technologies	5 x 7509 = 37,545

			Description: SBID-7286  Property Item Price: \$7509.00  Property Item Vendor: RnB Enterprises		
KHS	Pathway/ CTE Program Area: Information Technology Computer Information Systems	Name of Course(s): Computer Applications 1, 2	Property Item Name: MIS970 LCD Built-out Mounting Bracket  Property Item Description: Peerless IWB 680-W  Property Item Price: \$280.00  Property Item Vendor: RnB Enterprises	Connecticut Competency Standard D. Output Technologies	5 x 280 = 1,400
KHS	Pathway/ CTE Program Area: Information Technology Computer Information Systems	Name of Course(s): Computer Applications 1, 2	Property Item Name: HDMI Non-Plen Cable 25'  Property Item Description: HD-HD-25PROBLK  Property Item Price: \$22.00  Property Item Vendor: RnB Enterprises	Connecticut Competency Standard D. Output Technologies	5 x 22 = 110
KHS	Pathway/ CTE Program Area: Tech Ed	Name of Course(s): Communication 1	Property Item Name: Dell 70" Inter Monitor  Property Item Description: Item: C7017T  Property Item Price: \$3250.00  Property Item Vendor: Dell Corp.	Improve quality of student presentations.	1 x 3,250 = 3,250
KHS	Pathway/ CTE Program Area: Construction, Manufacturing TECH ED	Name of Course(s): Architectural CAD 1, 2 and Mechanical CAD 1, 2	Property Item Name: Tower Configuration 1 Lenovo M910 Mini Tower,  Property Item Description: PN: 10MNSoTW00  Property Item Price: \$819.00	Use STEM concepts and processes to solve problems involving design and/or production.	25 x 819 = 20,475

			Property Item Vendor: Presidio		
KHS	Pathway/ CTE Program Area: Construction, Manufacturing TECH ED	Name of Course(s): Architectural CAD 1, 2 and Mechanical CAD 1, 2	Property Item Name: 24" T24i   1920x1080 – VGA, HDMI, DisplayPort  Property Item Description: PN: 61A6MAR3US  Property Item Price: \$199.00  Property Item Vendor: Presidio	Use STEM concepts and processes to solve problems involving design and/or production.	26 x 199 = 5,174
KHS	I Pathway/ CTE Program Area: Information Technology Computer Information Systems	Name of Course(s): Computer Applications	Property Item Name: HP Color Laser Jet pro Multifunction M477fdn  Property Item Description: MFG Part # CF378A(#BGJ)  Property Item Price: \$355.68  Property Item Vendor: SBC	CT Content Standard 4 – Input/Output Technologies. Student use for output technologies.	5 x 355.68 = 1779
WHS	Pathway/ CTE Program Area: Transportation, Distribution, and Logistics XTDL	Name of Course(s): Automotive Technology/Advanced Automotive Technology	Property Item Name: ThinkPad T560P  Property Item Description: 20FJSAX00  Property Item Price: \$990.00  Property Item Vendor: Presidio	This will allow students to hone their automotive diagnostic skills. To be used with the "Pico Scope" ordered in the 2017/2108 Perkins narrative.	1 x 990 = 990
WHS	Pathway/ CTE Program Area: Business & Admin. Services	Name of Course(s): All Business Courses Marketing, Personal Finance, Business Management 1, 2 and Sports & Entertainment Marketing	Property Item Name: 86" Interactive LCD / SMART Monitor with integrated speakers (HDMI / VGA / PC Audio Input)  Property Item Description: SBID- 7286  Property Item Price: \$7509.00  Property Item Vendor:	Aid in development new curricula that is aligned with National Frameworks and CTE Standards & Competencies. Upgrade equipment to industry standards to improve student readiness.	5 x 7509 = 37,545

WHS	Pathway/ CTE Program Area: Business & Admin. Services	Name of Course(s): All Business Courses Marketing, Personal Finance, Business Management 1, 2 and Sports & Entertainment Marketing	RnB Enterprises  Property Item Name: MIS970 LCD Built- out Mounting Bracket  Property Item Description:  Property Item Price: \$280.00  Property Item Vendor: RnB Enterprises	Aid in development new curricula that is aligned with National Frameworks and CTE Standards & Competencies. Upgrade equipment to industry standards to improve student readiness.	5 x 280 = 1,400
WHS	Pathway/ CTE Program Area: Business & Admin. Services	Name of Course(s): All Business Courses Marketing, Personal Finance, Business Management 1, 2 and Sports & Entertainment Marketing	Property Item Name: HDMI Non-Plen Cable 25'  Property Item Description: HD-HD- 25PROBLK  Property Item Price: \$22.00  Property Item Vendor: RnB Enterprises	Connecticut Competency Standard D. Output Technologies	5 x 22 = 110
WHS	I Pathway/ CTE Program Area: Info Tech Telecom Service	Name of Course(s): Computer Applications 1, 2	Property Item Name: AIO (All-in-One) Configuration 3 Thinkcentre M700z  Property Item Description: 10Q1S0EC00  Property Item Price: \$855  Property Item Vendor: Presidio	Aid in development new curricula that is aligned with National Frameworks and CTE Standards & Competencies. Upgrade equipment to industry standards to improve student readiness.	22 x 855 = 18,810
WCA  Manufacturing NVCC/CCP  √	Pathway/ CTE Program Area: Manufacturing NVCC/CCP	Name of Course(s): Lathe 1, 2 and Milling 1, 2	Property Item Name: Electronic Variable Speed Lathe  Property Item Description: Item: 89975486  Property Item Price: \$23,179.00  Property Item Vendor: MSC	Production skill sets, measurement, inspection, testing and analysis of manufacturing products and equipment, and NIMS preparation/testing.	1 x 23,179 = 23,179
WCA	Pathway/ CTE Program Area: Medical Careers	Name of Course(s): Nurse Assistant	Supply Item Name: Life Form Special Needs Infant- Black/Female	Care of Special Needs Patients	1 x 445.00 = 445

			Supply Item Description: 12-81-1190  Supply Item Price: \$445.00  Supply Item Vendor: Pocket Nurse		
WCA  Manufacturing NVCC/CCP  √	Pathway/ CTE Program Area:  Manufacturing NVCC/CCP	Name of Course(s):  Milling 1 and 2	Property Item name: 6PC Mach PowerFD&DROS Bridgeport Mill Mach Pkg.  Property Item Description: 73185233  Property Item Price: \$21,417.48  Property Item Vendor: MSC Industrial Supply	Students will use industry standard milling machine with precise coordinates to produce a variety of metal products.	1 x 21,417.48 = 21,418
WCA  Manufacturing NVCC/CCP  √	Pathway/ CTE Program Area:  Manufacturing NVCC/CCP	Name of Course(s):  Milling 1 and 2	Property Item Name: Collet Set  Property Item Description: 27PC 1/16- 7/8X32NDS R8  Property Item Price: \$383.15  Property Item Vendor: MSC Industrial Supply	Needed to hold tools in place in order to correctly operate Bridgeport milling machine	1 x 383.15 = 384
WHS	Pathway/ CTE Program Area: Audio Visual Tech and Film/Technology Education	Name of Course(s): Video Production	Property Item Name: Behringer HPM-1000 All Purpose Closed Back Headphones  Property Item Description: BEHPM1000  Property Item Price: \$9.99  Property Item Vendor: B&H	Improved audio monitoring	10 x 9.99 = 100
WHS	Pathway/ CTE Program Area: Audio Visual Tech and Film/Technology Education	Name of Course(s): Video Production	Property Item Name: SanDisk 32GB Ultra UHS-I SDHC Memory Card  Property Item Description: SAUSD32GBA	Improved video storage options	10 x 12.50 = 125

			Property Item Price: \$12.50		
			Property Item Vendor: B&H Photo		
WHS	Pathway/ CTE Program Area: Audio Visual Tech and Film/Technology Education	Name of Course(s): Video Production	Property Item Name: Eartec HUB5S Mini Duplex Base 5- Person System with 5 UltraLITE Headsets  Property Item Description: EAHUB5S  Property Item Price: \$1,245.00  Property Item Vendor: B&H Photo	Better communication from studio to control room	1 x 1245.00 = 1245

### Appendix A: Size, Scope, and Quality – Secondary

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins) provides funding for Career and Technical Education (CTE) in secondary schools. Perkins Grant funding is intended to improve or develop new CTE programs at the secondary level that are relevant and challenging. Perkins supports career and technical education that prepares students for post-secondary education resulting in an industry certification, an associate or baccalaureate degree, and leads to employment in high-skill, high-wage, high-demand careers. Carl D. Perkins Grants are not entitlements. To be eligible for funding of their CTE programs, Connecticut high schools must meet both federal and state requirements under the law.

Connecticut has defined the **size, scope and quality** of Connecticut Secondary CTE programs that must be met each year in order to be eligible for Perkins funding:

#### Size

- Each comprehensive high school within a district or consortium must offer at least three of the seven recognized state CTE programs, and one area must be an assessed area:

Agriculture Education  
Cooperative Work Education  
Business and Finance Technology Education  
Family and Consumer Sciences

Marketing Education  
Medical Careers  
Technology Education

- A minimum of two (2) courses must be offered within each program area (with the exception of a course that leads to a certification) in order to be considered a Pathway.
- Each district, including charter and magnet schools, must qualify for a minimum allocation of \$15,000 or join in a consortium with another eligible district(s) to meet the minimum allocation requirement.

#### Scope

- Each district high school/college must implement its existing career pathway as found in the Connecticut Career Cluster Chart and add at least one additional career pathway/program of study.
- All secondary districts must offer at least one Career and Technical Student Organization (CTSO) and show progress in establishing new CTSOs in other CTE program areas.
- A consortium shall operate only **joint projects** that serve all the secondary districts or colleges participating in the consortium. Funds allocated to a consortium shall be used only for purposes and **programs that are mutually beneficial to all members** of the consortium and can be used only for programs authorized under this title. Such funds may **not** be reallocated to individual members of the consortium for the purpose of funding programs and/or activities that benefit only those individual members of the consortium. All members of the consortium must meet the eligibility requirements.
- Each secondary district must offer the minimum number of courses and assessments in at least one area.

#### Quality

- Eligible programs must be taught by certified CTE teachers or interdisciplinary/team curriculum projects involving both CTE and academic staff.
- All grantees are required to continue working with the partnership/advisory committee to serve in an advisory capacity. One or more committees may be established to provide support to all seven program areas.



**Appendix B: Equipment Request Form**  
**Grant Period 2018-19**

1. Prepare a separate Equipment Request Form for each cluster.
2. Single component items under \$1,000 (with the exception of computers) should not be coded as equipment unless all the component items comprise a larger piece of equipment and have a useful life of one year or more. Items that do not meet the definition of equipment are to be coded as instructional supplies.

Grantee: Waterbury Public Schools	Address: 236 Grand Street, 1 <sup>st</sup> Floor Waterbury, CT 06702	Date Submitted:
Name of Person Completing Forms: Louise Allen Brown	Title: Grant Writer	Telephone: 203-346-3506

Check the Career Cluster for which Equipment is being requested. Check ONE Program Area only.

<input type="checkbox"/> Agriculture, Food and Natural Resources	<input type="checkbox"/> Engineering and Technology	<input type="checkbox"/> Information Technology
<input type="checkbox"/> Arts, Audio/Video Technology and Communication	<input type="checkbox"/> Finance	<input type="checkbox"/> Manufacturing
<input type="checkbox"/> Business, Management and Administration	<input type="checkbox"/> Health Sciences	<input type="checkbox"/> Marketing, Sales and Service
<input type="checkbox"/> Architecture and Construction	<input type="checkbox"/> Hospitality and Tourism	<input type="checkbox"/> Transportation, Distribution and Logistics
<input checked="" type="checkbox"/> Education and Training	<input type="checkbox"/> Human Services	

REQUEST FOR EQUIPMENT: Enter only one type of equipment on a line.

Item No.	Description	QTY	Unit Cost	Freight/Install/ Training Charge	Total Cost	Location of Equipment
10140100	Xstick Wireless Communication Adapter	1	199		199	Wilby High School
10280301	RealCare Baby 3 with 5 year warranty	15	799	600	12,585	Kennedy High School
10420101	RealCare Fetal Alcohol Syndrome Baby	1	299		299	Wilby High School
10580101	RealCare Shaken Baby	1	879		879	Wilby High School
10140105	5 Baby Charging Station	1	105	75	180	Wilby High School

TOTAL EQUIPMENT REQUEST: \$ 14,142. TOTAL EQUIPMENT APPROVED: \$ \_\_\_\_\_

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Approved by SDE Consultant

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Date

\_\_\_\_\_  
Original Requested Amount

\_\_\_\_\_  
Amended Requested Amount

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Name of Person Completing Forms: Louise Allen Brown	Title: Grant Writer	Telephone: 203-346-3506

Check the Career Cluster for which Equipment is being requested. Check ONE Program Area only.

<input type="checkbox"/> Agriculture, Food and Natural Resources	<input type="checkbox"/> Engineering and Technology	<input type="checkbox"/> Information Technology
<input checked="" type="checkbox"/> Arts, Audio/Video Technology and Communication	<input type="checkbox"/> Finance	<input type="checkbox"/> Manufacturing
<input type="checkbox"/> Business, Management and Administration	<input type="checkbox"/> Health Sciences	<input type="checkbox"/> Marketing, Sales and Service
<input type="checkbox"/> Architecture and Construction	<input type="checkbox"/> Hospitality and Tourism	<input type="checkbox"/> Transportation, Distribution and Logistics
<input type="checkbox"/> Education and Training	<input type="checkbox"/> Human Services	

REQUEST FOR EQUIPMENT: Enter only one type of equipment on a line.

Item No.	Description	QTY	Unit Cost	Freight/Install/ Training Charge	Total Cost	Location of Equipment
CATX400 0T36B	Canon image PROGRAF TX-4000 44" Multi-Function Large Format Inkjet Printer with T36 Scanner	1	9,495		9,495	Kennedy High School
CATX400 0T36B	Canon Image PROGRAF TX-4000 44"	1	525		525	Kennedy High School
Z0UR	iMac Pro Apple	1	4,748		4,748	Kennedy High School
N/A	iMac Pro Apple Care Plan	1	159		159	Kennedy High School
MQ4H2A M/A	Thunderbolt 3 (USB-C) Cable (0.8m),	1	39		39	Kennedy High School
MJ1L2A M/A	USB-C VGA Multiport Adapter	1	69		69	Kennedy High School
MJ1K2A M/A	USB-C Digital AV Multiport Adapter	1	69		69	Kennedy High School
MMEL2A M/A	Thunderbolt 3 (USB-C) to Thunderbolt 2 Adapter	2	49		98	Kennedy High School
MMEF2A M/A	AirPods	1	159		159	Kennedy High School

Model 68035	Xerox Copier, Model C8035	1	15,000		15,000	Crosby High School
N/A	63 Month Copier Service Agreement	1	12,600		12,600	Crosby High School
APIPW51 C12G	Apple 12.9" iPad Pro (Mid 2017, 512GB WiFi+4G LTE, Gold)	2	1,139		2,278	Kennedy High School
N/A	Apple 12.9" iPad Pro AppleCare Protection Plan	2	79		158	Kennedy High School
UAIPDPL 2G2EC	Urban Armor Gear Metropolis Case for iPad Pro 12.9" (2017 Cobalt)	1	80		80	Kennedy High School
APPENCIL	Apple Pencil for iPad Pro	2	99		198	Kennedy High School
UAIPDPL 2G2EM	Urban Armor Gear Metropolis Case for iPad Pro 12.9" (2017 Magma)	1	80		80	Kennedy High School
BEHPM1000	Behringer HPM-1000 All Purpose Closed Back Headphones	10	10		100	Wilby High School
SAUSD32GBA	ScanDisk 32 GB Ultra UHS-SDHC Memory Card	10	12.50		125	Wilby High School
EAHUB5S	Eartec HUB5S Mini Duplex Base 5 Person System with 5 UltraLITE Headsets	1	1,245		1,245	Wilby High School

TOTAL EQUIPMENT REQUEST: \$ 47,225. TOTAL EQUIPMENT APPROVED: \$ \_\_\_\_\_

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Approved by SDE Consultant

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Date

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Original Requested Amount

\_\_\_\_\_  
Amended Requested Amount

**Appendix B: Equipment Request Form**  
**Grant Period 2018-19**

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Grantee: Waterbury Public Schools	Address: 236 Grand Street, 1 <sup>st</sup> Floor Waterbury, CT 06702	Date Submitted:
Name of Person Completing Forms: Louise Allen Brown	Title: Grant Writer	Telephone: 203-346-3506

Check the Career Cluster for which Equipment is being requested. Check ONE Program Area only.

<input type="checkbox"/> Agriculture, Food and Natural Resources	<input type="checkbox"/> Engineering and Technology	<input type="checkbox"/> Information Technology
<input type="checkbox"/> Arts, Audio/Video Technology and Communication	<input type="checkbox"/> Finance	<input type="checkbox"/> Manufacturing
<input type="checkbox"/> Business, Management and Administration	<input type="checkbox"/> Health Sciences	<input type="checkbox"/> Marketing, Sales and Service
<input checked="" type="checkbox"/> Architecture and Construction	<input type="checkbox"/> Hospitality and Tourism	<input type="checkbox"/> Transportation, Distribution and Logistics
<input type="checkbox"/> Education and Training	<input type="checkbox"/> Human Services	

REQUEST FOR EQUIPMENT: Enter only one type of equipment on a line.

Item No.	Description	QTY	Unit Cost	Freight/Install/ Training Charge	Total Cost	Location of Equipment
10MNS0T W00	Tower Configuration 1, Lenovo M910 Mini Tower	25	819		20,475	Kennedy High School
61A6MA R3US	24" T24i   1920x1080 – VGA HDMI, DisplayPort	26	199		5,174	Kennedy High School

TOTAL EQUIPMENT REQUEST: \$ 25,649      TOTAL EQUIPMENT APPROVED: \$ \_\_\_\_\_

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Approved by SDE Consultant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Original Requested Amount

\_\_\_\_\_  
Amended Requested Amount

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**Grant Period 2018-19**

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Name of Person Completing Forms: Louise Allen Brown	Title: Grant Writer	Telephone: 203-346-3506

Check the Career Cluster for which Equipment is being requested. Check ONE Program Area only.

<input type="checkbox"/> Agriculture, Food and Natural Resources	<input checked="" type="checkbox"/> Engineering and Technology	<input type="checkbox"/> Information Technology
<input type="checkbox"/> Arts, Audio/Video Technology and Communication	<input type="checkbox"/> Finance	<input type="checkbox"/> Manufacturing
<input type="checkbox"/> Business, Management and Administration	<input type="checkbox"/> Health Sciences	<input type="checkbox"/> Marketing, Sales and Service
<input type="checkbox"/> Architecture and Construction	<input type="checkbox"/> Hospitality and Tourism	<input type="checkbox"/> Transportation, Distribution and Logistics
<input type="checkbox"/> Education and Training	<input type="checkbox"/> Human Services	

REQUEST FOR EQUIPMENT: Enter only one type of equipment on a line.

Item No.	Description	QTY	Unit Cost	Freight/Install/ Training Charge	Total Cost	Location of Equipment
N/A	CNC router, Swift 4' x 8'	1	16,595		16,595	Crosby High School
PN: 10MNS0T W00	Configuration 1, Lenovo M910 Mini Tower	5	819	200	4,095	Crosby High School

TOTAL EQUIPMENT REQUEST: \$ 20,690. TOTAL EQUIPMENT APPROVED: \$ \_\_\_\_\_

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Approved by SDE Consultant

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Date

\_\_\_\_\_  
Original Requested Amount

\_\_\_\_\_  
Amended Requested Amount

**Appendix B: Equipment Request Form**  
**Grant Period 2018-19**

1. Prepare a separate Equipment Request Form for each cluster.
2. Single component items under \$1,000 (with the exception of computers) should not be coded as equipment unless all the component items comprise a larger piece of equipment and have a useful life of one year or more. Items that do not meet the definition of equipment are to be coded as instructional supplies.

Grantee: Waterbury Public Schools	Address: 236 Grand Street, 1 <sup>st</sup> Floor Waterbury, CT 06702	Date Submitted:
Name of Person Completing Forms: Louise Allen Brown	Title: Grant Writer	Telephone: 203-346-3506

Check the Career Cluster for which Equipment is being requested. Check ONE Program Area only.

<input type="checkbox"/> Agriculture, Food and Natural Resources	<input type="checkbox"/> Engineering and Technology	<input checked="" type="checkbox"/> Information Technology
<input type="checkbox"/> Arts, Audio/Video Technology and Communication	<input type="checkbox"/> Finance	<input type="checkbox"/> Manufacturing
<input type="checkbox"/> Business, Management and Administration	<input type="checkbox"/> Health Sciences	<input type="checkbox"/> Marketing, Sales and Service
<input type="checkbox"/> Architecture and Construction	<input type="checkbox"/> Hospitality and Tourism	<input type="checkbox"/> Transportation, Distribution and Logistics
<input type="checkbox"/> Education and Training	<input type="checkbox"/> Human Services	

REQUEST FOR EQUIPMENT: Enter only one type of equipment on a line.

Item No.	Description	QTY	Unit Cost	Freight/Install/ Training Charge	Total Cost	Location of Equipment
SBID-7286	86" Interactive 4K SMART Monitor with speakers and 4 pen tray (4-user/10-touch, 30HZ HDMI.4, 60Hz HDMI2/DP)	5	7,509		37,545	Kennedy High School
IWB 680-W	MIS970 LCD Built-out Mounting Bracket	5	280		1,400	Kennedy High School
HD-HD-25PROBLK	HDMI Non-Plen Cable 25'	5	22		110	Kennedy High School
C7017T	Dell 70" Inter Monitor	1	3,250		3,250	Kennedy High School
CF378A (#BGJ)	HP Color Laser Jet pro Multifunction	5	356		1,779	Kennedy High School
101Q1S0EC 00	AIO (All-in-One) Configuration 3 Thinkcentre M700z	22	855		18,810	Wilby High School

TOTAL EQUIPMENT REQUEST: \$62,894 TOTAL EQUIPMENT APPROVED: \$ \_\_\_\_\_

\_\_\_\_\_  
Approved by SDE Consultant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Original Requested Amount

\_\_\_\_\_  
Amended Requested Amount

**Appendix B: Equipment Request Form**  
**Grant Period 2018-19**

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<input type="checkbox"/> Agriculture, Food and Natural Resources	<input type="checkbox"/> Engineering and Technology	<input type="checkbox"/> Information Technology
<input type="checkbox"/> Arts, Audio/Video Technology and Communication	<input type="checkbox"/> Finance	<input checked="" type="checkbox"/> Manufacturing
<input type="checkbox"/> Business, Management and Administration	<input type="checkbox"/> Health Sciences	<input type="checkbox"/> Marketing, Sales and Service
<input type="checkbox"/> Architecture and Construction	<input type="checkbox"/> Hospitality and Tourism	<input type="checkbox"/> Transportation, Distribution and Logistics
<input type="checkbox"/> Education and Training	<input type="checkbox"/> Human Services	

REQUEST FOR EQUIPMENT: Enter only one type of equipment on a line.

Item No.	Description	QTY	Unit Cost	Freight/Install/ Training Charge	Total Cost	Location of Equipment
89975486	Electronic Variable Speed Lathe	1	23,179		23,179	Waterbury Career Academy High School
73185232	6PC Mach PowerFD&DROS Bridgeport Mill Mach.	1	21,418		21,418	Waterbury Career Academy High School
63327712	27PC 1/16-7/8X32NDS R 8 Collet Set	1	384		384	Waterbury Career Academy High School

TOTAL EQUIPMENT REQUEST: \$ 44,981 TOTAL EQUIPMENT APPROVED: \$ \_\_\_\_\_

\_\_\_\_\_  
 Approved by SDE Consultant

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Original Requested Amount

\_\_\_\_\_  
 Amended Requested Amount

**Appendix B: Equipment Request Form**  
**Grant Period 2018-19**

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Name of Person Completing Forms: Louise Allen Brown	Title: Grant Writer	Telephone: 203-346-3506

Check the Career Cluster for which Equipment is being requested. Check ONE Program Area only.

<input type="checkbox"/> Agriculture, Food and Natural Resources	<input type="checkbox"/> Engineering and Technology	<input type="checkbox"/> Information Technology
<input type="checkbox"/> Arts, Audio/Video Technology and Communication	<input type="checkbox"/> Finance	<input type="checkbox"/> Manufacturing
<input type="checkbox"/> Business, Management and Administration	<input type="checkbox"/> Health Sciences	<input type="checkbox"/> Marketing, Sales and Service
<input type="checkbox"/> Architecture and Construction	<input type="checkbox"/> Hospitality and Tourism	<input checked="" type="checkbox"/> Transportation, Distribution and Logistics
<input type="checkbox"/> Education and Training	<input type="checkbox"/> Human Services	

REQUEST FOR EQUIPMENT: Enter only one type of equipment on a line.

Item No.	Description	QTY	Unit Cost	Freight/Install/ Training Charge	Total Cost	Location of Equipment
10Q1S0EC00	Configuration 3	1	855		855	Crosby High School
20J5S0UB00	Configuration 8	9	1,034		9,306	Crosby High School
20FJSAX00	ThinkPad T560P	1	990		990	Wilby High School
SBID-7286	86" Interactive 4K SMART Monitor with speakers and 4 pen tray (4-user/10-touch, 30HZ HDMI.4, 60Hz HDMI2/DP)	5	7,509		37,545	Wilby High School
IWB 680-W	MIS970 LCD Built-out Mounting Bracket	5	280		1,400	Wilby High School
HD-HD-25PROBLK	HDMI Non-Plen Cable 25'	5	22		110	Wilby High School

TOTAL EQUIPMENT REQUEST: \$ 50,206. TOTAL EQUIPMENT APPROVED: \$ \_\_\_\_\_

\_\_\_\_\_  
Approved by SDE Consultant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Original Requested Amount

\_\_\_\_\_  
Amended Requested Amount



**Appendix B: Equipment Request Form**  
**Grant Period 2018-19**

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Name of Person Completing Forms: Louise Allen Brown	Title: Grant Writer	Telephone: 203-346-3506

Check the Career Cluster for which Equipment is being requested. Check ONE Program Area only.

<input type="checkbox"/> Agriculture, Food and Natural Resources	<input type="checkbox"/> Engineering and Technology	<input type="checkbox"/> Information Technology
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<input type="checkbox"/> Business, Management and Administration	<input checked="" type="checkbox"/> Health Sciences	<input type="checkbox"/> Marketing, Sales and Service
<input type="checkbox"/> Architecture and Construction	<input type="checkbox"/> Hospitality and Tourism	<input type="checkbox"/> Transportation, Distribution and Logistics
<input type="checkbox"/> Education and Training	<input type="checkbox"/> Human Services	

REQUEST FOR EQUIPMENT: Enter only one type of equipment on a line.

Item No.	Description	QTY	Unit Cost	Freight/Install/ Training Charge	Total Cost	Location of Equipment
12-81-1190	Life Form Special Needs Infant – Black/Female	1	445	0	445	Waterbury Career Academy

TOTAL EQUIPMENT REQUEST: \$ 445. TOTAL EQUIPMENT APPROVED: \$ \_\_\_\_\_

\_\_\_\_\_  
Approved by SDE Consultant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Original Requested Amount

\_\_\_\_\_  
Amended Requested Amount

District Name: Waterbury  
**DRAFT 6/4/18**

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**

**Career and Technical Education (CTE)**

**Carl D. Perkins Continuous Improvement Plan  
Completion Forms  
Secondary Education  
2018-19**



**Carl D. Perkins Career and Technical Education  
Improvement Act of 2006  
Public Law 109-270**

**Due: June 29, 2018**

**RFP 116**

**Academic Office  
Connecticut State Department of Education  
450 Columbus Boulevard, Suite 603  
Hartford, CT 06103-1841**

# CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Dianna R. Wentzell**

**Commissioner of Education**

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of **race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut State and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction.** Inquiries regarding the Department of Education's nondiscrimination policies should be directed to:

Levy Gillespie  
Equal Employment Opportunity Director  
Connecticut State Department of Education  
Office of Affirmative Action  
450 Columbus Boulevard, Suite 607  
Hartford, CT 06103-1841  
860-807-2071  
[Levy.Gillespie@ct.gov](mailto:Levy.Gillespie@ct.gov)

**CARL D. PERKINS BASIC GRANT APPLICATION**  
**TABLE OF CONTENTS and CHECKLIST**

<b>CONTINUOUS IMPROVEMENT PACKET</b>		<b>Page</b>	<b>✓ Check when completed</b>
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	<b>TABLE OF CONTENTS AND CHECKLIST</b>	<b>1</b>	
<b>I.</b>	<b>GENERAL INFORMATION</b>	<b>2</b>	
<b>II.</b>	<b>COVER SHEET</b>	<b>4</b>	✓
<b>III.</b>	<b>PERKINS GRANT CONTINUOUS IMPROVEMENT PLAN SUMMARY</b>	<b>5</b>	
<b>IV.</b>	<b>QUESTIONS FOR PLANNING</b>	<b>5</b>	
<b>V.</b>	<b>SAMPLE CONTINUOUS IMPROVEMENT PLAN SUMMARY</b>	<b>6</b>	
<b>VI.</b>	<b>CONTINUOUS IMPROVEMENT PLAN SUMMARY TEMPLATE</b>	<b>8</b>	✓
<b>VII.</b>	<b>ACCOUNTABILITY</b>	<b>9</b>	✓
<b>VIII.</b>	<b>CTE ADVISORY BOARD INFORMATION CHART</b>	<b>10</b>	✓
<b>IX.</b>	<b>CTE COURSE INFORMATION CHART</b>	<b>11</b>	✓
<b>X.</b>	<b>CTE TEACHERS AND CERTIFICATION INFORMATION CHART</b>	<b>12</b>	✓
<b>XI.</b>	<b>CAREER &amp; TECHNICAL STUDENT ORGANIZATIONS (CTSOs) INFORMATION CHART</b>	<b>13</b>	✓
<b>XII.</b>	<b>SECONDARY CORE INDICATORS AND IMPROVEMENT PLAN</b> List the actual data using the information on the <a href="#">Carl D. Perkins Information page</a>	<b>14</b>	✓

## Carl D. Perkins Grant Secondary Continuous Improvement Plan

### I: GENERAL INFORMATION

Per Section 123 of the Carl D. Perkins Career and Technical Improvement Act of 2006, the state is responsible to monitor and hold accountable all grant recipients for performance on all core indicators. Section 123 requires implementation of program improvement plans which address failure of eligible agencies to meet the state adjusted performance levels of any of the core indicators of performance. To continue funding for FY 2018-19, each district is required to complete a Continuous Improvement Plan (CIP) for the improvement of career and technical education programs and the core indicators where performance levels for 2017-18 were **not** met. If the local recipient fails to meet at least 90 percent of an agreed upon performance level for any of the core indicators of performance, it will have to develop and implement a program improvement plan in consultation with the State and others during the first succeeding program year. The State may, after an opportunity for a hearing, withhold all or part of a local recipient's funding if the local meets any one of the three criteria below:

- fails to implement the required improvement plan;
- makes no improvement in meeting of the agreed upon performance levels within one year of implementing the improvement plan; or
- fails to meet at least 90 percent of an agreed upon level of performance for the same performance indicator three years in a row.

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 is awaiting federal reauthorization. In the meantime, the federal government will continue to provide funds under a Continuing Resolution for eligible recipients that continue to meet the nine requirements of Sec. 134 (b) below:

1. Strengthen the academic and career and technical skills of students participating in CTE programs through integration of academics with CTE programs.
2. Link CTE at the secondary and the postsecondary level, including by offering the relevant elements of not less than one program of study.
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.
5. Provide in-service and preservice professional development to teachers, faculty, administrators and career guidance and academic counselors who are involved in integrated CTE programs.
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.
8. Provide services and activities that are sufficient size, scope and quality to be effective.
9. Provide activities to prepare special populations including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.

**Sec. 311 (a) Supplement not Supplant** - Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-federal funds expended to carry out career and technical education activities and College Career Program activities.

The CIP Summary should provide details for a comprehensive plan that describes how the high school will use Perkins funds to improve career and technical education (CTE) programs. The funds must be targeted to specific, measurable goals and objectives for the systemic improvement of student achievement and improvement of CTE programs.

Summary should articulate how the funds will be used to:

- promote accountability and program improvement at all levels;
- create stronger integration of academic and career technical teaching and learning;
- increase alignment of secondary and postsecondary education;
- strengthen links to postsecondary education, business and industry;
- improve computer and technology skills across all CTE program areas;
- promote preparation for non-traditional fields;
- make available information about postsecondary CTE programs of study;
- provide awareness of careers associated with all CTE program areas;
- use the CTE Advisory Board to guide and improve the relevance of all CTE programs; and
- ensure that all CTE programs provide students with the skills needed to succeed in high-skill, high-wage, or high-demand occupations.

Each district, including each member of a consortium must submit the CIP, ED 114, and budget narrative, ***irrespective of means of transmittal or postmark date by Friday, June 29, 2018.***

Proposals submitted become the property of the Connecticut State Department of Education and a part of the public domain. **One original** and **one copy** of all sections of the grant with **original signatures**, including the ED 114 and budget narrative, must be mailed to **Suzanne Alicea** at the address below.

**Mailing Address**

Suzanne Alicea  
Connecticut State Department of Education  
Academic Office, Suite 603  
P.O. Box 2219  
Hartford, CT 06145-2219

**Carl D. Perkins Grant Secondary**

**Continuous Improvement Plan**

**II: COVER SHEET**

<b>Grantee (School District):</b> <b>Waterbury</b>	
<b>Contact Name:</b> Louise Allen Brown, J.D., M.P.A., WPS Grant Writer	
<b>Contact Address (include Street, Town and Zip Code):</b>  Waterbury Public Schools 236 Grant Street, Room 120 Waterbury, CT 06702	
<b>Contact E-mail:</b> <a href="mailto:lbrown@waterbury.k12.ct.us">lbrown@waterbury.k12.ct.us</a>	<b>Contact Phone Number:</b> 203-346-3506

**Continuous Improvement Team (\*identify district team leader)**

<b>Administrators</b>	Darren Schwartz, Chief Academic Officer, Waterbury Public Schools Paul Whyte, Instructional Leadership Director, Waterbury Public Schools *John Reed, Supervisor of Science and Technology Education, Perkins Administrator , Waterbury Public Schools Louise Allen Brown, Grant Writer, Waterbury Public Schools Jade L. Gopie, Principal, Crosby High School Robert Johnston, Principal, Kennedy High School Dr. Louis Padua, Principal, Waterbury Career Academy Carey Edwards, Principal, Wilby High School
<b>Teachers (Include Career Cluster or CTE program area)</b>	Crosby High School- Diane Forte (Business Dept.), Kirk Palladino (FCS), Paul Gwiadowski (Tech Ed. Dept. Chair) Kennedy High School- Pamela O'Connor (Allied Health), Jeff Lucian (Business Dept. Chair), Don Mancuso (Tech Ed. Dept. Chair) Waterbury Career Academy High School- Linda Richard (Allied Health), Elaine Diaz (FCS), Jose Ferreira (Infor. Tech.), Kenneth Sirois (Manufacturing) Wilby High School- Lynn Palleria (Business Dept. Chair), Jeremy Rubock (Tech Ed. Dept. Chair), Anita Watkins (Teacher/CTE Test Admin.)
<b>School Counselors</b>	Crosby High School- Lynn Cocco Kennedy High School- Tagrid Mikael Waterbury Career Academy High School- Nyree Toucet Wilby High School- David Basile
<b>Other (community, business/industry members)</b>	David Krechevski, Waterbury Regional Chamber of Commerce Joseph DeFeo, Advanced Manufacturing, Naugatuck Valley Community College Richard Dupont, Resource Development Associates, Manufacturing, Energy Angela Holmes, Community Outreach Coordinator, Summer Bridge Director, Waterbury Hospital

## Carl D. Perkins Grant Secondary Continuous Improvement Plan

### III: PERKINS GRANT CONTINUOUS IMPROVEMENT PLAN SUMMARY

Please provide a summary in the grid on page 8 of your district's plan for career & technical education improvement in 2018-19, including the use of Perkins grant funds. Plans must target funds to:

- address specific strategies for improvement;
- address low core indicator performance levels; and
- assure that the program is such size, scope, and quality to improve the quality of career and technical education.

### IV: QUESTIONS FOR PLANNING

**Effective planning for program improvement and allocation of funds includes a critical review of all CTE programs and should be performed with input from all career and technical education staff from the district, consortium or college, and other key partners. Funds should be targeted to specific program improvements and are not meant to supplement all CTE program areas every year or the same programs every year.**

1. Program Improvement - Does our district have a systematic process that brings together the entire CTE department and other key partners to identify and target funds to improve quality CTE programs? If not, how will we change the process this year?

Note: Funding shall not be for a random wish list of isolated, unmeasurable expenditures or activities that are unrelated to program improvement goals.

2. Core Indicators - How will we utilize funds to improve core indicator performance levels for 2018-19?
3. Advisory Boards - How can we better engage our CTE advisory board to assist in establishment, improvement and evaluation of our CTE programs?
4. Programs of Study (POS)/ Career Pathways - What POS do we have that link CTE at the secondary and postsecondary level? What additional POS/career pathways will we add to offer students more exposure to careers and college?
5. Work-Based Learning Experiences - What opportunities do we provide to help students gain strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences?
6. Assessments - How will we utilize funds to develop and implement evaluations of the CTE programs including an assessment of how the needs of special populations are being met?
7. Labor Needs - What activities does our district provide to prepare students who are enrolled in CTE programs, for high-skill, high-wage, or high-demand occupations? How can funds be targeted to address those needs?
8. Professional Development - Can our professional development and staff/student travel be targeted to measurable program and student improvement?



### V: SAMPLE CONTINUOUS IMPROVEMENT PLAN SUMMARY

2018-19 Program Improvement Goals	Targeted CTE Area(s) or Pathways for this Goal	Improvement Goal Steps	How will funding support Improvement Goal Steps?	How will this improve the CTE program?
Develop new career pathway	Technology Education (TE)	<p>Develop two new courses as part of a new Transportation Pathway</p> <p>We will establish a new Automotive Advisory Committee that meets quarterly to advise on development of new auto program, provide input on curriculum and provide internship opportunities for students.</p> <p>Courses are listed in 2019-20 Program of Studies and offered for 2019-20 school year</p> <p>In spring 2019, students are scheduled into new classes for fall 2019 and spring 2020</p>	<p>Curriculum Development for Automotive 1 and Automotive 2</p> <p>Spring General Motors (GM) Training for TE teacher</p>	<p>Automotive industry occupations are expected to increase by 4%. This pathway provides our students another route to be successful in their future.</p> <p>Establishing an advisory board with industry representative will help ensure that our students are being taught the current industry standards with industry equivalent equipment.</p> <p>Internships will allow students to gain the skill and knowledge in an actual automotive business.</p> <p>Providing industry professional development to the instructor will ensure that the instructor is prepared to provide quality, industry based instruction.</p>
Core Indicator Performance: Increase Technical Skill Attainment.	Family and Consumer Sciences and Business Education	<p>Develop Culinary and Accounting resources- lessons and activities to increase technical skill of students</p> <p>Update to state-of-the-art culinary equipment</p> <p>Curriculum revision completed and incorporated into lessons for 2018-19</p>	<p>Curriculum Revision to incorporate strategies improving student technical skill scores in Culinary &amp; Food Production and Accounting</p> <p>Stipends to develop accounting resources</p> <p>Culinary equipment to meet industry needs</p>	<p>By improving lessons and activities for technical skills, our students will be given the knowledge and ability to go directly into the workforce or postsecondary educational opportunities.</p> <p>The new culinary equipment will simulate and duplicate what is being used by the industry. Our students will be learning on the same, or very similar equipment as used in culinary establishments.</p>

2018-19 Program Improvement Goals	Targeted CTE Area(s) or Pathways for this Goal	Improvement Goal Steps	How will funding support Improvement Goal Steps?	How will this improve the CTE program?
Strengthen Program of Study/Career Pathways for College Career Pathways (CCP) by having more courses articulated with the community college.	Early Childhood Education Hospitality and Tourism	<p>Increase course sequences in two pathways because we only have one articulated course in each of our Early Childhood Education and Hospitality CCP programs with our two high schools</p> <p>Meetings held with Early Childhood and Culinary secondary and postsecondary faculty</p> <p>Meetings with the community college will be held to decide what material texts, supplies and equipment will be needed for courses to be articulated</p> <p>Signed articulation agreements</p>	<p>Curriculum development/alignment with Early Childhood Education and Hospitality CCP high school and college faculty-Stipends Substitute pay Travel to meetings</p> <p>Textbooks Supplies and state-of-the-art equipment for both pathways</p>	<p>Providing articulated courses allows our students to gain college credit while still in high school. These types of course help eliminate barriers students may have as related to traveling to the college for courses and the lack of funding to pay tuition. Many of our students will be the first in their family to receive college credit.</p> <p>Articulating the courses to the college curriculum ensures that we are providing students with rigorous, industry related instruction.</p>
Increase involvement with our Career and Technical Education Advisory Committee	All CTE Program Areas	<p>Increase advisory board to include members more members that represent industry.</p> <p>Plan at least 2 meetings per year with goals and outcomes</p> <p>Invite advisory board members to present at high school Career Day</p>	No funds needed	<p>Advisory committees are important in order that the CTE staff may be kept abreast of changes within industry.</p> <p>Advisory board members also provide students with internships, job shadows.</p>

## VI: WATERBURY CONTINUOUS IMPROVEMENT PLAN SUMMARY TEMPLATE

2018-19 Program Improvement Goals	Targeted CTE Area(s) or Pathways for this Goal	Improvement Goal Steps	How will funding support Improvement Goal Steps?	How will this improve the CTE program?
Increase our input from the CTE Advisory Board	All CTE Areas and Pathways	Our CTE Advisory Board now has greater representation from the local community and area businesses than in previous years. We will continue to expand representation to include more community groups in 2018-19.	No funds needed.	The CTE Advisory Board members will make recommendations concerning course offerings, community involvement including internships, and technology and equipment upgrades needed to keep pace with Industry standards.
Curriculum improvements to reflect national standards	All CTE areas	Teachers will meet by CTE discipline to identify areas where curriculum improvements are needed to meet national standards. Up until this year curriculum improvements focused on the 2015 CTE Performance Standards and Competencies.	Perkins funding will be used to cover CTE teacher hourly rates for teachers participating in professional development pertaining to national standards and State frameworks and aligning curriculum to same.	Curricula in all CTE areas will be modified and improved to meet applicable national standards.
Incorporate emerging technologies to increase student engagement and career opportunities.	Audio Visual Tech and Film/Technology Education	Drones, cameras, and related equipment will be purchased for one high school ( Kennedy) to introduce students to aerial photography.	Perkins funding will be used to purchase the drones, cameras, and related equipment.	The introduction of aerial photography will serve as a pilot program with the goal of expanding the program to all Waterbury CTE high schools.

Upgrade course offerings and teaching practices to increase student enrollment and career opportunities	Business Management/Business and Finance Technology Education	Teachers and students will attend conferences related to our new Sports and Entertainment Marketing class and Fashion Marketing class.	Perkins funding will provide student transportation to Sports Business Day, the New York City Fashion Center, and other sports or fashion-related destinations.	Students and teachers will gain the latest real-world information in these engaging fields, and network with professionals and fellow students from around the region.
Increase student opportunities to earn certifications, to improve job opportunities upon graduation	Automotive Technology/Advanced Automotive Technology	Continue to upgrade auto shop equipment and encourage students to obtain certifications such as ASE air conditioning and on-the-car brake lathe operation. Provide a second lift at Kennedy High School to increase access to hands-on repair experience.	Perkins funding will supply equipment, computer software and hardware, as well as a new lift (at Kennedy High School).	Students will have improved access to industry standard tools and software, and the opportunity to earn certifications that enhance job prospects for those entering the workforce after high school. These improvements will also draw more students into these popular classes, increasing our numbers of concentrators and completers.
Provide students with state of the art engineering/manufacturing technology	Engineering Technology, Manufacturing	<p>Students can acquire experience with numeric controls and manipulate materials using the x, y, and z axis, as specified in the engineering technology content standards.</p> <p>Students can also gain skills with production skill sets, measurement inspection, and testing and analysis of manufacturing products.</p>	<p>Perkins funds will be used to purchase a Swift 4' by 8' CNC Router.</p> <p>Perkins funds will also be used to purchase an electronic variable speed lathe.</p>	Students will gain firsthand experience with state of the art manufacturing equipment. The interest and engagement generated will also help increase numbers of concentrators and completers in our engineering classes.

**VI: CONTINUOUS IMPROVEMENT PLAN SUMMARY TEMPLATE**

2018-19 Program Improvement Goals	Targeted CTE Area(s) or Pathways for this Goal	Improvement Goal Steps	How will funding support Improvement Goal Steps?	How will this improve the CTE program?
B	L	A	N	K

## VII: Accountability

**Section 113 (2)** State Performance Measures, (ii) Technical Skill Attainment and (iv) Graduation Rates. In the space below please provide a description of strategies that include activities and lessons that will lead to more students meeting the state goals for technical skill attainment and graduation rate.

### Technical Skill Attainment:

The following are Waterbury CTE program strategies/activities/lessons that will lead to more students meeting the state goals for technical skill attainment:

- District CTE teachers have focused recently on teaching CTE competencies; going forward they will participate in Professional Development in out-of school time related to National Standards and State Frameworks for the CTE areas to focus instruction and learning on same. Teachers will translate standards and frameworks into activities and lessons; and they will develop or adapt student performance tasks and assessments to be used to demonstrate relevant skill attainment.
- Popular automotive technology classes at Crosby, Kennedy, and Wilby are continuing to receive industry standard equipment that allows students to develop real world working skills, and pursue new certifications that enhance job prospects. Students mastering the AC recovery and recycling machine, purchased with Perkins funds, can qualify for ASE air conditioning certification. Working with the new brake lathes allows students to earn the on-the-car brake lathe certification. Both certifications greatly enhance student job prospects after high school. The planned installation of a new lift at Kennedy will enable more students to take part in advanced, hands on auto inspection and repair.
- Industry standard equipment in the culinary program will also facilitate essential student skill attainment. The culinary program includes a Servsafe class which is a food and beverage safety training and certification program administered by the National Restaurant Association. This certification is required by most restaurants as a basic credential for their management staff.
- Through Perkins funding the district has added the Sports and Entertainment Marketing class to the business departments at Crosby, Kennedy, and Wilby High schools. Students will have the opportunity to develop skills and knowledge in this highly engaging, relevant field.
- The Allied Health program at the Waterbury Career Academy continues to expand its course offerings and attract increasing numbers of students. Recent additions include the Pharmacy Technical course that provides internships at local pharmacies and prepares students for national certification through the Pharmacy Technician Certification Board.
- Planned for 2018-19 is video production at Kennedy High School with drones and sophisticated aerial photography equipment, a first for Waterbury. These Perkins-funded additions will allow students to develop skills in this rapidly expanding field. The Kennedy program will also serve as a pilot for including drones in video production classes at other schools, and in other courses such as engineering technology.
- At Waterbury Career Academy, the district will continue it's partnership with Naugatuck Valley Community College to provide College and Career Pathways courses through the manufacturing program. Crosby tech ed students will continue to go to NVCC for 2 class periods each day to participate in advanced manufacturing courses.

### Graduation Rate:

- Waterbury CTE programs are designed to promote individualized learning. Built-in scaffolds are in place to help teachers differentiate the content, process, or product of essential learning experiences tied to the curriculum in order to enable all students to meet the core indicator performance levels. In many courses, students are able to work at their own pace, conferencing with teachers and receiving feedback on their work in order to propel them to improve their skills and gain content knowledge, leading to graduation.
- To prepare students for graduation and college or the workplace beyond, Waterbury CTE courses provide students with experiences and activities that prepare them for high skill, high wage, and/or high demand occupations in Connecticut. All of the CTE programs provide real-world experiences geared toward not only exposing students to these occupations as a motivating factor for students to graduate, but also building students' skills so they do graduate and can become productive members of the workforce upon graduation.

### VIII: CTE ADVISORY BOARD INFORMATION CHART

Name of Advisory Committee Member	Organization/Agency Member Represents  *Indicate if parent or student	Career and Technical Area Represented by This Member
Angela Holmes	Waterbury Hospital	Nursing, Career Development
Anita Watkins	Wilby High School	Family Consumer Science
Cathy Awwad	BOE, Northwest Regional Workforce Investment Board	Education, Manufacturing
Darren Schwartz	CAO, Waterbury Public Schools	Education
David Krechevsky	Waterbury Regional Chamber of Commerce	Business Development
Diane Forte	Crosby High School	Business
John Reed	District Tech Ed Supervisor, Perkins Coordinator	Education
Joseph Defeo	Naugatuck Valley Community College	Advanced Manufacturing
Juanita Hernandez	Waterbury Board of Education	Education
Katherine Bunko	Wallace Middle School	Business
Linda Richard	Waterbury Career Academy	Allied Health
Paul Gwiazdoski	Crosby High School	Tech Ed Department Chair
Paul Whyte	High School Instructional Leadership Director	Education
Richard DuPont	Resource Development Associates	Manufacturing, Energy

Dates 2017-18 Advisory Committee Meetings were Held and Focus/Topics	Meeting Dates Scheduled for 2018-19 and Focus/Topics
April 9, 2018 – Concerns of interest groups	September 2018 – Priority areas, new curriculum
April 27, 2018 – Identify areas to strengthen	December 2018 – Curriculum priorities, Perkins priority areas
May 14, 2018 - Course offerings and new directions	March 2019 – Perkins priorities to strengthen CTE
	May 2019 – Progress to date – next steps

**In what ways does your advisory board assist in the establishment, operation and evaluation of your CTE programs?**

Our very engaged CTE Advisory Board is reviewing our curriculum, relationship to the Waterbury business community, technology needs, and priorities for our Perkins funding. We expect concrete suggestions from the Board to update our CTE program, to strengthen our ties to the community including parent involvement and student internship programs, and to identify equipment needed to keep up with industry standards.

**If more than one CTE advisory board is active, then please fill out additional copies of this page.**

Not Applicable

### IX: CTE COURSE INFORMATION CHART

1. Please list all Career & Technical Education courses offered in your district by secondary school – complete a separate form for each school.
2. List each Cluster and/or Area of Concentration, with all associated courses for that area listed.
3. Enrollment should be a total of all students in each course and is a total of enrollment in all sections of that course.

Courses should not be combined if they are separate titles, i.e., CAD1 and CAD2 should not be listed simply as “CAD.”

Name of Secondary School: CROSBY HIGH SCHOOL		
<b>Career Cluster/Area of Concentration Alignment</b> For all CTE courses (if applicable) specify the Area of Concentration to which the course is aligned that includes the instructions of the 2015 CT Performance Standards and Competencies	<b>Title of CTE Course</b>	<b>2017-18 Enrollment</b> What was the total enrollment for this course? (Count by <u>course</u> , i.e., total combined enrollment of all sections.)
Business, Management, and Administration	Accounting 1	16
Business, Management, and Administration	Personal Finance	16
Computer Information Systems	Computer Apps I	115
Computer Information Systems	Computer Apps II	115
Human Services	Sports and Entertainment Marketing	35
Marketing, Sales, and Service	Fashion Marketing	35
Business, Management, and Administration	Business Management	22
Arts, Audio/Video Technology, and Communications	Graphic Communications	30
Arts, Audio/Video Technology, and Communications	Advanced Graphic Communications	9
Architecture and Construction	Mechanical CADD 1	60
Architecture and Construction	Mechanical CADD 2	0
Architecture and Construction	Architectural CADD 1	0
Architecture and Construction	Architectural CADD 2	0
Science, Technology, Engineering, and Mathematics (STEM)	Robotics	100



<b>CROSBY HIGH SCHOOL</b>	<b>CIP IX, continued</b>	
Arts, Audio/Video Technology, and Communications	Video Production 1	45
Arts, Audio/Video Technology, and Communications	Video Production 2	7
Transportation, Distribution, and Logistics	Auto Tech 1	44
Transportation, Distribution, and Logistics	Auto Tech 2	9
Transportation, Distribution, and Logistics	Advanced Auto Tech	3
Transportation, Distribution, and Logistics	Principles of Engineering	7
Transportation, Distribution, and Logistics	Computer Tech 1	23
Transportation, Distribution, and Logistics	Electronics	22
Transportation, Distribution, and Logistics	Digital Electronics	25
Transportation, Distribution, and Logistics	Engineering Design	51
Architecture and Construction	Construction 1	48
Architecture and Construction	Construction 2	12
Architecture and Construction	Advanced Construction	12
Human Services	Child Development 1	60
Human Services	Child Development 2	15
Marketing, Sales, and Service	Clothing 1	40
Marketing, Sales, and Service	Clothing 2	3
Hospitality and Tourism	Foods 1	180
Hospitality and Tourism	Foods 2	10
Hospitality and Tourism	Advanced Foods	5
Hospitality and Tourism	Advanced Foods 2	3
Hospitality and Tourism	ServSafe	10
Hospitality and Tourism	Culinary 1	60
Hospitality and Tourism	Culinary 2	7

<b>CROSBY HIGH SCHOOL</b>	<b>CIP IX, continued</b>	
Hospitality and Tourism	Culinary 2 NVCC	5
Hospitality and Tourism	Intro to Hospitality	0

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### IX: CTE COURSE INFORMATION CHART

1. Please list all Career & Technical Education courses offered in your district by secondary school – complete a separate form for each school.
2. List each Cluster and/or Area of Concentration, with all associated courses for that area listed.
3. Enrollment should be a total of all students in each course and is a total of enrollment in all sections of that course.

Courses should not be combined if they are separate titles, i.e., CAD1 and CAD2 should not be listed simply as “CAD.”

Name of Secondary School: <b>KENNEDY HIGH SCHOOL</b>		
<b>Career Cluster/Area of Concentration Alignment</b> For all CTE courses (if applicable) specify the Area of Concentration to which the course is aligned that includes the instructions of the competencies of the 2015 CT Performance Standards and Competencies	<b>Title of CTE Course</b>	<b>2017-18 Enrollment</b> What was the total enrollment for this course? (Count by <u>course</u> , i.e., total combined enrollment of all sections.)
Arts, Audio/Video Technology, and Communications	Video Production 1	64
	Video Production 2	5
	Electronics 1	40
	Graphic Communication 1	93
	Graphic Communication 2	16
Business, Management, and Administration	Accounting 1	16
Business, Management, and Administration	Business Management 1	44
	Introduction to Business	20
Architecture and Construction	Mechanical CAD 1	35
	Mechanical CAD 2	6
	Architectural CAD 1	56
	Architectural CAD 2	21
Architecture and Construction	Construction 1	78
	Construction 2	17
Human Services	Child Development 1	145
	Child Development 2	17
	Early Childhood Education 1	68
Business, Management, and Administration	Personal Finance	61

<b>Kennedy</b>	<b>CIP IX, continued</b>	
Health Sciences	Allied Health 2	11
Health Sciences	Allied Health 1	14
Marketing, Sales, and Service	Principles of Marketing	23
	Sports & Entertainment Marketing	20
	Fashion Marketing	20
Information Technology	Computer Applications 1	299
	Computer Applications 2	299
	Computer Information Systems	20
Transportation, Distribution, and Logistics	Automotive Technology 1	88
	Automotive Technology 2	19
Marketing, Sales, and Service	Clothing 1	53
	Clothing 2	12
	Fashion Design	7

### IX: CTE COURSE INFORMATION CHART

1. Please list all Career & Technical Education courses offered in your district by secondary school – complete a separate form for each school.
2. List each Cluster and/or Area of Concentration, with all associated courses for that area listed.
3. Enrollment should be a total of all students in each course and is a total of enrollment in all sections of that course.

Courses should not be combined if they are separate titles, i.e., CAD1 and CAD2 should not be listed simply as “CAD.”

Name of Secondary School: <b>WATERBURY CAREER ACADEMY</b>		
<b>Career Cluster/Area of Concentration Alignment</b> For all CTE courses (if applicable) specify the Area of Concentration to which the course is aligned that includes the instructions of the competencies of the 2015 CT Performance Standards and Competencies	<b>Title of CTE Course</b>	<b>2017-18 Enrollment</b> What was the total enrollment for this course? (Count by <u>course</u> , i.e., total combined enrollment of all sections.)
Information Technology	Info Tech Exploratory	46
	Prog. Micro Controller I	40
	Prog. Micro Controller II	32
	Electronics I	26
	Electronics II	30
	IT Essentials Cisco I	2
	IT Essentials Cisco II	35
	AP Computer Science	16
	Electronics I	26
	Electronics II	30
Science, Technology, Engineering, and Mathematics (STEM)	Intro to Engineering Design	59
Business, Management, and Administration	Intro to Business NVCC	24
	Microsoft Word	126
	Microsoft Multimedia	126
Marketing, Sales, and Service	Marketing I NVCC	11
Health Sciences	Health Exploratory	47
	Foundations of Health Science & Technology	76
		59



### IX: CTE COURSE INFORMATION CHART

1. Please list all Career & Technical Education courses offered in your district by secondary school – complete a separate form for each school.
2. List each Cluster and/or Area of Concentration, with all associated courses for that area listed.
3. Enrollment should be a total of all students in each course and is a total of enrollment in all sections of that course.

Courses should not be combined if they are separate titles, i.e., CAD1 and CAD2 should not be listed simply as “CAD.”

Name of Secondary School: <b>WILBY HIGH SCHOOL</b>		
<b>Career Cluster/Area of Concentration Alignment</b> For all CTE courses (if applicable) specify the Area of Concentration to which the course is aligned that includes the instructions of the 2015 CT Performance Standards and Competencies	<b>Title of CTE Course</b>	<b>2017-18 Enrollment</b> What was the total enrollment for this course? (Count by <u>course</u> , i.e., total combined enrollment of all sections.)
Transportation, Distribution, and Logistics	Advanced Automotive	5
	Automotive Technology	87
Business, Management, and Administration	Business Management	21
Health Sciences	Allied Health I	16
	Allied Health II	16
Information Technology	Intro to Technology I	234
	Intro to Technology II	232
	Keyboarding	12
Architecture and Construction	Electronics	23
	Graphic Technology I	19
	Graphic Technology II	23
	Mechanical CAD I	46
	Yearbook Production	12
Hospitality and Tourism	Culinary I	9
	Culinary II (NVCC)	18
Human Services	Child Development I	45
	Child Development II	21
Marketing, Sales, and Service	Marketing I	22
Hospitality and Tourism	Foods I	97

	Foods II	28
Finance	Personal Finance	41
Marketing, Sales, and Service	Clothing I	59
	Clothing II	39
Arts, Audio/Video Technology, and Communications	Video Production	74
Architecture and Construction	Construction Exploratory	59

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### X: CTE TEACHERS AND CERTIFICATION INFORMATION CHART

Please list all CTE teachers for all CTE courses offered in your school district by school. Include each CTE teacher's certification number and e-mail address. Create a separate chart for each school.

<b>Name of Secondary School: CROSBY HIGH SCHOOL</b>			
<b>Name of CTE Teacher</b>	<b>CT Certification Endorsement number(s)</b>	<b>CTE Courses Taught</b>	<b>Teacher E-mail</b>
Forte, Diane	010, 013	Computer Applications I & II, Accounting I, Personal Finance	<a href="mailto:dforte@waterbury.k12.ct.us">dforte@waterbury.k12.ct.us</a>
Ieronimo, Catherine	010, 089	Computer Applications I & II, Business Management I, Sports & Entertainment Marketing/Fashion Design Marketing	<a href="mailto:cieronimo@waterbury.k12.ct.us">cieronimo@waterbury.k12.ct.us</a>
Paul Gwiazdoski	047, 092	Graphic Comm. / CADD / Adv. Graphic Comm.	<a href="mailto:pgwiazdoski@waterbury.k12.ct.us">pgwiazdoski@waterbury.k12.ct.us</a>
John Alfredson	047	Video Production 1, 2	<a href="mailto:jalfordson@waterbury.k12.ct.us">jalfordson@waterbury.k12.ct.us</a>
Robert Stevens	047	Auto Tech 1, 2 / Adv. Auto Tech / Robotics	<a href="mailto:rstevens@waterbury.k12.ct.us">rstevens@waterbury.k12.ct.us</a>
David Jurewicz	047, 092	Robotics / Engineering Design / Principles of Engineer	<a href="mailto:djurewicz@waterbury.k12.ct.us">djurewicz@waterbury.k12.ct.us</a>
Kevin Buda	047	Robotics / Electronics 1 / Digital Electronics / Computer Tech 1	<a href="mailto:kbuda@waterbury.k12.ct.us">kbuda@waterbury.k12.ct.us</a>
Kevin Sudell	Long-term Sub, certification pending-- No Perkins funding	Construction 1, 2 / Advanced Construction	<a href="mailto:ksudell@waterbury.k12.ct.us">ksudell@waterbury.k12.ct.us</a>
Jeanne Bissonnette	047	Robotics / CADD	<a href="mailto:jbissonnette@waterbury.k12.ct.us">jbissonnette@waterbury.k12.ct.us</a>
Kirk Palladino	090, 098	ServSafe / NVCC Culinary / Culinary 1,	<a href="mailto:kpalladino@waterbury.k12.ct.us">kpalladino@waterbury.k12.ct.us</a>

		2 / Intro to Hospitality	
Sandra Hind	045, 165	Foods 1	<a href="mailto:shind@waterbury.k12.ct.us">shind@waterbury.k12.ct.us</a>
Leah Smith	045	Advanced Clothing / Clothing 1 / Childhood Development 1, 2	<a href="mailto:lp ygatt@waterbury.k12.ct.us">lp ygatt@waterbury.k12.ct.us</a>
Michele Lucas	045	Foods 1, 2 / Advanced Food 1, 2	<a href="mailto:mlucas@waterbury.k12.ct.us">mlucas@waterbury.k12.ct.us</a>

### X: CTE TEACHERS AND CERTIFICATION INFORMATION CHART

Please list all CTE teachers for all CTE courses offered in your school district by school. Include each CTE teacher's certification number and e-mail address. Create a separate chart for each school.

<b>Name of Secondary School: KENNEDY HIGH SCHOOL</b>			
<b>Name of CTE Teacher</b>	<b>CT Certification Endorsement number(s)</b>	<b>CTE Courses Taught</b>	<b>Teacher E-mail</b>
Linda Micelli	103	Allied Health 1	<a href="mailto:lmicelli@waterbury.k12.ct.us">lmicelli@waterbury.k12.ct.us</a>
Pamela O'Connor	103	Allied Health 2	<a href="mailto:poconnor@waterbury.k12.ct.us">poconnor@waterbury.k12.ct.us</a>
Jeffrey Lucian	010	Computer Applications 1, Computer Applications 2, Computer Information Systems	<a href="mailto:jlucian@waterbury.k12.ct.us">jlucian@waterbury.k12.ct.us</a>
Richard Burns	010	Computer Applications 1, Computer Applications 2, Personal Finance	<a href="mailto:rburns@waterbury.k12.ct.us">rburns@waterbury.k12.ct.us</a>
Pedro Dos Santos	010	Computer Applications 1, Computer Applications 2, Business Management 1, Sports & Entertainment Marketing, Fashion Marketing	<a href="mailto:pdossantos@waterbury.k12.ct.us">pdossantos@waterbury.k12.ct.us</a>
Robert McGrath	010	Computer Applications 1, Computer Applications 2, Principles of Marketing, Introduction to Business	<a href="mailto:rmcgrath@waterbury.k12.ct.us">rmcgrath@waterbury.k12.ct.us</a>
Jeanne Sasso	010	Computer Applications 1, Computer Applications 2, Accounting 1	<a href="mailto:jsasso@waterbury.k12.ct.us">jsasso@waterbury.k12.ct.us</a>
Barbara Balnis	Long-term Sub-- No Perkins funding	Clothing 1, Clothing 2, Fashion Design, Child Development 1	<a href="mailto:bbalnis@waterbury.k12.ct.us">bbalnis@waterbury.k12.ct.us</a>
Paula DeSantis	045	Early Childhood Education, Child Development 1	<a href="mailto:pdesantis@waterbury.k12.ct.us">pdesantis@waterbury.k12.ct.us</a>
Cassandra Fann-Pierce	045	Child Development 1, Child	<a href="mailto:cfannpierce@waterbury.k12.ct.us">cfannpierce@waterbury.k12.ct.us</a>

		Development 2	
Don Mancuso	047	Architectural CAD 1, Architectural CAD 2, Mechanical CAD 1, Mechanical CAD 2	dmancuso@waterbury.k12.ct.us
Michael Conway	047	Graphic Communication 1, Electronics 1, Construction 1	mconway@waterbury.k12.ct.us
Kevin Danaher	047	Construction 1, Construction 2	kdanaher@waterbury.k12.ct.us
Dante DiMaio	047, 010	Graphic Communication 1, Mechanical CAD 1	ddimaio@waterbury.k12.ct.us
Gina Pisani-Loomis	098	Video Production 1, Video Production 2, Graphic Communication 2	gpisani-loomis@waterbury.k12.ct.us
Christopher Saraceno	098	Automotive Technology 1, Automotive Technology 2	csaraceno@waterbury.k12.ct.us

### X: CTE TEACHERS AND CERTIFICATION INFORMATION CHART

Please list all CTE teachers for all CTE courses offered in your school district by school. Include each CTE teacher's certification number and e-mail address. Create a separate chart for each school.

<b>Name of Secondary School: WATERBURY CAREER ACADEMY</b>			
<b>Name of CTE Teacher</b>	<b>CT Certification Endorsement number(s)</b>	<b>CTE Courses Taught</b>	<b>Teacher E-mail</b>
Lisa Durkin	103, 108, 109	Foundations of Health Science, Health Exploratory	<a href="mailto:ldurkin@waterbury.k12.ct.us">ldurkin@waterbury.k12.ct.us</a>
Christine Holley	103, 030	Foundations of Health Science, Health Exploratory, Medical Terminology UCONN	<a href="mailto:cholley@waterbury.k12.ct.us">cholley@waterbury.k12.ct.us</a>
Kathleen Plunkett	103	Physical Therapy Aide, Medical Assistant	<a href="mailto:kplunkett@waterbury.k12.ct.us">kplunkett@waterbury.k12.ct.us</a>
Linda Richard	103, 108, 109	Medical Assistant, Nurse Assistant, Pharmacy Technician, Medical Terminology UCONN	<a href="mailto:lrichard@waterbury.k12.ct.us">lrichard@waterbury.k12.ct.us</a>
Elaine Diaz	113, 045	Ind & Family Development UCONN, Exceptional Child/Para Pro, Child Development II	<a href="mailto:ediaz@waterbury.k12.ct.us">ediaz@waterbury.k12.ct.us</a>
Kaitlin Garcia	045	Child Development, Human Relations, Human Services Exploratory	<a href="mailto:kgarcia@waterbury.k12.ct.us">kgarcia@waterbury.k12.ct.us</a>
Robbin Pierz	045	Child Development I, Internship, Human Relations	<a href="mailto:rpierz@waterbury.k12.ct.us">rpierz@waterbury.k12.ct.us</a>
Jose Ferreira	047	Electronics I & II, IT Essentials I & II, IT Essentials Cisco	<a href="mailto:jferreira@waterbury.k12.ct.us">jferreira@waterbury.k12.ct.us</a>
Alyssa Generali	010	Info Tech Exploratory, Computer Apps I & II, Intro to Business NVCC	<a href="mailto:agenerali@waterbury.k12.ct.us">agenerali@waterbury.k12.ct.us</a>

Kendra O'Brien	010, 089	Computer Apps I & II, Intro to Technology I	<a href="mailto:kobrien@waterbury.k12.ct.us">kobrien@waterbury.k12.ct.us</a>
Kay Ann Hewell-Walker	047, 165	Info Tech Exploratory, IT Essentials I & II Cisco, Engineering Design	<a href="mailto:khewellwalker@waterbury.k12.ct.us">khewellwalker@waterbury.k12.ct.us</a>
David Nicholson	047	Info Tech Exploratory, Prog Micro Controller I & II	<a href="mailto:dnicholson@waterbury.k12.ct.us">dnicholson@waterbury.k12.ct.us</a>
Mario Dias	098	Lathe II NVCC, Milling II, Milling II NVCC, Sawing & Drilling NVCC, CNC I NVCC	<a href="mailto:mdias@waterbury.k12.ct.us">mdias@waterbury.k12.ct.us</a>
Daniel Bloemker	098	Grinding, Lathe I, Milling I, Bench Work	<a href="mailto:dbloemker@waterbury.k12.ct.us">dbloemker@waterbury.k12.ct.us</a>
John Edman	098	Milling II, CNC I	<a href="mailto:jedman@waterbury.k12.ct.us">jedman@waterbury.k12.ct.us</a>
Suzanne Hoy	047, 900	Manufacturing Exploratory, Mechanical CAD I, CAD I NVCC	<a href="mailto:shoy@waterbury.k12.ct.us">shoy@waterbury.k12.ct.us</a>
Ken Sirois	047	Bench Work NVCC, Grinding NVCC, Lathe I NVCC, Milling I NVCC	<a href="mailto:ksirois@waterbury.k12.ct.us">ksirois@waterbury.k12.ct.us</a>
Nancy DiPaola	103, 104	Allied Health II	<a href="mailto:ndipaola@waterbury.k12.ct.us">ndipaola@waterbury.k12.ct.us</a>
Joyce Williams	072, 103	Allied Health I	<a href="mailto:jwilliams@waterbury.k12.ct.us">jwilliams@waterbury.k12.ct.us</a>
Anthony Dagostino	010, 092, 106	Marketing I, Personal Finance, Web Design Exploration, Yearbook Production, Graphics II	<a href="mailto:adagostino@waterbury.k12.ct.us">adagostino@waterbury.k12.ct.us</a>
Gene Capuano	010	Intro to Technology I & II, Keyboarding	<a href="mailto:gcapuano@waterbury.k12.ct.us">gcapuano@waterbury.k12.ct.us</a>
Joyce Iannicelli	010	Intro to Technology I & II	<a href="mailto:jiannicelli@waterbury.k12.ct.us">jiannicelli@waterbury.k12.ct.us</a>
Lynne Palleria	002, 010, 089, 092	Business Management I, Intro to Technology I & II	<a href="mailto:lpalleria@waterbury.k12.ct.us">lpalleria@waterbury.k12.ct.us</a>
Anthony Mango	098	Culinary Arts I & II, Advanced Foods	<a href="mailto:amango@waterbury.k12.ct.us">amango@waterbury.k12.ct.us</a>
Stacy DiCristina	010, 026, 045, 165	Foods & Nutrition, Advanced Foods,	<a href="mailto:sdicristina@waterbury.k12.ct.us">sdicristina@waterbury.k12.ct.us</a>

		Hospitality	
Joanne Tichon	046, 092, 097, 102	Child Development I & II, Food I, Foods & Nutrition	<a href="mailto:jtichon@waterbury.k12.ct.us">jtichon@waterbury.k12.ct.us</a>
Anita Watkins	045, 092	Clothing I & II, Advanced Clothing, Fashion Design	<a href="mailto:awatkins@waterbury.k12.ct.us">awatkins@waterbury.k12.ct.us</a>

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### X: CTE TEACHERS AND CERTIFICATION INFORMATION CHART

Please list all CTE teachers for all CTE courses offered in your school district by school. Include each CTE teacher's certification number and e-mail address. Create a separate chart for each school.

<b>Name of Secondary School: WILBY HIGH SCHOOL</b>			
<b>Name of CTE Teacher</b>	<b>CT Certification Endorsement number(s)</b>	<b>CTE Courses Taught</b>	<b>Teacher E-mail</b>
Cesar Alvarez	047	Mechanical Cad Manufacturing Exploratory	<a href="mailto:calvarez@waterbury.k12.ct.us">calvarez@waterbury.k12.ct.us</a>
Diana Byrd	010	Computer Applications	<a href="mailto:dbyrd@waterbury.k12.ct.us">dbyrd@waterbury.k12.ct.us</a>
Vincent Boucher	047	Automotive Technology	<a href="mailto:vboucher@waterbury.k12.ct.us">vboucher@waterbury.k12.ct.us</a>
Gene Capuano	010	Computer Applications	<a href="mailto:gcapuano@waterbury.k12.ct.us">gcapuano@waterbury.k12.ct.us</a>
Anthony D'Agostino	010	Computer Applications Graphic Communications Personal Finance	<a href="mailto:dagostino@waterbury.k12.ct.us">dagostino@waterbury.k12.ct.us</a>
Stacy DiCristina	010, 045	Food & Nutrition	<a href="mailto:sdicristina@waterbury.k12.ct.us">sdicristina@waterbury.k12.ct.us</a>
Nancy DiPaola	103, 104	Allied Health	<a href="mailto:ndipaola@waterbury.k12.ct.us">ndipaola@waterbury.k12.ct.us</a>
John Dillon	010, 089	Computer Applications	<a href="mailto:jdillon@waterbury.k12.ct.us">jdillon@waterbury.k12.ct.us</a>
Steven Malusa	047	Construction	<a href="mailto:smalusa@waterbury.k12.ct.us">smalusa@waterbury.k12.ct.us</a>
Anthony Mango	089	Culinary Arts Food & Nutrition	<a href="mailto:amango@waterbury.k12.ct.us">amango@waterbury.k12.ct.us</a>
Robert Mowen	089	Graphic Communication Video Production	<a href="mailto:rmowen@waterbury.k12.ct.us">rmowen@waterbury.k12.ct.us</a>

Lynne Palleria	010, 089	Business Management Marketing	<a href="mailto:lpalleria@waterbury.k12.ct.us">lpalleria@waterbury.k12.ct.us</a>
Jeremy Rubock	047	Electronics Technology	<a href="mailto:jrubock@waterbury.k12.ct.us">jrubock@waterbury.k12.ct.us</a>
Joanne Tichon	046	Child Development Food & Nutrition	<a href="mailto:jtichon@waterbury.k12.ct.us">jtichon@waterbury.k12.ct.us</a>
Anita Watkins	045	Fashion Design	<a href="mailto:awatkins@waterbury.k12.ct.us">awatkins@waterbury.k12.ct.us</a>
Joyce Williams	072, 103	Allied Health	<a href="mailto:jwilliams@waterbury.k12ct.us">jwilliams@waterbury.k12ct.us</a>

**XI: CAREER & TECHNICAL STUDENT ORGANIZATIONS (CTSOs) INFORMATION CHART  
(DECA, FBLA, FCCLA, FFA, HOSA, Skills USA, TSA)**

**Overview:**

In order to receive Perkins funding, a secondary school must have a functioning chapter of at least one of the seven national CTSO's listed above. It is required that a school have national organization documentation that national and/or state dues were paid during the 2017-18 school year. A CTSO is not considered valid unless a minimum of ten (10) members are paid members of the associated national organization.

If a school is starting a new chapter of a CTSO for the 2018-19 school year, a separate commitment letter on school letterhead must be submitted with this CIP. The letter must state the name of the CTSO and advisor(s), the date by which the minimum of ten (10) national student dues will be paid and a schedule of activities for the 2018-19 school year.

**Perkins funds cannot be approved for any school that does not have at least one CTSO consisting of paid national members.**

The current Perkins legislation restricts the use of funds for CTSO's. Connecticut stipulates that funds under the category of CTSO may only be used for:

1. The purchase of organizational CTE instructional or leadership materials;
2. The cost of student bus transportation for a CTSO leadership training event that is open to all students from the school, where paid membership is not a requirement for participation; or
3. The payment of a stipend to each CTSO chapter advisor (not to exceed \$1,500.00 per organization).

Name of Secondary School: <b>CROSBY HIGH SCHOOL</b>			
Name of CTSO	Number of 2017-18 <b>paid</b> state/national student memberships	Number of 2017-18 <b>paid</b> CTSO members who attended the annual CTSO state conference.	Name(s) of Chapter Advisors
Crosby DECA	20	0	Danielle Rivard

# **XI: CAREER & TECHNICAL STUDENT ORGANIZATIONS (CTSOs) INFORMATION CHART** **(DECA, FBLA, FCCLA, FFA, HOSA, Skills USA, TSA)**

## **Overview:**

In order to receive Perkins funding, a secondary school must have a functioning chapter of at least one of the seven national CTSO's listed above. It is required that a school have national organization documentation that national and/or state dues were paid during the 2017-18 school year. A CTSO is not considered valid unless a minimum of ten (10) members are paid members of the associated national organization.

If a school is starting a new chapter of a CTSO for the 2018-19 school year, a separate commitment letter on school letterhead must be submitted with this CIP. The letter must state the name of the CTSO and advisor(s), the date by which the minimum of ten (10) national student dues will be paid and a schedule of activities for the 2018-19 school year.

**Perkins funds cannot be approved for any school that does not have at least one CTSO consisting of paid national members.**

The current Perkins legislation restricts the use of funds for CTSO's. Connecticut stipulates that funds under the category of CTSO may only be used for:

1. The purchase of organizational CTE instructional or leadership materials;
2. The cost of student bus transportation for a CTSO leadership training event that is open to all students from the school, where paid membership is not a requirement for participation; or
3. The payment of a stipend to each CTSO chapter advisor (not to exceed \$1,500.00 per organization).

Name of Secondary School: <b>KENNEDY HIGH SCHOOL</b>			
Name of CTSO	Number of 2017-18 <b>paid</b> state/national student memberships	Number of 2017-18 <b>paid</b> CTSO members who attended the annual CTSO state conference.	Name(s) of Chapter Advisors
DECA	40	5	Jeanne Sasso

**XI: CAREER & TECHNICAL STUDENT ORGANIZATIONS (CTSOs) INFORMATION CHART  
(DECA, FBLA, FCCLA, FFA, HOSA, Skills USA, TSA)**

**Overview:**

In order to receive Perkins funding, a secondary school must have a functioning chapter of at least one of the seven national CTSO's listed above. It is required that a school have national organization documentation that national and/or state dues were paid during the 2017-18 school year. A CTSO is not considered valid unless a minimum of ten (10) members are paid members of the associated national organization.

If a school is starting a new chapter of a CTSO for the 2018-19 school year, a separate commitment letter on school letterhead must be submitted with this CIP. The letter must state the name of the CTSO and advisor(s), the date by which the minimum of ten (10) national student dues will be paid and a schedule of activities for the 2018-19 school year.

**Perkins funds cannot be approved for any school that does not have at least one CTSO consisting of paid national members.**

The current Perkins legislation restricts the use of funds for CTSO's. Connecticut stipulates that funds under the category of CTSO may only be used for:

1. The purchase of organizational CTE instructional or leadership materials;
2. The cost of student bus transportation for a CTSO leadership training event that is open to all students from the school, where paid membership is not a requirement for participation; or
3. The payment of a stipend to each CTSO chapter advisor (not to exceed \$1,500.00 per organization).

Name of Secondary School: <b>WATERBURY CAREER ACADEMY</b>			
Name of CTSO	Number of 2017-18 <b>paid</b> state/national student memberships	Number of 2017-18 <b>paid</b> CTSO members who attended the annual CTSO state conference.	Name(s) of Chapter Advisors
HOSA	48	12	Linda Richard, RN, BSN
DECA	36	0	Alyssa Generalli

**XI: CAREER & TECHNICAL STUDENT ORGANIZATIONS (CTSOs) INFORMATION CHART  
(DECA, FBLA, FCCLA, FFA, HOSA, Skills USA, TSA)**

**Overview:**

In order to receive Perkins funding, a secondary school must have a functioning chapter of at least one of the seven national CTSO's listed above. It is required that a school have national organization documentation that national and/or state dues were paid during the 2017-18 school year. A CTSO is not considered valid unless a minimum of ten (10) members are paid members of the associated national organization.

If a school is starting a new chapter of a CTSO for the 2018-19 school year, a separate commitment letter on school letterhead must be submitted with this CIP. The letter must state the name of the CTSO and advisor(s), the date by which the minimum of ten (10) national student dues will be paid and a schedule of activities for the 2018-19 school year.

**Perkins funds cannot be approved for any school that does not have at least one CTSO consisting of paid national members.**

The current Perkins legislation restricts the use of funds for CTSO's. Connecticut stipulates that funds under the category of CTSO may only be used for:

1. The purchase of organizational CTE instructional or leadership materials;
2. The cost of student bus transportation for a CTSO leadership training event that is open to all students from the school, where paid membership is not a requirement for participation; or
3. The payment of a stipend to each CTSO chapter advisor (not to exceed \$1,500.00 per organization).

Name of Secondary School: <b>WILBY HIGH SCHOOL</b>			
Name of CTSO	Number of 2017-18 <b>paid</b> state/national student memberships	Number of 2017-18 <b>paid</b> CTSO members who attended the annual CTSO state conference.	Name(s) of Chapter Advisors
DECA	10	0	Anthony D'Agostino

## XII: SECONDARY CORE INDICATORS AND IMPROVEMENT PLAN

**Core Indicators:** State targets for 2016-17 for secondary schools are listed below. Utilizing the data provided by the state (located on the [Carl D. Perkins Information page](#)) enter your actual performance levels for 2015-16 and 2016-17.

District: <b>Waterbury – Crosby High School</b>	Date: <b>June 29, 2018</b>
Career Pathway/Area of Concentration: <b>N/A</b>	Cluster: <b>N/A</b>

Core Indicator Data	State Target 2017-18	Actual Perf. 2015-16	Actual Perf. 2016-17	Explain how funds will be targeted to improve core indicators. (Each district is required to target funding to improve the core indicators where performance levels for 2015-16 or 2016-17 were not met.)
Academic Attainment:		NOTE: Corrected 2015-16 Data Chart is Attached		
• Reading	64	N/A		
• Math	38	N/A		
Technical Skill Attainment	45.00%	10.09%		<p>In order to improve technical skill attainment,</p> <ul style="list-style-type: none"> <li>District CTE teachers will participate in Professional Development in out-of school time related to National Standards and State Frameworks for the CTE areas to focus instruction and learning on same. Teachers will align curricula and translate standards and frameworks into activities and lessons. They will also adapt student performance tasks and assessments to be used to demonstrate technical skill attainment.</li> <li>Industry standard equipment for multiple CTE areas of concentration such as automotive technology, culinary, IT, etc., will be provided through Perkins funding to facilitate skill attainment consistent not only with National Standards and State Frameworks, but also with industry practice.</li> <li>A number of CTE courses will include instruction to prepare students for certification required for the workplace after graduation. For example, students mastering the AC recovery and recycling</li> </ul>

				<p>machine, purchased with Perkins funds, can qualify for ASE air conditioning certification. Working with the new brake lathes allows students to earn the on-the-car brake lathe certification.</p> <ul style="list-style-type: none"> <li>• CTE courses will be taught with cutting edge equipment not previously available in the schools, such as drones and sophisticated aerial photography equipment for video production classes.</li> <li>• The district will continue its partnership between the Waterbury Career Academy and Naugatuck Valley Community College to maintain and grow the College and Career Pathways program in which students earn dual credit at the high school and the community college for certain courses.</li> <li>• The district will continue to develop new CTE courses of high-interest to students, such as the Sports and Entertainment Marketing Course offered in Waterbury for the first time in 2017-18.</li> </ul>
School Completion	94.00%	82.79%		<p>Recommendations from the CTE Advisory Board, consultants, and our CTE teachers will help create new courses, new course content, and assist in purchasing upgraded industry-standard equipment. These improvements will help engage and motivate students, particularly those at risk, to remain in school.</p> <p>District and school teams collaborate to identify trending data tied to the <b>root causes</b> related to current learner-centered problems, and associated problems of (instructional planning and implementation) practice. Accordingly, instructional planning, including support systems are structured. Evidence indicators include:</p> <ol style="list-style-type: none"> <li>a. Tiered systems of support that provide additional instructional time and appropriate interventions for all students when they are needed, including data-driven prevention approaches, early detection, and acceleration</li> <li>b. A clear process to identify students below grade level at each school</li> <li>c. Additional support provided to students with disabilities, English Language Learners, and other students who experience learning or behavioral challenges</li> <li>d. Identification of instructional challenges and successes through monitoring and student assessment data</li> </ol>



				<ul style="list-style-type: none"> <li>e. Instructional resources provided for effective implementation</li> <li>f. Differentiated instruction aligned to students' development levels and learning needs</li> <li>g. School-based teaming systems (of support) across all grade levels and content areas</li> </ul> <p>District and school leaders consistently model high-quality instructional practices and effectively monitor practice such that teachers have confidence in leaders' instructional knowledge and feel supported.</p>
Student Graduation Rates	96.00%	82.79%		<p>District and school teams collaborate to identify trending data tied to the <b>root causes</b> related to current learner-centered problems, and associated problems of (instructional planning and implementation) practice. Accordingly, instructional planning, including support systems are structured. Evidence indicators include:</p> <ul style="list-style-type: none"> <li><u>a.</u> Tiered systems of support that provide additional instructional time and appropriate interventions for all students when they are needed, including data-driven prevention approaches, early detection, and acceleration</li> <li><u>b.</u> A clear process to identify students below grade level at each school</li> <li><u>c.</u> Additional support provided to students with disabilities, English Language Learners, and other students who experience learning or behavioral challenges</li> <li><u>d.</u> Identification of instructional challenges and successes through monitoring and student assessment data</li> <li><u>e.</u> Instructional resources provided for effective implementation</li> <li><u>f.</u> Differentiated instruction aligned to students' development levels and learning needs</li> <li><u>g.</u> School-based teaming systems (of support) across all grade levels and content areas</li> </ul> <p>District and school leaders consistently model high-quality instructional practices and effectively monitor practice such that teachers have confidence in leaders' instructional knowledge and feel supported.</p> <p>Further, Waterbury CTE programs are designed to promote individualized learning. Built-in scaffolds are in place to help teachers differentiate the content, process, or product of essential learning</p>

				experiences tied to the curriculum in order to enable all students to meet the core indicator performance levels. In many courses, students are able to work at their own pace, conferencing with teachers and receiving feedback on their work in order to propel them to improve their skills and gain content knowledge, leading to graduation.
Placement (Military, Employment, Advanced Placement)	88.00%	100%		
Nontraditional Participation	40.00%	83.39%		
Nontraditional Completion	33.00%	30.24%		<p>Recommendations from the CTE Advisory Board, consultants, and our CTE teachers will help create new courses, new course content, and assist in purchasing upgraded industry-standard equipment. These improvements will help engage and motivate students, particularly those at risk, to remain in school.</p> <p>District and school teams collaborate to identify trending data tied to the <b>root causes</b> related to current learner-centered problems, and associated problems of (instructional planning and implementation) practice. Accordingly, instructional planning, including support systems are structured. Evidence indicators include:</p> <ul style="list-style-type: none"> <li>a. Tiered systems of support that provide additional instructional time and appropriate interventions for all students when they are needed, including data-driven prevention approaches, early detection, and acceleration</li> <li>b. A clear process to identify students below grade level at each school</li> <li>c. Additional support provided to students with disabilities, English Language Learners, and other students who experience learning or behavioral challenges</li> <li>d. Identification of instructional challenges and successes through monitoring and student assessment data</li> <li>e. Instructional resources provided for effective implementation</li> <li>f. Differentiated instruction aligned to students' development levels and learning needs</li> <li>g. School-based teaming systems (of support) across all grade</li> </ul>

				<p>levels and content areas</p> <p>District and school leaders consistently model high-quality instructional practices and effectively monitor practice such that teachers have confidence in leaders' instructional knowledge and feel supported.</p>
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## XII: SECONDARY CORE INDICATORS AND IMPROVEMENT PLAN

**Core Indicators:** State targets for 2016-17 for secondary schools are listed below. Utilizing the data provided by the state (located on the [Carl D. Perkins Information page](#)) enter your actual performance levels for 2015-16 and 2016-17.

District: <b>Waterbury – Kennedy High School</b>	Date: <b>June 29, 2018</b>
Career Pathway/Area of Concentration: <b>N/A</b>	Cluster: <b>N/A</b>

Core Indicator Data	State Target 2017-18	Actual Perf. 2015-16	Actual Perf. 2016-17	Explain how funds will be targeted to improve core indicators. (Each district is required to target funding to improve the core indicators where performance levels for 2015-16 or 2016-17 were not met.)
Academic Attainment:		NOTE: Corrected 2015-16 Data Chart is Attached		
• Reading	64	N/A		
• Math	38	N/A		
Technical Skill Attainment	45.00%	24.14%		<p>In order to improve technical skill attainment,</p> <ul style="list-style-type: none"> <li>District CTE teachers will participate in Professional Development in out-of school time related to National Standards and State Frameworks for the CTE areas to focus instruction and learning on same. Teachers will align curricula and translate standards and frameworks into activities and lessons. They will also adapt student performance tasks and assessments to be used to demonstrate technical skill attainment.</li> <li>Industry standard equipment for multiple CTE areas of concentration such as automotive technology, culinary, IT, etc., will be provided through Perkins funding to facilitate skill attainment consistent not only with National Standards and State Frameworks, but also with industry practice.</li> <li>A number of CTE courses will include instruction to prepare students for certification required for the workplace after graduation. For example, students mastering the AC recovery and recycling</li> </ul>

				<p>machine, purchased with Perkins funds, can qualify for ASE air conditioning certification. Working with the new brake lathes allows students to earn the on-the-car brake lathe certification.</p> <ul style="list-style-type: none"> <li>• CTE courses will be taught with cutting edge equipment not previously available in the schools, such as drones and sophisticated aerial photography equipment for video production classes.</li> <li>• The district will continue its partnership between the Waterbury Career Academy and Naugatuck Valley Community College to maintain and grow the College and Career Pathways program in which students earn dual credit at the high school and the community college for certain courses.</li> <li>• The district will continue to develop new CTE courses of high-interest to students, such as the Sports and Entertainment Marketing Course offered in Waterbury for the first time in 2017-18.</li> </ul>
School Completion	94.00%	Unable to calculate due to unidentifiable error in data.		<p>District and school teams collaborate to identify trending data tied to the <b>root causes</b> related to current learner-centered problems, and associated problems of (instructional planning and implementation) practice. Accordingly, instructional planning, including support systems are structured. Evidence indicators include:</p> <ul style="list-style-type: none"> <li>a. <u>Tiered systems</u> of support that provide additional instructional time and appropriate interventions for all students when they are needed, including data-driven prevention approaches, early detection, and acceleration</li> <li>b. A clear process to identify students below grade level at each school</li> <li>c. Additional support provided to students with disabilities, English Language Learners, and other students who experience learning or behavioral challenges</li> <li>d. Identification of instructional challenges and successes through monitoring and student assessment data</li> <li>e. Instructional resources provided for effective implementation</li> <li>f. Differentiated instruction aligned to students' development levels and learning needs</li> <li>g. School-based teaming systems (of support) across all grade levels and content areas</li> </ul> <p>District and school leaders consistently model high-quality instructional</p>

				practices and effectively monitor practice such that teachers have confidence in leaders' instructional knowledge and feel supported.
Student Graduation Rates	96.00%	Unable to calculate due to unidentifiable error in data.		<p>District and school teams collaborate to identify trending data tied to the <b>root causes</b> related to current learner-centered problems, and associated problems of (instructional planning and implementation) practice. Accordingly, instructional planning, including support systems are structured. Evidence indicators include:</p> <ul style="list-style-type: none"> <li>a. <u>Tiered systems</u> of support that provide additional instructional time and appropriate interventions for all students when they are needed, including data-driven prevention approaches, early detection, and acceleration</li> <li>b. A clear process to identify students below grade level at each school</li> <li>c. Additional support provided to students with disabilities, English Language Learners, and other students who experience learning or behavioral challenges</li> <li>d. Identification of instructional challenges and successes through monitoring and student assessment data</li> <li>e. Instructional resources provided for effective implementation</li> <li>f. Differentiated instruction aligned to students' development levels and learning needs</li> <li>g. School-based teaming systems (of support) across all grade levels and content areas</li> </ul> <p>District and school leaders consistently model high-quality instructional practices and effectively monitor practice such that teachers have confidence in leaders' instructional knowledge and feel supported.</p> <p>Further, Waterbury CTE programs are designed to promote individualized learning. Built-in scaffolds are in place to help teachers differentiate the content, process, or product of essential learning experiences tied to the curriculum in order to enable all students to meet the core indicator performance levels. In many courses, students are able to work at their own pace, conferencing with teachers and receiving feedback on their work in order to propel them to improve their skills and gain content knowledge, leading to graduation.</p>

Placement (Military, Employment, Advanced Placement)	88.00%	100%		
Nontraditional Participation	40.00%	77.92%		
Nontraditional Completion	33.00%	62.75%		

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## XII: SECONDARY CORE INDICATORS AND IMPROVEMENT PLAN

**Core Indicators:** State targets for 2016-17 for secondary schools are listed below. Utilizing the data provided by the state (located on the [Carl D. Perkins Information page](#)) enter your actual performance levels for 2015-16 and 2016-17.

District: <b>Waterbury – Waterbury Career Academy</b>	Date: <b>June 29, 2018</b>
Career Pathway/Area of Concentration: <b>N/A</b>	Cluster: <b>N/A</b>

Core Indicator Data	State Target 2017-18	Actual Perf. 2015-16	Actual Perf. 2016-17	Explain how funds will be targeted to improve core indicators. (Each district is required to target funding to improve the core indicators where performance levels for 2015-16 or 2016-17 were not met.)
Academic Attainment:		NOTE: Corrected 2015-16 Data Chart is Attached		
• Reading	64	N/A		
• Math	38	N/A		
Technical Skill Attainment	45.00%	75.00%		<p>In order to improve technical skill attainment,</p> <ul style="list-style-type: none"> <li>District CTE teachers will participate in Professional Development in out-of school time related to National Standards and State Frameworks for the CTE areas to focus instruction and learning on same. Teachers will align curricula and translate standards and frameworks into activities and lessons. They will also adapt student performance tasks and assessments to be used to demonstrate technical skill attainment.</li> <li>Industry standard equipment for multiple CTE areas of concentration such as automotive technology, culinary, IT, etc., will be provided through Perkins funding to facilitate skill attainment consistent not only with National Standards and State Frameworks, but also with industry practice.</li> <li>A number of CTE courses will include instruction to prepare students for certification required for the workplace after graduation.</li> </ul>



				<ul style="list-style-type: none"> <li>• CTE courses will be taught with cutting edge equipment not previously available in the schools, such as drones and sophisticated aerial photography equipment for video production classes.</li> <li>• The district will continue its partnership between the Waterbury Career Academy and Naugatuck Valley Community College to maintain and grow the College and Career Pathways program in which students earn dual credit at the high school and the community college for certain courses.</li> <li>• The district will continue to develop new CTE courses of high-interest to students, such as the Sports and Entertainment Marketing Course offered in Waterbury for the first time in 2017-18.</li> <li>• The Allied Health program at the Waterbury Career Academy continues to extend the technical skill attainment of its students. Recent additions include the Pharmacy Technical course that provides internships at local pharmacies and prepares students for national certification through the Pharmacy Technician Certification Board.</li> <li>• Manufacturing students improve technical skills by working with Perkins-funded, industry standard equipment. One example is the new Bridgeport mill machine with digital readout that enables students to produce state-of-the-art 3-D metal parts.</li> </ul>
School Completion	94.00%	N/A *	N/A **	<p>Recommendations from the CTE Advisory Board, consultants, and our CTE teachers will help create new courses, new course content, and assist in purchasing upgraded industry-standard equipment. These improvements will help engage and motivate students, particularly those at risk, to remain in school.</p> <p>District and school teams collaborate to identify trending data tied to the <b>root causes</b> related to current learner-centered problems, and associated problems of (instructional planning and implementation) practice. Accordingly, instructional planning, including support systems are structured. Evidence indicators include:</p> <ol style="list-style-type: none"> <li><u>a.</u> Tiered systems of support that provide additional instructional time and appropriate interventions for all students when they are needed, including data-driven prevention approaches, early detection, and acceleration</li> <li><u>b.</u> A clear process to identify students below grade level at each</li> </ol>

				<p>school</p> <ul style="list-style-type: none"> <li><u>c.</u> Additional support provided to students with disabilities, English Language Learners, and other students who experience learning or behavioral challenges</li> <li><u>d.</u> Identification of instructional challenges and successes through monitoring and student assessment data</li> <li><u>e.</u> Instructional resources provided for effective implementation</li> <li><u>f.</u> Differentiated instruction aligned to students' development levels and learning needs</li> <li><u>g.</u> School-based teaming systems (of support) across all grade levels and content areas</li> </ul> <p>District and school leaders consistently model high-quality instructional practices and effectively monitor practice such that teachers have confidence in leaders' instructional knowledge and feel supported.</p>
Student Graduation Rates	96.00%	N/A*	N/A **	<p>District and school teams collaborate to identify trending data tied to the <b>root causes</b> related to current learner-centered problems, and associated problems of (instructional planning and implementation) practice. Accordingly, instructional planning, including support systems are structured. Evidence indicators include:</p> <ul style="list-style-type: none"> <li><u>a.</u> Tiered systems of support that provide additional instructional time and appropriate interventions for all students when they are needed, including data-driven prevention approaches, early detection, and acceleration</li> <li><u>b.</u> A clear process to identify students below grade level at each school</li> <li><u>c.</u> Additional support provided to students with disabilities, English Language Learners, and other students who experience learning or behavioral challenges</li> <li><u>d.</u> Identification of instructional challenges and successes through monitoring and student assessment data</li> <li><u>e.</u> Instructional resources provided for effective implementation</li> <li><u>f.</u> Differentiated instruction aligned to students' development levels and learning needs</li> <li><u>g.</u> School-based teaming systems (of support) across all grade levels and content areas</li> </ul> <p>District and school leaders consistently model high-quality instructional</p>

				<p>practices and effectively monitor practice such that teachers have confidence in leaders' instructional knowledge and feel supported.</p> <p>Further, Waterbury CTE programs are designed to promote individualized learning. Built-in scaffolds are in place to help teachers differentiate the content, process, or product of essential learning experiences tied to the curriculum in order to enable all students to meet the core indicator performance levels. In many courses, students are able to work at their own pace, conferencing with teachers and receiving feedback on their work in order to propel them to improve their skills and gain content knowledge, leading to graduation.</p>
Placement (Military, Employment, Advanced Placement)	88.00%	N/A*	N/A **	
Nontraditional Participation	40.00%	79.14%		
Nontraditional Completion	33.00%	N/A*	N/A **	

\*Waterbury Career Academy only had grades nine and ten in 2015-16.

\*\*Waterbury Career Academy only had grades nine, ten, and eleven in 2016-17.

## XII: SECONDARY CORE INDICATORS AND IMPROVEMENT PLAN

**Core Indicators:** State targets for 2016-17 for secondary schools are listed below. Utilizing the data provided by the state (located on the [Carl D. Perkins Information page](#)) enter your actual performance levels for 2015-16 and 2016-17.

District: <b>Waterbury – Wilby High School</b>	Date: <b>June 29, 2018</b>
Career Pathway/Area of Concentration: <b>N/A</b>	Cluster: <b>N/A</b>

Core Indicator Data	State Target 2017-18	Actual Perf. 2015-16	Actual Perf. 2016-17	Explain how funds will be targeted to improve core indicators. (Each district is required to target funding to improve the core indicators where performance levels for 2015-16 or 2016-17 were not met.)
Academic Attainment:		NOTE: Corrected 2015-16 Data Chart is Attached		
• Reading	64	N/A		
• Math	38	N/A		
Technical Skill Attainment	45.00%	30.28%		<p>In order to improve technical skill attainment,</p> <ul style="list-style-type: none"> <li>District CTE teachers will participate in Professional Development in out-of school time related to National Standards and State Frameworks for the CTE areas to focus instruction and learning on same. Teachers will align curricula and translate standards and frameworks into activities and lessons. They will also adapt student performance tasks and assessments to be used to demonstrate technical skill attainment.</li> <li>Industry standard equipment for multiple CTE areas of concentration such as automotive technology, culinary, IT, etc., will be provided through Perkins funding to facilitate skill attainment consistent not only with National Standards and State Frameworks, but also with industry practice.</li> <li>A number of CTE courses will include instruction to prepare students for certification required for the workplace after graduation.</li> <li>CTE courses will be taught with cutting edge equipment not</li> </ul>

				<p>previously available in the schools, such as drones and sophisticated aerial photography equipment for video production classes.</p> <ul style="list-style-type: none"> <li>• The district will continue its partnership between the Waterbury Career Academy and Naugatuck Valley Community College to maintain and grow the College and Career Pathways program in which students earn dual credit at the high school and the community college for certain courses.</li> <li>• The district will continue to develop new CTE courses of high-interest to students, such as the Sports and Entertainment Marketing Course offered in Waterbury for the first time in 2017-18.</li> <li>• A number of CTE courses will include instruction to prepare students for certification required for the workplace after graduation. For example, students mastering the AC recovery and recycling machine, purchased with Perkins funds, can qualify for ASE air conditioning certification. Working with the new brake lathes allows students to earn the on-the-car brake lathe certification.</li> </ul>
School Completion	94.00%	56.82%		<p>Recommendations from the CTE Advisory Board, consultants, and our CTE teachers will help create new courses, new course content, and assist in purchasing upgraded industry-standard equipment. These improvements will help engage and motivate students, particularly those at risk, to remain in school.</p> <p>District and school teams collaborate to identify trending data tied to the <b>root causes</b> related to current learner-centered problems, and associated problems of (instructional planning and implementation) practice. Accordingly, instructional planning, including support systems are structured. Evidence indicators include:</p> <ul style="list-style-type: none"> <li><u>a.</u> Tiered systems of support that provide additional instructional time and appropriate interventions for all students when they are needed, including data-driven prevention approaches, early detection, and acceleration</li> <li><u>b.</u> A clear process to identify students below grade level at each school</li> <li><u>c.</u> Additional support provided to students with disabilities, English Language Learners, and other students who experience</li> </ul>

				<p>learning or behavioral challenges</p> <ul style="list-style-type: none"> <li><u>d.</u> Identification of instructional challenges and successes through monitoring and student assessment data</li> <li><u>e.</u> Instructional resources provided for effective implementation</li> <li><u>f.</u> Differentiated instruction aligned to students' development levels and learning needs</li> <li><u>g.</u> School-based teaming systems (of support) across all grade levels and content areas</li> </ul> <p>District and school leaders consistently model high-quality instructional practices and effectively monitor practice such that teachers have confidence in leaders' instructional knowledge and feel supported.</p>
Student Graduation Rates	96.00%	56.82%		<p>District and school teams collaborate to identify trending data tied to the <b>root causes</b> related to current learner-centered problems, and associated problems of (instructional planning and implementation) practice. Accordingly, instructional planning, including support systems are structured. Evidence indicators include:</p> <ul style="list-style-type: none"> <li><u>a.</u> Tiered systems of support that provide additional instructional time and appropriate interventions for all students when they are needed, including data-driven prevention approaches, early detection, and acceleration</li> <li><u>b.</u> A clear process to identify students below grade level at each school</li> <li><u>c.</u> Additional support provided to students with disabilities, English Language Learners, and other students who experience learning or behavioral challenges</li> <li><u>d.</u> Identification of instructional challenges and successes through monitoring and student assessment data</li> <li><u>e.</u> Instructional resources provided for effective implementation</li> <li><u>f.</u> Differentiated instruction aligned to students' development levels and learning needs</li> <li><u>g.</u> School-based teaming systems (of support) across all grade levels and content areas</li> </ul> <p>District and school leaders consistently model high-quality instructional practices and effectively monitor practice such that teachers have confidence in leaders' instructional knowledge and feel supported.</p> <p>Further, Waterbury CTE programs are designed to promote</p>

				individualized learning. Built-in scaffolds are in place to help teachers differentiate the content, process, or product of essential learning experiences tied to the curriculum in order to enable all students to meet the core indicator performance levels. In many courses, students are able to work at their own pace, conferencing with teachers and receiving feedback on their work in order to propel them to improve their skills and gain content knowledge, leading to graduation.
Placement (Military, Employment, Advanced Placement)	88.00%	100%		
Nontraditional Participation	40.00%	81.15%		
Nontraditional Completion	33.00%	30.53%		<p>Recommendations from the CTE Advisory Board, consultants, and our CTE teachers will help create new courses, new course content, and assist in purchasing upgraded industry-standard equipment. These improvements will help engage and motivate students, particularly those at risk, to remain in school.</p> <p>District and school teams collaborate to identify trending data tied to the <b>root causes</b> related to current learner-centered problems, and associated problems of (instructional planning and implementation) practice. Accordingly, instructional planning, including support systems are structured. Evidence indicators include:</p> <ul style="list-style-type: none"> <li><u>a.</u> Tiered systems of support that provide additional instructional time and appropriate interventions for all students when they are needed, including data-driven prevention approaches, early detection, and acceleration</li> <li><u>b.</u> A clear process to identify students below grade level at each school</li> <li><u>c.</u> Additional support provided to students with disabilities, English Language Learners, and other students who experience learning or behavioral challenges</li> <li><u>d.</u> Identification of instructional challenges and successes through monitoring and student assessment data</li> <li><u>e.</u> Instructional resources provided for effective implementation</li> <li><u>f.</u> Differentiated instruction aligned to students' development levels and learning needs</li> </ul>

				<p>g. School-based teaming systems (of support) across all grade levels and content areas</p> <p>District and school leaders consistently model high-quality instructional practices and effectively monitor practice such that teachers have confidence in leaders' instructional knowledge and feel supported.</p>
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DRAFT





**AMENDMENT NUMBER 1  
TO  
PROFESSIONAL SERVICES AGREEMENT  
for  
Athletic Trainer Services for Interscholastic Athletics  
Waterbury Public Schools  
between  
The City of Waterbury, Connecticut  
and  
PTSMA, Inc. dba Select Physical Therapy**

**THIS AMENDMENT**, effective on the date signed by the Mayor, is by and between the City Of Waterbury, 235 Grand Street, Waterbury, Connecticut (the "City") and PTSMA, Inc. dba Select Physical Therapy, located at 29 North Main Street, West Hartford, CT 06107, a State of Connecticut duly registered domestic corporation (the "Trainer/Vendor").

**WHEREAS**, the parties hereto executed an Agreement on November 19, 2015, for a term commencing on July 1, 2015 and terminating on June 30, 2018, for Athletic Trainer Services for Interscholastic Athletics in Waterbury Public Schools ("Agreement"); and

**WHEREAS**, the parties have agreed to exercise the First Option to extend the term of this Agreement, for one additional year, commencing July 1, 2018 to June 30, 2019; and

**WHEREAS**, the parties further wish to amend said Agreement as follows:

**NOW THEREFORE**, the parties hereby agree and covenant to amend the Agreement as follows:

**1. Scope of Services.** The parties hereby agree to amend Paragraph 1.1 of the November 19, 2015 Agreement to include Athletic Trainer services for the Waterbury Career Academy High School located at 175 Birch Street, Waterbury, CT 06704.

The parties further agree to amend Paragraph 1.1.2, Attachment A-2 Coverage, to include that the Vendor shall provide Two (2) Certified Athletic Trainers during the term of this First Option period. Each trainer shall be assigned to two schools and shall be available for a maximum of 15 hours per week, per assigned school. Cross coverage for each school will be provided as necessary, giving priority to game coverage, in accordance with Trainer/Vendor's February 8, 2018 correspondence and proposal, attached hereto and made part of this Amendment Number 1 as Attachment A.

**2) Contract Time.** Pursuant to Paragraph 5.1 of the of the November 19, 2015 Agreement, the Parties hereby agree to exercise the First Option to extend the term of this Agreement for one additional year, commencing on July 1, 2018 and terminating on June 30, 2019.

3. **Payment.** The parties hereby agree to amend Paragraph 6.1 of the November 19, 2015 Agreement to include compensation to the Trainer/Vendor in an amount not to exceed Eighty-Eight Thousand Dollars and 00/100 Cents (\$88,000.00) for the term of this First Option, commencing on July 1, 2018 to June 30, 2019, in accordance with Trainer/Vendor's February 8, 2018 correspondence and proposal, as set forth in **Attachment A**.

4) All other terms, conditions and provisions of the Agreement shall remain in full force and effect and binding upon the parties.

**IN WITNESS WHEREOF**, the parties hereto executed this contract on the dates signed below.

**Witness**

**Sign and print two (2) witness names**

**PTSMA, INC. DBA SELECT PHYSICAL THERAPY.**

\_\_\_\_\_

**By: \_\_\_\_\_**  
**Print name and title**

\_\_\_\_\_

**Date: \_\_\_\_\_**

**Witness**

**Sign and Print two (2) witness names**

**CITY OF WATERBURY**

\_\_\_\_\_

**By: \_\_\_\_\_**  
**Neil M. O'Leary, Mayor**

\_\_\_\_\_

**Date: \_\_\_\_\_**

**ATTACHMENT A**

**PTSMA, Inc. dba Select Physical Therapy  
Correspondence and Proposal dated February 5, 2018**

## ATTACHMENT A



February 5, 2018

City of Waterbury  
Joseph Gorman, Supervisor of Health and Physical Education  
Chase Building, Second Floor, Suite 263  
235 Grand Street  
Waterbury, CT 06702

Dear Joe,

Thanks for getting back to Marc and I regarding our initial proposal to continue the athletic trainer contract with the City of Waterbury. We understand the budget constraints that the city is currently facing and have drafted this second proposal to best move forward within your budget while still trying to providing the needed coverage at the high schools.

Enclosed you will find Select Physical Therapy's proposal for Athletic Training Services in the four Waterbury High Schools – Crosby, Kennedy, Wilby and Career Academy. This proposal's fee of \$88,000 reflects no increase from the previous three years. It does however have Select Physical Therapy now covering the four high schools with 2 athletic trainers. Each of our athletic trainers would be responsible for two of the schools but would still do cross coverage as possible. Our athletic trainers would manage their schedule, with the priority being on game coverage, allowing 15 hours per week at each of the schools. If additional approved coverage is needed, the charge will be \$40 per hour per athletic trainer which is our hourly rate to Waterbury Public Schools. To help manage the coverage we would assign a physical therapist to each school to assist with on-site injury assessment. The physical therapist would also provide therapy which would be billed to third party payers at no cost to the city.

With this proposal we have maintained the current fee while still providing coverage to all high schools. Although the coverage schedule will be a challenge we have done it before and believe we can manage it well. The addition of on-site support of a physical therapist will not only create support for our athletic trainer but will be a convenience to the students to ensure they get the needed care. Select would also commit to provide up to \$1,000 of athletic training supplies for 2018-19.

Although the budget has created a little setback we look forward to growing the sports medicine program at each of these schools along with Waterbury Public Schools and further developing a strong relationship within the Waterbury Community which we serve.

Sincerely,

A handwritten signature in black ink, appearing to read "John Gilmour".

John Gilmour MA ATC

Regional Sports Medicine Coordinator  
Select Physical Therapy  
29 North Main Street  
West Hartford, Ct 06107  
860-561-2624 x222  
[john.gilmour@selectmedicalcorp.com](mailto:john.gilmour@selectmedicalcorp.com)



**WATERBURY HIGH SCHOOLS  
SPORTS MEDICINE  
PROPOSAL (2 Athletic Trainers)  
2018/2019**

This is a contracted service provided by Select Physical Therapy. Two (2) Certified Athletic Trainers will be present at Waterbury High Schools (Crosby, Kennedy, Wilby & Career) for 60 hours per week for the 2018-19 school year.

The Athletic Trainers each would serve as Head Athletic Trainer at two of the Waterbury High Schools and provide all such athletic training duties, within their 60 hour work week deemed appropriate by the Athletic Director and Athletic Trainer. The duties are listed in the enclosed Part Time Athletic Trainer description. These responsibilities range from the administration of the training room to on the field coverage. The 2 ATC's would be on-site at each the schools as the schedule would allow. A physical therapist will aid in the care with on-site injury assessments. On-site physical therapy treatment will be billed to third party payers at no cost to the city.

**Fall Coverage:**

August 13 – August 24 Conditioning week (based on football team schedule)

August 25 – November 24 Fall Season Coverage

Game Coverage of: All Home Varsity Sports along with coverage of away varsity football, and athletic training room management.

Contracted cost: 2018-19 -- \$30,000

**Winter Coverage:**

November 26 – March 15 Winter Season Coverage

Monday – Friday Times to change to accommodate late game schedule

Game coverage of: All Home Varsity Sports and athletic training room management.

Contracted Cost: 2018-19 -- \$30,000 (\$1,000 for athletic training supplies)

**Spring Coverage:**

March 18 – June 14 Spring Season Coverage

Game coverage of: All Home Varsity Sports and athletic training room management.

Contracted Cost: 2018-19 -- \$28,000

**Total Yearly Cost: 2018-19 -- \$88,000**

Additional Event coverage – If there are additional games which need to be covered such as tournaments or special events, the Athletic Director will approve and notify the Athletic Trainer and the games will be covered at an additional fee of \$40 per hour per Athletic Trainer.

(\*Dates are approximate)



## **SELECT PHYSICAL THERAPY ATHLETIC TRAINING SERVICES**

### **A typical day at Waterbury High School for our Certified Athletic Trainer:**

- 2:00 PM – 2:15 PM** Administrative duties (ADM)
- 2:15 PM – 3:00 PM** Pre-practice & Game preparation of athletes (TR)
- 3:00 PM – 3:30 PM** Injury Assessment & Treatment (TR)
- 3:30 PM – 5:00 PM** On-field coverage of games & practices (OF) - leave to go to the other schools
- 5:00 PM – 6:00 PM** Follow-up care & calls to parents/medical (ADM)

### **Training Room Responsibilities (TR)**

- Injury Assessment and recognition
- Treatment and rehabilitation that can be provided in the training room
- Injury prevention
- Communication between parents, coaches and other medical providers
- Referrals for required medical and rehabilitation
- Practice and game preparation such as taping and protective equipment
- Equipment safety (fitting, education, and maintenance instruction)

### **On-field and game coverage responsibilities (OF)**

- Assess athletic injuries and provide on-field first aid
- Allow for a safe return to play by performing on-field care
- Establish procedures for medical emergency
- Communicate with coaching and medical staff regarding playing status

### **Administrative responsibilities (ADM)**

- Maintain accurate records of athletic injuries and treatment
- Maintain inventory of athletic training room supplies
- Purchase necessary athletic training room supplies
- Concussion management
- Supervise training room in a professional manner
- Professional appearance of athletic training room with educational information
- Update emergency files and medical history of athletes
- Establish emergency management plan & education to staff
- Red Cross - CPR and First Aid training / Sports Safety
- Administer student athletic training program
- Coordinate and name physicians for Varsity football games and for general oversight

# Food Service Central Warehouse

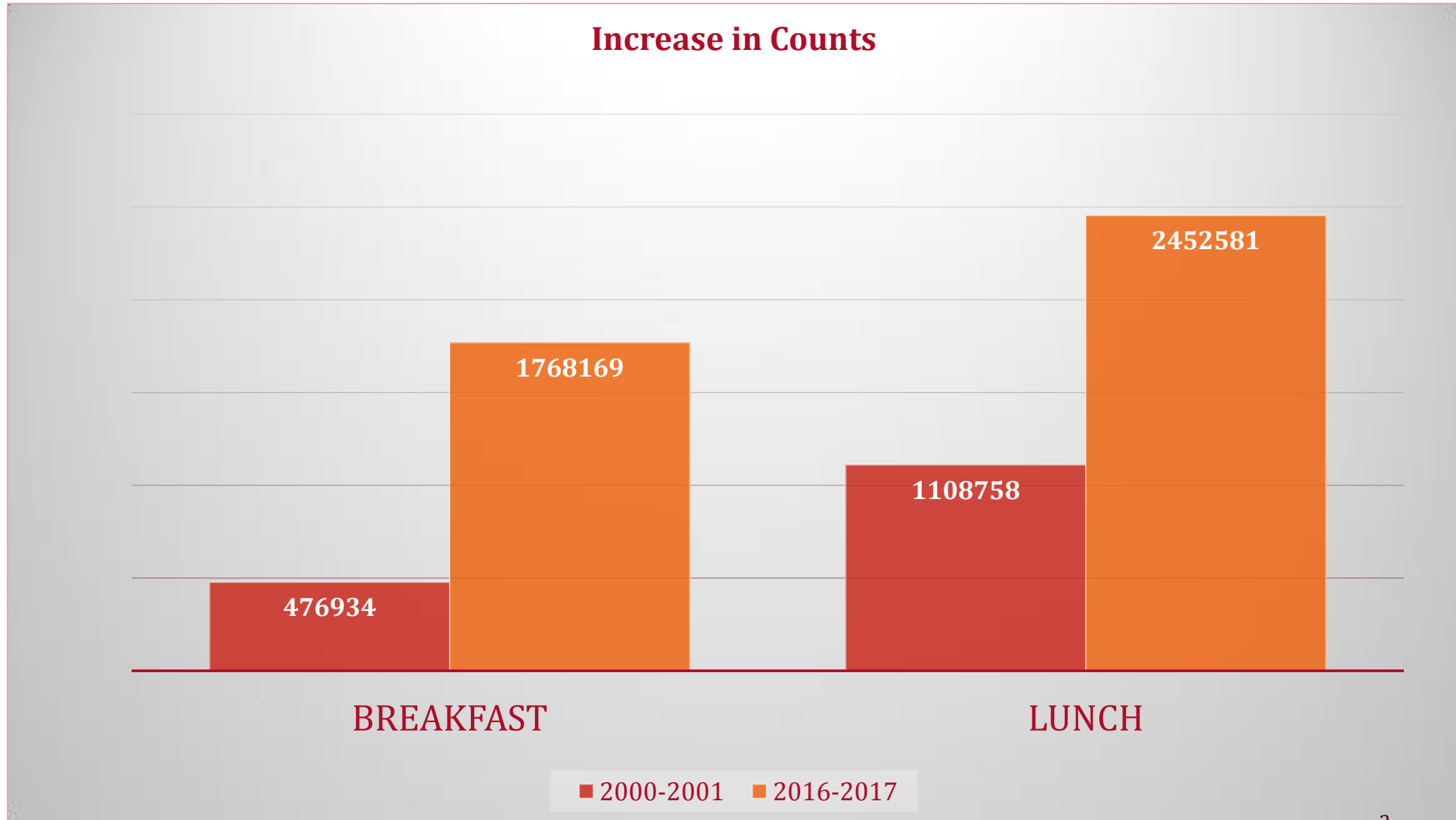
Central Kitchen Implementation



# Reasons for Relocation

- Increase in Lunch and Breakfast Served
  - Breakfast Increase: 132.5%
    - 476,934 (2000-2001) to 1,108,758 (2016-2017)
  - Lunch Increase: 54.8%
    - 1,768,169 (2000-2001) to 2,452,581 (2016-2017)
- Addition and expansion of Afterschool Programs
  - Supper Program Places Strain on Dry Storage
- Take Advantage of Buying and Storing Bulk Product
  - Spending \$54,000 on off-site storage
  - Having Space for Commodity Food that might not be available at different times of the year
- Introduce a Central Kitchen
  - Spending \$1,019,320 on preplate Food

# Count Increase Since Moving to Harper Ave.



# Requirements for New Space

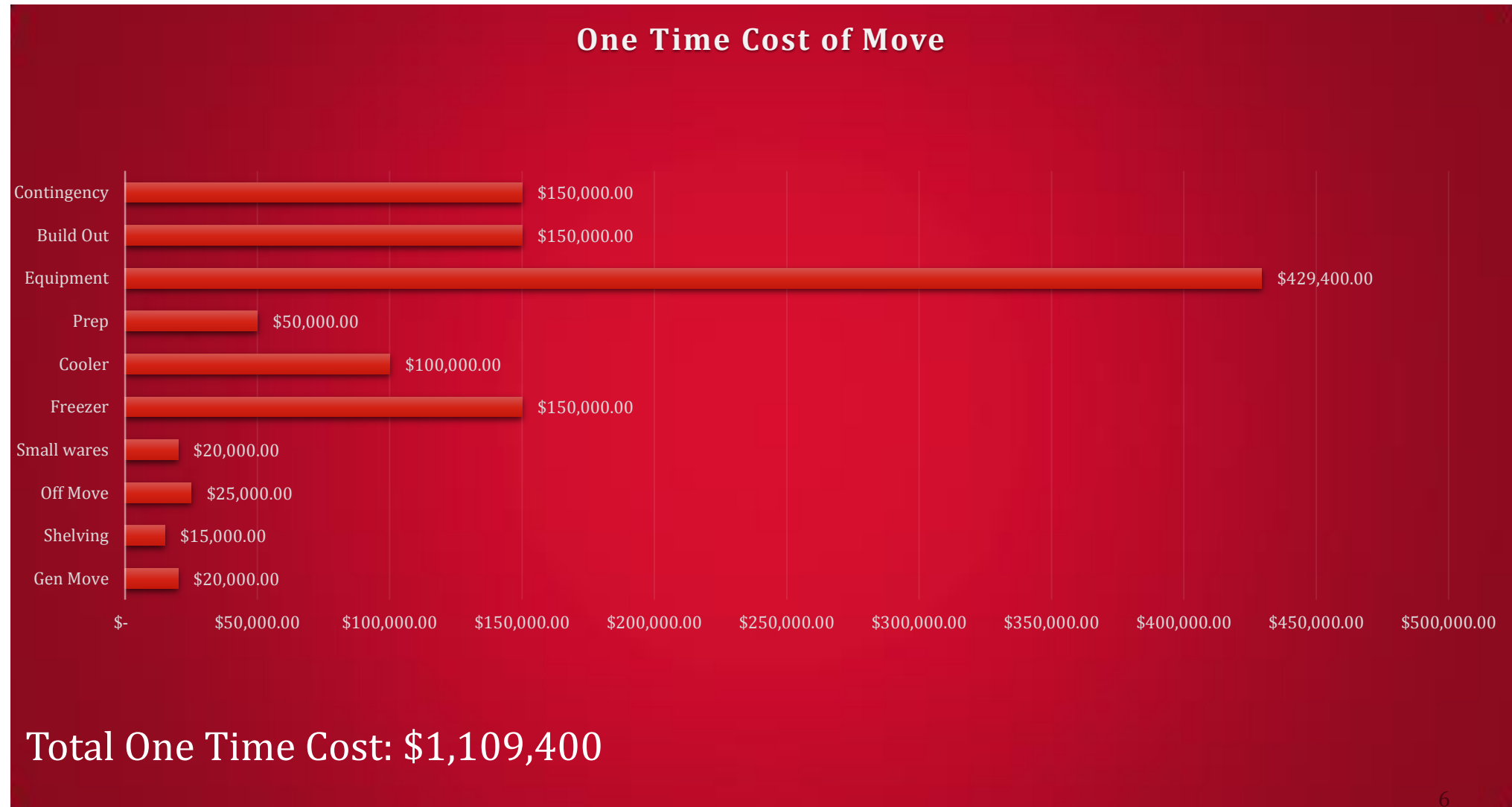
- Increased freezer space to facilitate increased food deliveries
- Refrigeration is currently inadequate
  - Increase would support storage and increase needed for Central Kitchen
- Dry Storage Increase will allow for growth of AfterSchool Programs
- Increased loading docks will allow our drivers to load and leave without having to wait for deliveries from outside vendors
- Central Kitchen

	Current	New
<b>Freezer</b>	1,000 sq. ft.	2,000 sq. ft.
<b>Refrigeration</b>	36 sq. ft.	1,000 sq. ft.
<b>Dry Storage</b>	400 sq. ft.	1,500 sq. ft.
<b>Loading Docks</b>	1	2-3
<b>Office Space</b>	3500 sq. ft.	3,700 sq. ft.
<b>Central Kitchen</b>	NA	6,000-8,000 sq. ft.

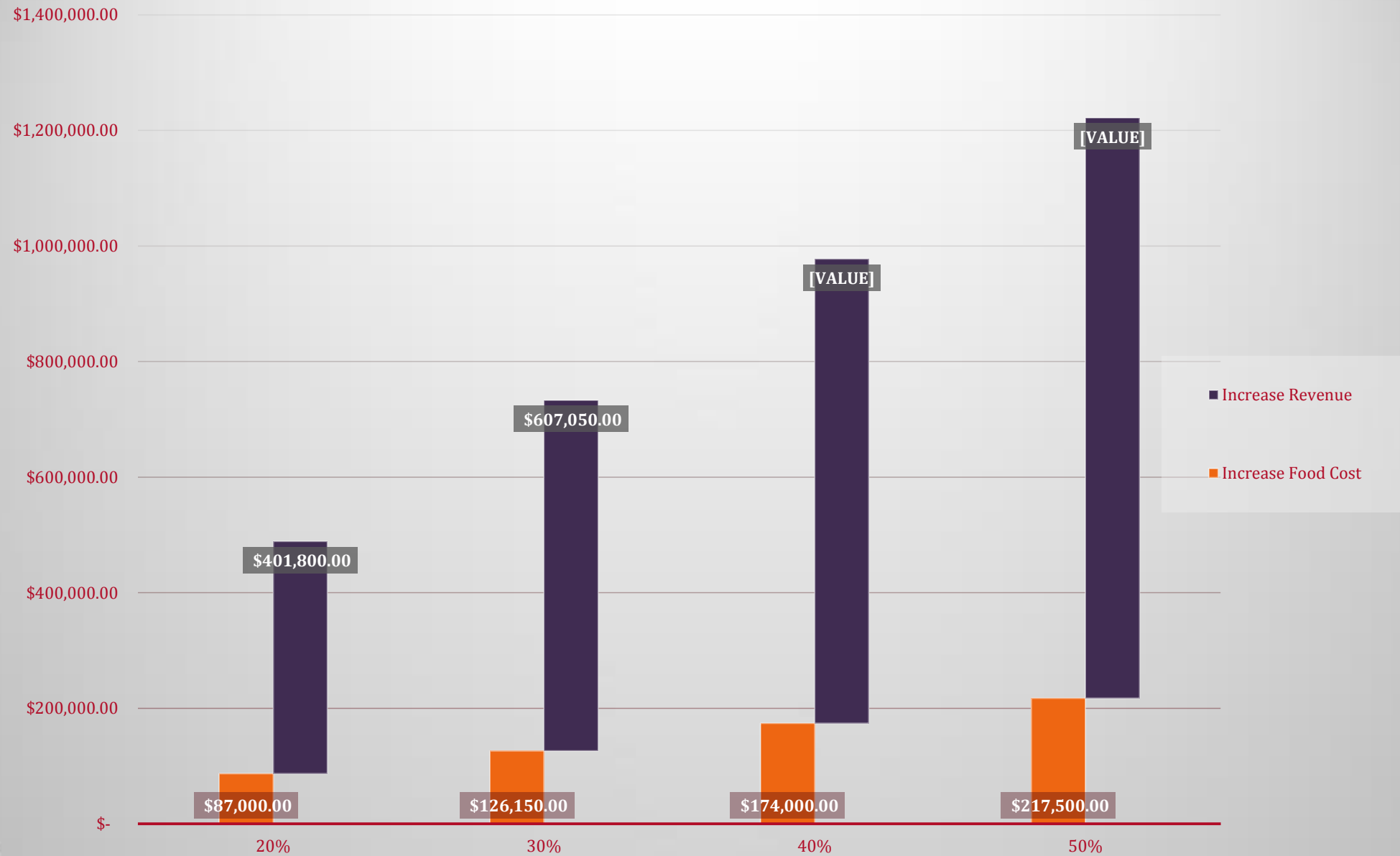
# Cost and Savings of Plan

Cost		Saving	
<b>Rent</b>	\$126,500	<b>Current Rent</b>	\$54,000
<b>Labor (Including Benefits)</b>	\$400,521	<b>Pre-Plate Meal Cost</b>	\$1,019,320
<b>Food Cost</b>	\$870,000	<b>Buying Direct</b>	\$56,355
<b>Total</b>	\$1,397,021	<b>Total</b>	\$1,129,675
<b>Increase Yearly Cost</b>	\$267,346		

# One Time Costs



## Revenue Increase vs Cost Increase



# Time to Replenish Fund Balance

Participation Increase	Repay Onetime Cost (Years)	Fund Balance Back to Current Level (Years)
0%	5.5	15.5
20%	2.75	7.75
30%	1.75	5
40%	1.25	4
50%	1.25	3

With Current Reimbursement Rates

# Conclusion

- Minimal Cost to General Fund
  - Funds Come From Reimbursement
  - Current Fund Balance: \$3.1 Million
- Meals for Students
  - Preplate Meals Prepared Days in Advance
  - Able to Adapt to Preferences of Students
  - Quality Control
  - Increase Participation
- Self Sufficiency
  - More Space to Store Food
    - M&R Fire
    - Cost Saving
- Increase available space at Harper Ave.



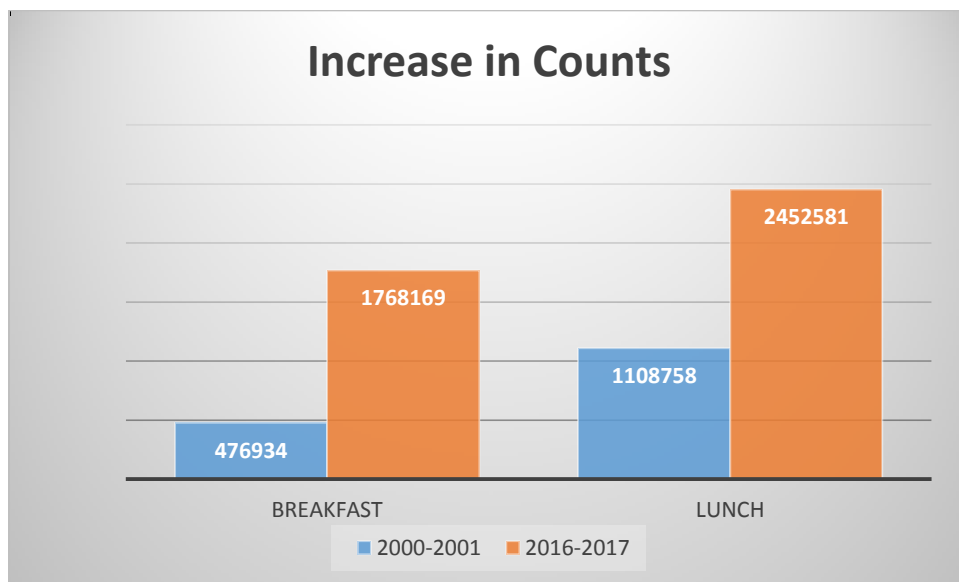
## Food Service Department Central Warehouse Move and Central Kitchen Implementation

### Project Overview:

This project would encompass the move and expansion of the current warehouse facility to keep up with the increase in meals being served from our various programs and realize cost savings that are associated with having more storage. In addition to the expansion of our facilities we would also implement a central kitchen in order to meet the needs of our preplate schools and offer the students a higher quality meal with more direct oversight by the Food Service Department. This project will not have an impact on the general fund and, in any scenario, will not result in the Food Service Department operating at a loss. The project will be funded by the Food Service Fund Balance that we are being required to spend down or risk having it reclaimed by State and Federal agencies.

### Reasons:

Since the Food Service Department moved to our current location the number of meals served has increased significantly. We have seen a 132.5% increase in the number of breakfasts served and a 54.8% increase in the number of lunches served:



The breakfast increase alone has strained our dry storage space and coupled with new After School Meal Programs we are in need of more space for product. The increase in these counts can be directly attributed to our participation in the Community Eligibility Provision (CEP) where every child eats for free, which was a program we were not involved in when we moved to the current location. The increased participation has made Freezer, Refrigeration and Dry Storage woefully inadequate. Due to the lack of storage space we are unable to buy direct from suppliers and subsequently are paying over \$55,000 per year for distributors to hold and deliver our product. We would also be able to accommodate more product from vendors like SYSCO that hold government commodity food which is priced at a deep discount. If we don't have space for these deliveries we could lose them.

The move to a larger facility would also allow us to install a Central Kitchen which has many added benefits. Currently we have 14 Pre-Plate Schools that have warming kitchens, food is purchased from an outside company, who pack freeze and ship it to our central location, which we then distribute to these schools. The product could be frozen for over a month prior to being served. This model also does not allow for variation or flexibility that could be required by student preference or unforeseen closures such as snow days. With a Central Kitchen we would have our own staff preparing meals 1 or 2 days prior to being served allowing for a fresher meal that has a better presentation and would increase participation. Even a small impact in participation across 14 schools would have tremendous impact on our reimbursement from the Federal Government.

### **Projected Costs & Revenue:**

In order to realize these goals we will need to increase our square footage to 15,000-20,000 sq. ft. in order to facilitate our increases:

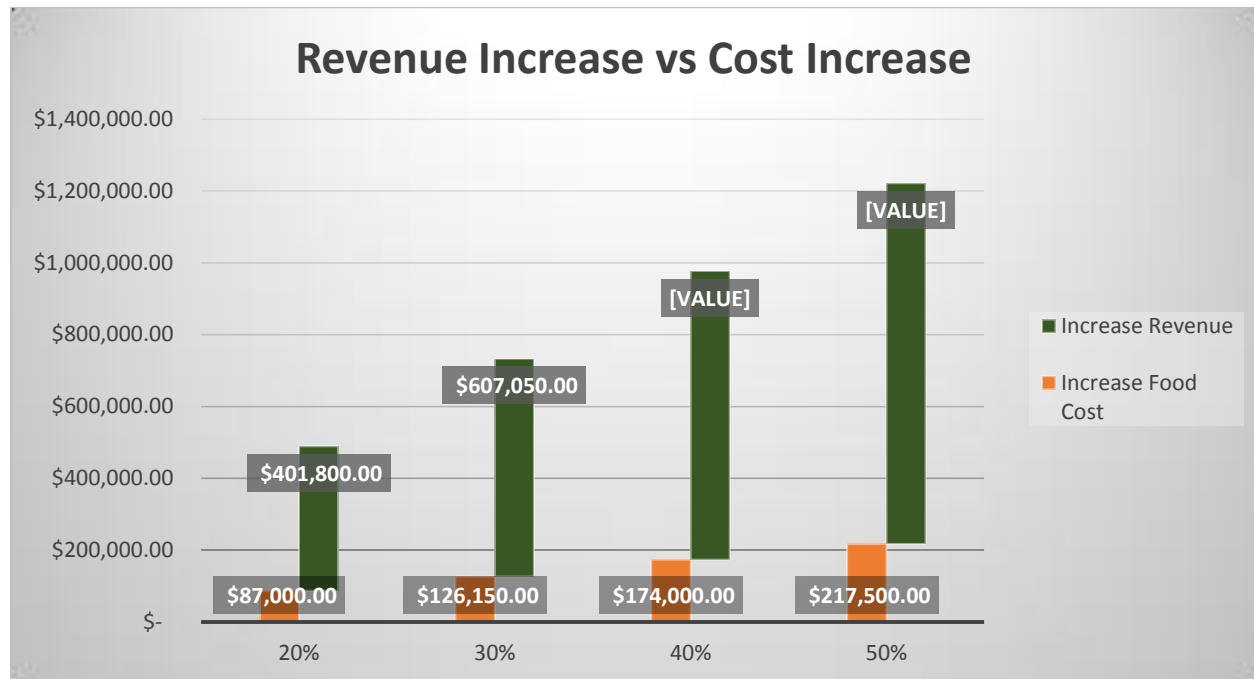
	Current	New
Freezer	1,000 sq. ft.	2,000 sq. ft.
Refrigeration	36 sq. ft.	1,000 sq. ft.
Dry Storage	400 sq. ft.	1,500 sq. ft.
Loading Docks	1	2-3
Office Space	3500 sq. ft.	3,700 sq. ft.
Central Kitchen	NA	6,000-8,000 s. ft.

After a review of areas that meet these requirements we can expect to pay \$126,500 per year in rent. A facility this size would require the anticipated onetime costs listed in Exhibit 1. These include freezer & cooler installation, office build out, equipment costs, prep equipment, small wares, office move, shelving, moving of our current generator, and any unforeseen contingency expenses. This adds up to a total onetime cost of \$1,109,400.00.

With the implementation of the Central Kitchen there would be an increase in yearly costs to the department much of which would be mitigated by the realized yearly savings:

Cost		Saving	
Rent	\$126,500	Current Rent	\$54,000
Labor (benefits incl.)	\$400,521	Pre-Plate Meal Cost	\$1,019,320
Food Cost	\$870,000	Buying Direct	\$56,355
Total	\$1,397,021	Total	\$1,129,675
Increase Yearly Cost	\$267,346		

These costs can be justified further with the anticipated increase in participation. Reed School was the last conversion from Pre-Plate to Cooking that was made while under CEP. We saw an increase in participation of 57%. Using this as a barometer we can safely assume an increase of no less than 20%. With increases of this nature we would see the following returns:



Currently the Food Service Department runs a profit that averages \$450,000 per year. Below is a chart that shows when we would repay our onetime costs, at different levels, including one without any increase in participation. This chart also shows the time frame to replenish the entire fund balance to its current level of \$3.1 million:

Participation Increase	Repay Onetime Cost (Years)	Fund Balance Back to Current Level (Years)
0%	5.5	15.5
20%	2.75	7.75
30%	1.75	5
40%	1.25	4
50%	1.25	3

With what we anticipate to be our lowest participation increase (20%) we will see a return on the equipment costs in just under 3 years and a complete refunding in just under 8. Under no circumstance do we anticipate not being able to keep our programs self-sufficient into the future.

### Conclusion:

Moving the Food Service Warehouse and installing a Central Kitchen would not only benefit the department and school district but most importantly improve the quality of nutrition and overall well-being to our students. With increased controls located within district we will be able to react to the changes in taste and environmental factors that arise from feeding such a large population. We will be able to realize efficiencies in production of these meals and benefit from the cost savings of buying in bulk. It is important to remember that currently the Food Service Department is self-sufficient and has a minimal impact on the Waterbury Education budget. Our move would also free space at Harper Ave that could be utilized by the School Inspectors offices who currently occupy the space for the different trades.

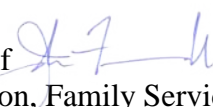


STATE OF CONNECTICUT  
DEPARTMENT OF EDUCATION



#9

**TO:** Sponsors of the National School Lunch Program

**FROM:** John D. Frassinelli, Chief   
Bureau of Health/Nutrition, Family Services and Adult Education

**DATE:** February 14, 2018

**SUBJECT:** Operational Memorandum No. 04-18  
Process for Submitting the Healthy Food Certification (HFC) Statement for  
School Year 2018-19

This memo summarizes the requirements for submitting the 2018-19 HFC Statement to the Connecticut State Department of Education (CSDE). It also provides information on the Connecticut Nutrition Standards (CNS), HFC resources, and state beverage requirements.

### Annual HFC Statement

[Section 10-215f](#) of the Connecticut General Statutes (C.G.S.) requires that each local board of education or governing authority for all Connecticut public school districts participating in the National School Lunch Program (NSLP) must take action annually to certify whether all food items sold to students will or will not meet the CNS. This includes all public schools, regional educational service centers, the Connecticut Technical High School System, charter schools, interdistrict magnet schools, and endowed academies.

For school year 2018-19, the HFC period is July 1, 2018, through June 30, 2019. **All public school districts participating in the NSLP must submit the online *Healthy Food Certification Statement – Addendum to Agreement for Child Nutrition Programs (ED-099)* by July 1, 2018.** The vote by the board of education or governing authority on whether to participate in HFC must occur by July 1, 2018, or the district/school is **ineligible** for HFC participation during school year 2018-19.

### HFC Application Process for 2018-19

The annual HFC Statement is completed **online** in the CSDE's Online Application and Claiming System for Child Nutrition Programs ([CNP System](#)), as part of the district's 2018-19 application module for Child Nutrition Programs. Please do not submit hard copies of the annual HFC Statement to the CSDE.

The 2018-19 application module for Child Nutrition Programs is expected to be available in the CNP System in May 2018. The CSDE will notify sponsors when the module is open and the HFC application module becomes available. In the meantime, districts **must follow the procedures below** to ensure timely submission of the 2018-19 HFC Statement by the deadline of July 1, 2018.

1. Schedule the HFC vote at a meeting of your board of education or governing authority that occurs **before June 30, 2018**. The board of education or governing authority for

each public school that participates in the NSLP must **vote** “yes” or “no” on whether to implement the healthy food option, as indicated below.

- **Healthy Food Option:** Pursuant to C.G.S. Section 10-215f, the board of education or governing authority certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2018, through June 30, 2019. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises sponsored by the school or by non-school organizations and groups.

If the board of education or governing authority votes “yes” for the healthy food option above, the board of education or governing authority **must also vote** on whether to allow food exemptions, as indicated below. ***Note:** If the board of education or governing authority votes “no” for the healthy food option above, a vote on whether to allow food exemptions is not required.*

- **Exemption for Food Items:** The board of education or governing authority will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held.
2. **Conduct the HFC vote** at the scheduled meeting of the board of education or governing authority. **Maintain a copy of the meeting minutes** indicating the results of the HFC vote outlined in step 1 above.
    - The minutes must indicate whether the board of education or governing authority voted “yes” or “no” to implement the healthy food option.
    - If the board of education or governing authority voted “yes,” for the healthy food option, the minutes must also indicate whether the board of education or governing authority voted “yes” or “no” to allow food exemptions.
  3. When the CSDE notifies districts that the HFC application module is available, **complete the online HFC application module and upload the meeting minutes** indicating the results of the HFC vote. ***Note:** The CSDE will e-mail school nutrition programs when the 2018-19 HFC application module of the CNP System is available. Instructions on how to access the HFC application module will be provided at that time.*

## **Interschool Agreements for HFC Schools**

A public school or district (recipient site) that receives meals under contract from a HFC district (providing sponsor) can choose to certify for the healthy food option and follow the CNS. This must be indicated on the interschool agreement between the recipient site and the providing sponsor district. In order for the providing sponsor to receive HFC payments for any recipient sites, the interschool agreement must be submitted to the CSDE by July 1, 2018.

Schools must still submit hard copies of the interschool agreements to the CSDE. Interschool agreements are not submitted through the CNP Online System. The interschool agreements for school year 2018-19 are available on the CSDE's [Forms for School Nutrition Programs](#) webpage.

## **Connecticut Nutrition Standards (CNS)**

A summary of the CNS is available in the CSDE's handout, [Summary of Connecticut Nutrition Standards for Foods in Schools](#). Additional information on the CNS is available on the CSDE's [CNS](#) webpage. The CSDE's [HFC](#) webpage provides numerous resources to assist districts with implementing HFC including:

- [Complying with HFC Presentation](#);
- [Ensuring District Compliance with HFC](#);
- [Food and Beverage Requirements for Fundraisers](#);
- [Guide to Competitive Foods in Schools](#);
- [Questions and Answers on Connecticut Statutes for School Food and Beverages](#);
- [Requirements for Food and Beverages in Vending Machines](#); and
- [Food and Beverage Requirements for School Stores](#).

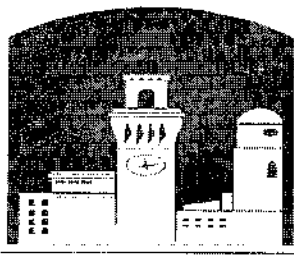
## **State Beverage Requirements**

As a reminder, the beverage requirements of C.G.S. [Section 10-221q](#) apply to all public schools, regardless of whether the district certifies for the healthy food option under C.G.S. Section 10-215f. This includes all public school districts, interdistrict magnet schools, charter schools, endowed academies, and the Connecticut Technical High School System. Additional information on the beverage requirements is available on the CSDE's [Beverage Requirements](#) webpage.

If you have any questions or need additional information, please contact Susan Fiore at 860-807-2075 or [susan.fiore@ct.gov](mailto:susan.fiore@ct.gov) or Teri Dandeneau at 860-807-2079 or [teri.dandeneau@ct.gov](mailto:teri.dandeneau@ct.gov).

JDF:sff

Important: This is a numbered Connecticut State Department of Education (CSDE) operational memorandum that contains important program information. Please read carefully and retain in a binder for future reference. All CSDE operational memoranda are posted on the CSDE's [Operational Memoranda for School Nutrition Programs](#) webpage.



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# WATERBURY

## Public Schools

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*Today's Students. Tomorrow's Leaders*

**Melissa Baldwin**

Special Education Department

236 Grand St. 2<sup>nd</sup> floor

Waterbury, CT 06702

203-574-8017

[mbaldwin@waterbury.k12.ct.us](mailto:mbaldwin@waterbury.k12.ct.us)

May 30, 2018

Honorable Commissioners  
Waterbury Board of Education  
236 Grand St.  
Waterbury, CT 06702

And

The Honorable Board of Aldermen  
City of Waterbury  
City Hall  
Waterbury, CT 06702

Re: Approval of a contract between the City of Waterbury and the  
Waterbury Young Men's Christian Association (YMCA)

Dear Honorable Commissioners and Aldermen:

I respectfully request that you approve a contract between the City of Waterbury and the Waterbury Young Men's Christian Association to provide a transition program for Waterbury students with disabilities. This contract did not go out to bid. Under Section 38.029 of the Waterbury procurement rules, procurement related to special education under the Individuals with Disabilities Education Act is exempt from bidding.

No cost is associated with the contract which covers a three year term, from August 1, 2018 through June 30, 2021. The transition program includes custodial and maintenance tasks and office tasks.

Transition services are required to be given to older students with disabilities under the Individuals with Disabilities Education Act (IDEA). This agreement with the YMCA helps the Waterbury School District provide its students with valuable transition opportunities. The District is very satisfied with the collaboration provided by the YMCA and looks forward to providing the program in the future. A tax clearance has been obtained.

In conclusion, I respectfully request that the contract with the YMCA be approved.

Sincerely,

A handwritten signature in black ink, appearing to read "Melissa Baldwin". The signature is fluid and cursive, with the first name "Melissa" written in a larger, more prominent script than the last name "Baldwin".

Melissa Baldwin

Enc. Contract  
Tax clearance



**AGREEMENT  
BETWEEN  
CITY OF WATERBURY BOARD OF EDUCATION  
AND  
THE WATERBURY YOUNG MEN'S CHRISTIAN ASSOCIATION**

**THIS AGREEMENT**, effective on the date signed by the Mayor is by and between the City of Waterbury, Board of Education, acting herein by Neil M. O'Leary, Mayor, 235 Grand Street, Waterbury, Connecticut, 06702, duly authorized, hereinafter referred to as the "City" or the "Board" and The Waterbury Young Men's Christian Association, a federally-recognized 501(c)(3) not-for-profit, duly registered domestic corporation, located at 136 West Main Street, Waterbury, Connecticut, 06702, hereinafter referred to as the "Contractor".

**WHEREAS**, the City desires to provide a student prevocational and employment training program for students with disabilities which includes training in problem-solving skills, independent living skills, job skills and social skills in a work environment; and

**WHEREAS**, the Contractor has agreed to partner with the City to provide a prevocational and employment training program at the Contractor's facility; and

**WHEREAS**, the City and the Contractor have established the guidelines for the operation of the program at the Contractor's facility.

**NOW THEREFORE**, it is mutually agreed as follows:

**1. Scope of Services**

The Contractor shall provide transition services, as listed in Schedule A attached hereto and made a part hereof, at or from its Facility, to a selected number of students with disabilities as selected by the City. The Contractor will provide such transition services including instruction, prevocational and employment training, community experiences and, if appropriate, acquisition of daily living skills and functional vocational training as set forth in the attached Schedule A, and as more specifically set forth in the student's Individualized Education Program ("I.E.P."). The City will be responsible for the planning, implementation, evaluation and review of the transition services of each student. The Contractor and the City shall be responsible for the development and implementation of the employment training program.

The Contractor will provide the students and City staff with an orientation of its Facility, employees, and an explanation of its procedures and policies. In addition, the Contractor will review the program responsibilities with City staff and students and be available throughout the day to supervise the implementation of the program. The student participants and the transition training program are further described as follow

- A. Community Based Training (CBT). Students shall receive transition services up to two (2) days per week, for no more than one and one-half (1.5) hours per day, and no more than a total of three (3) hours per week. In addition to the Contractor's staff, the City will provide up to five (5) supervising school staff members (teachers and/or paraprofessionals), on site, as needed and determined by the City and the student's I.E.P. The City will be responsible for the planning, implementation, evaluation and the transition services of each student selected by the City. The City will provide transportation for each student attending said program.
- B. Individual Work Experience (IWE). Students shall receive transition services for up to (3) days per week, for no more than three quarters (.75) of an hour to one (1) hour per day, for a total of two and one half (2.5) to three (3) hours per week. IWE students will be supervised by Contractor's staff or by a paraprofessional, if required by the student's I.E.P. The Contractor staff will evaluate the student's employment training. The IWE teacher will check in weekly with the

Contractor's staff at the Facility. The Contractor and the City shall be responsible for the development and implementation of the transition services. The City will provide transportation for each student attending said program.

- C. Single Student Interns shall receive transition training services for up to two (2) to eight (8) hours per week. Single Student Interns will be supervised by Contractor's staff or by a paraprofessional only as determined by the student's I.E.P. The Contractor and City staff will evaluate the student's employment training. The transition coordinator or his or her representative will check in weekly with the Contractor's staff at the Facility. The Contractor and the City shall be responsible for the development and implementation of the transition services. The City will provide transportation for each student attending said program.

2. Payment

There shall be no compensation paid by the City to the Contractor, or to the City by the Contractor. The parties agree that the students' prevocational and employment training is part of their educational program and as such the Students shall not be paid by either the City or the Contractor.

3. Term

The term of this Agreement shall be for the school years August 1, 2018 to June 30, 2021 or any part thereof.

4. Representation Regarding Qualification

The Contractor represents that its employees are licensed, if applicable, to perform the scope of work set forth in this Agreement. The Contractor further represents that its employees have the requisite skill, expertise and knowledge necessary to perform the scope of work required under the terms of this Agreement. If the Contractor is a corporation, it shall provide a corporate resolution authorizing this Agreement and the signatory thereof.

- A. Representations regarding Criminal Violations. The Contractor represents and warrants that it and its employees who are involved with City students in the prevocational and employment training program have no history of violations of the laws or regulations of the State of Connecticut pertaining to public health, have not been convicted of a crime, are not listed on the Connecticut Department of Child and Families Services Registry and have no criminal investigation pending. The Contractor further warrants and represents that it has conducted a records check of each individual and has found no such violation.

5. Confidentiality

The Contractor shall strictly adhere to all State and Federal Statutes, rules, policy, regulations, codes of participant protection and confidentiality, administrative directives of the State of Connecticut Board of Education and State Department of Education, as well as any policies, ordinances, rules and regulations established by the City of Waterbury regarding confidentiality of student records. If applicable, all information furnished by the City or gathered by the Contractor shall be used solely for the purposes of providing services under this Agreement.

- A. Contractor acknowledges that in the course of providing services under this Agreement, it may come into the possession of education records or information of City of Waterbury students as defined in and governed by Family Educational Rights and Privacy Act ("FERPA", 20 U.S.C §1232g) and related regulations (34 C.F.R. §99) and shall comply with the requirements of said statutes and regulations and hold said information in the strictest of confidence, and agrees to use information obtained from the City only for purposes provided in this Agreement. Without the prior written consent of the student's parent or guardian, as required by FERPA, the Contractor has no authority to make disclosures of any information obtained in the course of performing this Agreement.

6. Indemnification

- A. The Contractor shall indemnify, defend and hold harmless the City, the City's Board of Education and their agents, officials and employees from and against all claims, suits, damages, losses, judgments, damages, costs and expenses including attorney's fees arising out of or resulting from the Contractor's negligence or intentional act. The Contractor shall not be responsible if said claims result solely from the actions or negligence of the City and the Board and their officers, agents or employees.
- B. Any insurance protection required by this Agreement, or otherwise provided by the Contractor, shall not in any way limit the responsibility to indemnify, keep and save harmless and defend the City as provided here.

7. **Contractor's Liability Insurance**

The Contractor shall provide all the insurance required under this section and said insurance has been approved by the City prior to the commencement of this agreement., Insurance shall be provided by insurers, satisfactory to the City and authorized to do business in the State of Connecticut, an "A-" Best's Rating and at least a Class V3 or better financial size category as shown in the most current A.M. Best Company ratings. The Contractor shall secure and maintain, for the duration of this Agreement, including any amendments hereto, with the City and the Board of Education being named as an additional insured party, the following minimum liability insurance coverage at no cost to the City.

- A. General Liability Insurance coverage with limits of:  
\$1,000,000 per Occurrence/ \$2,000,000 Aggregate;
- B. Worker's Compensation Statutory limits within the State of Connecticut.
- C. Certificates of Insurance  
The Contractor will, prior to the execution of this Agreement, provide the City with Certificates of Insurance evidencing the aforementioned Comprehensive General Liability, Professional Liability, Worker's Compensation and Excess General Liability Insurance coverage and a 30-day notice of cancellation prior to the cancellation of any insurance. **The Certificates of Insurance must read: "The City of Waterbury and the Waterbury Board of Education are listed as additional insureds as their interest may appear."**

shall  
the  
shall  
has

Such certificate(s) shall be subject to certification by the City's Risk Manager. The Contractor provide replacement and/or renewal certificates at least thirty (30) days prior to the expiration of policy(ies). Said certificates shall contain a provision that coverage afforded under the policies not be cancelled or reduced for any reasons unless written notice of no less than thirty (30) days been mailed to:

City of Waterbury  
Attn: Education Dept., Robert Brenker 3rd Floor  
236 Grand Street  
Waterbury, CT 06702

Upon request, the Contractor shall deliver to the City a copy of its insurance policies and endorsements and riders.

- D. Failure to Maintain Insurance  
In the event the Contractor fails to maintain the minimum required coverage as set forth herein, the City may terminate this Agreement immediately upon information of no insurance coverage.

8. **City's Liability Insurance**

The City will provide, upon request of the Contractor, a Certificate of Insurance setting forth its insurance coverage for Excess Liability and any renewal thereof.

9. **Discriminatory Practices**

In performing this Agreement, the Contractor shall not discriminate against any employee or applicant for employment, with respect to his or her hire, tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of race, color, sex, age, religious creed, disability, national origin or ancestry, marital status, family status, prior psychiatric treatment, health care, military status or source of income or because of a handicap that is unrelated to the employee's or the applicant's ability to perform the duties of a particular job or position. Subcontracts with each subcontractor shall contain a provision requiring non-discrimination in employment as herein specified. This covenant is required pursuant to §93.04 of the Code of Ordinances of the City and any breach thereof may be regarded as a material breach of this Agreement. Said provisions with subcontractors shall require conformity and compliance with all local, state and federal laws, rules and regulations and Executive orders pertaining to discrimination and equal opportunity requirements.

The Contractor shall admit any eligible child and shall not discriminate against any child regardless of race, religion, color, ancestry, natural origin, sex, handicap or disability.

A. Equal Opportunity.

In its execution of the performance of this Agreement, the Contractor shall not discriminate and shall comply with applicable laws prohibiting discrimination on the grounds of race, color, religion, sex, national origin or citizenship status, age or handicap. The Contractor agrees to comply with all local, state and federal laws, rules and regulations and Executive orders pertaining to discrimination and equal opportunity requirements.

The Contractor shall admit any eligible student and shall not discriminate against any student regardless of race, religion, color, ancestry, natural origin, sex, handicap or disability.

10. Assignability.

The Contractor shall not assign any interest in this Agreement, and shall not transfer any interest in the same (whether by assignment or novation) without the prior written approval of the City.

11. Interest of City Official

No member of the governing body of the City, and no other officer, employee, or agent of the City who exercises any functions or responsibilities in connection with the carrying out of this Agreement, shall have any personal interest, direct or indirect, in this Agreement.

12. Prohibition against Gratuities and Kickbacks

No person shall offer, give, or agree to give any current or former public official, employee or member of a board or commission, or for such current or former public official, employee or member of a board or commission to solicit, demand, accept or agree to accept from another person a gratuity or an offer of employment in connection with any: decision; approval; disapproval; recommendation; preparation of any part of a program requirement or a requisition; influencing the content of any specification or procurement standard; or rendering of advice, investigation, auditing, or in any other advisory capacity in any proceeding or application, request for ruling, determination, claim or controversy, or other particular matter pertaining to any program requirement or a contract or purchase order, or to any solicitation or proposal therefore.

No person shall make any payment, gratuity, or offer of employment as an inducement for the award of a subcontract or order, by or on behalf of a subcontractor, the prime contractor or higher tier subcontractor or any person associated therewith, under contract or purchase order to the City.

The value of anything transferred or received in violation of the provisions of this Chapter or regulations promulgated hereunder by any person subject to this Chapter may be recovered by the City.

13. Prohibition against Contingency Fees

The Contractor hereby represents that it has not retained anyone to solicit or secure a contract with the City upon an agreement or understanding for a commission, percentage, brokerage or contingency fee.

14. City of Waterbury's Ethics Code Ordinance

The Contractor hereby acknowledges receipt of the City of Waterbury's Ordinance regarding Ethics and Conflicts of Interest and has familiarized itself with said Code.

15. Entire Agreement.

This Agreement shall constitute the complete and exclusive statement of the contract between the parties as it relates to this transaction and supersedes all previous agreements and understandings, whether written or oral, relating to such subject matter. Any amendment to this Agreement must be in writing and agreed to by the City and the Contractor.

16. Independent Contractor Relationship.

The relationship between the City and the Contractor is that of independent contractor. No agent, employee, or servant of the Contractor shall be deemed to be an employee, agent or servant of the City. The Contractor shall be solely and entirely responsible for its acts and the acts of its agents, employees, servants and subcontractors during the performance of this Agreement.

Nothing in this Agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee between the City, the Contractor or any employee, or agent of the Contractor. Both parties acknowledge that the Contractor and its employees are not employees of the City for federal or state tax purposes.

As the Contractor and its employees are not employees of the City, the Contractor is responsible for paying all required state and federal taxes for its employees. In particular:

- A. The City will not withhold FICA (Social Security) for the Contractor.
- B. The City will not make state or federal unemployment insurance contributions on behalf of the Contractor or its employees or agents.
- C. The City will not withhold state or federal income tax from payment to the Contractor or its employees or agents.
- D. The City will not make disability insurance contributions on behalf of the Contractor or its employees or agents.
- E. The City will not obtain workers' compensation insurance on behalf of the Contractor or its employees or agents.

17. Severability.

Whenever possible, each provision of this Agreement shall be interpreted in such a manner as to be effective and valid under applicable law. If any provision of this Agreement, however, is held to be prohibited or invalid under applicable law, such provision shall be deemed restated to reflect the original intentions of the parties, as nearly as possible in accordance with applicable law.

18. Termination

Either Party may terminate this agreement at any time upon a 30 day written notice to the other Party.

19. Non-Appropriation.

The Contractor acknowledges that the City is a municipal corporation and that the City's obligation to make payments, if any, under this Agreement is contingent upon the appropriation by the City's Board of Aldermen of funds sufficient for such purposes, for each budget year in which this Agreement is in effect. If sufficient funds to provide for the payment(s) hereunder are not appropriated, the City may terminate this Agreement upon notice in writing to the Contractor.

20. **Governing Laws.** This Agreement, its terms and conditions and any claims arising therefrom shall be governed by the laws of the State of Connecticut.

[Signature page follows]

IN WITNESS WHEREOF, the parties have hereunto set their hands and seals the day and year first written below.

WITNESS:

CITY OF WATERBURY

\_\_\_\_\_

By: \_\_\_\_\_

Neil M. O'Leary  
Mayor, City of Waterbury

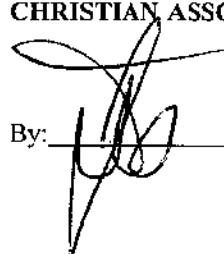
\_\_\_\_\_  
Print name

Date: \_\_\_\_\_

WITNESS:

CONTRACTOR:  
THE WATERBURY YOUNG MEN'S  
CHRISTIAN ASSOCIATION

Paula Labonte

By:  \_\_\_\_\_

Paula Labonte  
Print name

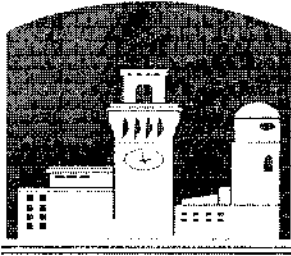
James M. O'Rourke, CEO  
Print Name and Title

Date: May 4, 2018

**SCHEDULE A**  
**SCOPE OF SERVICES AND TASK LIST**

The Contractor shall provide the following transition services to students designated by the City. Each student may receive all or some instruction with regard to the transition services listed below.

1. Maintenance and custodial work
2. Office work such as filing, copying or sorting.
3. Any other appropriate job tasks as designated by the City and the Contractor



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**W A T E R B U R Y**  
**P u b l i c   S c h o o l s**

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*Today's Students. Tomorrow's Leaders*

**Melissa Baldwin**

Director of Special Education  
Special Education Department  
236 Grand St. 2<sup>nd</sup> floor  
Waterbury, CT 06702  
203-574-8017  
mbaldwin@waterbury.k12.ct.us

May 30, 2018

The Honorable Board of Aldermen  
City of Waterbury  
City Hall  
Waterbury, CT 06702

And

Honorable Commissioners  
Waterbury Board of Education  
236 Grand St.  
Waterbury, CT 06702

Re: Approval of an amendment to the Contract between City of  
Waterbury and Evergreen Center, Inc.

Dear Honorable Board of Aldermen and Board of Education:

I respectfully request that the amendment to the contract submitted between the City of Waterbury and Evergreen Center, Inc. be placed on your next agenda and approved. The amendment to the contract did not go out to bid as it is exempt from the bidding process under section 38.029(D) of the Waterbury Purchasing Ordinance. Section 38.029 (D) states procurement and services...that are necessary for instruction and related services to be provided to students with disabilities in accordance with the federal law IDEA are exempt from the competitive bidding process. Under the IDEA, our District is required to have, for each



student, individual education plans (IEPs) based on each student's individualized needs.

The Waterbury School District has placed a student at Evergreen Center, Inc. which operates a school for students with disabilities and had a contract completed with Waterbury in 2016. The contract did not include the tuition amount for the last year of 2018-2019 in the amount of \$175,237.25. In addition, Evergreen Center Inc. increased its tuition in this current school year by \$16,858.53. The amendment is necessary to include the cost of the final year and the increased cost of the current year in the contract. The Amendment increases the total amount of the contract to \$533,720.08 from \$341,624 in the current contract. The contract term remains the same from February 23, 2016 through June 30, 2019 and is paid for by general funds. A tax clearance has been obtained.

I appreciate your consideration in this important matter.

Respectfully Submitted,

A handwritten signature in black ink that reads "Melissa Baldwin". The signature is written in a cursive, flowing style.

Melissa Baldwin

Encs. Amendment to Contract  
Tax Clearance

**AMENDMENT 1**  
**to**  
**AGREEMENT**  
**BETWEEN**  
**CITY OF WATERBURY, WATERBURY PUBLIC SCHOOLS**  
**and**  
**EVERGREEN CENTER, INC.**  
**for**  
**RESIDENTIAL PLACEMENT AND EDUCATIONAL SERVICES**

**THIS AMENDMENT 1**, effective on the date signed by the Mayor (the "Effective Date") is by and between the City of Waterbury, Board of Education, acting herein by Neil M. O'Leary, Mayor of the City of Waterbury, City Hall Building, 235 Grand Street, Waterbury, Connecticut, duly authorized, hereinafter referred to as the "City" or the "Board", and Evergreen Center, Inc., a Massachusetts corporation doing business at 345 Fortune Boulevard, Milford, Massachusetts, hereinafter referred to as "Evergreen".

**WHEREAS**, the parties entered into an Agreement to provide residential and education services to children with disabilities, which Agreement was effective on August 12, 2016; and

**WHEREAS**, the parties wish to amend said August 12, 2016 Agreement to provide for additional payment for the additional services to be provided consistent with the August 12, 2016 Agreement.

**NOW THEREFORE**, it is mutually agreed as follows:

1. The August 12, 2016 Agreement shall be amended as follows:

1.1 Section 4.1 of the Agreement shall be amended to read:

"The City shall pay to Evergreen an amount up to \$341.75 per each twelve hour day, for the educational services properly rendered hereunder. The City shall also pay to Evergreen an amount up to \$18.30 per hour, per each seven hour day, for a one to one aide during the Term of this Agreement. The City shall pay an amount up to \$533,720.08 for this Agreement with the basis of the payment being as set forth in the attached Schedule A Rate Schedule. Said payment shall be for the length of and number of school days as identified in the student's I.E.P., upon the terms and conditions hereinafter set forth. Payment shall be in accordance with the City of Waterbury's payment policy and procedures. The City shall not be responsible for any costs other than the costs set forth in this Agreement."

1.2 Schedule A of the August 12, 2016 Agreement shall be amended as set forth in Attachment A attached hereto and made a part hereof.

2. All other terms, conditions, and provisions of the August 12, 2016 Agreement shall remain in full force and effect and binding on the parties hereto.

**IN WITNESS WHEREOF**, the parties have hereunto set their hands and seals the day and year first written below.

**WITNESSES:**

**CITY OF WATERBURY**

\_\_\_\_\_  
Print name

By: \_\_\_\_\_  
Neil M. O'Leary, Mayor

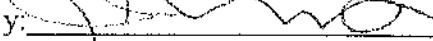
\_\_\_\_\_  
Print name

Date: \_\_\_\_\_

**WITNESSES:**

**EVERGREEN CENTER, INC.**

Joe VEDERA  
Print name

By:   
Judy A. Harburt, CAO  
Print Name and Title

Nicole Cook  
Print name

Date: 5-10-18

## ATTACHMENT A

### SCHEDULE "A"

Rate Schedule  
City of Waterbury  
And  
Evergreen Center

(consisting of 1 page)

#### 2015-2016 School Year

School Days Approved 129

Day Rate: \$ 268.76 per each 12 hour day  
One to One: \$18.42 per hour up to 7 hours  
per day

Tuition School Year \$ 34,670.04  
One to One \$ 16,633.26

TOTAL \$ 51,303.30

#### 2017-2018 School Year

School Days Approved 365

Day Rate: \$277.81 per each 12 hour day  
153 days  
\$341.75 per each 12 hour day  
212 days  
One to One: \$18.30 per hour up to 7 hrs per day

Tuition School Year \$ 42,504.93  
\$ 72,451.00  
One to One \$ 47,063.10

TOTAL \$ 162,019.03

GRAND TOTAL \$ 533,720.08

#### 2016-2017 School Year

School Days Approved 365

Day Rate: \$268.76 per each 12 hour day  
One to One: \$18.42 per hour up to 7 hours per  
day

Tuition School Year \$ 98,097.40  
One to One \$ 47,063.10

TOTAL \$ 145,160.50

#### 2018 – 2019 School Year

School Days Approved 365

Day Rate: \$341.75 per each 12 hour day  
One to One: 18.30 per hour up to 7 hrs per  
day

Tuition School Year \$124,738.75  
Tuition Increase 3% 3,742.00  
One to One \$ 46,756.50

TOTAL \$ 175,237.25

# ***Board of Education***

## **Monthly Expenditure Report**

**April 2018**

ACCOUNT	CLASSIFICATION	FY 18 ORIGINAL BUDGET	FY 18 ADJUSTED BUDGET	APRIL EXPENDITURE	APRIL ENCUMBRANCE	CURRENT BALANCE	PROJECTED EXP.	PROJECTED DIFFERENCE
<b>Salaries</b>								
511101	Administrators	\$8,068,814	\$8,068,814	\$6,450,584	\$0	\$1,618,230	\$7,982,865	\$85,949
511102	Teachers	\$73,999,242	\$73,999,242	\$55,308,924	\$0	\$18,690,318	\$76,001,236	(\$2,001,994)
511104	Superintendent	\$228,220	\$228,220	\$230,743	\$0	(\$2,523)	\$265,743	(\$37,523)
511106	Early Incentive Certified	\$1,323,649	\$1,323,649	\$1,282,094	\$0	\$41,555	\$1,294,094	\$29,555
511107	Certified Coaches	\$685,000	\$685,000	\$486,795	\$0	\$198,205	\$725,000	(\$40,000)
511108	School Psychologists	\$1,782,033	\$1,782,033	\$1,168,176	\$0	\$613,857	\$1,687,033	\$95,000
511109	School Social Workers	\$1,932,753	\$1,932,753	\$1,380,764	\$0	\$551,989	\$1,914,317	\$18,436
511110	Speech Pathologists	\$2,269,315	\$2,269,315	\$1,620,747	\$0	\$648,568	\$2,257,272	\$12,043
511113	Extra Compensatory Stipend	\$85,000	\$85,000	\$0	\$0	\$85,000	\$96,000	(\$11,000)
511201	Non-Certified Salaries	\$2,136,138	\$2,136,138	\$2,023,668	\$0	\$112,470	\$2,136,138	\$0
511202	Clerical Wages	\$795,692	\$795,692	\$762,176	\$0	\$33,516	\$795,692	\$0
511204	Crossing Guards	\$386,099	\$386,099	\$306,436	\$0	\$79,663	\$386,099	\$0
511206	Educational	\$260,000	\$260,000	\$217,551	\$0	\$42,449	\$260,000	\$0
511212	Substitute Teachers	\$2,945,000	\$2,945,000	\$2,194,442	\$52,731	\$697,827	\$3,150,000	(\$205,000)
511215	Cafeteria Aides	\$80,000	\$80,000	\$22,951	\$0	\$57,049	\$80,000	\$0
511216	Library Pages	\$144,404	\$144,404	\$94,556	\$0	\$49,848	\$117,630	\$26,774
511217	Library Aides	\$169,950	\$169,950	\$131,860	\$0	\$38,090	\$169,950	\$0
511219	School Clerical	\$1,877,086	\$1,877,086	\$1,337,848	\$0	\$539,238	\$1,768,809	\$108,277
511220	Fiscal Administration	\$526,765	\$526,765	\$331,105	\$0	\$195,660	\$409,322	\$117,443
511222	Transportation Coordinator	\$99,058	\$99,058	\$79,246	\$0	\$19,812	\$99,058	\$0
511223	Office Aides	\$140,000	\$140,000	\$133,727	\$0	\$6,273	\$140,000	\$0
511225	School Maintenance Non-Certified	\$2,224,269	\$2,224,269	\$1,644,076	\$0	\$580,193	\$2,145,961	\$78,308
511226	Custodians Non-Certified	\$5,396,229	\$5,396,229	\$3,996,885	\$0	\$1,399,344	\$5,090,901	\$305,328
511227	Overtime - Outside Activities	\$200,000	\$200,000	\$208,446	\$0	(\$8,446)	\$220,000	(\$20,000)
511228	Paraprofessionals	\$10,252,396	\$10,252,396	\$7,553,768	\$5,000	\$2,693,628	\$9,942,138	\$310,258
511229	Bus Duty	\$250,000	\$250,000	\$1,382	\$0	\$248,618	\$250,000	\$0
511232	Attendance Counselors	\$328,928	\$328,928	\$235,201	\$0	\$93,727	\$328,928	\$0
511233	ABA Behaviorial Therapist	\$1,628,349	\$1,628,349	\$1,147,911	\$0	\$480,438	\$1,562,961	\$65,388
511234	Interpreters	\$138,511	\$138,511	\$99,397	\$0	\$39,114	\$131,690	\$6,821
511236	Snow Removal	\$0	\$0	\$37,512	\$0	(\$37,512)	\$37,512	(\$37,512)
511650	Overtime	\$740,000	\$740,000	\$620,027	\$8,589	\$111,384	\$740,000	\$0
511653	Longevity	\$25,200	\$25,200	\$24,200	\$0	\$1,000	\$24,200	\$1,000
511700	Extra Police Protection	\$500,516	\$500,516	\$57,259	\$0	\$443,257	\$500,516	\$0
529001	Car Allowance	\$81,000	\$81,000	\$53,745	\$0	\$27,255	\$67,000	\$14,000
529003	Meal Allowances	\$9,000	\$9,000	\$5,624	\$20	\$3,356	\$9,000	\$0
<b>Subtotal Salaries</b>		<b>\$121,708,616</b>	<b>\$121,708,616</b>	<b>\$91,249,827</b>	<b>\$66,340</b>	<b>\$30,392,448</b>	<b>\$122,787,065</b>	<b>(\$1,078,449)</b>

ACCOUNT	CLASSIFICATION	FY 18 ORIGINAL BUDGET	FY 18 ADJUSTED BUDGET	APRIL EXPENDITURE	APRIL ENCUMBRANCE	CURRENT BALANCE	PROJECTED EXP.	PROJECTED DIFFERENCE
<b>Purchased Services</b>								
533009	Evaluation	\$55,000	\$50,852	\$27,335	\$0	\$23,517	\$50,852	\$0
533020	Consulting Services	\$371,935	\$416,935	\$294,703	\$95,025	\$27,207	\$416,935	\$0
533100	Auditing	\$54,000	\$49,088	\$49,088	\$0	\$0	\$49,088	\$0
539005	Sporting Officials	\$35,000	\$35,000	\$11,123	\$0	\$23,877	\$35,000	\$0
539007	Report Cards	\$18,000	\$18,321	\$18,321	\$0	\$0	\$18,321	\$0
539008	Messenger Service	\$27,280	\$27,280	\$20,276	\$5,084	\$1,920	\$27,280	\$0
543000	General Repairs & Maintenance	\$1,515,000	\$1,515,000	\$923,150	\$178,003	\$413,848	\$1,475,000	\$40,000
543011	Maintenance - Service Contracts	\$522,844	\$477,844	\$317,818	\$53,432	\$106,594	\$382,433	\$95,411
544002	Building Rental	\$557,278	\$557,278	\$447,390	\$29,281	\$80,607	\$557,278	\$0
545002	Water	\$240,000	\$240,000	\$150,962	\$0	\$89,038	\$251,200	(\$11,200)
545006	Electricity	\$3,309,855	\$3,227,855	\$2,230,152	\$0	\$997,703	\$3,141,404	\$86,451
545012	Inspections - Lead/Asbestos	\$10,000	\$10,000	\$5,916	\$2,150	\$1,935	\$10,000	\$0
545013	Security/Safety	\$102,500	\$110,889	\$61,911	\$30,070	\$18,908	\$110,889	\$0
551000	Pupil Transportation	\$13,930,521	\$13,930,521	\$10,563,823	\$1,982,606	\$1,384,091	\$14,329,000	(\$398,479)
553001	Postage	\$70,000	\$70,000	\$43,434	\$0	\$26,566	\$70,000	\$0
553002	Telephone	\$150,000	\$150,000	\$142,535	\$918	\$6,546	\$150,000	\$0
553005	Wide-area Network (SBC)	\$87,600	\$87,600	\$19,823	\$58,070	\$9,707	\$87,600	\$0
556055	Tuition - Outside	\$7,451,277	\$7,533,277	\$4,763,411	\$1,986,833	\$783,033	\$7,668,277	(\$135,000)
556056	Purchased Service - Outside	\$2,501,537	\$2,501,537	\$1,494,821	\$801,688	\$205,028	\$2,526,537	(\$25,000)
557000	Tuition Reimbursement	\$6,000	\$6,000	\$0	\$0	\$6,000	\$6,000	\$0
558000	Travel Expenses	\$18,000	\$18,350	\$5,643	\$2,034	\$10,672	\$18,350	\$0
559001	Advertising	\$30,000	\$30,000	\$18,985	\$0	\$11,015	\$18,985	\$11,015
559002	Printing & Binding	\$70,000	\$70,000	\$4,281	\$10,544	\$55,175	\$70,000	\$0
559104	Insurance - Athletics	\$19,000	\$19,000	\$18,906	\$0	\$94	\$18,906	\$94
<b>Subtotal Purchased Services</b>		<b>\$31,152,627</b>	<b>\$31,152,627</b>	<b>\$21,633,808</b>	<b>\$5,235,739</b>	<b>\$4,283,081</b>	<b>\$31,489,333</b>	<b>(\$336,706)</b>
<b>Supplies/Materials</b>								
561100	Instructional Supplies	\$1,860,000	\$1,859,627	\$1,155,475	\$243,287	\$460,866	\$1,819,627	\$40,000
561200	Office Supplies	\$71,840	\$72,126	\$42,070	\$11,600	\$18,456	\$59,846	\$12,280
561204	Emergency/Medical Supplies	\$8,000	\$8,000	\$3,722	\$1,559	\$2,719	\$8,000	\$0
561210	Intake Center Supplies	\$1,000	\$1,000	\$990	\$0	\$10	\$990	\$10
561211	Recruitment Supplies	\$65,000	\$65,000	\$34,306	\$2,975	\$27,719	\$65,000	\$0
561212	Medicaid Supplies	\$17,000	\$17,000	\$3,787	\$7,889	\$5,324	\$17,000	\$0
561501	Diesel	\$148,395	\$148,395	\$101,677	\$40,502	\$6,216	\$148,395	\$0
561503	Gasoline	\$64,920	\$64,920	\$26,058	\$8,288	\$30,575	\$64,920	\$0
561505	Natural Gas	\$1,716,000	\$1,716,000	\$1,140,544	\$0	\$575,456	\$1,497,845	\$218,155
561507	Janitorial Supplies	\$235,000	\$235,000	\$176,670	\$22,934	\$35,397	\$235,000	\$0
561508	Electrical Supplies	\$190,000	\$55,000	\$21,468	\$7,219	\$26,313	\$38,383	\$16,617
561509	Plumbing Supplies	\$100,000	\$100,000	\$49,585	\$18,237	\$32,178	\$84,832	\$15,168
561510	Building & Ground Supplies	\$55,000	\$190,000	\$130,650	\$43,039	\$16,311	\$179,948	\$10,052
561511	Propane	\$309,652	\$309,652	\$305,094	\$0	\$4,558	\$309,652	\$0
567000	Clothing Supplies	\$40,000	\$40,000	\$36,045	\$0	\$3,956	\$36,045	\$3,955
567001	Crossing Guard Uniforms	\$2,500	\$2,500	\$1,315	\$0	\$1,185	\$1,315	\$1,185

ACCOUNT	CLASSIFICATION	FY 18 ORIGINAL BUDGET	FY 18 ADJUSTED BUDGET	APRIL EXPENDITURE	APRIL ENCUMBRANCE	CURRENT BALANCE	PROJECTED EXP.	PROJECTED DIFFERENCE
569010	Recreational Supplies	\$20,000	\$20,000	\$9,825	\$2,589	\$7,586	\$20,000	\$0
569029	Athletic Supplies	\$130,000	\$130,087	\$97,433	\$21,084	\$11,571	\$130,087	\$0
<b>Subtotal Supplies/Materials</b>		<b>\$5,034,307</b>	<b>\$5,034,307</b>	<b>\$3,336,711</b>	<b>\$431,201</b>	<b>\$1,266,395</b>	<b>\$4,716,885</b>	<b>\$317,422</b>
<b>Property</b>								
575008	Furniture-Misc.	\$50,000	\$30,582	\$27,222	\$3,360	\$0	\$27,222	\$3,360
575200	Office Equipment	\$165,000	\$165,000	\$138,385	\$813	\$25,802	\$165,000	\$0
575408	Plant Equipment	\$30,000	\$20,000	\$5,710	\$3,892	\$10,398	\$20,000	\$0
<b>Subtotal Property</b>		<b>\$245,000</b>	<b>\$215,582</b>	<b>\$171,318</b>	<b>\$8,066</b>	<b>\$36,199</b>	<b>\$212,222</b>	<b>\$3,360</b>
<b>Other/Miscellaneous</b>								
589021	Mattatuck Museum	\$13,750	\$13,750	\$8,101	\$3,818	\$1,831	\$13,750	\$0
589034	Board of Ed Commissioners	\$20,700	\$20,700	\$17,251	\$0	\$3,449	\$20,700	\$0
589036	Emergency Fund	\$9,500	\$9,500	\$9,480	\$0	\$21	\$9,500	\$0
589201	Mileage	\$33,500	\$18,500	\$4,258	\$0	\$14,242	\$18,500	\$0
589205	Coaches Reimbursements	\$7,000	\$7,000	\$2,473	\$0	\$4,527	\$7,000	\$0
589900	Dues & Publications	\$60,000	\$60,000	\$41,033	\$1,584	\$17,383	\$60,000	\$0
591004	Athletic Revolving Fund	\$90,000	\$134,418	\$109,418	\$25,000	\$0	\$134,418	\$0
<b>Total Other/Miscellaneous</b>		<b>\$234,450</b>	<b>\$263,868</b>	<b>\$192,013</b>	<b>\$30,402</b>	<b>\$41,453</b>	<b>\$263,868</b>	<b>\$0</b>
<b>GRAND TOTAL OPERATING BUDGET</b>		<b>\$158,375,000</b>	<b>\$158,375,000</b>	<b>\$116,583,677</b>	<b>\$5,771,748</b>	<b>\$36,019,576</b>	<b>\$159,469,373</b>	<b>(\$1,094,373)</b>
<b>Other Additional Funding</b>								
	Alliance Non-Reform/Reform	\$11,859,472	\$11,859,472	\$6,856,693	\$5,002,779	\$0	<b>\$11,859,472</b>	\$0
	GF Surplus 15-16	\$1,000,000	\$1,000,000	\$0	\$0	\$1,000,000	\$0	\$1,000,000
	GF Surplus 14-15	\$1,000,000	\$1,000,000	\$0	\$0	\$1,000,000	\$0	\$1,000,000
	GF Surplus 16-17	\$450,000	\$450,000	\$0	\$0	\$450,000	\$0	\$450,000
	Contingency Surplus	\$500,000	\$500,000	\$0	\$0	\$500,000	\$0	\$500,000
	City Non Lapsing Account	\$675,000	\$675,000	\$0	\$0	\$675,000	\$0	\$675,000
<b>Total Additional Funding</b>		<b>\$15,484,472</b>	<b>\$15,484,472</b>	<b>\$6,856,693</b>	<b>\$5,002,779</b>	<b>\$3,625,000</b>	<b>\$11,859,472</b>	<b>\$3,625,000</b>
<b>GRAND TOTAL ALL FUNDING</b>		<b>\$173,859,472</b>	<b>\$173,859,472</b>	<b>\$123,440,370</b>	<b>\$10,774,527</b>	<b>\$39,644,576</b>	<b>\$171,328,845</b>	<b>\$2,530,627</b>





# Waterbury Public Schools

## Summer Programs 2018

**#14**

### 1. Soar to Success for students in grades K-3

- Program will be held at **Duggan, Carrington and Gilmartin**
- Based on end of year literacy assessments per Connecticut Law
- July 9<sup>th</sup> – August 2<sup>nd</sup>
- Monday-Thursday
- 8:45am-12:45pm
- Focus on Literacy and Math
- Breakfast and Lunch Served

### 2. Rotella Enrichment Program

- **Crosby**
- July 9<sup>th</sup>-August 2<sup>nd</sup>
- Monday-Thursday
- 8:00 am-12:30 pm
- Breakfast and Lunch Served

### 3. Maloney Enrichment Program

- July 9<sup>th</sup>-August 2<sup>nd</sup>
- Monday-Thursday
- 8:45am-12:45pm

### 4. Pre-school Summer Enrichment

- **Maloney**
- July 9<sup>th</sup>-August 2<sup>nd</sup>
- Monday-Thursday
- 8:30am-11:30pm
- Breakfast and Lunch Served

### 5. High School Summer School

- **WAMS**
- Free for WPS students
- \$170 per credit for out of district students
- July 9<sup>th</sup>-July 30<sup>th</sup>
- 8:00am-12:00pm

### 6. Secondary ABA Program

- **Wallace/Crosby Complex**
- July 9<sup>th</sup>-August 3<sup>rd</sup>
- Monday-Friday
- 7:45am-1:15pm
- Breakfast and Lunch Served

### 7. Elementary and Secondary BDLC Program

- **Wilby**
- July 9<sup>th</sup>-August 2<sup>nd</sup>
- Monday-Thursday
- 7:45am-11:45am
- Breakfast and Lunch Served

### 8. SCOPE Program/Resource

- **Wallace/Crosby**
- July 9<sup>th</sup>-August 2<sup>nd</sup>
- Monday-Thursday
- 7:45am-11:45am
- Breakfast and Lunch Served

## **9. Essential Skills/CBT**

- **Wilby/North End**
- July 9<sup>th</sup>-August 2<sup>nd</sup>
- Monday-Thursday
- 7:45am - 11:45am
- Breakfast and Lunch Served

*\*CBT-Community Based Training*

*\*CBL-Center Based Learning*

*\*ABA-Applied Behavior Analysis*

*\*BDLC-Behavior Disorder Learning Center*

*\*SCOPE-Social Community Occupational Program in Education*

## **10. Pre-School ABA Program**

- **Bucks Hill Annex**
- July 9<sup>th</sup>-August 2<sup>nd</sup>
- Monday-Thursday
- 8:30am-2:00pm
- Breakfast and Lunch Served

## **11. Pre-school Special Needs**

- **Bucks Hill Annex**
- July 9<sup>th</sup>-August 2<sup>nd</sup>
- Monday-Thursday
- 8:30am-11:00am and  
11:30am-2:00pm
- Breakfast and Lunch Served

## **13. Elementary ABA/CBL Program**

- **Gilmartin**
- July 9<sup>th</sup>-August 3<sup>rd</sup>
- Monday-Friday
- 8:45 am - 2:15pm
- Breakfast and Lunch Served

## **14. Adult Education**

- July 9<sup>th</sup>-August 16<sup>th</sup>
- Monday-Thursday
- Period I: 8:00a.m. -- 10:30a.m.
- Period II: 10:47a.m. -- 1:17p.m.