

**GROTON BOARD OF EDUCATION
COMMITTEE OF THE WHOLE MEETING
JUNE 20, 2022 @ 6:00 P.M.
REMOTE MEETING**

Mission Statement: Our mission is teaching and learning.

Board Goals: In a richness of cultures and with a respect for all, (1) Provide Dynamic Rigorous Curriculum, (2) Ensure Effective and Engaging Instruction, and (3) Embrace Excellent Learning Environment.

AGENDA

1. Call to Order
2. BoE Regular Business
 - a. Approval of the C.O.W. meeting minutes of May 16, 2022 (Attachment #1)
3. Discussion re: Board Member Replacement Process
4. Expanding Access to IB (Attachment #2)
5. 2022 World Language and Global Citizenship Grant (JNROTC/NNDCC - Application Status)
6. IB/CP/Career Pathway/Government and Public Administration Careers (Military/ROTC) (Attachment #3)
7. Suggested Future Topics
8. Adjournment

GROTON BOARD OF EDUCATION
COMMITTEE OF THE WHOLE
MAY 16, 2022 @ 6:00 P.M.
REMOTE MEETING

MEMBERS PRESENT: Kim Shepardson Watson-Chairperson, Dean Antipas, Liz Porter, Andrea Ackerman, Katrina Fitzgerald-Vice Chairperson, Matthew Shulman, Rita Volkmann, Beverly Washington, Jay Weitlauf

ALSO PRESENT: Susan Austin, Phil Piazza, Ken Knight, Sam Kilpatrick

I. CALL TO ORDER – Chairperson Shepardson Watson called the meeting to order at 6:00 p.m.

II. BOE REGULAR BUSINESS

MOTION: Porter, Shulman: To approve the COW minutes of May 9, 2022.
PASSED - UNANIMOUSLY

III. CEP DISCUSSION

- Cost for Full District Program (**ATTACHMENT #1**) – Ms. Austin stated that during COVID the district was operating through a USDA waiver to be able to feed the students in the district. Presently the Title I schools, GMS, TRMS, MRMS, and CK, are able to have free meals. Mr. Knight reviewed the meal cost per student data. This data show what it would cost to cover the remaining 3 schools, CB, NEA, and FHS. Ms. Austin stated that it is important that families fill out the lunch forms.

IV. END-OF-YEAR UNEXPENDED FUNDS (ATTACHMENT #2)

Mr. Knight gave an overview of the FY22 Projected Unexpended Funds. Mr. Knight stated that these figures are just an estimate at this time.

V. DoD SUPPLEMENTAL IMPACT AID - (ATTACHMENT #3)

Ms. Austin gave the history for the use of the DoD Supplemental Impact Aid funds on technology. Mr. Knight gave an overview of the DoD Supplemental Impact Aid as of May 12, 2022. Mr. Knight explained that we needed to maintain at least 19.5% of military population to continue to receive our present amount of funds. A Board member noted that the use of DoD Supplemental Impact Aid funds for technology goes back to 1993

VI. AUDIT REPORT DISCUSSION (ATTACHMENT #4)

Mr. Knight stated that the Audit Report is about 200 pages. Mr. Knight shared and reviewed the page from the document that concerns the district.

VII. DISTRICT SUMMER PROGRAM DISCUSSION (Summer School, Summer Camps and Tutoring at Multiple Sites)

Dr. Piazza noted the programs planned for this summer. (**ATTACHMENT #5, 6**)

Dr. Piazza noted the program still being worked on:

- Blues and Beyond Program
- Dr. Piazza stated that food will be provided at 12 sites this summer.
- The district will be providing tutoring across the district in many locations.

Mr. Shulman made a proposal for extending boundaries for tutoring by way of a pilot program to supplement tutoring with a phased implementation. **(ATTACHMENT #7)**

VII. MARCHING BAND CREDIT FOLLOW-UP

Ms. Austin stated that at the last COW she made it clear that she directed the high school to continue to grant the ½ credit to students taking Marching Band. Ms. Austin stated that Mr. Keleher was reaching out to students telling them if they want the credit they will get it. This is an established practice for this year and going forward.

Mrs. Watson stated that the Program of Studies booklet will be reviewed by the Policy Committee and the Curriculum Committee.

VIII. REVIEW OF REFERRAL TRACKING SHEET

The Board reviewed the Board Referral Tracking Sheet.

Mrs. Porter made a referral to the COW to review and make recommendations regarding the Program of Studies booklet (due by June 13, 2022).

IX. SUGGESTED FUTURE TOPICS

- Dr. Ackerman stated the need for a Board Retreat.
- Mrs. Washington made a comment regarding the inappropriate dress for girls and boys (dress code).

VIII. ADJOURNMENT

MOTION: Ackerman, Weitlauf: To adjourn at 7:54 p.m.
PASSED UNANIMOUSLY

GPS FOOD SERVICES REPORT
MEAL COST PER STUDENT

NON-CEP SCHOOLS	# FREE STUDENTS	COST - FREE STUDENTS	# REDUCED STUDENTS	REDUCED COST PER MEAL	REDUCED COST PER DAY	# SCHOOL DAYS	REDUCED COST PER YEAR	# FULL PAY STUDENTS	FULL PAY COST PER DAY	FULL PAY COST PER YEAR	ENROLLMENT
FITCH HIGH SCHOOL											
BREAKFAST	306	0	92	\$0.30	\$27.60	181	\$4,996.00	648	\$1,082.00	\$195,871.00	1046
LUNCH	306	0	92	\$0.40	\$36.80	181	\$6,661.00	648	\$2,203.00	\$398,743.00	1046
NORTHEAST ACADEMY											
BREAKFAST	97	0	22	\$0.30	\$6.60	181	\$1,195.00	284	\$474.00	\$85,794.00	403
LUNCH	97	0	22	\$0.40	\$8.80	181	\$1,593.00	284	\$966.00	\$174,846.00	403
CHARLES BARNUM											
BREAKFAST	80	0	50	\$0.30	\$15.00	181	\$2,715.00	207	\$345.00	\$62,445.00	337
LUNCH	80	0	50	\$0.40	\$20.00	181	\$3,620.00	207	\$704.00	\$127,424.00	337
TOTAL											
BREAKFAST										\$344,110.00	
TOTAL LUNCH										\$701,013.00	
TOTAL										\$1,045,123.00	

Groton Public Schools
 FY22 Projected Unexpended Funds
 As of 05/10/2022

Projected Unexpended Funds 147,165

Possible expenditures:

From unapproved CIP:	Est Cost	BOE	
HVAC study*	50,000	-	
Culinary Arts study	70,000	70,000	
Other:			
Replace Trailer for Maintenance	7,500	7,500	
Health Insurance Reserve	65,000	65,000	
Total possible expenditures	192,500	142,500	<u>142,500</u>
Unexpended Funds after Possible Expenditures			4,665

* Paid for from ARP ESSER

Groton Public Schools
 DOD Supplemental Impact Aid
 As of 05/12/2022

	Actual FY2019	Actual FY2020	Actual FY2021	Estimated FY2022	Budget FY2023	Comments
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Beginning Balance	943,228.92	1,020,484.84	1,112,084.69	1,487,927.76	1,364,398.44	
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Amount Received	275,815.29	387,334.53	461,185.39	471,746.81	280,000.00	estimated
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Interest Earned			1,984.46	2,603.87	2,387.70	estimated
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Expenditures

IT

Chromebooks	(130,755.00)	(295,734.68)	0.00	0.00	0.00	
Software	0.00	0.00	0.00	(324,436.00)	(324,954.00)	Similar to FY22
Projection Devices	(10,500.00)	0.00	0.00	0.00	0.00	
IT Equipment	(36,738.37)	0.00	(31,326.78)	(129,662.00)	(193,096.50)	Cameras, audio/proj FHS/CK/NEA
Staff devices	0.00	0.00	0.00	(143,782.00)	(143,782.00)	4 year lease

Other

CABE Dues	(20,566.00)	0.00	0.00	0.00	0.00	
Tennis Court add'l work	0.00	0.00	(56,000.00)	0.00	0.00	

Total Expenditures	(198,559.37)	(295,734.68)	(87,326.78)	(597,880.00)	(661,832.50)	
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Ending Balance	1,020,484.84	1,112,084.69	1,487,927.76	1,364,398.44	982,565.92	
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Target balance	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	
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EXHIBIT A-3

TOWN OF GROTON, CONNECTICUT
 GENERAL FUND
 SCHEDULE OF BOARD OF EDUCATION EXPENDITURES
 AND ENCUMBRANCES COMPARED WITH APPROPRIATIONS - BUDGETARY BASIS
 FOR THE YEAR ENDED JUNE 30, 2021

	Budgeted Amounts			Actual Encumbered	Total	Variance With Final Budget Positive (Negative)
	Original	Final	Expended			
Instruction:						
Regular	\$ 28,806,379	\$ 28,806,379	\$ 29,890,936	\$ 305,642	\$ 30,196,578	\$ (1,390,199)
Special	13,470,990	13,470,990	12,965,579	9,088	12,974,667	496,323
Continuing	290,995	290,995	284,799	286	285,085	5,910
Total instruction	42,568,364	42,568,364	43,141,314	315,016	43,456,330	(887,966)
Supporting Services:						
Pupils	6,522,824	6,522,824	6,490,404	28,966	6,519,370	3,454
Staff	1,557,119	1,557,119	1,864,142	22,036	1,886,178	(329,059)
General support	7,085,702	7,085,702	6,871,574	83,247	6,954,820	130,882
Operational support	14,294,202	14,294,202	13,662,083	160,231	13,822,314	471,888
Total supporting services	29,459,847	29,459,847	28,888,203	294,480	29,182,682	277,165
Community Services:						
Nonpublic school pupils	115,000	115,000	77,899	19,649	97,548	17,452
Nonprogrammed Changes:						
Tuition payments	5,294,879	5,294,879	4,699,113		4,699,113	595,766
Total	\$ 77,438,090	\$ 77,438,090	\$ 76,806,529	\$ 629,145	\$ 77,435,673	\$ 2,417

**GROTON PUBLIC SCHOOLS
2022 SUMMER SCHOOL/CAMPS**

- **Special Education Extended School Year Summer School**
Location: Mystic River Magnet School

Standard Session: July 5 – July 28
ABA Program: July 5 – August 11

Student Hours: 8:30 AM – 11:30 AM
Food Services will provide breakfast every day.

- **Elementary STEM Summer Camp (K-5)**
Location: Charles Barnum Elementary School

Session 1: June 27 – June 30
Session 2: July 5 – July 8

Student Hours: 9:00 AM – 12:00 PM

Food Services will provide light snacks every day.

- **Groton Middle School Student STEAM Summer Camp**
Location: Groton Middle School

Session 1: July 5 – July 14
Session 2: July 18 – July 28

Student Hours: 9:00 AM – 12:00 PM

Food Services will provide breakfast every day.

- **Fitch High Regular Education Summer School**

Session: July 6 – August 5

Student Hours: 9:00 AM – 12:00 PM

Note: 2022 Food Services Summer Meal Program

There will be 12 sites available to students 18 and under with breakfast and lunch provided free of charge. A schedule will be forthcoming with locations and times. It will be congregate feeding on site this year – not a drive through pickup as in the past.

Summer Stars

STEM Camp

At Charles Barnum

Camp is open to all GPS students currently in grades K-5

Week 1 - June 27-30

Week 2 - July 5-8



SCHEDULE

- 9:00-9:15 - Welcome and check in
- 9:15 -10:15 - STEM Block 1
- 10:15 - 10:45 - Snack and Team Building
- 10:45 - 11:45 - STEM Block 2
- 11:45 12:00 -Wrap-Up and Prepare for dismissal

WE PROVIDE

- Bus transportation from home-school lot
- Mid-camp snack
- Certified Teachers
- FUN!

REGISTER TODAY

DEADLINE FRIDAY, MAY 20TH

<https://forms.gle/VAEjVRxGBt79eS7aA>

QUESTIONS?

Christy Post cpost@groton.k12.ct.us
Ben Moon bmoon@groton.k12.ct.us



Attachment #7

Good evening,

In a moment, I'll propose an effort to extend Groton's educational boundary beyond our schools' buildings. But before that, I want to be clear that our Groton School District is doing as much, if not more, than other districts to remedy COVID-induced academic achievement losses, social isolation, and emotional challenges that many, many of our children have suffered.

We'll never fully undo COVID's impact. Just as our grandparents were affected by the Great Depression decades after the event, there is no question that COVID will be a signal event in our children's lives. And they'll talk about it to their children - hopefully with gratitude for all that Groton has, is, and will be doing to help them get through this.

So please, don't take my proposal as a reproach of the various academic and support programs we've already launched. We've used our federal grant funds well: hiring tutors, providing free lunches to all, reinforcing our social work and counseling services, and re-booting our mentoring program (we'd love to have you volunteer). We may not be able to fix everything; your Board's just human and subject to imperfections. But this Board has left politics at the door; all supporting Supt. Austin and doing everything in our power for our kids.

Back in February, I proposed using some ARP/ESSER federal funds to expand tutoring directly into several low-resource neighborhoods. I did so in response to parental stories I heard as I went door-to-door last autumn: among them the challenges of a single dad trying to hold three PT jobs while caring for three elementary aged kids in a small apartment. He was grateful that Groton Schools provided computers and remote and hybrid learning, but (though no one's fault) it wasn't enough. The sole culprit was the COVID virus.

Each Board member brings his or her experience to the table. In my life, I've seen the benefit of education extended beyond the classroom setting directly into the neighborhood -- reaching and teaching where people live. And what've seen is supported by research-based data. So, I propose we do a pilot program to supplement our already considerable tutoring directly to a cohort of our students whose academic and social educational experience has been most severely felt.

I initially focused on the Branford Manor and Midway Circle neighborhoods because that's where I encountered our most economically fragile and structurally disadvantaged families. They clearly understand that education is their children's path to a secure future. Supplemental after-school off-campus tutoring will help us close the educational achievement gap that was already present before COVID .. and may well have grown larger since. But I've since come to ask myself if Navy housing neighborhoods mightn't also benefit, for -clearly- being transferred from place to place during the **pre-K -12** years (not to mention parents' extended deployments) brings its own set of challenges.

When I brought this proposal to the Board in February, I was told that state mandated budget deadlines were the priority. I was asked to bring to the Board later; that if the Board concurred, there was room to “tweak” the budget. This evening is that occasion.

Though not a financial guy, I’ve prepared a “Discussion Budget” that represents less than nine one-hundredths of one percent of our anticipated 2022-23 expenditures.

COVID relief funds to schools can be used for instruction, technology, improving health and safety to protect and help the current student body that’s been affected by COVID. We’re doing a better-than-excellent job in the schools. But, I respectfully argue that providing one, two or three after-school satellite tutoring sites in, or in close proximity to, the neighborhoods where student need is great represents the essence of what COVID relief funds are intended to accomplish. How many sites and where they’re ultimately sited is an administrative, not a Board, decision.

Reaching out to those most deeply affected by COVID also coincides with Groton Public Schools’ lived commitment to Diversity, Equity and Inclusion. Bringing after-school tutoring to where people live will speed recovery from academic losses and strengthen academic achievement and Social Emotional Learning.

I acknowledge that not every reasonable idea is successful; that remote tutoring’s success depends both on parental buy-in and actual student participation. And I can’t guarantee that this will result. Which is why I propose a phased implementation and performance-based pilot project.

If, repeat **IF**, the Board sees value in off-site tutoring, one of our first steps will be outreach to the selected neighborhood(s) to gauge parental interest. If there’s insufficient interest (a metric to be discussed), there’ll be no program.

And, **IF** there is student/parental interest, we cannot know in advance whether students will be interested in sufficient numbers or maintain initial interest over time. Accordingly, while my “discussion” budget plans for the full academic year, it seems prudent to consider this a PILOT program subject to discontinuation if performance does not match our hopes. In such case, unexpended funds will be reincorporated in the general budget.

My draft budget **stipulates** two scenarios:

Ø 2 tutors per location for 3/hrs after school for two days per week throughout the 36-week school period; or

Ø 2 tutors per location for 3/hrs after school for three days per week throughout the 36-week school period.

Staffing decisions will be based on administration’s assessment on enrollment, attendance, and on-going assessments of program efficacy.

Based on the posted wage for a part-time tutor of \$26.50 per hour:
One site with 2 tutors 2 days/week x 3 hours x 36 weeks, its annual wage cost = \$11,448 per location.

One site with 2 tutors 3 days/week x 3 hours 36 weeks, its annual wage cost = \$17,172 per location

As actual staffing will be a function of enrollees and actual attendance, the range of wages will be:

	2 days/ week	3 days/ week
One location	\$11,448	\$17,172
Two locations	\$22,996	\$34,344
Three locations	\$34,344	\$51,516
FICA-SocSec, suppl insur, misc	% of actual wages	% of actual wages
Supplies, snack	Based on pupil numbers	Based on pupil numbers
Space rental ¹	\$0	\$0

¹ = I may be optimistic, but I believe our potential city, town and Navy partners may find it in the community's interest to offer cost-free space to us.

Using the highest figure of \$51,516 (being 3 locations, 3x/week), and adding 25% to cover indirect costs [= \$12,879], my rough-cut estimated after school off-site tutorial = **\$64,395.... IF** all three sites merit 3x/week!!!

Even if I missed another \$10,000 that ran costs to \$75,000 (I certainly hope not), providing after-school tutoring to our low resource neighborhood children and improving educational outcomes would still represent less than nine one-hundredths of 1 percent of our budget - - - targeted directly to those students most impacted (economically, socially and emotionally) by the Corona virus.

I've no illusion that this is either a final product or final budget. It's just an initial *discussion* piece! And while there are no guarantees that this initiative will help us recovery all of the educational, social and emotional deficits among those most structurally fragile, our commitment to equity and inclusion begs our pursuing the educational and community ideals we espouse.

Finally, we're at mid-May. This still gives us three months to build the program for back-to-school rollout. Thank you for our consideration.

End May 16 Groton BoE COW Presentation

Respectfully,

Matthew Shulman
Member



EXPANDING ACCESS TO IB COURSES



Middle Years Programme



Diploma Programme



Career-related Programme

HOW CAN WE EXPAND ACCESS TO ADVANCED COURSEWORK?

And support ALL students in the process?

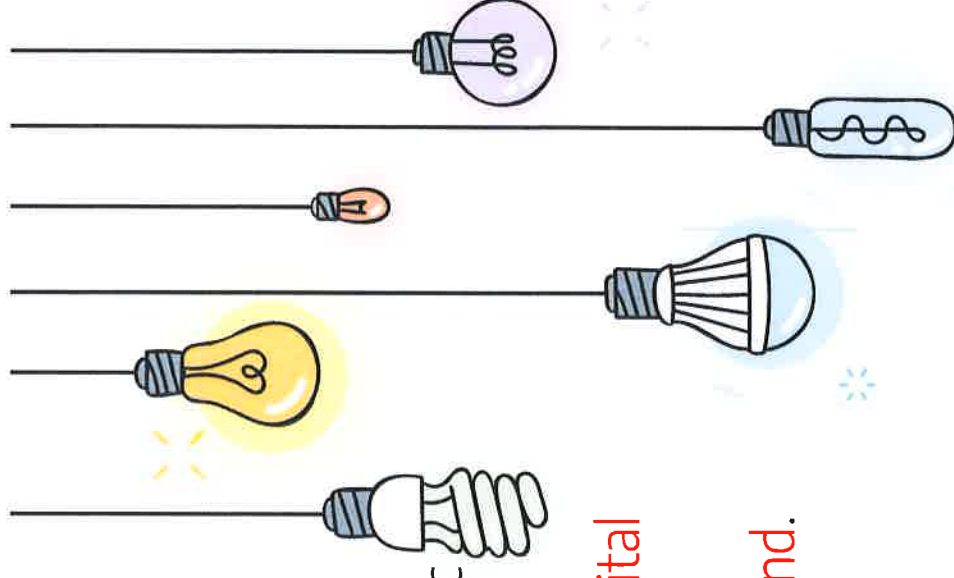


✧ Groton Public Schools: Who are We?

*Groton is a community nestled between the Thames and Mystic Rivers.

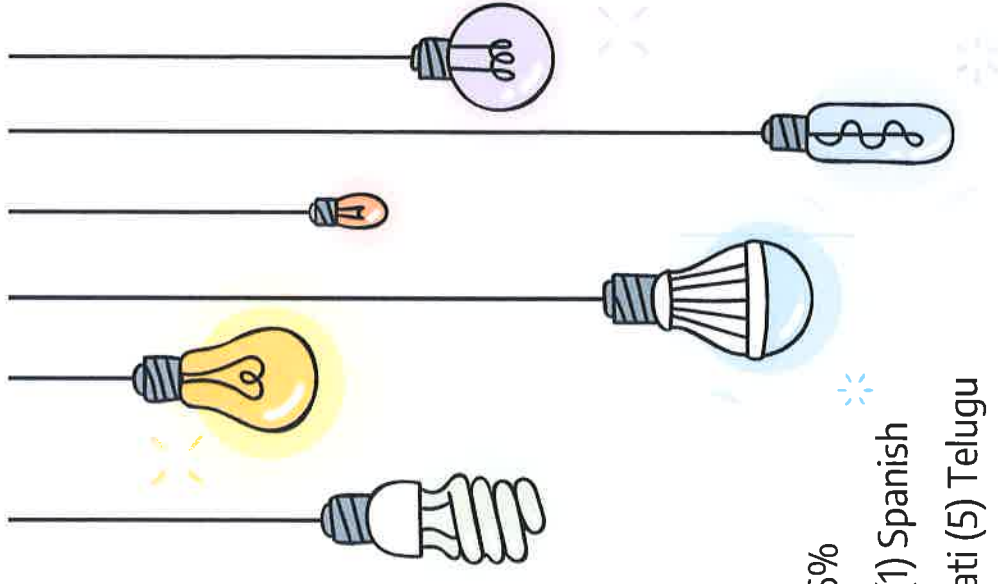
*First and Finest Submarine Capital of the World; largest military dependent district in New England.

*Groton 2020 Plan = Excellence, Equity, and Efficiency – came to fruition this school year 2021-2022!



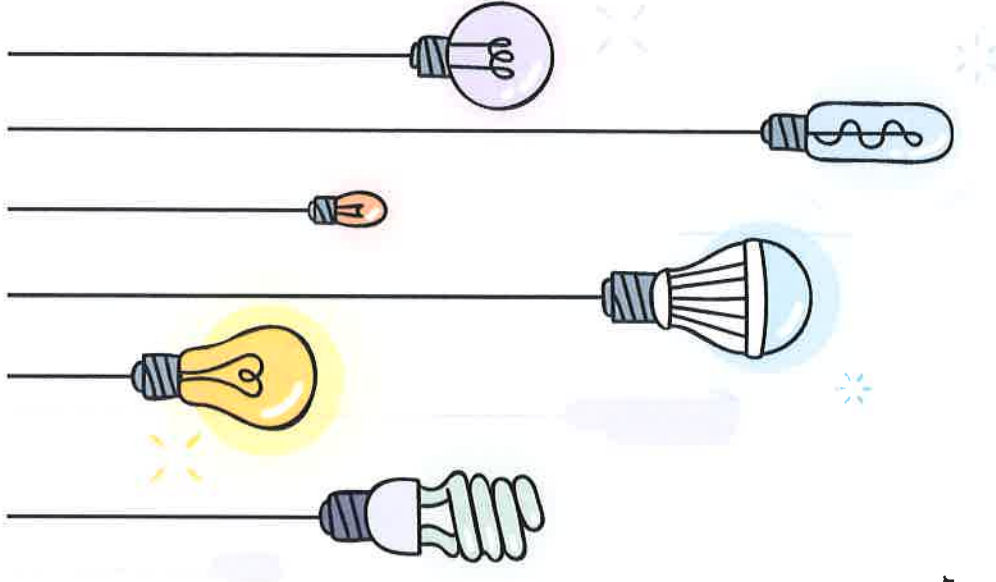
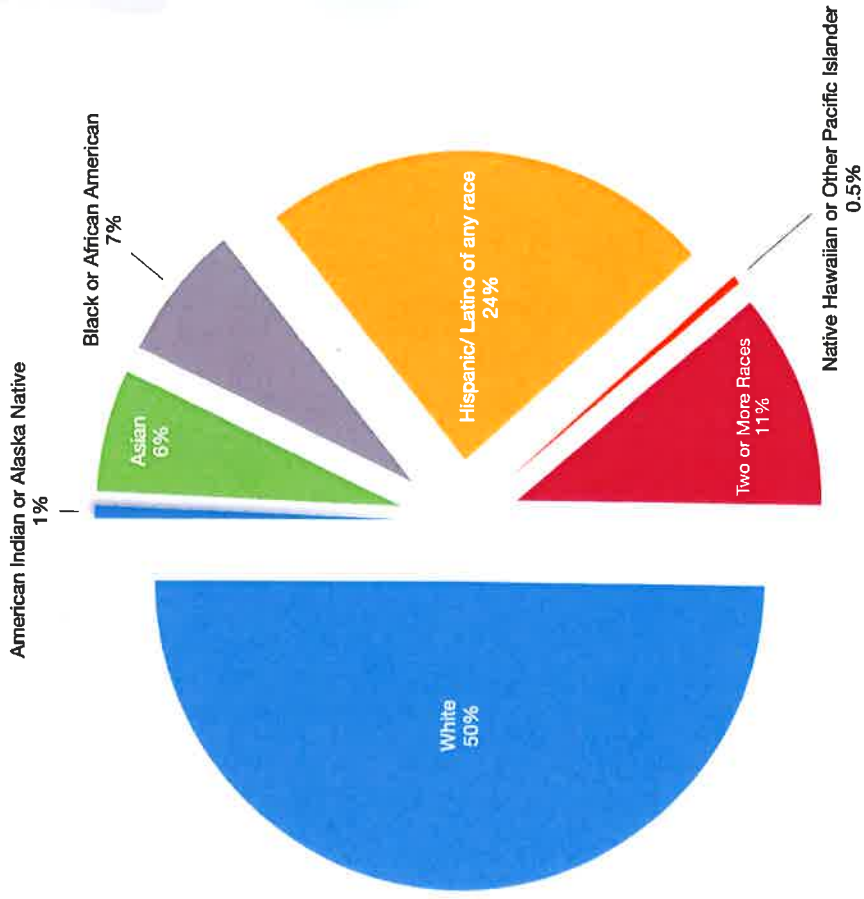
✧ WHO WE SERVE

Ethnicity	# Students
American Indian or Alaska Native	29
Asian	263
Black or African American	293
Hispanic/ Latino of any race	986
Native Hawaiian or Other Pacific Islander	19
Two or More Races	464
White	2038
Total	4092



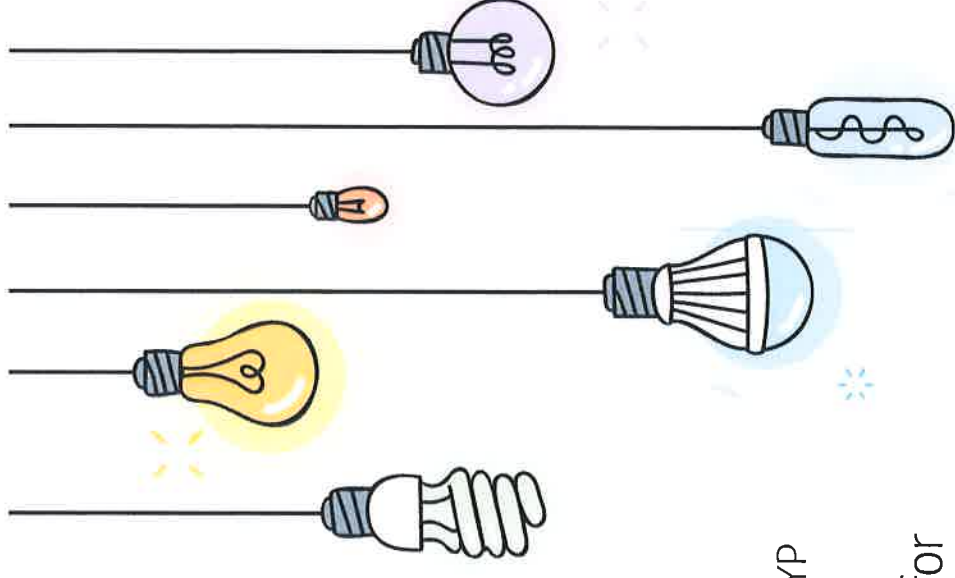
- Military Connected - 25%
- English Language Learners - 4%
- Students with disabilities - 19%
- Economically disadvantaged - 46%
- 32 Different Home Languages - (1) Spanish
(2) Mandarin (3) Arabic (4) Gujarati (5) Telugu

WHO ARE WE?



✦ STRENGTHS AND CHALLENGES IN GROTON

- ✦ Diverse community and unique government structure.
- ✦ Improving equity and access in higher-level courses.
- ✦ Lots of opportunities for ALL students:
 - ✦ UCONN ECE,
 - ✦ Three Rivers ECE,
 - ✦ AP
 - ✦ IB courses, IB DP and IB CP Programmes
 - ✦ All students in grades 6-10 immersed in Middle Years Programme IB MYP
- ✦ Misperception that International Baccalaureate is “elitist”.
- ✦ School community support is needed for Equity and Access for students in rigorous and relevant courses.



WHAT STUDENTS SAY



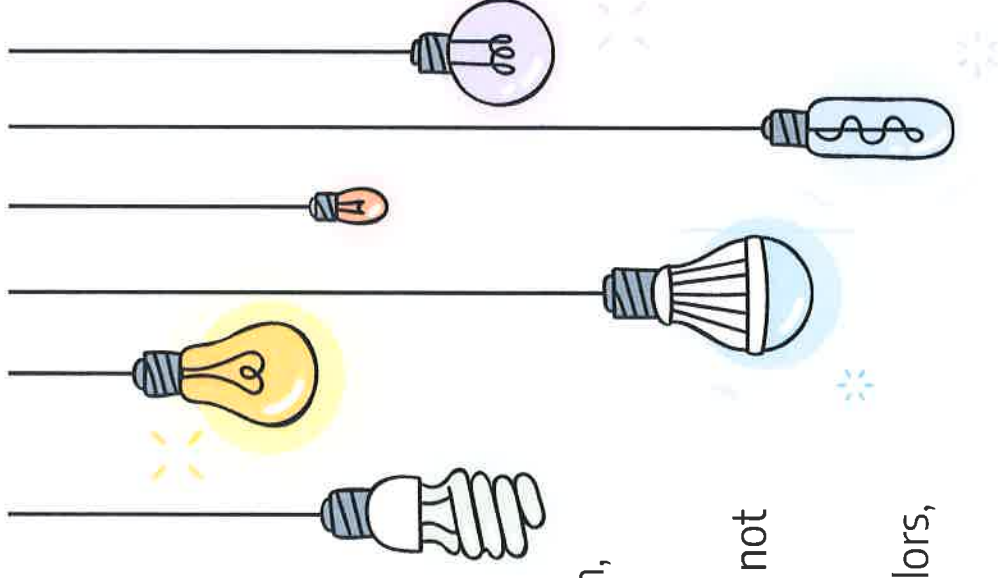
Some students say they were made aware of advanced classes, but chose honors-level classes instead of IB, AP, or ECE.

Many students say they were unaware of the advanced course offerings.

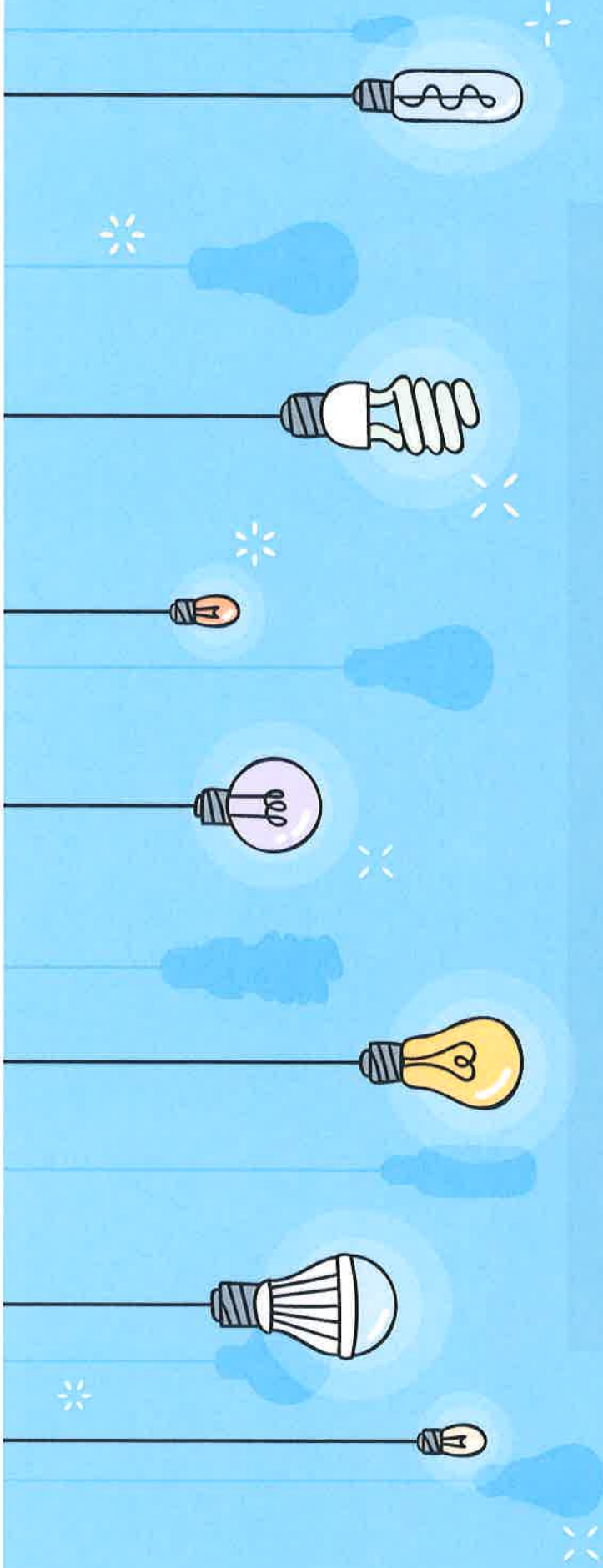
Students wish they had more students who they can relate to, identify with, and who look like them in the advanced classes.

Students of color, who have taken advanced level courses, say that they do not feel academically prepared to take advanced level classes.

Students say that their course selections are influenced by teachers, counselors, friends, and family members.

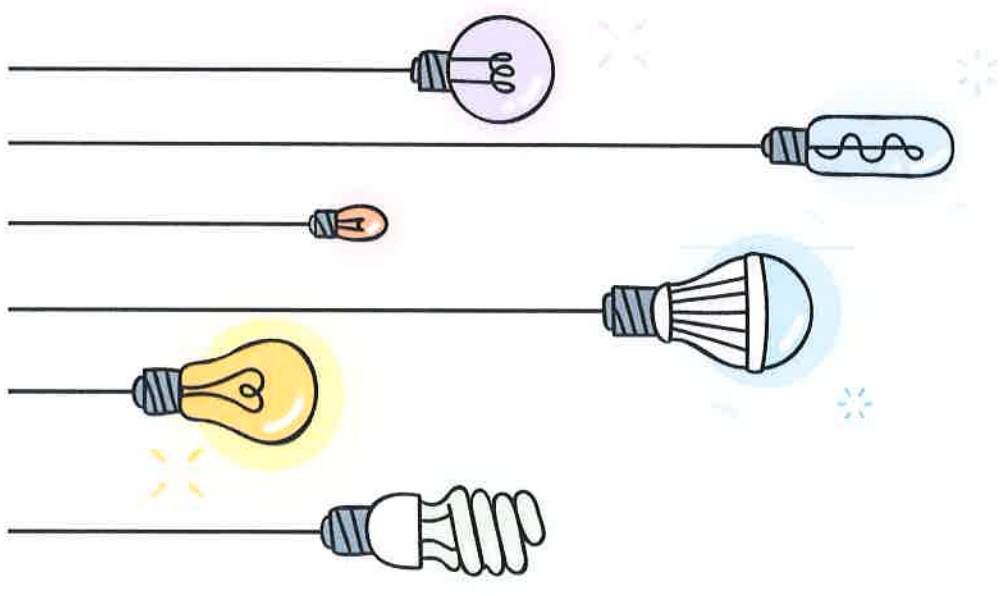


SO WHAT ARE WE DOING?



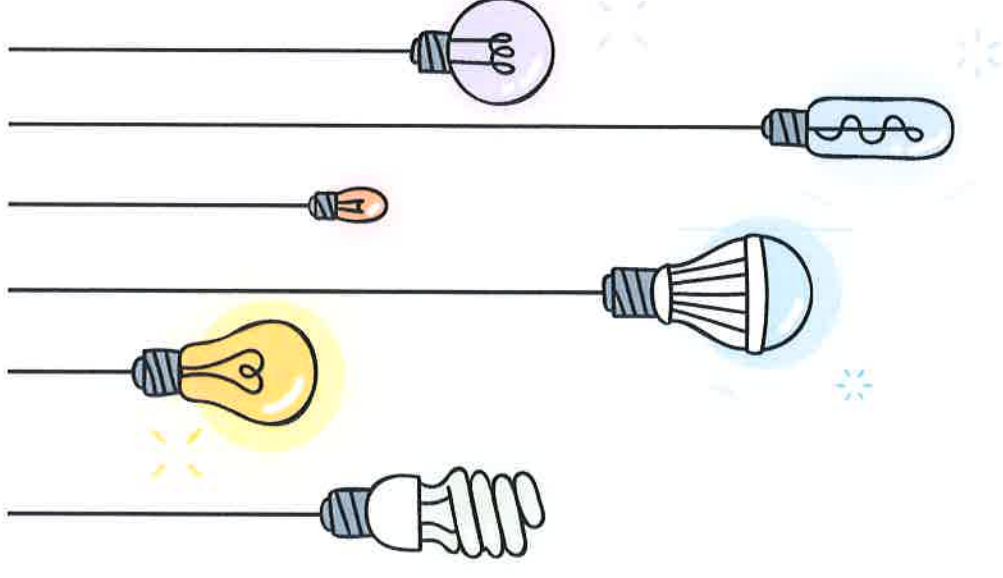
✧ GROTON PUBLIC SCHOOLS' PLAN

- + Groton 2020 Equity and Excellence for ALL!
- + International Baccalaureate secondary campus
- + Authorized CP grades 11-12
- + Authorized MYP for all 6-10
- + Potential PYP
- + Plan to promote advanced course access; see specific IB Access Plan.



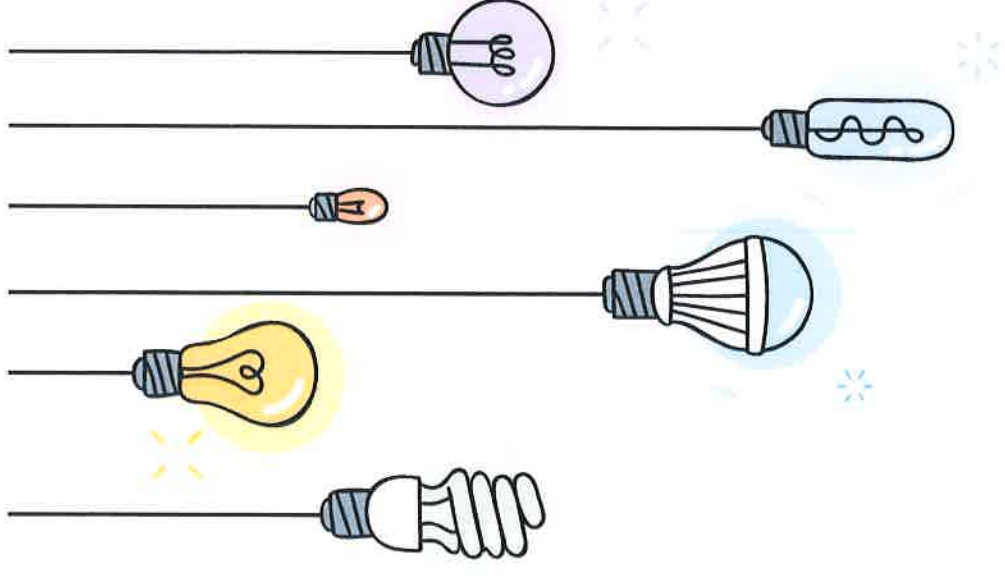
✧ THE PLAN

- ✧ Build an understanding of IB throughout the District and community.
- ✧ Professional learning for faculty.
- ✧ Clear and ongoing communication to students and families.
- ✧ Develop leadership and IB student ambassadors.
- ✧ Fairs, Assemblies, information sessions.
- ✧ Individual meetings with students and parents.
- ✧ Ongoing encouragement for students.
- ✧ MSAP and DoDEA grants support the work.

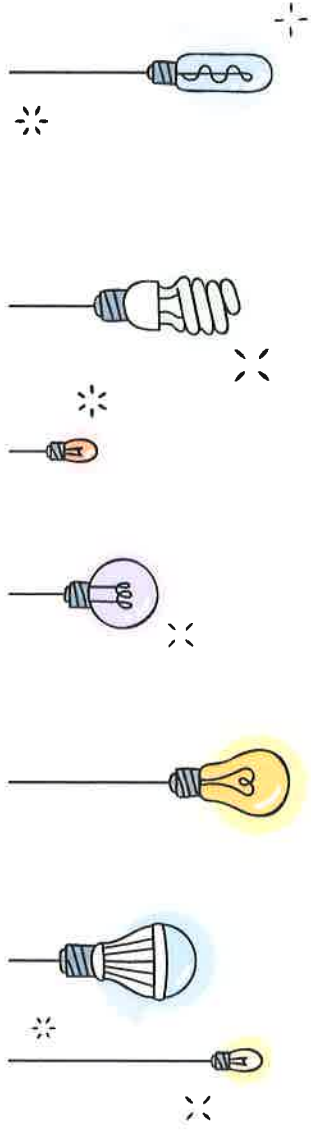


HOW CAN WE ENCOURAGE STUDENTS TO CHALLENGE THEMSELVES?

- + Teachers and coordinators leverage relationships with individual students.
- + Algebra access for all.
- + Support students in these advanced classes.
- + Informed counselors encourage students.
- + Ongoing communications with students and parents.



SO WHY IB?



IB takes a balanced and inquiry-based approach to learning

IB Coursework reflects real-world applications and skills

IB Prepares student to succeed in college and beyond

The IB Learner Profile focuses on the whole student

The Core of the DP cultivates:

- Service Learning
- Critical Thinking
- Research-Writing Skills

The Career-related Programme (CP) is a unique international education programme that:

- prepares students both professionally and academically
- develops students to become global citizens
- fosters attitudes and habits of mind to allow students to become lifelong learners
- reduces the “academic vs practical” divide.

CP graduates are equipped to pursue:

- further education
- higher education
- employment
- apprenticeships.

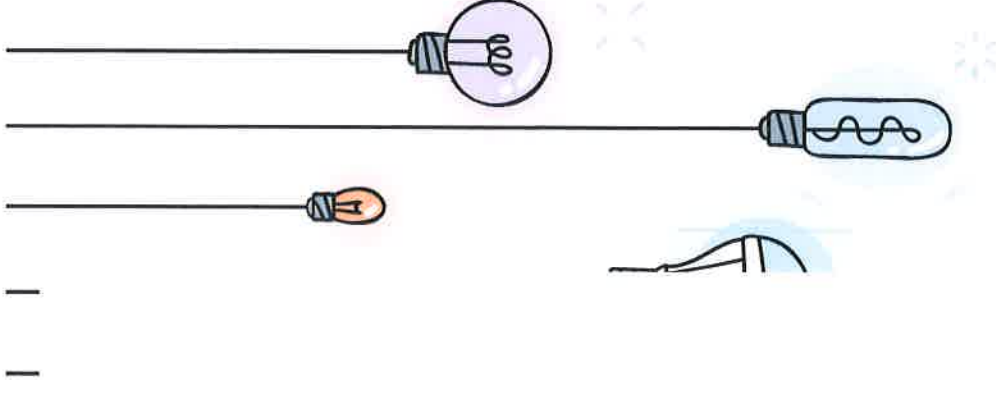
“The mix of traditionally academic and career-related courses has seen a rapid holistic development of our young people and given them a set of skills to take into the next phase of their lives. At the Academy, we have used the CP to raise aspirations.”

Slam Carr, Head of School
Stanners Kent Academy, UK

© International Baccalaureate Organization 2016

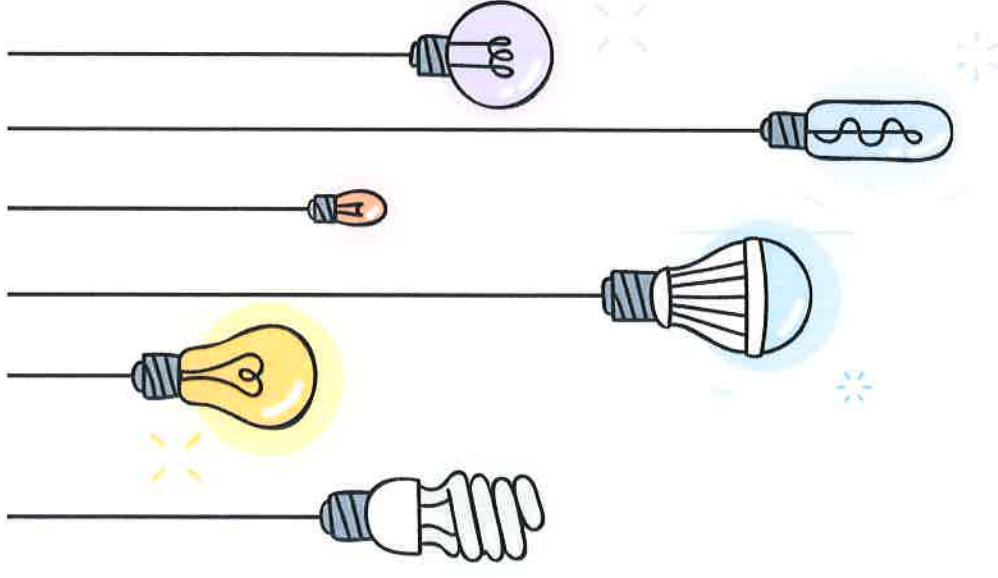


International Baccalaureate
The Global Education
For All



❁ MYP EXPERIENCE

International Baccalaureate MYP is an instructional approach for **ALL** students. The preparation students receive in grades 6-10 opens the pathway for students to better comprehend the IB higher level courses. Consequently students feel more confident selecting the DP or CP pathway.

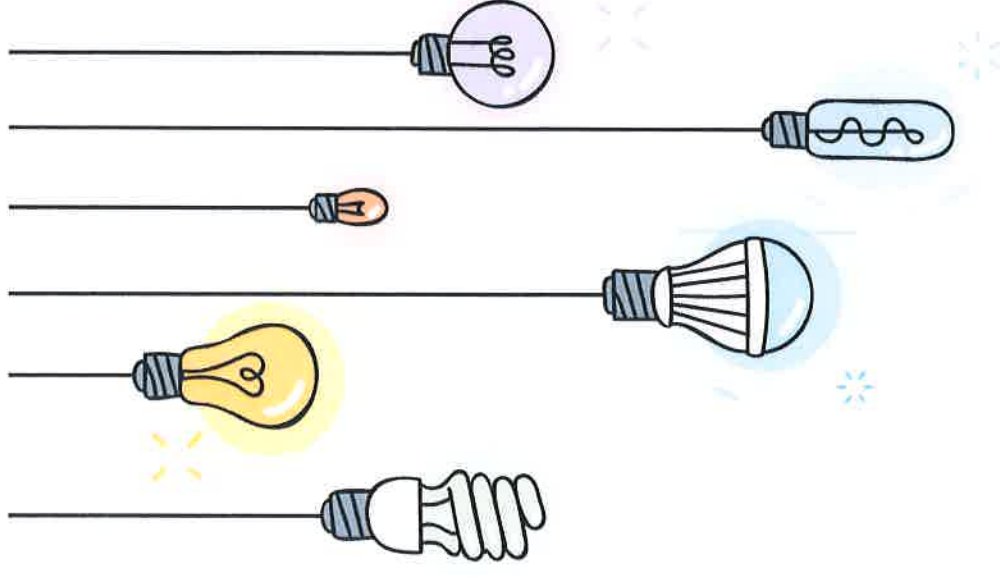


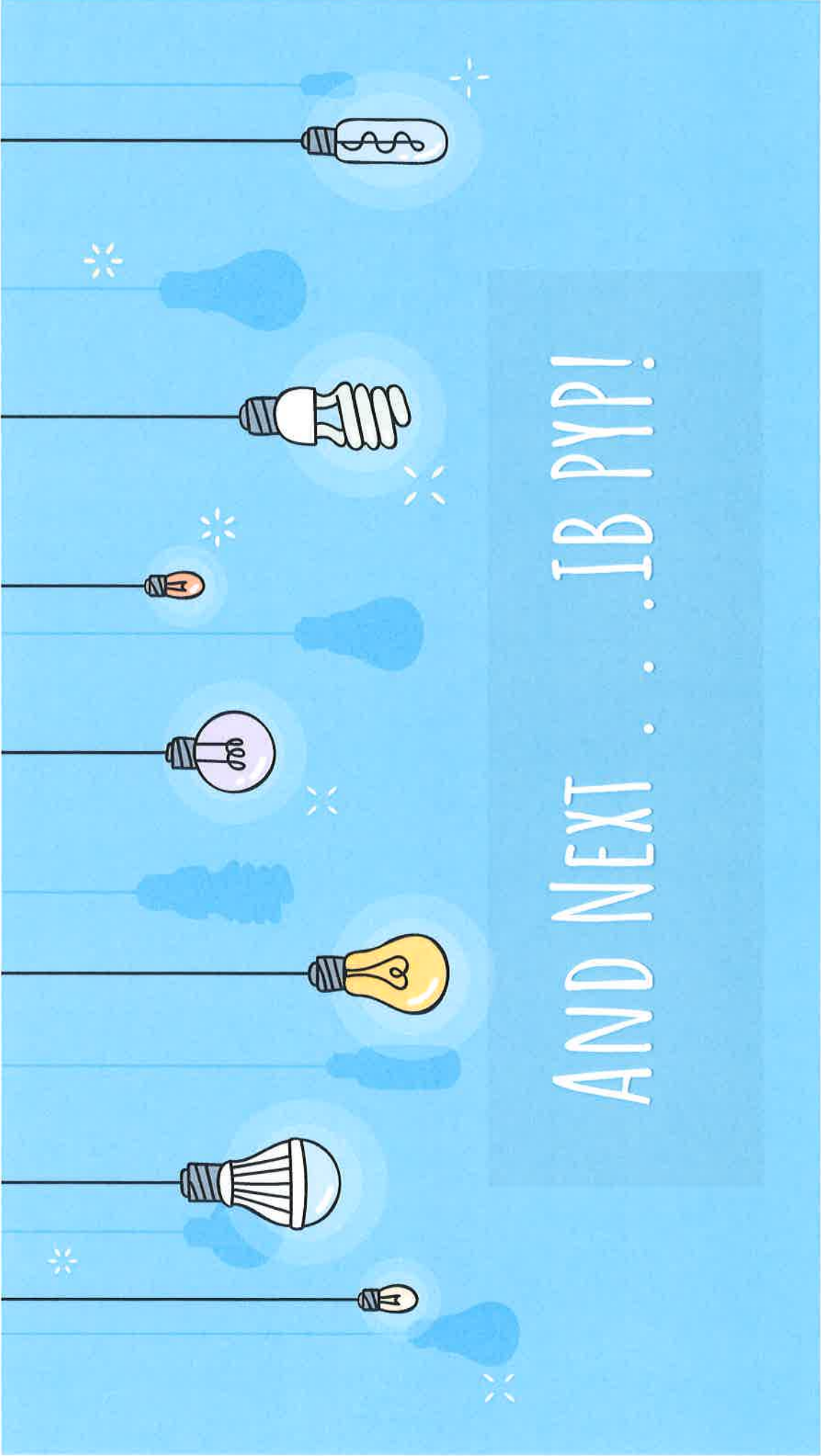
💡 THE POSSIBILITIES OF A FULL-IB DISTRICT

Currently, we have just been authorized to offer the IB Middle Years Program (MYP)

Focus on collaborative planning, engaging instruction, and authentic assessment using the MYP model will better prepare all of our students to take more challenging courses.

Future goal to implement PYP into our elementary schools for all students K-5.





AND NEXT . . . IB PYP!

Q & A

How does the IB program raise the bar for all students and provide a culturally responsive classroom?

Do IB courses prove to be adequate as foundational base for further coursework at college?



✧ ADDITIONAL RESOURCES

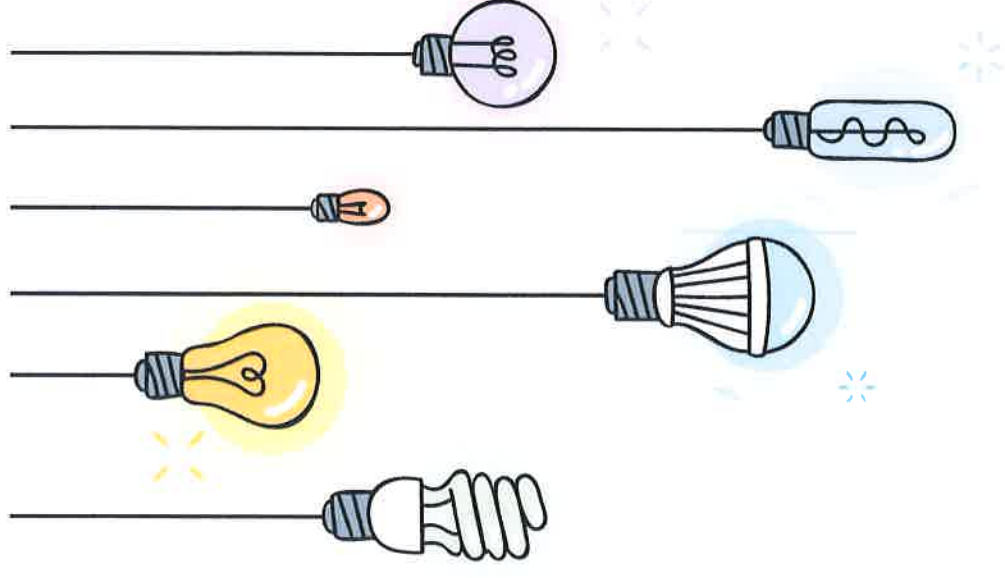
THE MYP

THE DP

THE CP

About IB in Groton

Coming soon – IB Action Plan





What you need to know about the Career-related Programme (CP)



International Baccalaureate®
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IB programmes

Our programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.





International

Career-related

Innovative Language development

Personal and professional skills

Service learning

Academic courses from

Diploma Programme



International Baccalaureate
Diploma Programme
Schuljahr 2016/2017

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The Career-related Programme (CP) is a unique international education programme that:

- prepares students both professionally and academically
- develops students to become global citizens
- fosters attitudes and habits of mind to allow students to become lifelong learners
- reduces the “academic vs practical” divide.

CP graduates are equipped to pursue:

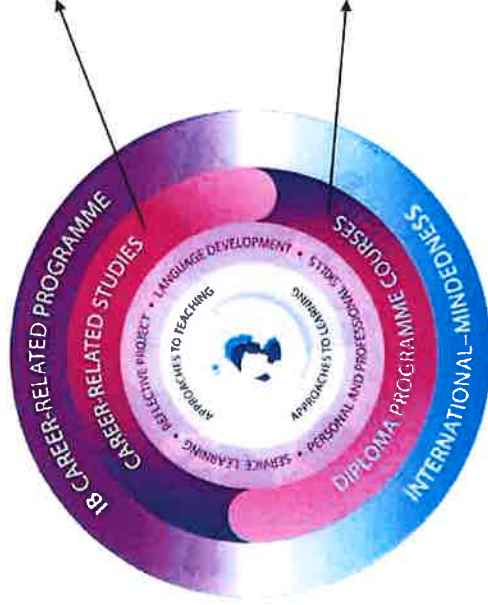
- further education
- higher education
- employment
- apprenticeships.

“The mix of traditionally academic and career-related courses has seen a rapid holistic development of our young people and given them a set of skills to take into the next phase of their lives. At the Academy, we have used the CP to raise aspirations.”

Stan Carr, Head of School
Skinners' Kent Academy, UK



Aligning the CP with a selected career pathway



Example 1: Engineering

Career-related studies

Schools work with career-related-studies providers in engineering, such as PLTW

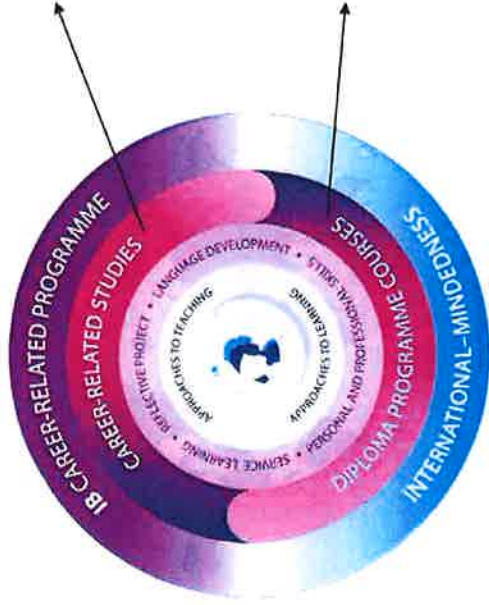
Types of subjects that may be offered include:

- Introduction to Engineering Design
- Principles of Engineering
- **Possible Future Classes** – Computer Integrated Manufacturing and/or Engineering Design and Development

Students choose from the recommended DP courses that align with their selected career pathway.

- Computer science
- Design technology
- Mathematical studies
- Chemistry

Aligning the CP with a selected career pathway



Example 2: Nursing

Career-related studies

Schools work with career-related studies providers in nursing, such as State of Connecticut. Types of subjects that may be offered include:

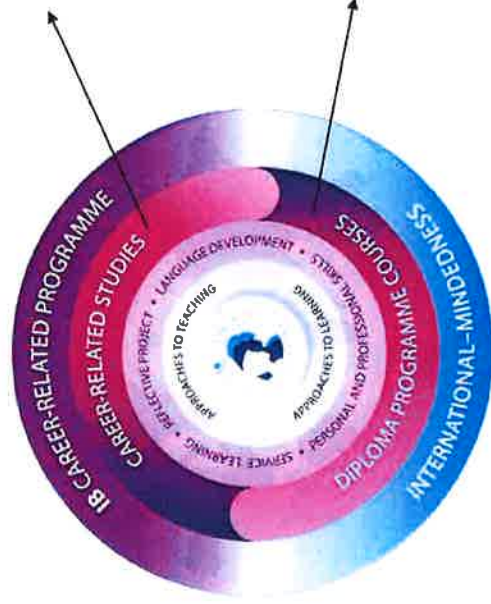
- Diversified Health Occupations
- Honors Nursing

Diploma Programme courses

Students choose from the recommended DP courses that align with their selected career pathway.

- Biology
- Chemistry
- Sports, Exercise and Health Science
- Psychology
- Physics

Aligning the CP with a selected career pathway



Example 3: Culinary

Career-related studies

Schools work with career-related studies providers in culinary, such as ServeSafe. Types of subjects that may be offered include:

- Foods 1
- Falcon Cafe
- Culinary Arts 1

Diploma Programme courses

Students choose from the recommended DP courses that align with their selected career pathway.

- Business Management
- Visual Arts

Future Career Pathways

Arts, A/V Technology & Communications

- Audio-Video Technology & Film
- Graphic Communications
- Graphic Design

Health Science

- Emergency Medical Responder
- Sports Medicine

Information Technology

- Game Design

Government & Public Administration Careers

- Military/ROTC

Marketing

- Marketing Communications & Promotions

Human Services

- * Nutrition & Food Science

