

Committee of the Whole - Revised

Wednesday, December 7, 2022 6:30 PM

Derby Middle School Cafetorium, 73 Chatfield

Street or via

Join Zoom Meeting

<https://us02web.zoom.us/j/81128957262>

Meeting ID: 811 2895 7262

One tap mobile

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Meeting ID: 811 2895 7262

Find your local number:

<https://us02web.zoom.us/u/koBq0EpvT>

1. Call to Order

Speaker(s): Mr. Gildea

1.A. Roll Call

Speaker(s): Mr. Gildea

1.B. Additions/Deletions to the agenda

Speaker(s): Mr. Gildea

2. Public Participation

Speaker(s): Mr. Gildea

3. Student Representative to the Board of Education

Speaker(s): Logan Burke

4. Staff Recognition:

Harvard Course: Articulating the Intangibles of Teaching

Derby Middle School

Speaker(s): Mr. Gildea, Dr. Conway, Mrs. Caggiano

5. Executive Session to discuss the Appointment List for new hires and resignations and the Superintendent of Schools is invited to attend.

Speaker(s): Mr. Gildea

6. Appointment of New Hires

Speaker(s): Mr. Gildea

7. Resignations

Speaker(s): Mr. Gildea

8. Administrator's Reports

8.A. Irving School

8.B. Raise Academy

8.C. Derby High School

8.D. Little Raiders University

8.E. Special Education Supervisors Report

8.F. Bradley School

8.G. Derby Middle School

8.H. Athletic Report

9. After-School Program

Speaker(s): Dr. Rafferty

10. 2023-2024 Derby High School Program of Studies

Speaker(s): Mrs. Olson

11. Out-of-State Field Trip - DHS to Music in the Parks/Six Flags New England

Speaker(s): Mr. Gildea, Mrs. Olson

12. Proposed 2023 Schedule of Regular Board Meetings

Speaker(s): Mr. Gildea

13. Draft 2023-2024 District Calendar

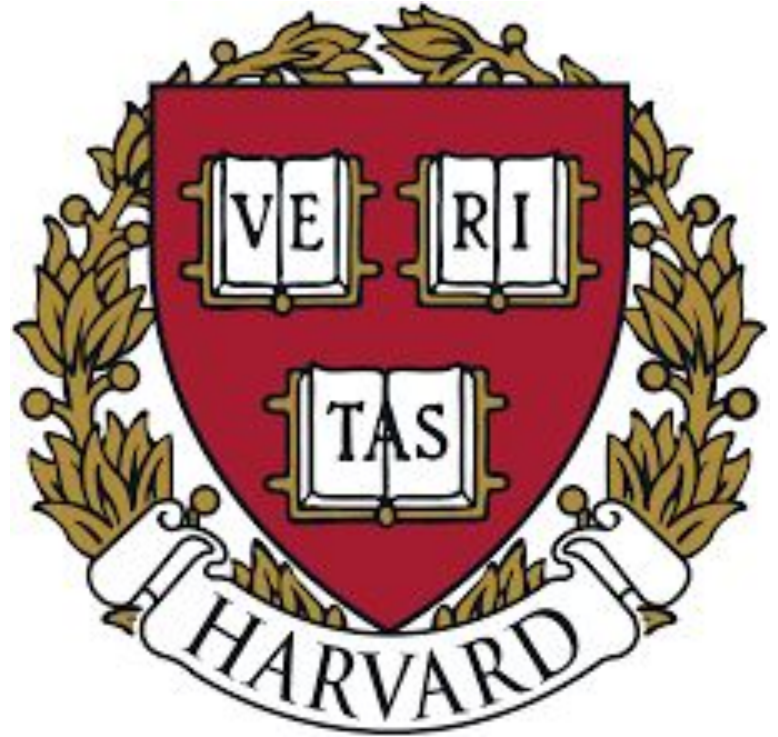
Speaker(s): Mr. Gildea, Dr. Conway

14. Adjourn

Speaker(s): Mr. Gildea

Harvard Graduate School of Education

*Articulating the Intangibles of
Teaching: Aligning Your Purpose
and Practice for Instructional
Leadership*



Course #1

Articulating the Intangibles of Teaching: Aligning Your Purpose and Practice for Instructional Leadership is designed to help you surface your purpose, navigate the ways in which it does or does not come alive within your work as a teacher or teacher leader, and articulate your language of practice so you can share it with students, parents, and colleagues. Take a look at the following goals for our journey, and then click through the tabs below for need-to-know course facts.

- Surface and reconnect with your personal teaching purpose or mission and how it drives your practice.
- Reflect on your personal practice, share signature moves, and learn from others.
- Understand and be able use protocols for continuing to develop a language of practice through deep investigation of routines, strategies, and student work.
- Consider how an emerging language of practice can be foundational to mentoring, coaching, and instructional team relationships in the service of growing our collective work as leaders of learning.
- Develop a plan to share your learning with students, parents, and colleagues through your work in classrooms and as your skills for instructional leadership grow.

Participants



Stacey Wasilnak
6th Grade Science



Kelly Anroman
8th Grade Writing



Diana Donovan
Social Worker



Lisa Russo
Literacy Coach



Tracey Quartiano
Assistant Principal



Spenser Carlson
7th Grade Science



Rachael Caggiano
Principal



David Nuzzo
STEM Coach



Joshua Dydyn
PE Teacher



Course #2:

Teachers Mentoring Teachers: Practices for Powerful Professional Communities



The group is growing!





Irving Elementary School

9 Garden Place
Derby, Connecticut 06418

(203) 736-5043 • fax (203) 736-5045 • www.derbyps.org
Principal, Aimee Misset

Update to Board of Education - December 2022

Academics

- Held weekly meetings with Director of Teaching & Learning and instructional coaches; participated in HQI training and work session at DMS
- Participate and facilitate a book study with Instructional Coaches to improve teaming and coaching practices
- Attended the plenary session on Vocabulary and East Haven's Affintiy Group on SRBI as part of the Science of Reading Master Cohort
- Hosted our first session of walkthroughs at Irving with the Science of Reading team; attended walkthrough at Bradley with team
- Hosted Parent Conferences

Human Capital

- Attend strategy meetings with support staff teams
- Coordinated Staff Professional Development and monthly committee meetings; met with committee leadership team to plan monthly events
- Began informal HQI focused walkthroughs

Operations

- Participated in Admin Council and BOE meetings
- Attended Safety & Security training with Gary McNamara and held first staff training
- Met with DEA Building Representatives for Monthly Update
- Held monthly drill (Fire Drill) and debriefed with Safety Committee
- Met with Mr. Trainor to review all accounts, spending, and staff assignments

Culture/Climate

- PTO and the Parent Engagement Committee held a successful Turkey Bingo Family Night
- PBIS Committee held the schoolwide incentive for the first marking period
- Celebrated VIPs and other school awards during monthly community meeting
- Hosted Tanglewood Marionettes performance of The Dragon King through Arts for Learning of CT
- Culture of Learning Committee hosted a Books, Base 10, & Bagels Breakfast for families



**RAISE Academy
Derby High School
Derby, Connecticut 06418**

RAISE Academy Coordinator: Jacqueline Cappiello

Update to Board of Education - December 2022

Shared Focus and Priorities:

- Support student growth and collaborate with families
- Continue ESS professional development for staff
- Continue to build expectations and embed social emotional supports

Current Happenings

Academics

- Finishing up cross-curricular projects
- English: Culminating Project: Journal Entries
- Science: Anatomy and Physiology: Senses
- Native American Studies: Researching Spokane Tribe and the geographic location

Human Capital

- 17 students
- 10 ALT, 7 BLC
- 85% capacity for the program

Operations

- Bi- monthly department meetings with RAISE Staff
- Bi-monthly curriculum planning time during Advisory
- Students are revising Q2 goals
- Effective School Solution (ESS) “champion” teachers/staff completed our first half day PD on School Avoidance training this month (4 teachers/6 support staff)
- ESS completed two observation days in November
- ESS will be meeting with school administrators for the first quarterly review

Culture/Climate

- Continued collaboration with Effective School Solutions
- Individual and group SEL work with school social worker
- Planning/embedding SEL work during advisories/core classes



Derby High School
75 Chatfield Street
Derby, Connecticut 06418
(203) 736-5032 ▪ www.derbyps.org
Principal, Jennifer Olson

Update to Board of Education December 2022

Academics:

- DHS Journalism students published the first edition of the school newspaper!
www.derbyraiderpress.org
- **Held report card conferences for Q1** to provide families with a check on current levels of performance in the classroom
- Instructional Coaches participated in district **Assessment Summit Part 2** with district team
- Held a planning meeting with drama, music, art and technology teachers to plan for spring musical.
- **US Presidential Scholar Nominations** officially submitted to State Department of Education (Brennan Fitch, Danthy Ngyuen, Josiah Hunter)
- School team participated in the **CT FAFSA Challenge - Community of Practice**

Human Capital

- Recognized our school psychologist, Karen Ference, for **School Psychologist Appreciation Week**.
- Math teachers participated in **Illustrative Math PD: *Eliciting Student Thinking with Instructional Routines***
- School Counselors participated in the **CT State Student Success Summit** which included information on the CT State application process, Guided Pathways advising, academic programs, financial aid and free community college, campus resources, transfer pathways, workforce development and discussion of the student experience with an alumni panel.
- **PBIS Leadership Team** participated in training and technical assistance from SERC. Rolled out school-wide expectations for assemblies
- DHS Admin & 2 members of Safety Team participated in **Safety and Security Training** with Gary McNamara. Worked to develop awareness for safety and

Operations

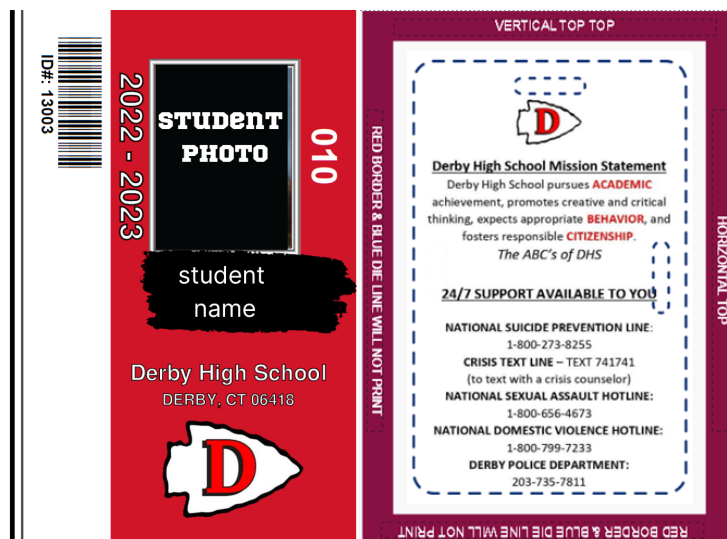
- **College Fair** held on November 30 with over 35 schools represented.
- **Safety Committee Meeting** held and after action review/debrief of 10/24 evacuation was held by the committee as a learning opportunity
- Held **Code Green/Evacuation** training with all students/staff via Zoom. Conducted practice drill
- Held School **picture retakes**: photos used for yearbook and **new student ID cards/lanyards** which includes barcode for cafe line (faster operations) and information about mental health resources and emergency services. Students will wear ID's to help identify students and help all staff know students' names.
- Held **free sports physicals** for student athletes participating in winter sports
- Worked with school team to prepared **Perkins Grant** (\$29,750)

- Collaborated with **facilities** for quote for **Voice4Change grant** (\$20,000 spend down) Anastasia Stannis' submission from SY2021-22
- Collaborated with counselors to develop budget for FAFSA Challenge Grant (\$7500 spend down)

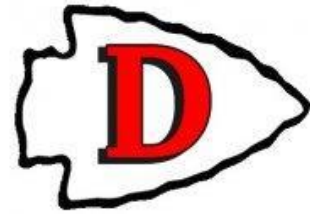
Climate/Culture:

- Submitted recommendations for 2 students for the **CAPPS Award** based on community service and service to others; academic excellence; and leadership service to the school community. (Leah Ludington & Jamirh James)
- Held **Senior Night** for Band, Cheer and Football to celebrate their seasons
- Held 5th Annual Lip Sync Battle with 13 acts and \$500 grand prize
- 17 students invited to attend the **CIAC Sportsmanship Conference & Michaels' Cup** Recognition
- Held **PowderPuff Game** vs. Shelton High School
- Held **Thanksgiving Day Football Game** vs. Oxford HS with traditional pre-game breakfast
- Student Council conducted a **food drive and delivered holiday baskets** to families in need
- Held a staff vs. students volleyball game/pep rally before the Thanksgiving holiday

Sample of new student ID badges (front/back sides)



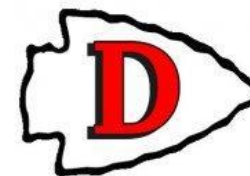
Early Childhood Program



November, 2022



Pre-K Students



School	Full day	Bus students
3 and 4 year old class	60	17
Remote learning: Special Ed. Services only	0	0



Academics



Unit Topics: Pete the Cat, Giving Thanks

Big Idea: Students will be able to identify and follow predictable texts.

ELDS Strands: Early learning experiences will support children to develop....)

Cognition B: use logic and reasoning

S&E H : self regulation

Physical B: fine motor

Language & Literacy D: gain book appreciation and knowledge

Creative Arts A: engage in and enjoy the arts

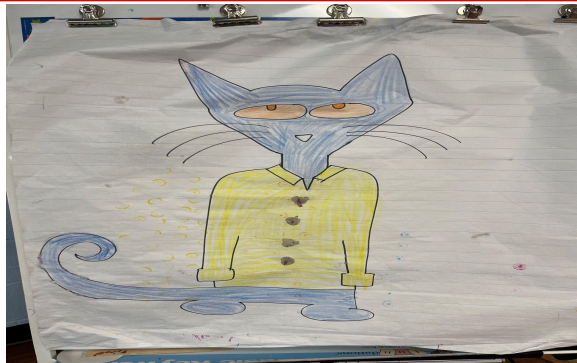
Math A: understanding counting and cardinality

Science A: apply scientific practice

Social Studies B: learn about people and the environment

Weekly SEL: 4 year olds use The Second Step Program

3 year olds use PATHS - **P**romoting **A**lternative **T**Hinking **S**trategies





Human Capital

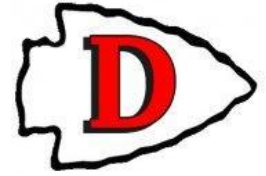


November Home to School Continuum





Operations



LRU's new Smart Board



LRU's new I-Pads and Charging Port



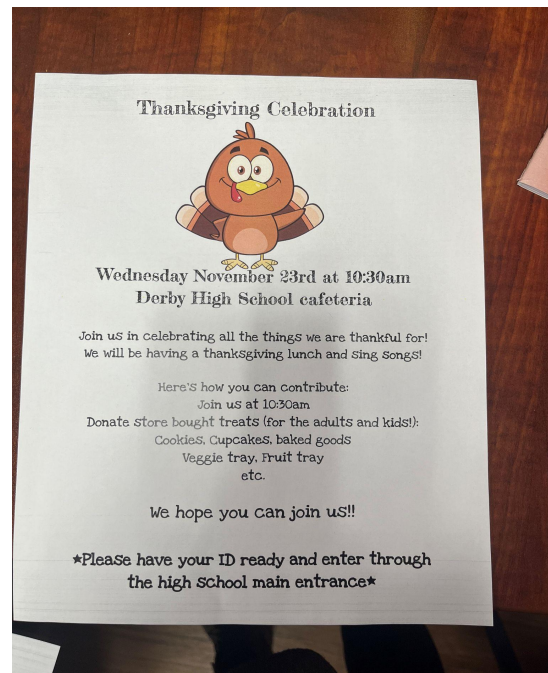


Culture / Climate



Family and Community:

- Monthly newsletter on classroom dojo
- Encourage families to volunteer through zoom
- Send classroom stories and pictures of the day via classroom dojo
- Informative links sent to parents via classroom dojo.
- Derby Public Library activities via zoom
- All Little Raiders Staff are PMT, CPR & First Aid trained
- New IEP training
- Preparing for NAEYC reaccréditation
- November family feast
-



Thank you for your time!!!





**Special Education
Derby Public Schools
Derby, Connecticut 06418**

***Pre K-Elementary Supervisor: Stacey McCoart
Secondary Supervisor: James Nichols***

Update to Board of Education - December 7, 2022

Our Shared Focus and Priorities:

- Supporting and growing teacher practice
- Collaboration with and support of families
- Continuing educational opportunities
- Develop and grow Special Education programs within the district

Current Happenings

Academics

- Delivering Scientific Research Based Interventions (Wilson Reading, Lexia, TouchMath, SPIRE)
- Implementation of Professional Development and Coaching through Effective School Solutions in the area of social/emotional learning and trauma informed supports
- Progress Reports/Report Cards were distributed
- Collaboration between coaches/interventionist/special education staff
- Collaboration with Dr. Yavuz in bringing Counseling Curriculum formally to DMS
- Afterschool programs

Human Capital

- Conducted BOY Goal Setting Conferences with staff
- Staff Professional Development on Lexia Reading
- Staff Professional Development Planning: ALEKS Mathematics (IM Aligned)
- Professional Development for Paraeducators: The Compass Online Modules
- Troubleshooting CTSEDS IEP and 504 programming
- CTSEDS 504 Training (Case Managers Only)

Operations

- Participating in Admin Council and BOE meetings
- Participation in ConnCASE
- Holding weekly department meetings and 'round table' discussions
- Bi-weekly finance meetings
- Ordering of supplies and resources for teachers/staff
- Weekly meetings with CSDE regarding CTSEDS
- Establishment of new executive board for the Paraeducator Union
- Completed a competitive grant for an additional School Psychologist
- Installation of new partitions for the elementary Learning Centers

Culture/Climate

- Held monthly breakfast for LC staff (Irving)



Bradley School

155 David Humphreys Road • Derby, CT 06418-2250

Dr. Mario Ciccarini, Principal

Phone: (203) 736-5040 • www.derbyps.org/Bradley

Email: MCiccarini@derbyps.org

At Bradley School, we leave our P.A.W.S. on everything we do. We Persevere, Act Responsibly, Work and Play Safely, and Show Respect. These characteristics define us and help us become positive role models in our school and community.

December 2022 Monthly Report

Academics

- 11/01 - Attended Assessment Summit workshop at DMS
- 11/03 - Attended Science of Reading Affinity Meeting in East Haven
- 11/15 - Science of Reading walkthrough at Irving School
- 11/28 - Science of Reading walkthrough at Bradley School
- 11/29 - HQI workshop
- 11/30 - Student Success Team meeting

Human Capital

- 11/02 - Attended "How Great Leaders Have Difficult Conversations" workshop (CAS)
- 11/02 - Coaching session at DMS
- 11/04 - Weekly coaches meeting (every Friday)
- n.d. - Goal-setting meetings continued
- 11/22 - Goal-setting meeting with Dr. Conway

Operations

- 11/04 - Attendance team meeting
- 11/10 - Safety & Security meeting with Gary M.
- 11/14 - November fire drill
- 11/16 - Parent conferences

Culture/Climate

- 11/02 - Project TEACH visited grades 1 and 2
- 11/05 - Team Bradley participated in the Vicky Soto 5K
- 11/09 - Junior Achievement in a Day (with Prudential)
- 11/09 - November PTA meeting
- 11/14 - Scholastic Book Fair (all week)
- 11/14 - Project TEACH visited grades K and 3
- 11/17 - Meeting to discuss climate survey rollout

- 11/23 - Kindergarten Thanksgiving celebration
- 11/25 - Thanksgiving Day breakfast/game
- 11/26 - Bradley School chorus singing at the tree-lighting ceremony
- 11/30 - Project TEACH visits grades 4 and 5



Derby Middle School

73 Chatfield Street
Derby, Connecticut 06418

(203) 736-1426 • fax (203) 736-3234 • www.derbyps.org

Principal, Rachael Caggiano

Assistant Principal, Tracey Quartiano

November 2022

Academics

- Meet with the Director of Teaching & Learning to review/plan and analyze data/strategies and curriculum for the 2022/2023 School Year [DMS HQI "Buckets"](#)
- Held Bi-Weekly Commissioner's Network classroom walkthrough site visits
- Attended Coaching check-in meeting with Director of Teaching and Learning DHS/DMS instructional coaches
- Held weekly attendance meetings to track student attendance, absenteeism and chronic absenteeism.
- Held Parent Teacher Conferences
- Held Weekly ongoing Child Study Team Meetings with all grade levels and content areas.
- Attended Assessment Summit #2 to review DPS universal screeners and assessment calendar

Human Capital

- Attended Talk Tuesday Professional Development for Attendance and Engagement
- Attended and participated in Harvard coursework and planning meetings with Team Leaders and Instructional Coaches (10 DMS staff members currently enrolled in course)
- Attended Administrative TLC meetings
- Attended District HQI meets Teacher Credibility and Collective Efficacy Training with Teacher Leaders
- Attended CAS Middle Level Board of Control Committee Meeting
- Attended Beginning of Year CSDE monitoring meeting
- Held DMS PTA planning meeting
- Attended the 2023 Teacher of the Year Ceremony celebrating Derby Teacher of the Year- Mr. Joshua Dydyn at Bushnell Theater

Operations

- Participated in Administrative Council and Board of Education meetings
- Participated in Valley Opioid Task Force meetings

- Meeting with the Finance department to review the budgets and grants.
- Participated in monthly fiscal planning meeting with CSDE and Finance department
- Held DMS monthly safety drill - Code Green
- Attended Safety and Security Training and planned for school level trainings
- Began After School Club programming on Monday 11/28 for DMS students

Culture/Climate

- Celebrated National School Psychologist Week
- DMS Student Council held a Thanksgiving Food Drive
- Delivered and distributed 16 thanksgiving baskets/meals to DMS families
- Held a RISE Up Rally to celebrate the end of Quarter 1 and highlight fall sports teams and Unified Arts programming.
- Attended CAS “How Great Leaders Support LGBTQ+ Students” with Social Worker and School Psychologist
- Planned a Winter Wonderland Dance with members of the Student Council to be held on January 13th.



**Department of Athletics
Derby Public Schools
Derby, Connecticut 06418**

Director of Athletics

Update to Board of Education – December 2022

Our Shared Focus and Priorities: Long Range Plan

<https://docs.google.com/spreadsheets/d/1EFh3VHAEPwhEYaM5nq19w8OaBvnyNIASMboa9ccvsIc/edit?usp=sharing>

2021-22 CIAC Michaels Cup Exemplary Program recipient = Derby High School!

Current Happenings

Educational Based Athletics

- CIAC Statewide Sportsmanship Summit 11/17/22 – completed
- Q1 DHS Student-Athlete Quarter 1 Academic Update:

Team	Q1 Eligibility	% Eligible	F's
Cheerleading	10/10	100%	1
Boys Cross Country	4/4	100%	2
Girls Cross Country	6/6	100%	0
Football	43/48	90%	36
Boys Soccer	17/17	100%	9
Girls Soccer	23/23	100%	0
Girls Volleyball (club)	15/16	94%	9

Human Capital

- Scheduling End of Season Fall Sport Coaching Evaluations DHS & DMS – in progress
- DHS Student Athlete & Parent Fall Sport End of Season Surveys sent out via Final Forms (10/28 and 3x after, coaches following up to convert with student-athlete survey)
- Attend monthly NVL HS AD meeting: 12/1
- DHS Fall Coaches end of season NVL Sport Meetings - concluded
- DHS Winter Coaches pre-season NVL Sport Meetings - concluded
- CIAC Officials Winter Sport meetings – DHS Winter Head Coaches - concluded
- Hiring:
 - Assistant Cheerleading coach (search open)
 - Freshmen Boys Basketball coach (anticipated): based upon final evaluations and turnout.
 - Hiring DMS Boys Basketball coach (certification pending)
 - Hiring DMS Winter Running Program – boys & girls coach
 - Hiring DHS Activity Coach – Step Dance (certification pending)
 - Hiring Elementary Running Coach (certification pending; push to Spring season)

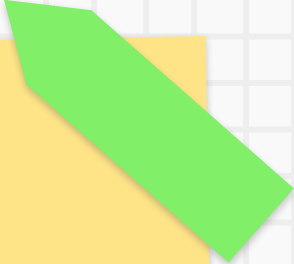

- Winter Season Academic Success After School Sessions: position posted

Operations

- Final Forms Open for DHS & DMS Spring Sports Registration remains open
- Finalizing winter supply orders
- Finalizing Spring Sport Supply Orders
- Evaluation of DHS Club Girls Volleyball program for 23-24 Varsity Status
- Ongoing bus schedules Winter, Spring
- MS Winter Schedules (NVL) developed with league
- DHS Winter Schedules Finalized; sub varsity schedules identified
- DHS Indoor Track Schedule – non league meets w/ head coach
- DHS Gym Schedule winter completed with head coaches
- DHS Spring Schedules Finalized, non-league games finalized
- Winter DHS Season Official Start Up: (with registrants in parentheses)
 - Monday, November 28: DHS Girls Basketball (13), DHS Wrestling (21= 30x/3HC/ 15 Derby; 2 Seymour Team of One), Cheerleading (13).
 - Thursday, December 1: DHS Boys Basketball (30), DHS Boys Indoor Track (33), DHS Girls Indoor Track (28)
- Winter DMS Season Official Start Up:
 - DMS Boys Basketball (50 registered, 36 tryouts, 20 rostered)
 - DMS Girls Basketball (40 registered, 29 tryouts, 20 rostered)
 - DMS Running Program (31 registered (17 boys, 14 girls)
 - DMS Wednesday Developmental Basketball: for all players who tried out and did not make the interscholastic teams.
- CIAC Online DHS Athletics Games Calendar link:
 - https://stats.ciacsports.com/game_cal.cgi?school=Derby&honly=

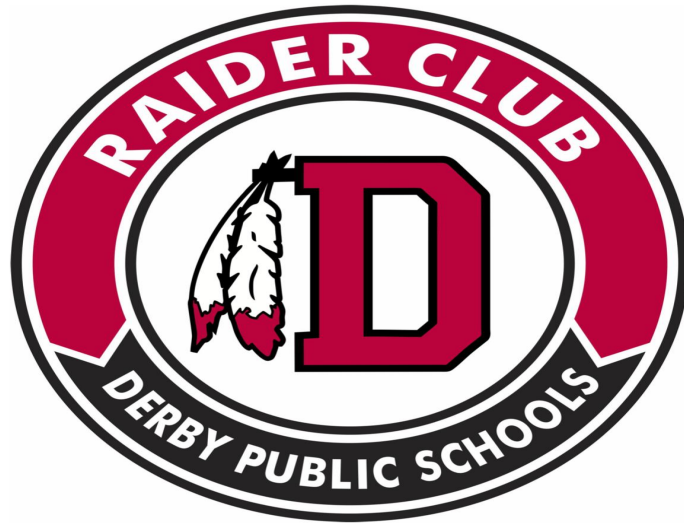
Culture/Climate

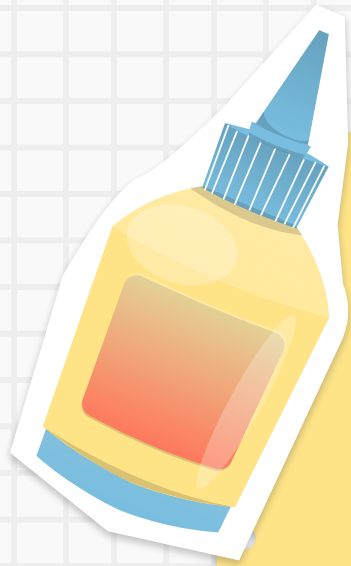
- Pep Rally: 11/23/22
- DMS Unified Sports daily active PE class block 6, 1x afterschool starting 12/1.
- DHS Unified Sports 3x week (advisory)
- Powder Puff v Shelton, 6pm, 11/18 @ DeFilippo Field: RESULT: Derby 32 – Shelton 26 in OT
- Thanksgiving Breakfast: Pregame vs Oxford: Payden Field House – complete
- Derby Sports Alliance Meeting: Next Meeting: 12/5 – 5:30p
- Student Athlete Leadership Team (SALT): Wednesday's 2p – 2:45p, Next Meeting: 12/7.



Raider Club Presentation

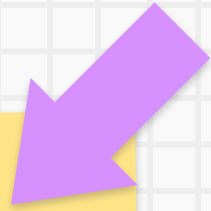
November 15, 2022

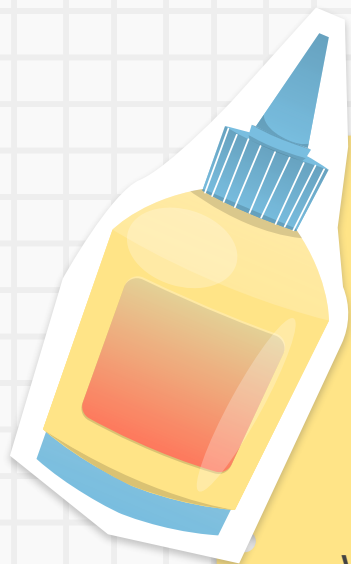




Raider Club Mission

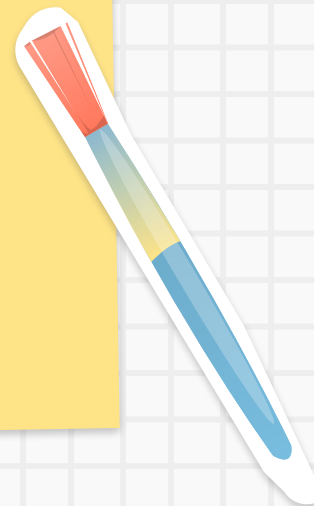
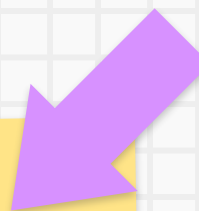
To provide all students with a safe, high quality,
challenging, engaging after school program.

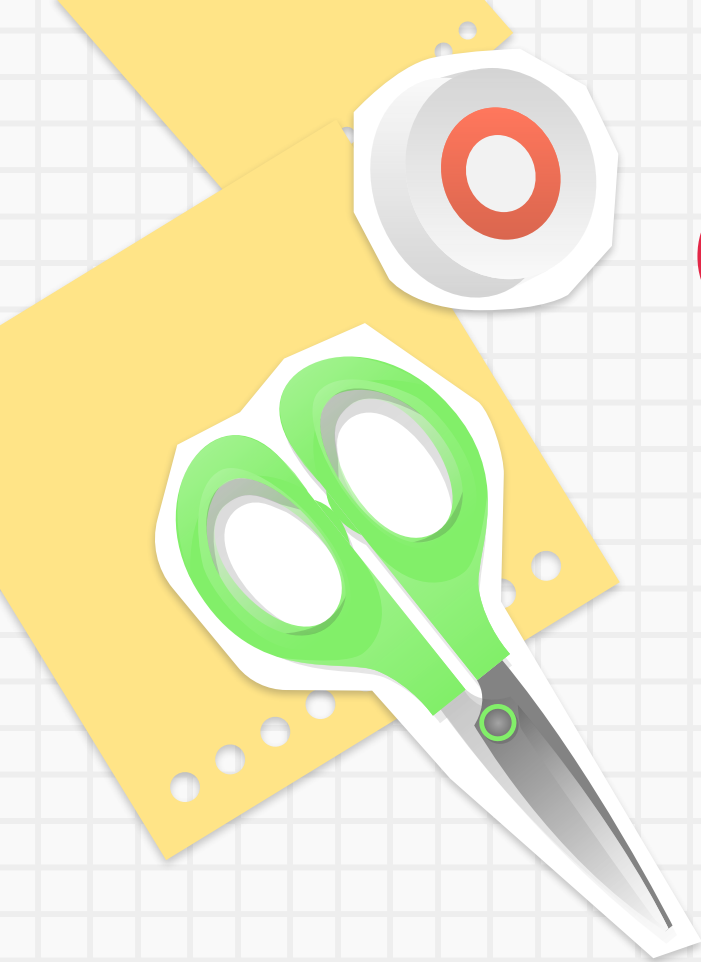




Partnerships

We will continue to grow our community partnerships
as our program develops.





Community Partners

- FUTURE STARS
- TEAM UP DREAM UP
- DERBY PUBLIC & DERBY NECK LIBRARIES
- VALLEY ARTS COUNCIL
- PERALTA DESIGN
- CBT
- GROW GROUP
- ANSONIA NATURE CENTER



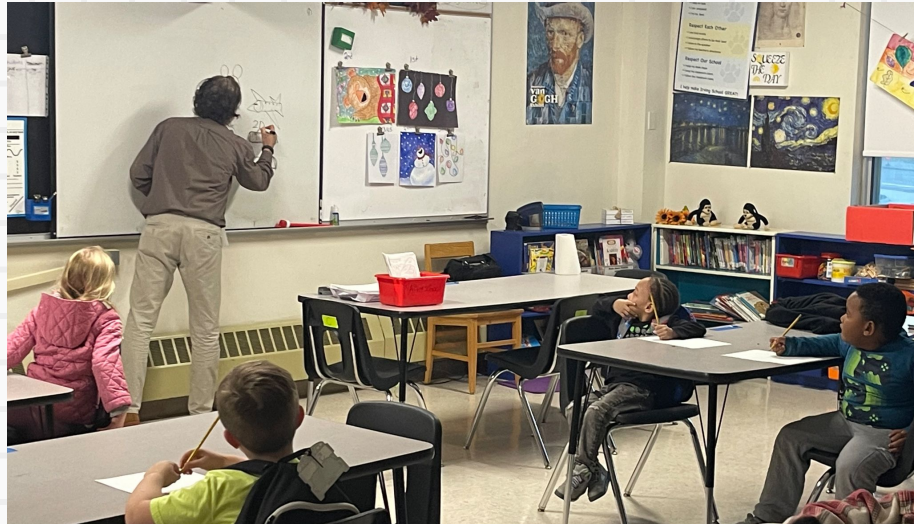
Fall Session Programs

Designed for the growth and
development of DPS students.

Valley Arts Council



Cooking Class



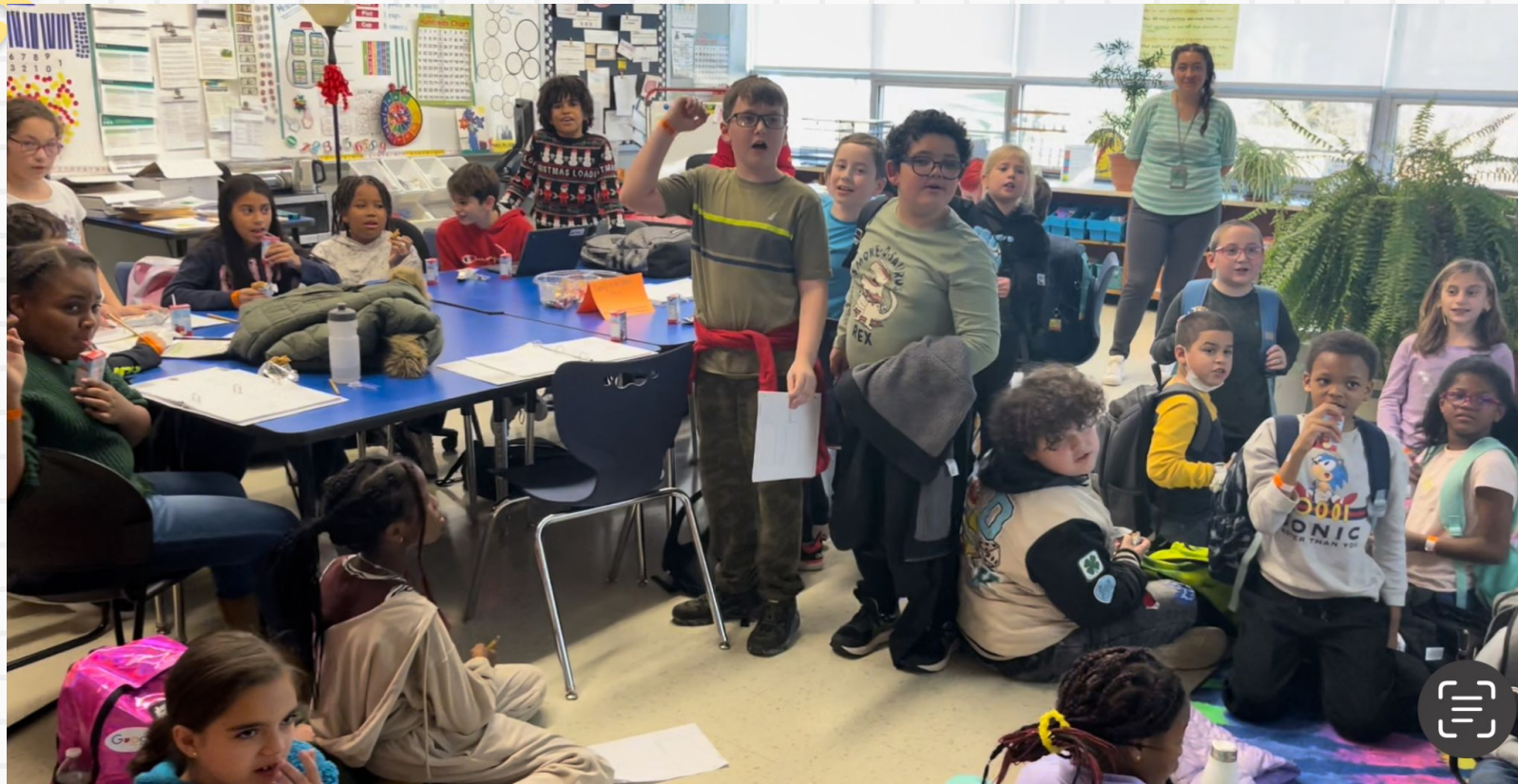
Rec Club



Yoga



Kid Tested...Kid Approved





Jump Rope Club

Rockband

**Peralta Design
Code Camp**

Robotics

Math Club

Lego Club

Team up Dream up

CBT BASKETBALL

Cooking Class

Homework Help

**Futures
Stars**

**Dungeons &
Dragons**

**Valley Arts
Council**

Basketball

And more!





THANKS!

Please let us know if you
have any questions!

CREDITS: This presentation template was created by **Slidesgo**, and
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Derby High School Program of Studies

2023-2024 (Draft)



Artwork by Sophia Duarte Class of 2023
"Visual Voice"
Advanced Art, Ms. Bruce

Derby High School, 75 Chatfield Street, Derby, CT 06410
(203) 736-5032

A Message From the Principal



Dear Derby High School Families,

Welcome to the Derby High School 2023-2024 *Program of Studies*. This booklet has been prepared to help you choose a personalized course of study for your high school years that is challenging and enriching. Planning is an important part of a well-rounded high school experience and post-secondary success. We hope that you find it helpful in making informed decisions about your classes.

Derby High School is proud of the high-quality core curriculum offerings available in Mathematics, English, Social Studies, and Science. In addition, we offer a wide range of courses in Art, Music, World Language and Career and Technical Education. As you review our offerings, we encourage you to select courses that will challenge you, and help find or strengthen your interests and passions. Be mindful of the prerequisites for the courses you select, and of Derby High School's graduation requirements. Student athletes should also be aware of NCAA regulations for eligibility.

The course selection process will be done online using PowerSchool so students and families can be actively involved in selecting their courses and desired path of study. Our school counselors will be available throughout the process to help students and families as they navigate the online portal. Additional directions and information will be shared by our counselors in the coming week.

Students: It is essential that you thoroughly review this booklet and discuss your options with your teachers, counselor and family. We strongly encourage you to think carefully about your choices. These courses become the foundation for future education and training that will support your goals. An important aspect of your high school education is to broaden your experiences beyond the classroom walls. We encourage you to become involved in co-curricular and extracurricular activities in both the high school and the community. Some of the many possibilities available to you include clubs, athletics, student government, the arts, and community service endeavors. All of these provide opportunities for you to pursue interests and make new friendships.

The administration, faculty and staff of Derby High School are here to provide you with the resources, support, and encouragement you will need to be successful. Best wishes to you for a fulfilling school year!

Sincerely,

Jennifer Olson

Mrs. Jennifer Olson
Principal



NEASC ACCREDITATION STATEMENT

Derby High School is accredited by the New England Association of Schools and Colleges, Inc., a non governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction. Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by The New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact:

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES,
209 BURLINGTON ROAD,
BEDFORD, MASSACHUSETTS 01890
(781) 271-0022, FAX (781) 271-0950.

Derby High School is accredited by the Connecticut State Department of Education and is a member of the New England Association of Colleges and Secondary Schools.

Derby Public Schools Board Of Education

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Central Office Administration

Dr. Matthew J. Conway, Jr., Superintendent of Schools
Dr. Michael Rafferty, Director of Teaching and Learning

It is the policy of the Derby Board of Education not to discriminate on the basis of race, color, religious creed, age, physical disability (in accordance with Section 504 of the Rehabilitation Act of 1973), national origin, ancestry, marital status, mental disorder, or sex (in accordance with Title IX of the 1972 Educational Amendments) in any of its educational programs, activities, or employment practices. If any student, parent, guardian, or employee feels aggrieved by the school district or its agents or employees, a complaint may be filed with: Stacey McCoart or James Nichols, Compliance Officers, Central Office, 35 Fifth Street, Derby, CT 06418, Telephone: 203-736-5027.



DERBY HIGH SCHOOL



75 Chatfield Street
Derby, Connecticut 06418
(203) 736-5036 • (203) 736-5035 fax • www.derbyps.org



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Mission Statement

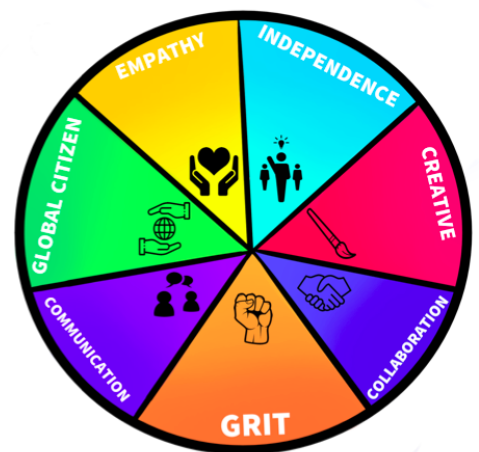
Derby High School pursues academic achievement, promotes creative and critical thinking, encourages proper behavior, and fosters responsible citizenship.

Derby High School Portrait of a Graduate

Derby Public Schools worked with stakeholders in our schools and the community to collaboratively define the essential skills and knowledge all graduates need to live healthy and productive lives. These traits and characteristics were used to create Derby's Portrait of a Graduate which is aligned to our school's mission and vision.

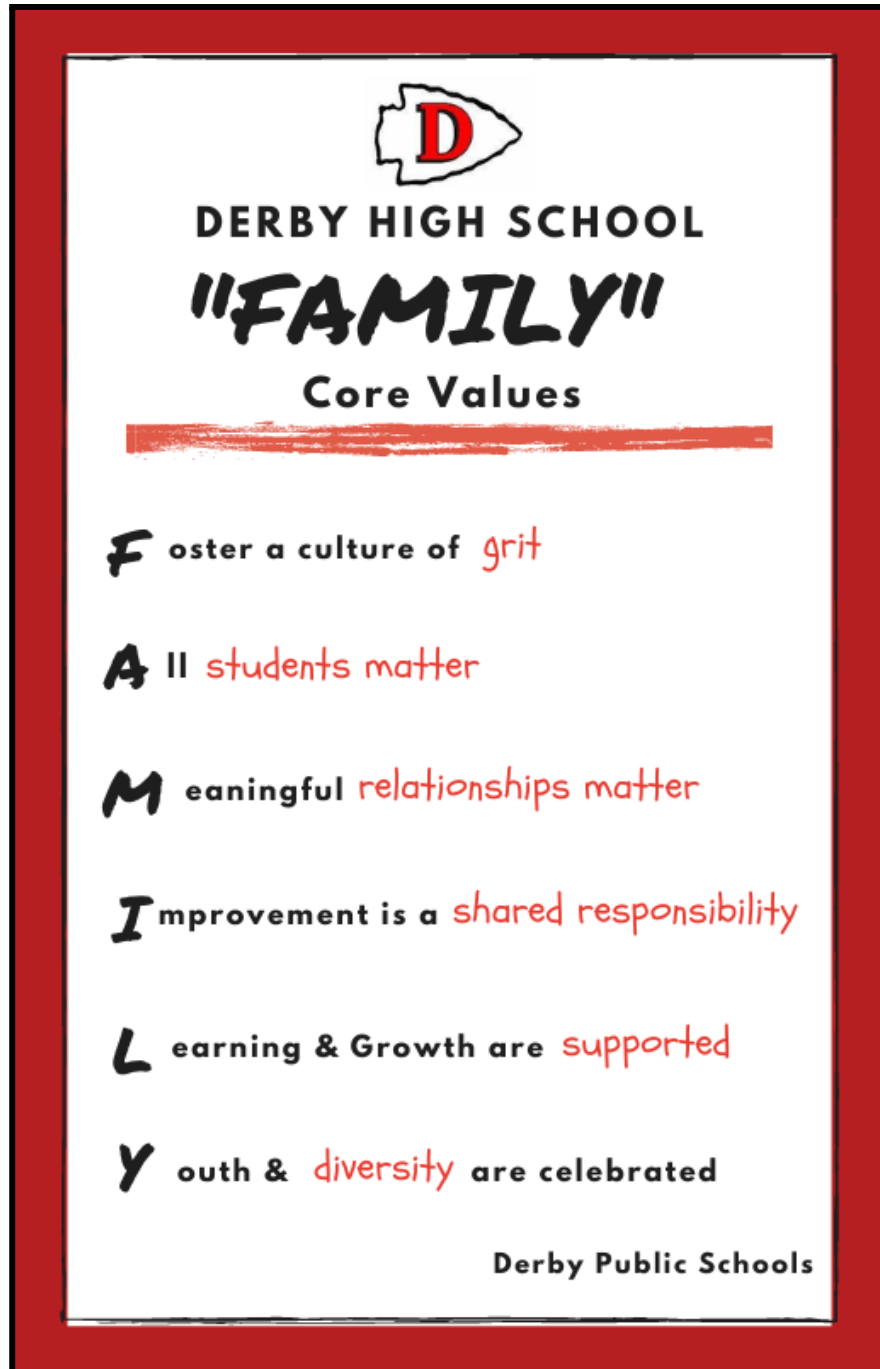
Our students graduate from Derby High School prepared to demonstrate the following characteristics;

- **Empathy:** *understands and is sensitive to perspectives, opinions, feelings and cultures of others*
- **Grit:** *stays with a task, uses resources, does not give up, learns from risk taking, embraces failure*
- **Collaboration:** *enriches the learning of both self and others, honors and leverages individual strengths, seeks, gives and responds to feedback*
- **Global Citizenship:** *demonstrates personal, civic, social, local and global responsibility through behaviors to enrich the world around them, embraces diverse cultures through respect and open dialogue*
- **Communication:** *Articulates thoughts and ideas, uses oral, written and non-verbal skills, and listens effectively*
- **Creative:** *Demonstrates originality, imagination, and new ways of thinking*
- **Independence:** *sets goals for learning, makes plans, reflects as a learner, and understands the bigger picture*



Derby Public Schools Core Values

















Core values are the essential and enduring principles that guide every action and decision on behalf of the Derby Public Schools. As a small comprehensive high school, Derby High School prides itself on the close relationships and “family feel” in both our school and district. That is why the word “**FAMILY**” is the cornerstone of our team’s core values. These core values are embraced throughout our school and reflect our promise to our students, staff and community. We welcome you to our family! Here is what you can expect from us at Derby High School.



WHERE TO GET HELP

If you have any questions regarding course selection, we are here to help. The names and contact information for all our administrators and support staff are provided in the photo directory below.

Derby High School Main Office (203) 736-5032

	Mrs. Jennifer Olson Principal jolson@derbyps.org x-2310		Mr. Ray Coplin Assistant Principal rcoplin@derbyps.org x-2311
	Mrs. Angela Lillemoe Administrative Assistant alillemoe@derbyps.org x-2308		Mr. James Nichols Special Education Supervisor jnichols@derbyps.org x-3440
	Mrs. Holly Oraziatti Student Affairs Administrative Assistant horaziatti@derbyps.org x-2313		Ms. Jenn Moffat Attendance Administrative Assistant jmoffat@derbyps.org x-2307
	Mr. Adam Baker School Counselor (A-L) Section 504 Case Manager abaker@derbyps.org x-2314		Mrs. Jennifer Ostrosky School Counselor (M-Z) Section 504 Case Manager jostrosky@derbyps.org x-2315
	Ms. Gabrielle Delgado PBIS Coach gdelgado@derbyps.org x-2316		Ms. Karen Ference School Psychologist kference@derbyps.org x-2335
	Ms. Kailee Hyde Special Education Case Manager Grades 11 & 12 Kahyde@derbyps.org x-2327		Ms. Sydney Delfico Special Education Case Manager Grades 10 & 12 sdelfico@derbyps.org x-2327
	Ms. Maxine Campbell Special Education Case Manager Grade 9 mcampbell@derbyps.org x-2327		Mr. Sean Donnelly Special Education ADL Case Manager sdonnelly@derbyps.org x-2328
	Ms. Kelly Moran, R.N. School Nurse kmoran@derbyps.org x-2309		Mr. Thomas Cosgriff Athletic Director tcosgriff@derbyps.org x-2324



Artwork by **Tabatha Sharpe**, Class of 2023
Advanced Art, Ms. Bruce

Students in Advanced Art experimented with creating a mixed media art piece (artwork in which more than one medium or material has been employed) based on a sentence about themselves. In the above piece, Tabatha wrote the sentence, "I find peace when listening to music." She then used watercolor paint, acrylic paint, and assemblage to create her work of art.

Introduction to the Program of Studies

Hello Students! We are excited to begin the course selection process with you for the 2023-2024 school year! As your School Counselors, we want you to know that we are here to assist you in planning your four-year program of study. Each year, you will meet with your counselor individually to help select courses that are most appropriate for your future plans. Parents are welcomed to participate in the course selection and post-secondary planning process. This is an important responsibility because the decisions you make will affect your academic program of study and your future.



Before you begin to select your courses, give some thought to the following questions:

1. How well have I been doing in school?
2. In what subjects have I been particularly interested?
3. What courses must I take to meet graduation requirements?
4. What are my post-high school plans? Are there any special requirements for admissions to a school or program I am interested in attending?
5. Have I looked into the process of college selection? Have I looked into the possibility of beginning my career after graduation from high school? Have I discussed these plans with my parents or guardians and with my School Counselor?
6. What extracurricular interests do I have? How important are they in my total school program and career goals?

Some of these questions may be difficult to answer on your own. Make certain that you have talked with people who may be able to give help, such as your parents/guardians, teachers, counselors and representatives from colleges, businesses and industries. Your high school academic experience is designed to provide you with the foundation needed to be a well-rounded student and meet your personal objectives. Your ability, interests and future plans should serve as a guide in the selection of your courses. Best wishes for a successful school year!

Sincerely,

Mr. Baker, Mrs. Ostrosky, & Mrs. Petrafesa

Mr. Baker, School Counselor (A-L) abaker@derbyps.org

Mrs. Ostrosky, School Counselor (M-Z) jostrosky@derbyps.org

Mrs. Petrafesa, Lead Advisory Teacher/School Counselor kpetrafesa@derbyps.org

Interested in meeting with the Support Staff? Scan the QR Code to sign up!



Student Success Planning and Naviance



The Student Success Plan (SSP) is an individualized student-driven plan that is developed to address every student's needs and interests. It helps students stay connected in school and to achieve post-secondary educational and career goals. The SSP provides the student with support and assistance in setting goals for social, emotional, physical and academic growth, in order to meet rigorous high school expectations. The Student Success Plan and supporting structures, such as student portfolios and academic/personal records, are electronic. They can follow a student from school to school or district to district.

Derby High School uses **Naviance**, a student success planning software system, to assist students, parents, and guardians to ensure graduates are college and career ready. Throughout high school, our students will work with Naviance during regular Advisory periods. Research shows that students who have clearly defined, long term plans of study during high school are far better prepared to meet the demands of college and career in the future.

Naviance Family Connection is an internet based tool which allows students and families to access online resources and collaborate on college and career readiness activities. Students can research colleges, scholarships, careers, enrichment programs, and courses in one web-based location. They can also create individual success plans that can be linked to college and career readiness programs. This tool can also be used to request transcripts and teacher recommendations conveniently. Naviance also allows students to take career and personality assessments, create and track academic and personal goals, and perform tasks related to post secondary planning. We hope that our students make regular use of the Family Connection. During the course selection process, students can use Naviance to think about long range high school and post-secondary plans of study that align with their anticipated career aspirations.

Building A Competitive Transcript for College Admissions



College bound students should give careful consideration to their academic program choices to build a competitive transcript for college admissions. Students are reminded that Derby High School graduation requirements offer a well-rounded education, but admission requirements to individual colleges and programs differ widely and consider the academic rigor of a student's overall transcript. Derby High School strongly recommends the following for all college-bound students:

- **English:** 4 credits
- **Math:** 4 credits
- **Science:** 3-4 credits (students pursuing post-secondary paths in Allied Health or Sciences should earn 4 credits)
- **Social Studies:** 3.5-4 credits (required 0.5 credit of Civics)
- **World Language:** 3-4 credits
- **Physical Education:** 1 credit
- **Health:** 1 credit
- **Fine Arts:** 0.5 credit
- **Electives:** 8.5 credits

TOTAL: Graduation credits 25+ credits

CT Common Core State Standards

On July 7, 2010, with a unanimous vote, the Connecticut State Board of Education (SBE) adopted new national academic standards known as the Common Core State Standards (CCSS) in that will establish what Connecticut's public school students should know and be able to do as they progress through Grades K-12.

Since the adoption of the Common Core Derby High School began aligning the existing curriculum with these standards.

Interpreting Course Levels



Derby High School offers different levels of classes to address the learning needs of all students. The proper placement of students in courses helps students challenge themselves and reach their fullest potential by taking courses at the highest levels appropriate to them. Counselors and teachers recommend levels to students based on their past performance, teachers' assessments of students' class work, and scores on standardized tests.

The courses available at Derby High School are classified as follows:

College Prep (CP): The focus of these courses is to provide instruction that is challenging and encompasses a comprehensive curriculum in preparation for the rigor of college.

Honors (H): The focus of these courses is to provide instruction that requires sound scholarship and excellent study skills. The curriculum is comprehensive and challenging. Students who maintain an 83 average in current honors course work can be recommended for the subsequent honors course. Students who do not meet the criteria above but still want to enroll in an honors level class may complete the Derby High School Course Waiver Form. Any student wishing to take an honors class who is currently enrolled in a college prep level class, must have a 93 or above average. Placement in levels is determined by the administration, faculty, and counseling department based on the student's ability as identified in the student's prior class performance, achievement and test scores.

Advanced Placement/UCONN ECE/(AP): The focus of these courses is to provide instruction that is rigorous and requires superior scholarship. These courses involve preparation for AP exams and are conducted at a pace comparable to a college course. Students have the potential to earn high school and college credit for these courses.

Electronic Course Selection Process Using PowerSchool

Once processed, your student's course requests will be available to view on the PowerSchool parent portal. Any changes or corrections must be brought to the attention of your student's counselor. Please note, these are course requests only and not actual schedules. There is no guarantee that all course requests will be met. We always encourage students to seek out the most challenging courses available to them and in which they have the best chance to learn and succeed. Prospective colleges always prefer to see students enrolled in a schedule of courses that are strong in the core subject areas, going above and beyond the minimum high school graduation requirements.

Sample Course Planning Form

The following form is included to assist you in planning your four year program at Derby High School. Students should select six courses at a minimum each year to meet graduation requirements.

Key: -College Prep (CP); -Honors (H) - Advanced Placement (AP), -Early College Experience (ECE)

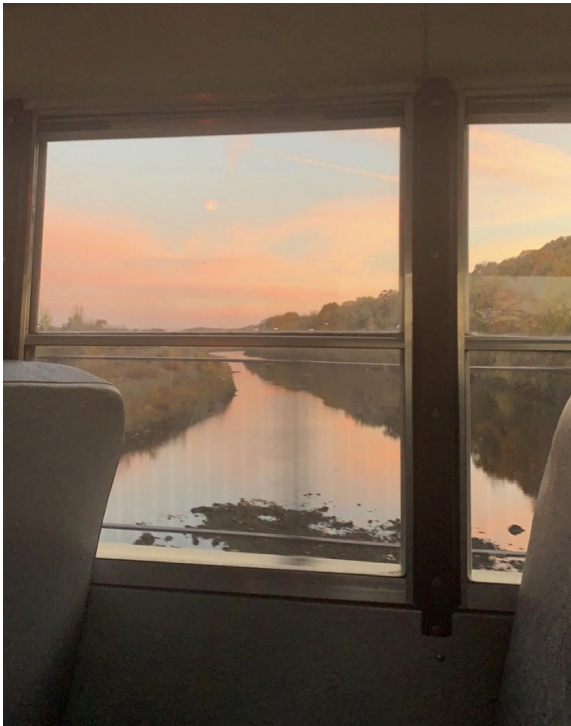
Grade 9	Grade 10	Grade 11	Grade 12
English			
English I (CP or H)	English II (CP or H)	English III (CP or H)	English IV (CP, H, ECE)
English electives are also available - please refer to the Program of Studies for additional English Dept course offerings			
Math			
Algebra I (CP or H)	Geometry (CP or H) Algebra II (CP or H)	Algebra II (CP or H) Trigonometry (CP) Statistics (CP) Pre-Calculus (H)	Trigonometry (CP) Statistics (CP) Pre-Calculus (H) Calculus (AP) General Applied Math (CP)
History			
Modern World History (CP or H)	Civics (CP or H) This is a required course for graduation U.S. Government and Politics -Advanced Placement (AP)	United States History (CP, H, or AP) This is a required course for graduation	Seniors have the option of enrolling in multiple history courses based on their chosen program path.
History electives are also available - please refer to the Program of Studies for additional History Department course offerings			
Science			
Integrated Earth and Physical Science (CP or H)	Biology (CP or H) Anatomy and Physiology (H)	Chemistry (CP or H) Anatomy and Physiology (H) Physics (H)	Chemistry (CP or H) Anatomy and Physiology (H) Physics (H)
Science electives are also available - please refer to the Program of Studies for additional Science Department course offerings			
World Language			
Italian I (CP) Italian II (CP) Spanish I (CP) Spanish II (CP)	Italian II (CP) Italian III (H) Spanish II (CP) Spanish III (H)	Italian III (H) Italian IV (H) Spanish III (H) Spanish IV (H)	UCONN ECE Italian I/II (ECE) Spanish IV (H) Spanish V (H) Spanish (AP)
Health & Physical Education			
Health & Safety (CP)	Physical Education -College Prep (CP)	Personal Fitness and Weight Training (CP)	
Mastery Based Diploma Assessment			
		Senior Capstone Project This is a required course for graduation	Senior Capstone Project This is a required course for graduation
Electives			
Students will need to enroll in additional elective courses to satisfy their graduation requirements			

Assessments/ Measures of Academic Progress

- **PSAT:** Students in grades 9 and 10 will take the PSAT/SAT assessments. The PSAT/NMSQT is the Preliminary SAT/National Merit Scholarship Qualifying Test. PSAT scores are used to identify National Merit Scholars and award merit scholarships.
- **SAT:** Students in grade 11 will take the SAT assessment. The purpose of the SAT is to measure a high school student's readiness for college, and provide colleges with one common data point that can be used to compare all applicants. All students in grade 11 will be taking the SAT in the Spring of 2021.
- **Next Generation Science Standards (NGSS)** Students in grade 11 will take the Science portion of the NGSS test in the Spring of 2021. This test measures knowledge of Life, Physical and Earth Science.
- **AP Exams:** AP gives students the chance to tackle college-level work while they're still in high school, and through taking AP Exams, students can earn college credit and placement. AP Exams are standardized exams designed to measure how well students have mastered the content and skills of a specific AP course. Policies vary by college/university, but institutions that award credit usually require a score of 3 or higher, on any given exam, for credit to be granted or course prerequisites to be waived. Specific college/university requirements can be found on the College Board website.

Mastery-Based Diploma Assessment

All students will be required to complete a 1.0 credit Mastery-Based Diploma Assessment in order to meet graduation requirements. Derby High School students will have the opportunity to participate in a series of College and Career Readiness workshops that will help promote students' academic, social/emotional, college and career development needs. This project will be independent work and will result in students earning a completion certificate through a partnership with Southern Connecticut State University.



Artwork by **Samantha Hernandez** Class of 2025

Digital Photography
Mr. Daly

Digital Photography students explored a variety of compositional guidelines. In this image Samantha captured a river she passes on her way to school from inside of the school bus. Her use of framing and leading lines make this a really interesting photograph.

Derby High School Diploma Requirements (Class of 2023 and beyond)



Beginning with the Class of 2023, students at Derby High School must earn 25 credits to meet graduation requirements. These 25 credits include courses within the following clusters:

Humanities, STEM, Career, Technical and Life Skills, World Language, Electives, and Mastery-Based Diploma Assessment. The requirements are intentionally open-ended, to provide students with greater freedom to customize their educational programming.

Cluster	Subject Areas	Credits
Humanities	<ul style="list-style-type: none"> • English <ul style="list-style-type: none"> ➢ Must take English I, II, III, IV • Social Studies <ul style="list-style-type: none"> ➢ Includes a required 0.5 credit Civics • Fine Arts <ul style="list-style-type: none"> ➢ Includes a required 0.5 credits in art or music • Humanities Elective <ul style="list-style-type: none"> ➢ Includes courses in English, Social Studies, and Fine Arts 	9.0
STEM	<ul style="list-style-type: none"> • Mathematics • Science • STEM Elective <ul style="list-style-type: none"> ➢ Includes courses in Science ,Technology, Engineering, and Mathematics 	9.0
Career, Technical and Life Skills	<ul style="list-style-type: none"> • Physical Education (1.0 credit) <ul style="list-style-type: none"> ➢ Waivers may be granted at the sole discretion of the Administration for extreme medical reasons; Up to 0.5 credit can be awarded for varsity athletes with a completed PE Alternate Credit Form. • Health and Safety (1.0 credit) 	2.0
World Language	<ul style="list-style-type: none"> • World Language <ul style="list-style-type: none"> ➢ Includes a required 1.0 credit in Spanish, Italian, or World Language 	1.0
Electives	<ul style="list-style-type: none"> • Course from any department <ul style="list-style-type: none"> ➢ Includes courses in any subject area (beyond original requirements) 	3.0
Mastery-Based Diploma Assessment	<ul style="list-style-type: none"> • College & Career Readiness Programming <ul style="list-style-type: none"> ➢ Course 1: College Readiness, Access and Success (Semester 2, Junior year) ➢ Course 2: Career Development and Job Readiness (Semester 1, Senior Year) 	1.0
TOTAL CREDITS REQUIRED TO GRADUATE		25.0

Grading

The grading system for all students and all courses is a numeric grade system from 0 to 100. The minimum passing grade to earn a full year or semester credit is 65. A final year end or semester grade of less than 65 will not earn credit. *Please see the section titled "Credit Recovery" for more information about options for summer school.*

Staying on top of your grades throughout the year keeps you informed of your progress. We encourage all students and families to set up the PowerSchool app on your cell phone or electronic device. This will provide immediate and current access to your assignments, grades and attendance. To set this up, you will need your PowerSchool ID and password issued by the school. For assistance, please reach out to our Student Affairs Office at 203-736-5032 or by email at horazietti@derbyps.org.

Exams (Mid-Terms & Finals)

Exams are given during the months of January and June. The exams are ninety minutes long and are mandatory. Only seniors who have attained a 90 average for three quarters are exempt from final course exams. Semester grades are attained by averaging the first quarter grade (2/5), the second quarter grade (2/5) and the exam grade (1/5). Final grades are attained by averaging the first semester (1/2) and the second semester (1/2) grade. Students are expected to attend exams on the day that they are scheduled, any student with a conflict should complete the exam change of date form and submit the form to the assistant principal or principal for approval. Any student who is absent from an exam must provide written documentation for their absence in order to be granted permission to take a make-up exam.

Rank in Class and Quality Point Average (QPA)

The computation of rank in class is based on course levels and grades earned. Each course carries a weight value which is determined by the course's level of difficulty. The more rigorous the course, the greater quality points are awarded (see chart below). The class rank will include all subjects except Pass/Fail courses. It will be determined at the end of junior year and again at the end of the 1st semester of senior year.

An example of the various levels associated with letter grades are illustrated below:

Grade	AP/ECE	Honors	College Prep
95	16	14	12
90	15	13	11
85	14	12	10
80	13	11	9
75	12	10	8
70	11	9	7
65	10	8	6
0-64	0	0	0

Promotion/Acceleration Grades 9 - 12



1. The awarding of high school diploma is contingent upon a student completing and passing all the following requirements: (24) credits for Class of 2022 and (25) credits for Class of 2023 and beyond
2. The minimum number of credits to be taken per grade level is 6 credits per year (*not including the 1 credit towards the Mastery Based Assessment*)
3. The number of earned credits necessary to enter each grade level:

	Credits Earned
Grade 10	6 credits
Grade 11	12 credits
Grade 12	18 credits

Credit Recovery/Summer School

A summer program may be recommended for students who fail a subject with a grade average no lower than 10 points below the minimum passing grade or no more than 20 points below the minimum passing grade with a teachers recommendation (i.e. 65 passing, 55 eligibility for summer program, or 65 passing, 45 eligibility with teacher recommendation).

- No more than two courses may be made up during the summer program.
- In order to be eligible for summer school a student's absences cannot accrue to more than 20% of days enrolled.
- No more than two (2) absences are permitted during summer school or the student will lose credit. *** Three (3) tardies equal one absence.
- Credit will not be given for a summer course if the student's performance is below a "C" average or its equivalent.
- Upon successful completion of summer school, the student's failing grade will be amended to a "D: or its equivalent.



Report Cards

Progress reports will be issued to all students at the midpoint of each marking period to provide feedback about performance. Report cards are formal reports of a student's progress which are issued at the close of each marking period. Since there are four marking periods, report cards are issued four times a year: **November, January, April and June.**



When to See Your School Counselor

Changes in Student Schedules

You will select courses in the early spring of each year for the following academic year. You must keep in mind that this selection represents a *final choice of courses*, with some exceptions:

1. If you have satisfactorily completed a summer school study of courses which were failed or incomplete in June, then you may apply for a program change during the summer.
 2. If your educational objectives have been altered significantly, then an individual interview with a counselor before the opening day of school may result in a recommendation for change.
- Any student request for program changes must be accompanied by a letter from the student as well as the student's parent and/or guardian indicating approval of such requests.

Protocol for Adding/Dropping a Course

1. Students will be given an option to add or drop a course until **6 days into the semester**.
2. Counselor will check for space availability.
3. Counselor will give the student a [Schedule Change Form](#) with a directive that the form must be returned by the next day with the Parent/Guardian, School Counselor, Administrator(s) signature, indicating approval.

** Any further schedule changes after the **6th school day of the semester** (the withdrawal deadline) require a request in writing from the student as well as the student's parent or guardian indicating approval of such requests. Final decision will be made by the administration.

** Requests that involve a LEVEL CHANGE require completion of the **Request for Change of Program and the Schedule Change Form**. Any student request for program changes must be accompanied by a letter from the student as well as the student's parent or guardian indicating approval of such requests. The final decision will be made by the administration.

Grading Procedure for Dropped Courses

Deadline for Dropping a Course:

0.5 and 1.00 accredited courses - End of the first marking period

- A student who withdraws from a course with a passing grade after the course withdrawal deadline has passed will receive a "WP", which will appear on the student's permanent record and transcript.
- A student who withdraws from a course with a failing grade after the course withdrawal deadline has passed will receive a "WF", which will appear on the student's permanent record and transcript.
- If a student drops a course prior to the withdrawal deadline, the course will not appear on the student's transcript or permanent record.
- We do not allow courses to be audited once a student has been registered for the class.

Policy on Waivers of Level

Derby High School recognizes the right of a parent/guardian to appeal a student's recommended level or course. Should a parent/guardian choose to do so, he/she should contact the student's school counselor who will provide the appropriate forms to complete. A conversation with the department coordinator of the subject area is required prior to the level change. Students who waive into an Honors/Advanced Placement course will be expected to produce the same quality of work as the rest of the class.

Sports Eligibility

The Connecticut Interscholastic Athletic Association (CIAC) mandates that all students, in order to be eligible for athletics, pass at least four full-time courses for the quarter prior to the start of the season and during any given season. At Derby High School, students must earn a minimum of a 65 in order to be considered passing. Incompletes are not considered passing. Please see Student Handbook and Student-Athlete Handbook for further information regarding CIAC athletic eligibility and academic eligibility for the NCAA Clearinghouse.

Independent Study

Independent Study in any subject area requires prior approval of the teacher, department coordinator and the administrative team. Independent study projects may not be used for meeting departmental requirements for graduation except in most unusual circumstances with approval of the Principal.



Students in Advanced Art learned various watercolor techniques such as wet on wet, dry brushing, gradients, blending and more. Students then worked on creating an architectural painting that focuses on perspective and line utilizing the watercolor techniques they had practiced to create a realistic watercolor painting.

Artwork by Brianna Kling, Class of 2025
Advanced Placement Art, Ms. Bruce

Annual Student Recognition and Awards

We love to see our students shine! Derby High School regularly recognizes students for their outstanding academic, extracurricular, and character and leadership qualities. There are many ceremonies and celebrations, but here are just a few examples of our annual recognition programs:

Derby High School Academic Awards Ceremony	Grades 9-12 students who have achieved honor roll for 3 consecutive quarters in one year, have been inducted into an honor society, or awarded a scholarship(s).
Connecticut Association of Public School Superintendents (CAPSS) Student Awards Banquet	Recognizes students who have demonstrated service to others; academic prowess relative to ability; and leadership service to the school community
CT Association of Schools High School Arts Awards	Recognizes two seniors who excel in the performing or visual arts. Excelling in the performing or visual arts is of primary importance in the selection.
CT Association of Schools High School Leadership Award	Recognizes an academically talented junior who ranks in the top five percent of his/her class.
CT Association of Boards of Education (CABE) Student Leadership Award	A program designed to honor students who exhibit exemplary leadership skills
South Central Area Superintendent Association (SCASA) Student Award Recognition	Recognizes students' accomplishments based on academic, extra-curricular, and community service.
UConn Presidential Scholars Program	Recognizes students who rank number one or two in their graduating class with a full tuition scholarship to the University of Connecticut
United States Presidential Scholars Program	Recognizes academic success, service and leadership for an Academic Component and Career & Technical Component
CT Association of Schools Scholars Luncheon	Recognizes Juniors who are academically talented and are in the top five percent of his/her class
CT Association of Schools Student Council Leadership Conference	Recognizes students who are focused, driven, and connected to improving the school climate within high schools
CT Interscholastic Athletic Conference Scholar-Athlete Banquet	Recognizes two high school seniors (one boy and one girl) whose academic and athletic careers have been exemplary, personal standards and achievements are a model to others, and who possess high levels of integrity, self-discipline and courage
Junior Achievement of Greater Fairfield Student Achievement Award Breakfast	Recognizes students with exceptional leadership, essential business and life skills, and service to others
Derby-Shelton Rotary Club Student Scholarship Luncheon	Recognizes a student who shows promise and demonstrates community service and participation in extracurricular activities

Derby High School Course Offerings

**Note: Courses are offered on the basis of enrollment and staff availability.*



Housatonic Community College Advanced Manufacturing Program

This program is a collaboration between Derby High School and Housatonic Community College. HCC professors are on campus working with Derby High School students in both a classroom and shop setting. Students enrolled in the program will earn both Derby High School and Housatonic Community College credits. *Students will complete the following courses:*

Metrology (Phase 1-Fall)

.5 credit/ 3 HCC credits

Course #MFG 120

Metrology provides the student with an introduction to the construction and usage of inspection tools as well as a comprehensive set of hands-on exercises when these tools will be utilized to discover the dimensional characteristics of a variety of sample parts.

Manufacturing Math I (Phase 1-Fall)

.5 credit/ HCC non-credit

Course #MFT E5008

First course in Manufacturing Mathematics. A study of arithmetic and algebraic operations applied to manufacturing circumstances. Fractions, decimals, tolerances, percentages, signed numbers, powers and roots, the metric system, as well as ratios and proportions are studied in depth.

Benchwork (Phase 1-Fall)

.5 credit/ 1 HCC credits

Course # E153

Benchwork is a basic course in the fundamentals principles, practices and tools used in semi-precision and precision layout including the various tools, methods and procedures for common machine shop Benchwork. Topics will include: Measurement systems Layout principles Use of Hand and power tools

Solidworks (Phase 1-Spring)

.5 credit/ 3 HCC credits

Course #E110

SolidWorks design focuses on parametric modeling while introducing the student to the paperless computer based design process utilizing the modern parametric 3-D design software SolidWorks. The course reviews the following topics: design process, design engineering, assembly modeling, mechanism analysis, rapid prototyping, team design, geometric dimensioning and tolerancing, and the analysis of tolerance stackups. Students will participate in individual & team design projects

Principles of Quality Control (Phase 1-Spring)

.5 credit/ 3 HCC credits

Course #QUA 114

Principles of Quality Control is the second course in manufacturing mathematics. A further study of arithmetic and trigonometric operations applied to manufacturing circumstances. The following geometric entities are studied in detail: the circle, regular and irregular polygons, the right triangle and oblique triangles. The application of angular arithmetic, including the study of: angle decimal conversion, the Pythagorean Theorem, Sin, Cos, and Tan functions, and the Law of Sines and Law of Cosines.

Blueprint Reading I (Phase 1-Spring)**.5 credit/ 2 HCC credits**

Course #MFG E124

The course covers basic skills for a manufacturing environment. Course includes view orientation, drawing, symbols, dimensioning, views, title block, machining specifications and more.

CNC (Computer Numerical Control) 1 (Phase 2-Full year)**1 credit/ 3 HCC credits**

Course #MFG E168

First course in Computer Numerical Controlled programming. This is the study of CNC programming for Vertical Machining Center and the CNC Lathe. Topics include introduction to Cartesian coordinate system, programming parts, canned drilling cycles, circular interpolation, cutter compensation, setup and tooling.

CNC Projects (Phase 2- Full year)**1 credit/ HCC non-credit**

Course # MFT E5104

This course builds off of concepts of *CNC 1* and contains lab assignments.

Introduction to Machine Technology (Phase 2-Full year)**1 credit/ 4 HCC credits**

Course # MFG E105

Introduction to Machine Technology introduces the student to the fundamentals of Metal Machining Technology. The student is introduced to the basic metal machining equipment including Lathe, Miller, Drill Press, Saw, and Grinding Wheels. Students will perform basic lathe operations, which will consist of facing, center-drilling, chuck turning, turning between centers, boring, grooving, tapers, knurling, and single point threading. Students will identify the major parts of the vertical & horizontal mill, align a vise, use an indicator, edge finder, and boring head, determine speeds and feeds, perform simple indexing, mill flat, square surfaces and slots, drill, bore, and tap holes.

Machine Projects (Phase 2-Full Year)**1 credit/ HCC non-credit**

Course # MFT E5105

This course builds off of concepts of *Introduction to Machine Technology* and contains lab assignments.

**Art****INTRODUCTION TO ART (CP)****GRADE 9-12****.5 credit**

Course #1811

This is a basic course that introduces the student to different materials and methods of artistic expression through 2D or 3D artwork. The elements and principles of design, drawing, and painting are all introduced and explored.

ADVANCED ART I (H)**GRADE 10-12****1 credit**

Course # 1825

This course is intended for motivated students committed to serious study of studio art, building on the Elements and Principles of Design previously learned in Introduction to Art. Students will explore advanced techniques in two-dimensional and three dimensional art using mixed media. Problem solving that focuses on approaches to art processes, written and/or oral critiques and

reflection of results is expected. Emphasis of this course is on quality of work, concentration in a particular artistic concept, developing a body of related works based on a personal idea or theme. The resulting portfolio will show evidence of artistic development and creation of an individual series or body of work for each student. **Prerequisite: Introduction to Art & Drawing and Painting**

ADVANCED ART II (H)

GRADE 10-12

1 credit

Course # 05170

This course is a continuation of Advanced Art I. Students will have the opportunity to continue developing their artistic skills in chosen mediums. The resulting portfolio will show evidence of artistic development and creation of an individual series or body of work for each student.

Prerequisite: Introduction to Art and Advanced Art I.

CERAMICS/SCULPTURE I (CP)

GRADE 9-12

.5 credit

Course #1820

This course explores three-dimensional design. The student will use clay and various other media to gain knowledge of three dimensional forms and sculpture.

CERAMICS II (CP)

GRADE 9-12

.5 credit

Course #1822

This course is for students who have taken Sculpture/Ceramics I. Students work on the mastery of skills learned in Ceramics I and learning new methods of construction, wheel throwing, and glazing techniques. **Prerequisite: Ceramics/Sculpture I**

DRAWING AND PAINTING (CP)

GRADE 10-12

.5 credit

Course #1831

This course will focus on drawing and painting and utilize various techniques and materials. Emphasis will be placed on the design process using methods, strategies, and techniques to create original student artwork. The student will use different types of painting and media to explore a range of creative expressions. **Prerequisite: Introduction to Art.**

PAINTING II (CP)

GRADE 10-12

.5 credit

Course #05157

This is an advanced course addressing matters in the areas of still-life portrait, landscape, and abstract paintings using acrylics, watercolors and other mediums. Students will focus on developing content and personal expression. **Prerequisite: Drawing and Painting**

DESKTOP PUBLISHING/YEARBOOK (CP)

GRADE 11-12

1 credit

Course #1890

Students in this course will learn the basics of desktop publishing, while creating this year's yearbook, *The Lookout*. This course includes both writing and graphic design, so an interest and/or strength is recommended, as well as some knowledge of computers and word processing. **Prerequisite: Teacher approval.**

DESKTOP PUBLISHING/YEARBOOK (H)

GRADE 11-12

1 credit

Course #1899

Students in this course will learn the basics of desktop publishing, while creating this year's yearbook, *The Lookout* and other school publications. This course includes both writing and

graphic design, so an interest and/or strength is recommended, as well as a knowledge of computers and word processing. Honors-level students will be responsible for additional coursework, with an emphasis on writing.

Prerequisite: Teacher approval.

DIGITAL PHOTOGRAPHY (CP)

GRADE 9-12

.5 credit

Course # 1893

This course focuses on the use of basic digital photography and photographic manipulation techniques. Beginning with the basic camera functions, and through a variety of assignments, students will learn the basics of composition to enhance their own photographic style. An understanding and critique of the basic art elements and principles is expected. Students must provide their own camera for this course.

Prerequisite: Introduction to Art.

ADVANCED DIGITAL PHOTOGRAPHY (H)

GRADE 10-12

.5 credit

Course # 1897

This course builds on the skills and Elements and Principles of Design already mastered in Digital Photography; utilizing a more in-depth approach to editing, and other advanced photographic techniques. Students will continue digital capture and image processing on the computer, learn to create stronger and more interesting compositions using digital media, create a portfolio of images that relate to a common theme or purpose as well as showcase their photographs on a website or on other internet resources, while participating in on campus or off campus shows, competitions or activities. Acquisition of necessary language, critical thinking and analytical skills to communicate their ideas to others about the photographic medium, using Adobe Photoshop, is expected.

Prerequisite: Digital Photography.

AP STUDIO ART 3D ART AND DESIGN (AP)

GRADE 10-12

1 credit

Course # 05171

AP 3-D Art and Design is an introductory college-level three-dimensional design course. Students refine and apply skills and ideas they develop throughout the course to produce three-dimensional art and design. **Prerequisite: Introduction to Art and two other Art courses at DHS & teacher approval**

INDEPENDENT STUDY IN ART

GRADE 10-12

.5 credit

Course #123

This program is designed for advanced students to further their knowledge in any of the four areas taught: drawing, painting, photography, sculpture. A student desiring such a program should consult the Art teacher and the Counseling office.

UConn ECE Drawing

GRADE 11-12

1 credit /3 ECE credits

Course #05172

This is a college level course that explores the principles of observational drawing. The objective is to provide the skills, vocabulary, and understanding of direct and accurate observational drawing as a process and language upon which students can develop, explore, and expand. With successful completion students will earn 3 college credits. **Prerequisite: Drawing and Painting**



Business

ACCOUNTING I (CP)

GRADE 10-12

1 credit

Course #2621

This course provides the basic principles, concepts, and procedures of accounting. Students experience the systematic flow of business operations through the use of a simulation practice set. They learn how to use journals, ledgers, and checking accounts. Students will learn the basic preparation of financial statements. A computer software program is used as a supplement to enhance the program.

FINANCIAL LITERACY: BANKING & BUDGETING (CP)

GRADE 9-12

.5 credit

Course #22210

Financial Literacy: Banking & Budgeting is a half-year course that will introduce students to the world of money management. They will learn what to do with their money by learning about their financial options and responsibilities and the consequences of mismanaged finances allowing them to achieve the tools for financial independence. Topics covered include: taxes, saving and investing, checking accounts, and budgeting.

FINANCIAL LITERACY: CREDIT & INSURANCE

GRADE 9-12

.5 credit

Course #12149

Financial Literacy: Credit & Insurance is a half-year course designed to introduce students to the world of money management. They will learn what to do with their money by learning about their financial options and responsibilities and the consequences of mismanaged finances allowing them to achieve the tools for financial independence. Topics covered include: types of credit and managing credit, paying for college, insurance, behavioral finance, and financial pitfalls.

ENTREPRENEURSHIP (CP)

GRADE 11-12

1 credit

Course #2660

This course is designed to introduce the student to the organization, design, marketing, production, transportation, and communication systems used to operate an entrepreneurial business endeavor, in this case our school company, Big Red Productions. The company/students of Big Red Productions will conduct market research to sell 2-3 products over the course of the school year.

Prerequisite: At least one of the following: Accounting or either Financial Literacy course.

COOPERATIVE WORK EXPERIENCE (CP)

GRADE 11-12

1 credit

Course #2651

The Cooperative Work Experience Program (CWE) is designed to equip juniors and seniors with real world occupational skills necessary to be successful in the 21st century workplace. Opportunities are provided for students to combine comprehensive classroom instruction with paid-on-the-job experience. The course consists of topics such as career exploration, obtaining workplace readiness skills, utilizing technology, understanding and working with cultural differences, as well as development of critical thinking and effective interpersonal communication skills.



English

English I-Course Description

Dedicated to creating effective readers and writers, English I provides rigorous training in the foundations of English Language Arts skills and strategies. Using the core foundation, the course focuses on the analysis of a variety of great literary genres. Throughout this course, students will engage in reading closely and writing to analyze, evaluating authors' choice in text structure and development, working with evidence and making claims, building and communicating knowledge through research, and understanding and evaluating arguments.

ENGLISH I (H)

GRADE 9

1 credit

Course #3111

English I (H) is a course for students of exceptional ability and motivation. The course consists of a sequential literature and writing curriculum aimed at developing specific skills.

Prerequisite: Teacher Recommendation.

ENGLISH I (CP)

GRADE 9

1 credit

Course #3112

This course will focus on a sequential literature and writing curriculum. As well, students will be introduced to the notions of reading for oral discussion and analysis.

English II-Course Description

Building upon the developed skills and strategies from English I, English II provides continued training in the foundations of English Language Arts. This course offers classic and contemporary literary and journalistic nonfiction, poetry, drama, and fiction. Throughout this course, students will engage in reading closely and writing to analyze, evaluating authors' choice in developing complex characters and ideas, using rhetoric and word choice to develop ideas and claims, researching multiple perspectives to develop a position, and using craft and structure to develop characters and ideas.

ENGLISH II (H)

GRADE 10

1 credit

Course #3121

This course will focus on the advancement of critical writing skills through literary interpretation and comprehension. Competence in advanced writing assignments, independent reading, and increased difficulty are a part of this course. **Prerequisite: Teacher Recommendation.**

ENGLISH II (CP)

GRADE 10

1 credit

Course #3122

This is a course for the college-bound student providing further practice in writing conventions and language, vocabulary development, and its application to student writing. Students are expected to begin developing an understanding and appreciation for the various types of literature that exist.

English III-Course Description

This junior-year English course continues to develop students' skills in analyzing classic and contemporary complex literary and informational texts. Throughout this course, students will

engage in evaluating how authors develop and relate elements of a text, analyzing the use of figurative language or rhetoric to advance a point of view or purpose, researching multiple perspectives to develop a position, and evaluating how authors use narrative techniques to craft fiction writing.

ENGLISH III (H)

GRADE 11

1 credit

Course #3131

This course offers an intensive approach to classical and contemporary literature interpretation and textual analysis. Students will be expected to develop a critical understanding for required texts and also formulate appropriate interpretations from literary devices used in the text. Writing assignments will be assigned frequently and completion of independent reading is mandatory.

Prerequisite: Teacher Recommendation.

ENGLISH III (CP)

GRADE 11

1 credit

Course #3132

This course emphasizes advanced writing skills and projects for the average-to-high ability academic student. Completed assignments will be evaluated for textual understanding and writing competency. Students will be expected to interpret classic and contemporary literature and express their views through written and oral responses.

English IV-Course Description

This senior-level English course incorporates all the skills that have been developed in prior English courses, which is intended to enhance writing and preparation for college-level courses. This course offers a variety of texts that engage students in analysis of autobiographical nonfiction, speeches, poetry, drama, and fiction. Throughout this course, students will engage in reading and writing personal narratives, exploring complex ideas through craft and structure, researching multiple perspectives to develop a position, analyzing the interaction of central ideas and character development, and developing and practicing the art of public speaking.

ENGLISH IV (H)

GRADE 12 1 credit/HCC 3 credits

Course #3141

This is a reading, writing, and speaking intensive course that will prepare students for the challenges on the collegiate level. The written assignments and expectations will focus heavily on the analytical approach to understanding. Independent and group speaking presentations are required throughout the year-long course. Assignments are expected to be completed at a high level of competency and expected to consist of independent thoughts and views. Students who have a qualifying score on the SAT or Accuplacer Test will have the opportunity to take this course for dual-credit awarded by Housatonic Community College. **Prerequisite: Teacher Recommendation.**

ENGLISH IV (CP)

GRADE 12

1 credit

Course # 01004

This is a reading and writing intensive course that will prepare students for the challenges they will face in the areas of literature and composition at the college level. The assignments and expectations will focus on the analysis and critique of literature and film, as well as the following writing skills: synthesis of evidence and reasoning, grammar and spelling, organization, and language use. Assignments are expected to be completed at a high level of competency and expected to consist of independent thoughts and views.

AP ENGLISH LANGUAGE AND COMPOSITION**GRADE 11-12****1 credit**

Course #01005

An introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and organization, and style.

**English Electives****LITERACY INTERVENTION/LEARNING LAB (CP) GRADES 9- 12****.5 credit**

Course # 01009

Enrollment in this course is based on teacher recommendation. Focuses on improving reading and writing abilities. The course engages students with personalized instruction that parallels instruction received in their content area courses. Students learn to analyze texts and ideas critically and to synthesize and respond to the ideas of others. Credit earned cannot be counted towards the English credit required for graduation.

JOURNALISM (CP)**GRADE 11-12****1credit**

Course # 11101

This course examines the five principles of journalistic writing: investigative, news, reviews, columns, and feature writing. Students will read, watch, and analyze different media to understand these five principles. Then students will be responsible for creating, writing, and distributing a bi-weekly school newspaper and also deliver the daily school announcements.

JOURNALISM II (H)**GRADE 10-12****1 credit**

Course #

This course is designed for students who have taken Journalism I (H) and want to continue their role in publishing the school newspaper website. Students will continue to receive instruction on high-quality journalistic writing skills and principles. Students will read, watch, and analyze different journalistic media to understand these principles. To put their skills into practice, each quarter students will be responsible for producing multiple articles to publish on the school's newspaper website. In addition, students will take on leadership roles in the publication process.

Prerequisite: Journalism I (H).**CREATIVE WRITING ECE****GRADE 11-12****.5 credit**

Course # 3146

In Creative Writing, students will read, write, and discuss short stories, essays, flash fiction, memoir, poems, and various other literary genres. The work read in class functions as an exemplar for mastery in a given style. Analysis of exemplar work serves the creation of criteria. Students should consider these criteria as they create original work in the same genre, and as they evaluate the work of their classmates. As this is a writing class, teaching and learning emphasize writing, critique, and workshop. This focus is what distinguishes creative writing from traditional English writing assignments; the teacher evaluates students based on their adherence to and active participation in the three phases outlined above. The process of writing, critique, and workshop is

consistent with creative writing classes at the college and graduate levels. So, the goal is to prepare students of English - those with an affinity for literary analysis and the written word - for similar coursework they will encounter beyond high school.

PUBLIC SPEAKING (CP)

GRADE 11-12

.5 credit

Course # 01151

This course focuses on the development and improvement in the skill of public speaking through study of theory and practice. This course aims for students to plan, prepare, and deliver speeches and to improve voice, presence, and enunciation. Students will analyze and evaluate famous speeches, their peers' speeches, and their own speeches.

CONTEMPORARY LITERATURE (CP)

GRADE 12

.5 credit

Course # 01062

Students will focus their attention on contemporary works that focus on the everyday issues young adults encounter. The class will examine the representation of young adults within society and the way they are perceived by the general public. This class will be reading and writing intensive.

Music

DRAMA AND THEATER (CP)

GRADE 9-12

1 credit

Course #05059

Students will discuss and read through several plays and their scripts. They will examine the characters, plots, and scenes through analysis, discussion, and looking at the texts through different mediums. They will be working with scripts from different time periods and cultures. While looking at scripts, students will also learn theater terminology, roles in theater, and movement. The goal is for students to be able to use the correct vocabulary in class discussions, become familiar with the mechanics of a play, and analyze a script throughout the full year course.

DRAMA AND THEATER II (CP)

GRADE 9-12

1 credit

Course #

This course is designed for students who have taken Drama and Theater I and want to continue their work with a focus on preparing for the musical in April. Students will continue to discuss and read through several plays and their scripts. They will examine the characters, plots, and scenes through analysis, discussion, and looking at the texts through different mediums. They will be working with scripts from different time periods and cultures. While looking at scripts, students will also learn theater terminology, roles in theater, and movement. The goal is for students to continue to fine tune their craft and drama skills and have space to practice their roles for the musical.

FIRST YEAR EXPERIENCE

GRADE 9

.5 credit

Course #22207

This course is a required 9th grade class for all freshman students. This course will serve as an introduction to life as a high schooler. Students will learn soft skills such as writing an email to a teacher and the functions of PowerSchool and how that reflects student progress in courses. This class will also inform and educate freshmen on midterms and final exams. Students will learn organization skills, time management, study skills, along with collaboration to foster student-teacher relationships.



World Language

SPANISH I (CP)

GRADE 9-12

1 credit

Course #4315

This is a beginning course for students who are new to learning the Spanish language. This course stresses four skills: listening, speaking, reading, and writing with the goal of striving towards proficiency in communication. Students will acquire Spanish, in context, through stories and other sources of Comprehensive Input (i.e. books, videos, and music).

SPANISH II (CP)

GRADE 9-12

1 credit

Course #4325

This course is a continuation of Spanish I. The same skills are stressed with the goal of improving proficiency in communication. This course is conducted in Spanish according to the ability of the students. Students will continue to acquire Spanish, in context, through stories and other sources of Comprehensive Input (i.e. books, videos, and music). This course will implement the 5 World Language skills of reading, writing, listening, participating and speaking. Students will be engaged in group work and A + B conversations that will connect to real life situations that correspond to Spanish culture. These conversations will include past, present and future tenses. Students will learn how to respond throughout each class for a more effective fluency in the Spanish language.

SPANISH II (H)

GRADE 9-12

1 credit

Course #4326

This course is a continuation of Spanish I. The same skills are stressed with the goal of improving proficiency in communication. This course is conducted in Spanish according to the ability of the students. Students will continue to acquire Spanish, in context, through stories and other sources of Comprehensive Input (i.e. books, videos, and music). This course will implement the 5 World Language skills of reading, writing, listening, participating and speaking. Students will be engaged in group work and A + B conversations that will connect to real life situations that correspond to the Spanish culture. These conversations will include past, present and future tenses. Students will learn how to respond throughout each class for a more effective fluency in the Spanish language. **Prerequisite: Spanish I**

SPANISH III (H)

GRADE 10-12

1 credit

Course #4335

This course promotes advanced development of the four skills and advanced grammar. Students will read short stories on the culture of Spain and/or Latin America. Students also prepare original compositions and informal talks in Spanish. **Prerequisite: Spanish II.**

SPANISH IV (H)

GRADE 11-12

1 credit

Course #4345

This course offers advanced reading, writing, listening, participating and speaking experiences for students who wish to develop and maintain a level of proficiency in the Spanish language. This course is conducted exclusively in Spanish and includes units on Hispanic culture.

Prerequisite: Spanish III

WORLD LANGUAGE (CP)

GRADE 9-12

1 credit

Course #06999

Students enrolled in this course will develop an introductory understanding of world languages. The main aim is to develop a critical insight into contemporary world society and culture by looking at key sociological, political, and cultural events of the past.

SPANISH (AP)

GRADE 9-12

1 credit

Course #4348

This course is designed for students who have demonstrated high ability and interest in Spanish. In addition to stressing oral proficiency and writing through Spanish literature and contemporary issues, the course includes a thorough review of grammar and vocabulary.

ITALIAN I (CP)

GRADE 9-12

1 credit

Course #4551

Italian I is an introductory course to the Italian language and culture. It focuses on foundational cultural characteristics, basic conversational vocabulary, and the structure of the Italian grammatical system.

ITALIAN II (CP)

GRADE 9-12

1 credit

Course #4552

Italian II is a continuation of the study of Italian culture, basic grammar systems across all tenses for the purpose of presentational applications and narrative writing. **Prerequisite: Italian I**

ITALIAN III (H)

GRADE 10-12

1 credit

Course #4553

Italian III is a review and application of the learned grammatical and cultural systems in Italy and the Italian language for the purpose of navigating real-life situations that one would encounter in the real world. A focus on narrative, presentational and argumentative writing and speaking.

Prerequisite: Italian II.

UCONN – ILCS 3239: Italian Comp/Conversation I

1 Credit/3 UCONN ECE 3 credits

Course #4555

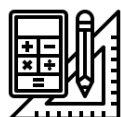
This course is designed to develop a student's fluency and spontaneous expression in the language through a combination of oral and written exercises. Class activities and discussions will be geared toward effective communication and the reinforcement of grammatical and lexical skills. Students will be assigned short compositions and oral presentations on a great variety of topics of general interest. **Prerequisite: Teacher Recommendation. Refer to Dual Credit Courses.**

UCONN – ILCS 3240: Italian Comp/Conversation II

.5 Credit/3 UCONN ECE credits

Course #4556

This course is a continuation of ILCS 3239. Further development of oral and written skills to achieve a higher degree of proficiency will be addressed. Students will be assigned longer compositions. This course will offer intensive training in oral expression in order to develop abilities in everyday spoken communication with a strong emphasis given to vocabulary and oral proficiency. **Prerequisite: ILCS 3239: Italian Comp/Conversation I and Teacher Recommendation. Refer to Dual Credit Courses.**



Mathematics

Algebra I Course Description

This course begins with a brief review of what students should already know about linear equations, with a focus on analyzing and explaining the process of solving equations. Students develop a strong foundation in working with linear equations in all forms, extending solution techniques to simple equations with exponents. Students explore functions, including notation, domain and range, multiple representations, and modeling. Through the comparison of linear and exponential functions, students contrast the concepts of additive and multiplicative change. Students then apply what they have learned to linear models of data, analyzing scatter plots and using lines of best fit to apply regression techniques. The course closes with an exploration of rational exponents, quadratic and exponential expressions, and an introduction to nonlinear functions, with a heavy emphasis on quadratics.

ALGEBRA I (H)

GRADE 9

1 credit

Course #8410

This honors level course is designed for advanced math students. This course covers such topics as functions, graphs, solving equations and inequalities, exponents, factoring, solving systems of equations, radical expressions and rational expressions. This course will prepare students for higher level math and science courses. **Prerequisite: Teacher Recommendation and review of PSAT scores in Math.**

ALGEBRA I (CP)

GRADE 9

1 credit

Course #8411

This course is designed for math students who have mastered the fundamentals of mathematics and problem solving. This course includes: solving equations, graphing linear equations and inequalities and systems, applying statistics, exploring polynomials, factoring, applying proportional reasoning, exponents, roots and radical expressions and equations. PSAT/SAT preparation is woven into the curriculum. This course will prepare students for higher level math and science courses.

MATHEMATICS INTERVENTION/LEARNING LAB

GRADE 9-12

.5 credit

Course # 02049

This course is designed to provide individualized instruction in algebraic content with a focus on prerequisites for future mathematics classes as well as the PSAT/SAT tests. Students will be working in a technology-driven setting where they will receive one-on-one and small group instruction to enhance their mathematical skills. Credit earned in this course cannot be counted towards completion of the Mathematics credit required for graduation. Placement in this course is by teacher recommendation only.

GEOMETRY (H)

GRADE 9-10

1 credit

Course #8421

This honors level course is designed for advanced math students. It differs from College Prep Geometry in its approach, content, and level of difficulty. Proofs are a major part of the course combined with extensive coverage of such topics as circles, right triangles, triangle inequalities, measurement, points of concurrence, polygons, similarity, and an introduction to trigonometry. Solid topics are discussed throughout the course. Algebraic concepts are reinforced.

Prerequisite: Algebra I and Teacher Recommendation.

GEOMETRY (CP)**GRADE 9-10****1 credit**

Course #8422

This course addresses the essentials of plane geometry: proofs, rectilinear figures, the circle, similar polygons, areas and volumes of polygons, regular polygons, and introduction to trigonometry. Solid topics are discussed throughout the course. Algebraic concepts are reinforced. **Prerequisite: Algebra I.**

Algebra II Course Description

This course focuses on the four critical areas of the Common Core model pathway for Algebra II: functions, polynomials, periodic phenomena, and collecting and analyzing data. The course begins with a review of linear and quadratic functions, to solidify a foundation for learning these new functions. Students will make connections between verbal, numerical, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies between the operations and field properties of real numbers and those of complex numbers and algebraic expressions. The Common Core practice standards are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.

ALGEBRA II (H)**GRADE 10-11****1 credit**

Course #8431

Algebra II Honors explores the following topics in depth: fundamental operations, factoring, fractions, linear equations with one unknown, linear systems, determinants, square roots, exponents, radicals, functions and graphs, quadratic equations, higher order inequalities, systems solvable by quadratics, the binomial theorem, logarithms, conic sections, introduction to trigonometry, and complex numbers. Graphic representation and problem solving are emphasized throughout. **Prerequisite: Algebra I, Geometry and Teacher Recommendation.**

ALGEBRA II (CP)**GRADE 10-11****1 credit**

Course #8432

This is a traditional college preparatory second year algebra course designed to prepare students for the SAT and higher level mathematics courses including Pre-Calculus, Statistics, and/or Trigonometry. Topics include: solving and graphing linear and quadratic equations and inequalities, identifying and graphing conic sections, working with exponents and solving exponential equations, applying concepts of the Real and Complex number systems, Trigonometry, and making real world connections and applications using these tools. Graphic representation and problem solving are emphasized throughout. **Prerequisite: Algebra I and Geometry.**

TRIGONOMETRY (CP)**GRADE 11-12****.5 credit**

Course #8440

Topics are trigonometric functions, the unit circle, trigonometric ratios, use of tables, inverses, trigonometric identities, Law of Sines and Cosines, and graphical representations. Emphasis is on application and thought processes. This course is appropriate for students planning a technical career. **Prerequisite: Algebra II.**

STATISTICS (CP)**GRADE 11 – 12****.5 credit**

Course # 8443

Students explore data, work with normal distribution, standard deviation, variance, examine relationships and simulate experiments. Probability models, probability laws, Venn diagrams, combinations, permutations, random variables and distributions are studied along with tests of significance. **Prerequisite: Algebra II.**

PRE-CALCULUS (H)

GRADE 11 - 12

1 credit

Course #8441

Contents include definitions and algebra of functions, polynomials, exponents, logarithmic functions, trigonometric functions including polar coordinates and complex numbers, inductive proofs, arithmetic and geometric progressions and series. Graphic representation and application problems are included. **Prerequisite: Algebra II and Teacher Recommendation.**

CALCULUS (AP)

GRADE 12

1 credit

Course #8451

This topics of this full year course includes: limits, derivatives as limits, derivatives of algebraic functions, continuity applications of the derivative of algebraic functions, differentiation of non algebraic functions, development of the integral by upper and lower Riemann sums, integration rules for algebraic functions, area under a curve, the first and second fundamental theorems of Calculus, applications of the definite integral, and methods of the integration and infinite series.

The College Board Advanced Placement test is mandatory.

GENERAL APPLIED MATH (CP)

GRADE 12

1 credit

Course #02151

Math courses emphasize the teaching of mathematics as problem solving, communication, and reasoning, and emphasize the connections among mathematical topics and between mathematics and other disciplines. General applied math focuses on topics such as: algebra, functions, geometry, trigonometry, statistics and probability, discrete mathematics, and mathematical structure.

SAT PREPARATION - MATH (CP)

GRADE 11-12

.5 credit

Course # 02993

This course will review the concepts and testing strategies that the PSAT and SAT focus on. Math skills specific to the four focus areas which are addressed on the exams will be further examined.



Music

BAND (CP)

GRADE 9-12

1 credit

Course #1816

Band offers students the opportunity to study instrumental music in a group setting. There are several required performances throughout the year. Students learn proper instrumental techniques, harmony and theory, and performance practices. As this is a performance based course, some after school commitment is required. This course is open to all students; no prior experience is required.



Scan here to view our current Music Program!

BAND (H)**GRADE 9-12****1 credit**

Course # 05101

Students wishing to take on added challenges and responsibilities have the option to take band at the honors level. This class meets during regular band. Honors students must complete additional requirements as determined by the teacher, outside of the school day. **Prerequisite: Teacher Recommendation.**

CONCERT CHOIR (CP)**GRADE 9-12****1 credit**

Course #1814

Concert choir offers students the opportunity to study vocal music in a group setting. There are several required performances throughout the school year. Students learn proper vocal techniques, harmony and theory, and performance practices. As this is a performance based course, some after school commitment is required. This course is open to all students; no prior experience is required.

CONCERT CHOIR (H)**GRADE 9-12****1 credit**

Course #1812

Students wishing to take on added challenges and responsibilities have the option to take choir at the honors level. This class meets during the regular choir. Honors students must complete additional requirements as determined by the teacher, outside of the school day. **Prerequisite: Teacher Recommendation.**

AP MUSIC THEORY**GRADE 10-12****1 credit**

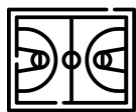
Course #05114

This course is designed to prepare students for the advanced placement theory exam. Students will learn advanced elements of music: intervals, chords, rhythms, key and scale relationships, melody, and harmony. Special emphasis will be placed on composition, ear training and sight singing.

MUSIC APPRECIATION (CP)**GRADE 9-12****.5 credit**

Course # 1837

Music Appreciation is a course designed for students interested in experiencing, discussing, and listening to music from a variety of genres and eras. Students will learn about the elements of music: what is happening in their favorite songs. Students will also learn to create music on their own devices. This course is open to all students; no prior music experience is required.

Physical Education/Health**PHYSICAL EDUCATION I (CP)****GRADE 9-12****.5 credit**

Course # 591

The physical education program focuses on activities and instruction that promote beneficial physical fitness habits, group interaction and team-building skills through a sequential program of sport, leisure and recreational activities. Students are instructed in the necessary skills in order to participate in a variety of physically related experiences, which are socially sound, physically wholesome and provide lifetime benefits.

PHYSICAL EDUCATION II (CP)

GRADE 9-12

.5 credit

Course # 592

The physical education program focuses on activities and instruction that promote beneficial physical fitness habits, group interaction and team-building skills through a sequential program of sport, leisure and recreational activities. Students are instructed in the necessary skills in order to participate in a variety of physically related experiences, which are socially sound, physically wholesome and provide lifetime benefits. **Prerequisite: Physical Education 1**

PATHWAYS TO PHYSICAL EDUCATION CREDIT

GRADE 9-12

.5 credit

Derby High School student-athletes can earn up to .5 Physical Education credit by completing a full season of a varsity sport. Any varsity sport offered at DHS and recognized by the CIAC as a sanctioned sport will qualify for credit. Students competing as a “team of one” at another CIAC recognized school will also qualify. Credit will be awarded as a “pass credit”, not a letter grade.

Student-athletes will qualify for Physical Education credit by meeting the following requirements:

1. Students must participate in a minimum of 80% of athletic contests and practices (“participation” will include being dressed for a varsity contest).
2. Students must be in good academic standing throughout the entire season of the sport. Students who find themselves academically ineligible will not qualify for physical education credit.
3. Students who wish to apply for the alternate physical education credit will need to complete the Alternate Physical Education Application. This form must be signed by the student, parent/guardian and head coach. Form should then be submitted to the student’s guidance counselor for review.
4. Students will need to complete a physical education written assessment scoring a 70% or better.
5. Students will need to complete a performance exam demonstrating mastery in two of the four assessments (student will need to meet the mastery standard as outlined by the state department of education): P.A.C.E.R. Test/Mile Run, Flexibility (Sit and Reach), 90 Degree Push-Up, Curl Up.
6. The Athletic Director, Teacher and Counseling Office need to approve student athlete credit for this course.

HEALTH AND SAFETY (CP)**GRADE 9****1.0 credit**

Course # 08051

This is a required course of study for graduation. This course is intended to build upon and expand student knowledge of physical, emotional and mental health issues. This year-long course will cover human growth and development, nutrition, first-aid, disease prevention, community and consumer health, substance abuse prevention, safety, accident prevention and suicide prevention. The curriculum addresses knowledge, attitude and skill development and provides opportunities for students to practice skills that promote lifelong health and well-being.

PERSONAL FITNESS AND WEIGHT TRAINING I**GRADE 10-12****.5 credit**

Course # 08005

This combined health and PE course provides students with essential knowledge and decision-making skills for a healthy lifestyle. Students will apply principles of health and wellness to their own lives. This course is designed to provide students with the basic skills and information needed to begin a personalized exercise program and maintain an active and healthy lifestyle. Throughout this course students establish their fitness level, set goals, and design their own resistance training program. They study muscular anatomy and learn specific exercises to strengthen each muscle or muscle group. They also gain an understanding of how to apply the FITT principles and other fundamental exercise principles, such as progression and overload, to strength training. In this course, students research the benefits of physical activity, as well as the techniques, principles, and guidelines of exercise to keep them safe and healthy.

PERSONAL FITNESS AND WEIGHT TRAINING II**GRADE 10-12****.5 credit**

Course # 08016

This course is a continuation of Personal Fitness and Weight Training I. Students will further develop their knowledge and understanding of weight training principles. **Prerequisite: Personal Fitness and Weight Training I.**

**Science****INTEGRATED EARTH AND PHYSICAL SCIENCE (CP)****GRADE 9****1 credit**

Course Number #03210

This course follows the NGSS (Next Generation Science Standards) for Grade 9 students. Students will explore the following topics: Impacts of Earth's Resources, Global Climate Change, Earth's Changing Features, Planetary Motion and the Universe. This course will follow an academically rigorous curriculum which is aligned with NGSS. *sing Waves to Understand the* Universe, Planetary Motion, the Earth's Interactions, Global Climate Change and the Impacts of Earth's Resources. This course will follow an academically rigorous curriculum which is aligned with NGSS.

INTEGRATED EARTH AND PHYSICAL SCIENCE (H)**GRADE 9****1 credit**

Course Number # 032101

This course follows the NGSS (Next Generation Science Standards) for Grade 9 students. Students will explore the following topics: Impacts of Earth's Resources, Global Climate Change, Earth's Changing Features, Planetary Motion and the Universe. This course will follow an

academically rigorous curriculum which is aligned with NGSS. This course will culminate with a year-end research project. **Prerequisite: Teacher Recommendation.**

BIOLOGY/LAB (CP)

GRADE 10

1 credit

Course #9522

This introductory course of NGSS-aligned Biology is a yearlong survey of such topics as cellular biology, biochemistry, taxonomy, evolution, botany, as well as traditional and applied genetics. Student centered activities are included to support the study of these areas.

BIOLOGY/LAB (H)

GRADE 10

1 credit

Course #9521

This introductory course of NGSS-aligned Biology is a yearlong survey of such topics as cellular biology, biochemistry, taxonomy, evolution, botany, as well as traditional and applied genetics. This class is a more rigorous college-bound experience which uses Inquiry and hands-on applications and is for the more independently-driven student. **Prerequisite: Teacher Recommendation.**

CHEMISTRY/LAB (CP)

GRADE 10-12

1 credit

Course #9532

This course follows the NGSS (Next Generation Science Standards). This course deals with the structure and composition of substances and their changes in composition. Topics covered include: atomic structure, chemical bonding, periodic classification, physical states of matter, chemical reactions, and properties of common elements and compounds. These topics are accompanied by appropriate laboratory work. **Prerequisites: Biology.**

CHEMISTRY/LAB (H)

GRADE 10-12

1 credit

Course #9531PE

This course follows the NGSS (Next Generation Science Standards). This course deals with the structure and composition of substances and their changes in composition. Topics covered include: atomic structure, chemical bonding, periodic classification, physical states of matter, chemical reactions, and properties of common elements and compounds. These topics are accompanied by appropriate laboratory work. **Prerequisites: Algebra II, Honors Biology and Teacher Recommendation.**

ANATOMY AND PHYSIOLOGY/LAB (H)

GRADE 11-12

1 credit

Course #9524

This course covers the structure and function of the human body. The overall content of the course is a detailed study of the major systems of the human body. Appropriate laboratory work is provided. The course is especially recommended for students interested in nursing, health, or medical careers. **Prerequisite: Biology, Chemistry and Teacher Recommendation.**

ANATOMY (CP)

GRADE 11-12

.5 credit

Course #9525

This course covers the structure and function of the human body. The overall content in the course would focus on the 11 systems of the human body. This course will include project based learning and laboratory activities.

PHYSICS/LAB (H)**GRADE 11-12****1 credit**

Course #9541

This course follows the NGSS (Next Generation Science Standards). Physics is recommended for anyone planning to work in a STEM field. The course will study the inner workings of our universe, its laws, and how they affect our lives. Content includes a study of mechanics (motion), acoustics (sound), and electromagnetism (light, electricity and magnets). This course is accompanied by laboratory work. **Prerequisites: Algebra II, Geometry, Biology, Chemistry and Teacher Recommendation.**

AP ENVIRONMENTAL SCIENCE**GRADE 11-12****1 credit**

Course #03207

This course is designed to follow the standard of the AP Environmental Science curriculum prescribed by the College Board. The course is open to juniors and seniors with a strong interest in the subject area and who have successfully completed Biology and Chemistry. This is a lab-oriented course, which requires students to investigate, analyze, synthesize and communicate findings using appropriate scientific technique and methodologies learned in previous courses. Field study is an integral part of this course and is required. Students are prepared to take the Advanced Placement Environmental Science Exam in the spring.

FORENSIC SCIENCE (CP)**GRADE 11-12****.5 credit**

Course #9533

This class is designed for those students interested in learning about real-world applications of science. It will involve several areas of science including Biology, Chemistry and Physics. Students will learn common forensic science techniques used in crime investigations such as fingerprinting, blood typing and DNA analysis. Students will also examine and analyze past court cases. This course is ideal for those students interested in a career in law, forensic science, or law enforcement. **Prerequisite: Biology.**

ASTRONOMY (CP)**GRADE 11-12****.5 credit**

Course #03004

This course offers students the opportunity to study the solar system, stars, galaxies, and interstellar bodies. It includes the introduction of astronomical instruments and calculations. The course will explore theories regarding the origin and evolution of solar systems, extrasolar bodies, the possibilities of life in space, and more. **Prerequisite: Algebra I.**

MARINE SCIENCE (CP)**GRADE 11-12****.5 credit**

Course # 03005

This course focuses on the content, features, physics, chemistry and possibilities of the earth's oceans. Students will explore marine organisms, conditions, and ecology. The course will also cover current problems the oceans face, including overfishing, pollution, oil spills, climate change, and more. **Prerequisite: Algebra I and Biology (can be taken concurrently).**

SCIENCE OF ENGINEERING (CP)**Grade 10-12****.5 credit**

Course #03999

Aligning with NGSS standards this half year course focuses on crosscutting concepts between the sciences and their engineering applications. The course will cover how the concepts throughout the various science fields: life science, earth science and physical science; influence and drive today's

technological advancements. There will be a focus on project based learning. **Prerequisites: Geometry**

CONCEPTUAL PHYSICS (CP)

Grade 11-12

.5 credit

Course #03161

Aligning with NGSS standards, but focusing primarily on concepts and ideas rather than higher level math. The course will study the inner workings of our universe, its laws, and how they affect our lives. Content includes a study of mechanics (motion), acoustics (sound), and electromagnetism (light, electricity and magnets). There will be a heavy focus on project based learning and visual demonstrations. **Prerequisites: Algebra I (can be taken concurrently).**

GENERAL SCIENCE (CP)

Grade 9-12

1 credit

Course #9512

This course will emphasize the development of basic scientific skills and concepts in chemistry, physics, earth science and biology. In addition, scientific vocabulary, critical thinking and comprehension skills will assist student learning and application to the sciences.



Social Studies

MODERN WORLD HISTORY (CP)

GRADE 9

1 credit

Course # 0223

This full-year survey course examines the major events and turning points of world history that have a lasting impact on the present. Students investigate the development of the Americas, Europe, Africa, and Asia and their history. They will explore the economic, political, and social events that have transformed human history. Students should learn to draw connections between past events and contemporary issues. The use of recurring themes, such as social history, development of culture, the relationship between the individual(s) and their government, and the relationship between history and the arts, allows students to draw connections between the past and the present, among cultures, and among multiple perspectives.

MODERN WORLD HISTORY (H)

GRADE 9

1 credit

Course #0226

The honors section of this course examines the major events and turning points of world history that have a lasting impact on the present. Students will be introduced to the concepts of higher order thinking as they investigate, compare and contrast the various major events that shape modern society and culture. The course will also include in depth study of outside readings and critical analysis of primary source documents. **Prerequisite: Teacher Recommendation.**

AP U.S. GOVERNMENT AND POLITICS

GRADE 9-12

1 credit

Course number #04157

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. **This course fulfills the Civics graduation requirement.**

Modern U.S. History Course Description

U.S. History II is a year-long course that examines the major events and turning points of U.S. history from the Industrial Revolution through the modern age. The course leads students toward a clearer understanding of the patterns, processes, and people that have shaped U.S. history. As students progress through each era of modern U.S. history, they will study the impact of dynamic leadership and economic and political change on the United States' rise to global prominence, the influence of social and political movements on societal change, and the importance of modern cultural and political developments. Recurring themes lead students to draw connections between the past and the present, between cultures, and between multiple perspectives.

MODERN UNITED STATES HISTORY (CP)

GRADE 11

1 credit

Course #0533

U.S. History II is a year-long course that examines the major events and turning points of U.S. history from the Industrial Revolution through the modern age. Students will investigate, analyze, and evaluate significant moments in American History. Special efforts will be made to develop an understanding of concepts so that students will gain insights into the cause and effect relationships of history. **United States History is a requirement for graduation.**

MODERN UNITED STATES HISTORY (H)

GRADE 11

1 credit

Course #0534

In addition to the topics covered in the College Prep level, students will investigate, analyze, and evaluate significant moments in American History through outside readings and critical analysis of primary source documents. **United States History is a requirement for graduation.**

Prerequisite: Teacher Recommendation.

UNITED STATES HISTORY (AP)

GRADE 9-12

1

credit

Course #0230

U.S. History (AP) is a survey course in American History that is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the major events and influences in American History. A major portion of the activities requires critical reading, writing, listening, and discussing. Students should learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. Students should develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. **The College Board Advanced Placement test is mandatory.**

CIVICS (CP)**GRADE 10-12****.5 credit**

Course #0240

The focus of this course is on the fundamentals of our American Republic through detailed study of the many significant milestones in American government that shaped our laws, practices and culture. The course is designed to guide students toward an understanding of our political system and to prepare students for the responsibilities of citizenship. **Civics is a requirement for graduation.**

CIVICS (H)**GRADE 10-12****.5 credit**

Course #0241

In addition to the topics covered in the College Prep level, students will investigate, analyze and evaluate current topics in our political system, to gain a deeper understanding of our government. This honors level course will focus on analyzing primary source documents and will include a significant amount of writing, culminating with a research project. **Civics is a requirement for graduation. Prerequisite: Teacher Recommendation.**

UCONN ECE HIST 1300**.5 Credit/3 UCONN ECE credits**

Course number # 04060

An analysis of the traditions and changes which have shaped Western political institutions, economic systems, social structures and culture in ancient and medieval times. **Refer to Dual Credit Courses.**

**Social Studies Electives****PSYCHOLOGY (AP)****GRADE 9-12****1 credit**

Course #0250

This college level course will present the different sub-areas of psychology. The material will be organized around four main questions: how do humans (and, where relevant, animals) act, how do they know, how do they interact, and how do they differ from each other? Specific material to be covered will include classical and instrumental conditioning; cognition (which includes perception, memory, and the thinking process); biological basis of social behavior; personality development (Freud, Jung, Phenomenological and Dispositional Schools); individual differences (intelligence, heredity, and environment); and abnormal psychology.

PSYCHOLOGY (CP)**GRADE 10-12****.5 credit**

Course #0251

This introductory course will provide a foundation for those students who are interested in the field of psychology. Throughout the year, topics to be explored include, but are not limited to, the roles of the body and brain in human behavior, the process of consciousness, the causes of mental illness, human intelligence, personality, psychological testing, the roles of sleep and dreams, developmental psychology, and nature vs. nurture.

MODERN MILITARY HISTORY (CP)**GRADE 10-12****.5 credit**

Course #0235

Content of this course includes the military leaders and battles fought during the 20th and 21st century that have affected, changed and shaped the world.

HOLOCAUST AND GENOCIDE STUDIES (CP)**GRADE 10-12****.5 credit**

Course #0238

This course is a comprehensive study of the causes and events leading up to the Holocaust, as well as a study of the tragic events of this historical period. This course will also cover other historical events connected to genocide in the 20th century. **Prerequisite: US History**

SPORTS AND SOCIETY (CP)**GRADE 10-12****.5 credit**

Course # 04109

This course will allow students to trace the development of sports through a historical lens. Students will have the opportunity to research how sports have impacted all facets of American society. Students will examine the development of sports through various historical perspectives. There will be an emphasis on helping students gain a better understanding of the inner relationship that sport has on social, economic, cultural, and political forces that are at work in the United States as well as the world. Students will examine the historical context as well as the impact that gender, race, ethnicity and social class has had on sports and society.

SOCIOLOGY (CP)**GRADE 10-12****.5 credit**

Course #04258

Sociology is an elective course designed to familiarize students with various cultures and the problems resulting from people living in groups. This course covers such topics as culture, subcultures, social institutions, collective behavior, social change, social deviation, the family, religion, racial and ethnic minorities, poverty, and crime. The latter portion of this course deals specifically with the pressing problems of our society, their causes, and possible solutions. Introduction to Sociology presents basic concepts and theories covering many areas of contemporary sociology. Topics explored in this class include sociology as science, culture, socialization, social groups, social organization, deviance, crime, class, race and ethnicity, gender, family, social change (with a focus on international development), and population.

AFRICAN AMERICAN/BLACK/PUERTO RICAN/LATINO STUDIES (CP)

Course # 0406

GRADE 11-12**1 credit**

This course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities. **Prerequisites: US History and Modern World History Humanities Elective**

CURRENT SOCIAL ISSUES (CP)**GRADE 10-12****.5 credit**

Course # 04156

Students will investigate current issues facing the United States and the global community. This course will cover politics, foreign policy, social issues and relevant current events. **Prerequisite: Civics**



Technical Education

TECHNOLOGY EDUCATION I (CP)

GRADE 9-12

.5 credit

Course #7723

This course is an exploration of the world of technology and how it relates to you and the world around you. It connects the middle school experience to high school and beyond by investigating the four areas of technology – construction, manufacturing, communications, and transportation. This activity-based course will provide experience in the application of technology through a problem-solving approach. Students may build models, develop communication systems, or program robots while utilizing knowledge and skills acquired in other academic areas. Future career opportunities will be explored.

TECHNOLOGY EDUCATION II (CP)

GRADE 9-12

.5 credit

Course #7724

This course offers students an opportunity to increase their understanding of energy, power, manufacturing and transportation and how they continue to enhance our everyday lives. A continued emphasis will be placed on enhancing the student's knowledge in these areas as well as an understanding of quality methods and how to budget time, materials, and money. Students will examine and appraise industrial products and processes. **Prerequisite: Technology Education I.**

WOOD TECHNOLOGY I (CP)

GRADE 9-12

.5 credit

Course #7710

Woodworking is a course designed to introduce students to general woodworking practices. Students will expand their knowledge and experience through various projects, lessons and vocabulary. Students will be expected to learn about and safely use hand tools, power tools, and woodworking machinery. The projects are designed to give students as much experience as possible by using many different machines and tools. The projects will also cover many aspects of the building and woodworking industries. Instructional units will include the design, planning, documentation, manufacturing, and finishing processes. Project work will be the vehicle for instruction.

WOOD TECHNOLOGY II (CP)

GRADE 9-12

.5

credit

Course #7711

This course offers students an opportunity to increase their understanding of woodworking and is a segway for the introduction to the basic building materials, components, methods, and sequences in residential construction. It is designed to give students basic, entry level skills in construction and related trades along with an overview of career opportunities available. Emphasis is placed on safety and the proper use of both hand and power tools. This course provides students the experiences of participating in the building of a house along with various woodworking skill building projects. They will learn to be responsible for their own work, for tools, and equipment for the facility- traits necessary to successful future employment. **Prerequisite: Wood Technology I**

BUILDING CONSTRUCTION I (CP)

GRADE 10-12

.5 credit

Course #7712

Building Construction I is a course designed to introduce students to general building techniques and practices. Students will expand their knowledge and experience through various projects, lessons and vocabulary. Students will be expected to learn about and safely utilize hand tools, power tools and woodworking machinery. The projects are designed to give students as much experience as possible by using many different machines and tools. The projects will also cover as many aspects of building and industries as is possible in an entry level course. Instructional units will include the design, planning, and documentation, manufacturing, and finishing processes. Project work will be the vehicle of instruction. **Prerequisite: Wood Technology II or Wood Technology I AND Teacher Recommendation.**

BUILDING CONSTRUCTION II (CP)

GRADE 10-12

.5 credit

Course # 13054

Building Construction II is a course designed to introduce students to general building techniques and practices. Students will expand their knowledge and experience through various projects, lessons and vocabulary. This course will provide students with marketable skills in the construction industry. Emphasis will be placed on quality of workmanship and effective use of time and resources. Students will be introduced to house construction, sheds, decks, and surveying construction sites. The culmination of this sequence of course work will serve as an adequate prerequisite for entry into apprentice training in this field. Students will build personal, school related, or community needed projects for this course. **Prerequisite: Building Construction I or Teacher Recommendation.**

ENGINEERING / ARCHITECTURAL DRAFTING I

GRADE 10-12

.5 credit

Course #7740

This introductory course will begin with the theory of orthographic and isometric projections. Daily work assignments will be used to reinforce the basics of architectural drawings. A continued emphasis placed on the development of exactness and proficiency in the performance. This course will include sectional views, machine threads and auxiliary views. The last quarter will be devoted to architectural drafting where students will make plans for a small house. This course will provide an increased development of marketable skills and in future potential job opportunities. **Prerequisite: Building Construction I or Teacher Recommendation.**

ENGINEERING / ARCHITECTURAL DRAFTING II

GRADE 11-12

.5 credit

Course #7741

This course is designed to fit the needs of juniors and seniors who will plan to follow an engineering curriculum in college. This course will give the student further experience in making more advanced drawings including complex sectional views, machine threads and fasteners. Again the last half of this class shall be devoted to further the experience in architectural drawings, elevations, pictorial rendering of the house, and structural detail drawings. Basic vocational and career opportunities will be discussed. **Prerequisite: Engineering/Architectural Drafting I.**

ENTERPRISE PRODUCTION

GRADE 11-12

.5 credit

Course #7755

This course shall be designed to introduce the student to the production (manufacturing/construction), transportation (energy), and communication systems used to organize and operate an entrepreneurial business endeavor. Teachers in the unified arts area shall guide a diverse group of students into an experience that would last for a lifetime. The

company/students of the Big Red Productions will choose a product, market it, research it and produce it within one school year. **Prerequisite: Instructor approval AND either Engineering/Architectural Drafting I, Technology Education I, or Wood Technology I.**

INDEP. STUDY TECHNOLOGY EDUCATION (CP) **GRADE 11-12** **.5 credit**
Course # 7725

This program provides students with an opportunity to further their knowledge in any of the four areas taught. Technology Education, Wood Technology, Construction Technology and Architectural Design. A student desiring such a program should consult the Technology Education Teacher and the Guidance office. **Prerequisite: Instructor approval.**

GRAPHIC DESIGN (CP) **GRADE 10-12** **.5 credit**
Course #1830

This course focuses on the history, industry and application of graphic design. Some knowledge of computer skills is required for digital work, and traditional art skills for studio components. Students will gain experience in graphic design software, including Adobe Photoshop and Adobe Illustrator. **Prerequisite: Introduction to Art.**

COMPUTER SCIENCE PRINCIPLES (AP) **GRADE 10-12** **.5 credit**
Course #10157

This program is an introductory course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

MEDIA LITERACY **GRADE 9-12** **.5 credit**
Course #645

Media Literacy teaches students how to build the critical thinking, writing, and reading skills required in a media-rich and increasingly techno-centric world. In a world saturated with media messages, digital environments, and social networking, concepts of literacy must expand to include all forms of media. Today's students need to be able to read, comprehend, analyze, and respond to non-traditional media with the same skill level they engage with traditional print sources.

VIDEO PRODUCTION I **GRADE 9-12** **.5 credit**
Course #255

The purpose of this course is to provide a project-based visual arts program, which guides students to achieve the standards in the visual arts and career technical training, by providing students with the technical instruction and practical experiences for aspiring video and film makers in the production of film, video, and new media projects for business and entertainment. Students experience both the creative and technical aspects of filmmaking in conjunction with learning about historical and contemporary traditions and conventions. Students will learn about the three stages of project creation. In pre-production, students learn the basic principles of story development, screenplay writing, storyboarding, scheduling and budget planning. Instruction in the production stage includes basic visual composition, color theory, set up and operation of camera, sound, and

lighting equipment. Students learn to use cutting-edge software applications for video and audio post-production. Mastering and delivery methods, in both traditional and new media, are explored.

VIDEO PRODUCTION II

GRADE 9-12

.5 credit

Course #256

The purpose of this course is to provide a project-based visual arts program, which guides students to achieve the standards in the visual arts and career technical training, by providing students with the technical instruction and practical experiences for aspiring video and film makers in the production of film, video, and new media projects for business and entertainment. Students experience both the creative and technical aspects of filmmaking in conjunction with learning about historical and contemporary traditions and conventions. Students will learn about the three stages of project creation. In pre-production, students learn the basic principles of story development, screenplay writing, storyboarding, scheduling and budget planning. Instruction in the production stage includes basic visual composition, color theory, set up and operation of camera, sound, and lighting equipment. Students learn to use cutting-edge software applications for video and audio post-production. Mastering and delivery methods, in both traditional and new media, are explored.

Online Courses

APEX Learning

GRADE 9-12

credit varies



Courses are a credit-bearing digital curriculum for core and elective courses that are proven to support students and increase performance. Students can take courses online for credit recovery toward grade-level advancement or high school graduation. Online courses are organized into manageable segments so students work at a pace that is right for them. Assignments ensure students master key concepts and develop their analytical and critical thinking skills.

Prerequisite: Meeting with counselor and approval by administration prior to enrollment

Dual-Credit Courses

Derby High School students will have the opportunity to earn college credits as well as Derby High School credits in a variety of courses. Derby High School has developed a partnership with Post University, Housatonic Community College and the University of Connecticut. Students may take UCONN ECE (early college experience) courses in Italian and history. For the 2020-2021 school year, HCC will offer courses in Advanced Manufacturing and English. Post University courses will be offered throughout the year based on students interest and the Post University course catalog.



UCONN Early College Experience (ECE) Courses

The following courses are offered at DHS: Italian Comp/Conversation I, Italian Comp/Conversation II, and History (Western Traditions HIST 1300) *For detailed information on courses, refer to the corresponding academic department)*

TO WITHDRAW AFTER OCTOBER 6, 2022

Courses not dropped in UConn.DualEnroll.com by October 6 require a Withdrawal request to be submitted. Program fees for courses dropped after October 6 are non-refundable.

Students must complete a Withdrawal request by **December 12 for Fall courses** and **May 1 for Spring and Full-year courses**. Students cannot withdraw from a course after the posted deadlines. Students do not earn credit for withdrawn courses, nor will the course impact a Student's grade point average (GPA). If a Student does not complete a Withdrawal request by the posted deadline, the Instructor will calculate the Student's grade according to the grading rubric applied to all Students in the course, averaging zeros for all work not submitted.

UConn ECE HIST 1300

.5 Credit/3 UConn ECE credits

Course number #04060

An analysis of the traditions and changes which have shaped Western political institutions, economic systems, social structures and culture in ancient and medieval times. **Prerequisite: Teacher Recommendation. Grade 11 and 12 only**

UConn – ILCS 3239: Italian Comp/Conversation I

.5 Credit/3 UConn ECE credits

Course #4555

This course is designed to develop a student's fluency and spontaneous expression in the language through a combination of oral and written exercises. Class activities and discussions will be geared toward effective communication and the reinforcement of grammatical and lexical skills. Students will be assigned short compositions and oral presentations on a great variety of topics of general interest. **Prerequisite: Teacher Recommendation. Grade 11 and 12 only**

UConn – ILCS 3240: Italian Comp/Conversation II

.5 Credit/3 UConn ECE credits

Course #4556

This course is a continuation of ILCS 3239. Further development of oral and written skills to achieve a higher degree of proficiency will be addressed. Students will be assigned longer compositions. This course will offer intensive training in oral expression in order to develop abilities in everyday spoken communication with a strong emphasis given to vocabulary and oral proficiency. **Prerequisite: ILCS 3239: Italian Comp/Conversation I and Teacher Recommendation. Grade 11 and 12 only**



Housatonic Community College Courses

Derby High School is continuing to expand its dual-credit offerings for students. In order for students to take ENG* E101 - Composition, they must receive a Teacher Recommendation. **Students interested in enrolling should speak with their School Counselor or English Teacher.**

ENG* E101 - Composition

GRADE 12

1 credit/3 HCC credits

Prerequisite(s): Students who have a Teacher Recommendation will have the opportunity to take this course at Derby High School and receive dual-credit from HCC if they pass the class with a C or higher. This course includes the study of skills necessary for effective written communication. The course includes analyses of outstanding non-fiction prose works. The principles of rhetoric and logic are also applied in frequent writing assignments.



Southern Connecticut State University: EDU 198 Courses

Students (beginning with the Class of 2023) will be required take two courses:

Course 1: College Readiness, Access and Success (semester two of Junior year) and

Course 2: Career Development and Job Readiness (semester one of Senior year).

These courses will be completed online during the Advisory period, at no cost to Derby High School students, and will fulfill the Mastery-Based Diploma Assessment graduation requirement. NOTE: THESE COURSES ARE REQUIRED FOR GRADUATION.

COLLEGE READINESS, ACCESS AND SUCCESS (H) GRADE 11 0.5 credit/SCSU This course is designed to help high school juniors explore effective strategies and access resources to achieve their post-secondary goals. This course provides students with the knowledge and skills to identify their postsecondary options consistent with their interests, skills, values, expectations, abilities, and achievements. In addition to exploring the college admission, and college application process, students will be informed about academic achievement strategies including college entrance exams: SAT/ACT and AP courses. Over the course of the semester, students will also develop a comprehensive digital college readiness portfolio to be successful in college and beyond.

CAREER DEVELOPMENT AND JOB READINESS (H) GRADE 12 0.5 credit/SCSU This course is designed to prepare high school seniors for the challenges and new responsibilities the career world brings to them. In addition to exploring National Career Clusters and bright-outlook occupations, students will complete comprehensive career self-assessments to identify occupations that are a good match for them. The skills and knowledge taught in this course will help participants to decide where they need more training or experience. As a part of the career development process, preparing a comprehensive career development portfolio will also help students understand how to succeed and thrive in college, at work, or both.

Course Selection Planning Sheet

Use this sheet to plan out all of your courses; Check this list against the graduation requirements

Grade 9	Level	Cr.
English I		1
World History		1
Math		1
Integrated Earth/Physical Science		1

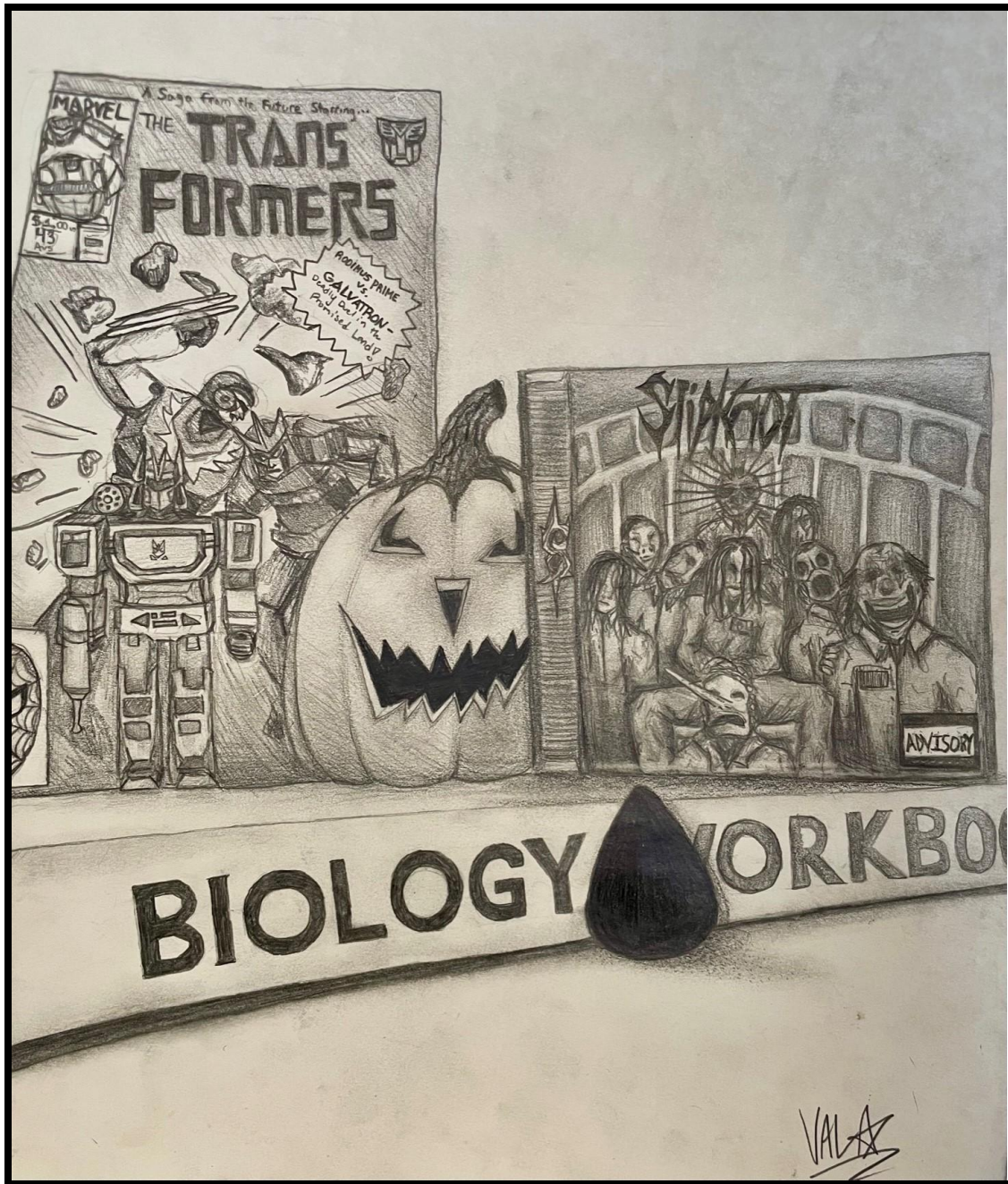
Health and Safety		1
Credit		

Grade 11	Level	Cr.
English III		1
US History		1
Math		1
Chemistry		1
Credit		

Physical Education		1
Credit		

Grade 10	Level	Cr.
English II		1
Civics		.5
Math		1
Biology		1

Grade 12	Level	Cr.
English IV		1
Credit		



Artwork by **Val Dickinson**, Class of 2023
Drawing and Painting, Ms. Bruce

Students in Drawing and Painting created a still life of 3-5 objects that represent them personally. Students then worked to draw their still life as accurately as possible from observation including at least three different shading techniques out of the five we learned: blending, hatching, cross-hatching, stippling, and scribbling



Artwork by **Serenity Stewart**, Class of 2023
Sculpture/Ceramics, Ms. Bruce

Students in sculpture class studied art from five different art movements: Pop Art, Art Nouveau, Abstract Expressionism, Expressionism, Impressionism, and Aboriginal. Students then picked one painting from one of these art movements and created their own 3-dimensional canvas out of wood, wire, nylon, and gesso and designed a way to paint their 2-D painting onto a 3-D surface.

DERBY PUBLIC SCHOOLS

School Trip Proposal / Request Form

Travel / Study Approval for Out of State and or Overnight Trips

School: Derby High School Principal: Jen Olson
Date(s) of Trip: 5/19/2023 Trip Organizer(s): BROOKES
Destination of Trip: East Longmeadow, MA + Agawam, MA
Grade level of student participants: 9-12 No. of Students: 40

Educational Objectives including related classroom activities prior to / following the trip: This is a performance adjudication. Students rehearse and prepare two songs to perform for music judges. Following the trip, the classes will reflect on their performance and learn from judge comments.

Funding Source(s): Students and fundraising

Complete if students are paying for all or part of the trip.

Total fees required from each student: Transportation Cost: 60 Event Fee: 60 Meals: _____
Lodging: 0

Source(s) of funds for students who qualify for fee waiver: _____

Cost of Nurse (if applicable): _____ Funding source: _____ ☐ No students are identified with health concerns

Name of travel agent (if applicable): _____

Name of transportation service vendor: Datto

No. of buses required: 1 Cost per bus: \$2,685.00

Date / Time of trip: Departing Derby: 5/19, 8 AM Returning to Derby: 5:45 PM

Number of chaperones on trip: 10

Completed forms should be submitted to the principal who, if the trip is approved, will forward this to the Superintendent of Schools and Board of Education for final approval.

Include the information below when submitting this approval form. (Place a check mark by each item indicating its inclusion in the approval packet.)

- N/A Information outlining parental financial responsibility should there be an emergency cancellation
- ☒ Parent / Guardian letter explaining the trip and travel itinerary
- ☒ Parent / Guardian Permission and Acknowledgment of Risk for Student Travel Form
- ☒ Emergency Plan (Includes arrangements for medical needs, parent / guardian contact information, access to communication devices, and procedures for general potential emergency situations)
- ☒ List of Chaperone Names and Phone Numbers with MPS employees noted
- ☒ Telephone Tree in the event of an emergency

Be sure the school administrator has a list of those students participating in the activity and a copy of the emergency contact numbers.

I / We certify that this trip proposal is in accordance with Derby Public Schools policies and corresponding regulations:

Signature, Trip Organizer(s)

☒ Trip approved

Signature, Principal / Assistant Principal

Date

11/18/22

Signature, Superintendent or Designee

Date

☐ Trip Denied

Reason: _____

Signature, Superintendent or Designee

Date

Out-of State / Overnight Trips Checklist

- ☐ Obtained approval at least three (3) weeks prior to the trip.
- ☐ Submitted list of participating students submitted to Principal and Health Office at least two (2) weeks prior to the trip.
- ☐ Submitted an updated list of participating students to Principal and Health Office on day of trip (No students should be added to the original list on the day of the trip.)
- ☐ Arranged substitute teacher with the Principal / designee if needed
- ☐ Arranged instructional and supervisory assignments for students not participating
- ☐ Arranged appropriate number of chaperones and provided orientation
- ☐ Clearly explained expectations of students
- ☐ Received parent permission forms and emergency medical forms
- ☐ No students are identified with health concerns

Teacher Directions: After your *School Trip Proposal / Request Form* has been approved, you are required to complete this form, and send it home to parents. Only those students whose parents have signed and returned the form to you will be permitted to go on the school trip. You should follow these directions: 1) Use one form per trip; 2) complete the school portion (top half) of form; 3) duplicate one form per student; and 4) send a copy home for parent and student signatures.

Revised: March 2018

**PARENT/GUARDIAN PERMISSION AND
ACKNOWLEDGEMENT OF RISK FOR STUDENT TRAVEL**

Teacher Directions: After your *School Trip Proposal / Request Form* has been approved, you are required to complete this form, and send it home to parents. Only those students whose parents have signed and returned the form to you will be permitted to go on the school trip. You should follow these directions: 1) Use one form per trip; 2) complete the school portion (top half) of form; 3) duplicate one form per student; and 4) send a copy home for parent and student signatures.

Parent Directions:

Please read this form, and, if you give your child permission to attend the school trip,
sign and return it to your child's teacher.

Date(s) of Trip: 5/19/2023 Trip Organizer(s): Mr. Brookes
Destination of Trip: East Longmeadow + Agawan, MA
Educational Objectives: Performance assessment + reflection

Supervision:

- ☐ Students will be directly supervised by adults at all times.
- ☒ Students will be directly supervised by adults with the following exceptions: theme park, chaperone check-ins
- ☐ A School Nurse will be present on this school trip.
- Transportation Provided: ☐ School Bus ☒ Charter Bus ☐ Personal Vehicle ☐ Leased Vehicle
- Related Risks: ☐ Swimming Pool ☒ Amusement / Theme Park ☐ Beach or Ocean ☐ Other ☐ None

Student Agreement:

Student Name: _____ Grade: _____

While participating on this school trip, I will accept responsibility for maintaining conduct in accordance with the Derby High School Code of Conduct and I will follow directions of the school trip organizers / chaperones at all times.

Student Signature: _____ Date: _____

Parent / Guardian Permission:

I have read and understand the attached description of the school trip. I also understand that participation in the school trip will involve activities of school property; therefore, neither the Board of Education nor its employees and volunteers will have any responsibility for the condition or use of any nonschool property.

I give permission for _____ to participate in all aspects of this school trip.

Parent / Guardian Signature: _____ Date: _____

Parent Contact Number: _____

Potential Student participants in Adjudication Field Trip:

Aliana Campbell
Daemon Clark
Olivia Cramer
Joseph Izquierdo
Jamie Oraziatti
Juan Carlos Orea
Jo'Haun Robinson
Aniyah Rogers
Camryn Soares
Kayla Soto
Saturn Cooper
Mason Izquierdo
Tre'vion Jackson
Kamren Lee
Olivia Coutinho
Sean Fearnley
Nicole Gregory
Charles Adams
Kayla Adams
Ashe Clark
George Lahham
Angel Lopez
Byron McLean
Souzveen Mekael
Joseph Reyes-Aquino
Mikaila Rodriguez
Gianna Akter
Faith Anderson
Alysa Cayer-McCarthy
Jeremiah Couvertier
Josiah Hunter
Tyler Izquierdo
Kevin McGuire
Danthay Nguyen
Vanessa Nguyen
Arya Patel
Nicholas Sheridan
Quintin Simjouw
Colin Strickland
Ben Weitzler

Potential for 10 chaperones made up of parents and staff TBD

Emergency Plans

- 1) Based on information returned by parents and the nurse's records, medical plans will be organized by Mr. Brookes and the school nurse.
- 2) Mr. Brookes will make chaperone selections with students' medical history and needs in mind.
- 3) If it is determined by the Derby High School nurse and administration that we need a nurse to attend the trip, we will make that arrangement.
- 4) Students will have access to cell phones throughout the day, and will have them put away while they are performing.
- 5) Mr. Brookes will create an emergency phone tree in case we need to contact all parents during the trip.

Hello DHS Band & Choir Parents and Students,

I am very excited to be announcing a return to the "Trills and Thrills" Six Flags Trip! This field trip is something that several students spoke about throughout the year last year, so I am really pleased we are making it happen again. This is not required, but it is a fun day out at the end of the year so I hope you will join us!

May 19th - Trills and Thrills

A Rough Itinerary:

7:15 Arrive to school and go to the music room for attendance.

8:00 board the bus and drive to East Longmeadow, MA

9:30 arrive at Adjudication site, East Longmeadow High School.

10:00 Band & Choir perform selections for professional music adjudicators

This is the main point of the trip. We work hard all year to improve our performance as musicians in our ensemble. After we perform for the adjudicators, we will get valuable feedback: what are we doing really well? How can we improve?

11:00 board the bus and go to Six Flags

11:30 spend time with your friend groups at Six Flags - enjoy the afternoon!

4:00 all students gather and board the bus.

6:00 arrive at DHS.

If we are given an earlier performance time, we may be getting dropped off at school prior to the school day starting ~ 7 AM. If we are given a later time, we will have a little less time at Six Flags. I "applied" on the opening day, so hopefully we have our choice of performance times.

We will wear our Derby Music (black) tee shirts so that we match in performance. Please wear them at Six Flags as well.

Before fundraising the cost of the trip is \$120. The festival fee is \$60 for performers, \$45 for chaperones. The bus cost (Dattco, since we are traveling out of state) is \$2,685. So if we fill the bus, our trip will cost ~ \$120. Tri-M will be fundraising to further lower the cost of transportation for the entire music department, and we will be holding an all online Popcorn fundraiser through "Double Good" in January. We should be able to pay for most of the trip cost through this fundraiser!

Parents/Guardians, please fill out the attached form and return. Thank you!

-Mr. Brookes

**Trills and Thrills Adjudication Trip
Information for Mr. Brookes**

_____ Student Name

This information will be kept confidential:

Please indicate medical concerns for the student: _____

Medications they keep on their person _____

Medications that Mr. Brookes or a chaperone will need to have on hand and administer:

Telephone Tree Contact in case of emergency:

Parent/Guardian name _____ Phone _____

Please let me know if you can be a Telephone Tree leader _____

Emergency Contact #1 Name _____

Cell Phone _____ Day Phone _____

Emergency Contact #2 Name _____

Cell Phone _____ Day Phone _____

City of Derby-Board of Education

2023 Schedule of Regular Board of Education Meetings

Location: Derby Middle School Cafetorium and via Zoom
73 Chatfield Street
Derby, CT 06418

January

- Tuesday, January 3 – Committee of the Whole– 6:30 PM
- Wednesday, January 4– Negotiations & Personnel Committee – 5:30 PM
- Thursday, January 5 – Student Health and Safety Committee – 4:30 PM
- Tuesday, January 10 – Athletic Committee – 3:15 PM
- Tuesday, January 10 – Academics & Curriculum Committee – 4:30 PM
- Tuesday, January 10 – School/Community Relations & Policy – 5:30 PM
- Wednesday, January 18 – Finance Committee – 4:30 PM
- Thursday, January 19 – Board of Education Meeting - 6:30 PM

February

- Wednesday, February 1 – Negotiations & Personnel Committee – 5:30 PM
- Thursday, February 2 – Student Health and Safety Committee – 4:30 PM
- Tuesday, February 7 – Committee of the Whole – 6:30 PM
- Tuesday, February 14– Athletic Committee – 3:15 PM
- Tuesday, February 14 – Academics & Curriculum Committee – 4:30 PM
- Tuesday, February 14 – Policy Committee – 5:30 PM
- Wednesday, February 15 –Finance Committee – 4:30 PM
- Thursday, February 16 – Board of Education Meeting – 6:30 PM

March

- Wednesday, March 1 – Negotiations and Personnel Committee – 5:30 PM
- Thursday, March 2 – Student Health and Safety Committee – 4:30 PM
- Tuesday, March 7 – Committee of the Whole – 6:30 PM
- Tuesday, March 14 - Athletic Committee – 3:15 PM
- Tuesday, March 14 – Academic & Curriculum Committee – 4:30 PM
- Tuesday, March 14 – Policy Committee – 5:30 PM
- Wednesday, March 15 – Finance Committee– 4:30 PM
- Thursday, March 16 – Board of Education Meeting – 6:30 PM

City of Derby-Board of Education

2023 Schedule of Regular Board of Education Meetings

Location: Derby Middle School Cafetorium and via Zoom
73 Chatfield Street
Derby, CT 06418

April

- Tuesday, April 4 – Committee of the Whole – 6:30 PM
- Wednesday, April 5 – Negotiations and Personnel Committee – 5:30 PM
- Thursday, April 6 – Student Health & Safety Committee – 4:30 PM
- Tuesday, April 11 – Athletic Committee – 3:15 PM
- Tuesday, April 11 – Academic & Curriculum Committee – 4:30 PM
- Tuesday, April 11 – Policy Committee – 5:30 PM
- Wednesday, April 20 – Finance Committee – 4:30 PM
- Thursday, April 21 - Board of Education meeting – 6:30 PM

May

- Tuesday, May 2 – Committee of the Whole – 6:30 PM
- Wednesday, May 3 – Negotiations & Personnel Committee – 5:30 PM
- Thursday, May 4 – Student Health and Safety Committee – 4:30 PM
- Tuesday, May 9 – Athletic Committee – 3:15 PM
- Tuesday, May 9 – Academic & Curriculum Committee – 4:30 PM
- Tuesday, May 9– Policy Committee – 5:30 PM
- Wednesday, May 17 – Finance Committee – 4:30 PM
- Thursday, May 19 – Board of Education meeting – 6:30 PM

June

- Thursday, June 1 – Student Health and Safety Committee – 4:30 PM
- Tuesday, June 6 – Committee of the Whole – 6:30 PM
- Wednesday, June 7 – Negotiations and Personnel Committee – 5:30 PM
- Tuesday, June 13 – Athletic Committee – 3:15 PM
- Tuesday, June 13 – Academic & Curriculum Committee – 4:30 PM
- Tuesday, June 13 – Policy Committee – 5:30 PM
- Thursday, June 15 – Board of Education meeting – 6:30 PM
- Wednesday, June 21 – Finance Committee – 4:30 PM

City of Derby-Board of Education

2023 Schedule of Regular Board of Education Meetings

Location: Derby Middle School Cafetorium and via Zoom
73 Chatfield Street
Derby, CT 06418

July

- Wednesday, July 5 – Negotiations and Personnel Committee – 5:30 PM
- Wednesday, July 5 – Committee of the Whole – 6:30 PM
- Thursday, July 6 – Student Health and Safety – 4:30 PM
- Tuesday, July 11 – Athletic Committee Meeting – 3:15 PM
- Tuesday, July 11 – Academic & Curriculum Meeting – 4:30 PM
- Tuesday, July 11 – Policy Committee – 5:30 PM
- Wednesday, July 19 – Finance Committee – 4:30 PM
- Thursday, July 20 – Board of Education Meeting – 6:30 PM

August

- Tuesday, August 1 – Committee of the Whole – 6:30 PM
- Wednesday, August 2 – Negotiations & Personnel Committee – 5:30 PM
- Thursday, August 3 - Student Health and Safety Committee – 4:30 PM
- Tuesday, August 8 – Athletic Committee Meeting – 3:15 PM
- Tuesday, August 8 – Academic & Curriculum Meeting – 4:30 PM
- Tuesday, August 8 – Policy Committee Meeting – 5:30 PM
- Wednesday, August 16 – Finance Committee – 4:30 PM
- Thursday, August 17 - Board of Education meeting – 6:30 PM

September

- Tuesday, September 5 – Committee of the Whole – 6:30 PM
- Wednesday, September 6 – Negotiations & Personnel Committee – 5:30 PM
- Thursday, September 7 – Student Health and Safety Committee – 4:30 PM
- Tuesday, September 12 – Athletic Committee – 3:15 PM
- Tuesday, September 12 – Academic & Curriculum Committee – 4:30 PM
- Tuesday, September 12 – Policy Committee – 5:30 PM
- Wednesday, September 20 – Finance Committee – 4:30 PM
- Thursday, September 21 - Board of Education meeting – 6:30 PM

City of Derby-Board of Education

2023 Schedule of Regular Board of Education Meetings

Location: Derby Middle School Cafetorium and via Zoom
73 Chatfield Street
Derby, CT 06418

October

- Tuesday, October 3 – Committee of the Whole – 6:30 PM
- Wednesday, October 4 – Negotiations & Personnel Committee – 5:30 PM
- Thursday, October 5 – Student Health and Safety Committee – 4:30 PM
- Tuesday, October 10– Athletic Committee Meeting – 3:15 PM
- Tuesday, October 10 – Academic & Curriculum Meeting – 4:30 PM
- Tuesday, October 10 – Policy Committee – 5:30 PM
- Wednesday, October 18 – Finance Committee – 4:30 PM
- Thursday, October 19 – Board of Education meeting – 6:30 PM

November

- Wednesday, November 1 – Negotiations & Personnel Committee – 5:30 PM
- Thursday, November 2 – Student Health & Safety Committee – 4:30 PM
- Wednesday, November 8 –Committee of the Whole – 6:30 PM
- Tuesday, November 14– Athletic Committee – 3:15 PM
- Tuesday, November 14 – Academic & Curriculum Committee Meeting – 4:30 PM
- Tuesday, November 14 – Policy Committee Meeting – 5:30 PM
- Wednesday, November 15 – Finance Committee – 4:30 PM
- Wednesday, November 15 – Board of Education meeting – 6:30 PM

December

- Saturday, December 2 – Special Meeting, Election of Officers – 12:00 p.m.
- Wednesday, December 6 – Negotiations and Personnel Committee – 5:30 PM
- Wednesday, December 6 – Committee of the Whole – 6:30 PM
- Thursday, December 7 – Student Health and Safety Committee – 4:30 PM
- Tuesday, December 12 – Athletic Committee – 3:15 PM
- Tuesday, December 12 – Academic & Curriculum – 4:30 PM
- Tuesday, December 12 - Policy Committee – 5:30 PM
- Wednesday, December 20 – Finance Committee – 4:30 PM
- Thursday, December 21 – Board of Education meeting – 6:30 PM

Respectfully Submitted,
Jim Gildea, Chairman
Board of Education

City of Derby-Board of Education

2023 Schedule of Regular Board of Education Meetings

Zoom meeting links:

Committee of the Whole Meeting: (First Tuesday unless otherwise indicated)

Join Zoom Meeting

<https://us02web.zoom.us/j/88375075648>

Meeting ID: 883 7507 5648

Find your local number: <https://us02web.zoom.us/u/kbpACGewm>

Negotiations and Personnel Committee: (First Wednesday unless otherwise indicated)

Join Zoom Meeting

<https://us02web.zoom.us/j/89433573154>

Meeting ID: 894 3357 3154

Find your local number: <https://us02web.zoom.us/u/kdeR6JnQgi>

Student Health and Safety Committee: (First Thursday unless otherwise indicated)

Join Zoom Meeting

<https://us02web.zoom.us/j/87331295264>

Meeting ID: 873 3129 5264

Find your local number: <https://us02web.zoom.us/u/kw1f5sbjk>

Athletic Committee Meetings: (Second Tuesday unless otherwise indicated)

Join Zoom Meeting

<https://us02web.zoom.us/j/86855105667>

Meeting ID: 868 5510 5667

Find your local number: <https://us02web.zoom.us/u/kcoT6LDRWo>

Academic & Curriculum Committee Meetings: (Second Tuesday unless otherwise indicated)

Join Zoom Meeting

<https://us02web.zoom.us/j/87978901394>

Meeting ID: 879 7890 1394

Find your local number: <https://us02web.zoom.us/u/kdTNDzS5uf>

City of Derby-Board of Education
2022 Schedule of Regular Board of Education Meetings

Zoom meeting links:

School/Community Relations and Policy Committee Meetings: (Second Tuesday unless otherwise indicated)

<https://us02web.zoom.us/j/85336839965>

Meeting ID: 853 3683 9965

Find your local number: <https://us02web.zoom.us/j/85336839965>

Finance Committee (Third Wednesday unless otherwise indicated)

Join Zoom Meeting

<https://us02web.zoom.us/j/88559132888>

Meeting ID: 885 5913 2888

Find your local number: <https://us02web.zoom.us/j/88559132888>

Regular Board of Education Meetings: (Third Thursday)

<https://us02web.zoom.us/j/89155620034>

Meeting ID: 891 5562 0034

Find your local number: <https://us02web.zoom.us/j/89155620034>

Revised_2022_11_17

OPTION A - Draft School District Calendar 2023-2024 revised Nov 17 2022

Year:

Beginning Month:

Start day: 1: Sunday, 2: Monday

2023-2024 School Calendar

July 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
August 2023						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
September 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
October 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
November 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
December 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Derby Public Schools
Central Office/Administration
35 Fifth Street
203-736-5027 (Central Office)
Derby, CT 06418






Aug 28th	Convocation
Aug 29-30	Teacher Professional Dev Days
Aug 31	First Day for Students
Sep 4	Labor Day
Sep 19	DHS/LRU Open House
Sep 20	DMS Open House
Sep 21	IRV/BRD Open House
Sep 22	Early Dismissal
Oct 4	Early Dismissal - Professional Dev
Oct 7	Progress Reports Issued
Oct 9	Columbus Day
Nov 7	No School - Election Day
Nov 9	First Marking Period Closes
Nov 10	No School - Veterans Day
Nov 13	IRV/BRD Conferences/Early Dismissal
Nov 14	DMS Conferences/Early Dismissal
Nov 15	DHS Conferences/Early Dismissal
Nov 17	Half Day All - Report Cards Issued
Nov 22	Early Dismissal All Schools
Nov 23-24	No School - Thanksgiving
Dec 6	Early Dismissal - Professional Dev
Dec 8	Progress Reports Issued
Dec 21	Early Dismissal
Dec 22-Jan 1	Winter Break
Jan 2	Classes resume
Jan 15	No School - Martin Luther King Day
Jan 23-26	Exams - Early Dismissal DHS Only
Jan 25	Second Marking Period Closes
Feb 7	Early Dismissal - Professional Dev
Feb 9	Report Cards Issued
Feb 16	Progress Reports Issued
Feb 19	No School - Presidents Day
Feb 20	No School - Feb vacation
Mar 6	Early Dismissal - Professional Dev
Mar 13	Half Day LRU Only - Parent Teacher Conf
Mar 29	Good Friday - No School
Apr 3	Early Dismissal - Professional Dev
Apr 5	Third Marking Period Closes
Apr 8	Report Cards Issued
Apr 15-19	Spring Vacation
May 1	Early Dismissal - Professional Dev
May 27	Memorial Day - No School
Jun 7-12	Tentative Early Dismissal DHS Only
Jun 10-12	Final Exams (last 4 days of School)
June 11	Tentative Early Dismissal - All (last 3 days of school)
June 12	DHS Graduation
June 12	Tentative Last Day of School

January 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
February 2024						
S	M	T	W	T	F	S
1	2	3				
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		
March 2024						
S	M	T	W	T	F	S
1	2	3				
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
April 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
May 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
June 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Number of Days		
Month	Staff	Students
Aug	4	1
Sept	20	20
Oct	21	21
Nov	18	18
Dec	16	16
Jan	21	21
Feb	19	19
Mar	20	20
Apr	17	17
May	22	22
June	8	8
	186	183

School Phone Numbers:

DHS - 203-736-5032
DMS - 203-736-1426
IRV - 203-736-5043
BRD - 203-736 5040
LRU - 203-446-4224

	School Closed
	Early Release
	First & Last Day of School
	First Day for Teachers
	Central Office is closed

Public Holidays-No School

New Years Day - Jan 1
Martin Luther King Day - Jan 15
Presidents Day - Feb 19
Good Friday - Mar 29
Memorial Day - May 27
Fourth of July - July 4
Labor Day - Sept 4
Columbus Day - Oct 9
Veterans Day - Nov 10
Thanksgiving Day - Nov 23
Day after Thanksgiving - Nov 24
Christmas Day - Dec 25

Note: If number of school closings through March 31 exceeds six (6) days, the additional school closings may be made up during April vacation. If number of school closings exceeds 4 days through the end of a quarter, progress reports and the end of the quarter will be adjusted.

OPTION B - Draft School District Calendar 2023-2024 revised Nov 17 2022

Year:

Beginning Month:

Start day: 1: Sunday, 2: Monday

2023-2024 School Calendar

July 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
August 2023						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
September 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
October 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
November 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
December 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Derby Public Schools
Central Office/Administration
35 Fifth Street
203-736-5027 (Central Office)
Derby, CT 06418

Aug 30	Convocation
Aug 31-Sep 1	Teacher Professional Dev Days
Sep 4	Labor Day
Sep 5	First Day of School
Sep 19	DHS/LRU Open House
Sep 20	DMS Open House
Sep 21	IRV/BRD Open House
Sep 22	Early Dismissal
Oct 4	Early Dismissal - Professional Dev
Oct 7	Progress Reports Issued
Oct 9	Columbus Day
Nov 7	No School - Election Day
Nov 9	First Marking Period Closes
Nov 10	No School - Veterans Day
Nov 13	IRV/BRD Conferences/Early Dismissal
Nov 14	DMS Conferences/Early Dismissal
Nov 15	DHS Conferences/Early Dismissal
Nov 17	Half Day All - Report Cards Issued
Nov 22	Early Dismissal All Schools
Nov 23-24	No School - Thanksgiving
Dec 6	Early Dismissal - Professional Dev
Dec 8	Progress Reports Issued
Dec 22	Early Dismissal
Dec 25-Jan 1	Winter Break
Jan 2	Classes resume
Jan 15	No School - Martin Luther King Day
Jan 23-26	Exams - Early Dismissal DHS Only
Jan 25	Second Marking Period Closes
Feb 7	Early Dismissal - Professional Dev
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Apr 3	Early Dismissal - Professional Dev
Apr 5	Third Marking Period Closes
Apr 8	Report Cards Issued
Apr 15-19	Spring Vacation
May 1	Early Dismissal - Professional Dev
May 27	Memorial Day - No School
Jun 11-14	Tentative Early Dismissal DHS Only






January 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
February 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		
March 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
April 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
May 2024						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
June 2024						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Number of Days		
Month	Staff	Students
Aug	2	0
Sept	20	19
Oct	21	21
Nov	18	18
Dec	16	16
Jan	21	21
Feb	19	19
Mar	20	20
Apr	17	17
May	22	22
June	10	10
	186	183

June 12-14	Final Exams (last 4 days of School)
June 13	Tentative Early Dismissal - All (last 3 days of school)
June 14	DHS Graduation
	Tentative Last Day of School

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Day after Thanksgiving - Nov 24	
Christmas Day - Dec 25	

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