



DERBY PUBLIC SCHOOLS

35 Fifth Street
Derby, Connecticut 06418

(203) 736-5027 • fax (203) 736-5031 • www.derbyps.org

Dr. Matthew J. Conway, Jr.
Superintendent of Schools

RECEIVED

By Marc J. Garofalo, MPA, MCC, MCTC at 9:38 am, Feb 19, 2026

FOR IMMEDIATE RELEASE

Derby High School Recognized by College Board on 2025 AP® School Honor Roll

DERBY, CT — January 9, 2026 — Derby High School has been recognized by the College Board for outstanding achievement in its Advanced Placement (AP®) program, earning a place on the **2025 AP School Honor Roll** for the 2024–2025 school year. This national recognition highlights Derby High School’s commitment to expanding access to rigorous coursework while supporting students on a successful path toward college and career readiness.

Derby High School earned recognition in all three AP Honor Roll categories:

- **College Culture (Silver Recognition)**
This distinction recognizes the percentage of students in the graduating class who took at least one AP exam during high school. Derby High School was just **one student away from earning Gold** in this category, reflecting broad participation in AP coursework across the student body.
- **College Credit (Gold Recognition)**
This recognition honors schools where a high percentage of students earned a score of **3 or higher** on an AP exam, qualifying them for potential college credit. The designation underscores the strong academic preparation and instructional quality of Derby High School’s AP program.
- **College Optimization (Platinum Recognition)**
The highest level of distinction, Platinum, recognizes schools that support students in taking **five or more AP exams** during high school, with at least one exam completed in **9th or 10th grade**, reflecting thoughtful academic planning and early exposure to college-level learning.

The AP School Honor Roll recognizes schools nationwide that have demonstrated success in welcoming more students into AP courses and ensuring they are supported academically, without placing unnecessary pressure on students to overload their schedules.

Derby High School also proudly recognizes 12 students who earned **College Board AP Scholar Honors** this year. Nine students were named AP Scholars, two earned AP Scholar with Honors, and one achieved the highest distinction, AP Scholar with Distinction. These achievements reflect our students’ dedication and the strength of Derby High School’s rigorous academic programs.

“I’m incredibly proud of our students for challenging themselves with rigorous coursework. At Derby High School, we have worked to expand our Advanced Placement course offerings and remove barriers so all students feel supported to complete college level work while still in high school. Last year our

students took a total of 131 AP tests. Scores of 3 or higher can help students earn college credit or advanced placement, which saves time and tuition in college. Our teachers are doing an excellent job preparing students for college and career,” said Jen Olson, Principal of Derby High School.

“Being recognized by the College Board in all three AP Honor Roll categories is a tremendous accomplishment for Derby High School,” said **Dr. Matt Conway, Superintendent of Derby Public Schools**. “This achievement reflects the dedication of our AP teachers, counselors, administrators, and — most importantly — our students, who continue to rise to the challenge of rigorous academic opportunities.”

To celebrate this achievement, **Derby Public Schools will formally recognize Derby High School’s AP teachers at an upcoming Board of Education meeting**, honoring their commitment to academic excellence and student success. The district will also share this recognition with the broader Derby community.

Board of Education Chairman Kenneth Marcucio, Sr. stated, “This is wonderful news for the Derby Board of Education and a proud moment for our entire school community. To see our Derby High School students in the Advanced Placement Program recognized with this award speaks to their hard work, dedication, and commitment to academic excellence. This achievement is especially meaningful to the students, their families, and the outstanding teachers and administrators who support them each day. Congratulations to all of our honorees and to the Derby High School faculty and leadership for this well-deserved recognition.”

The following students will also be recognized for their individual achievements:

AP Scholars (earning scores of 3 or higher on three or more AP exams)

Kayla Adams — AP Scholar, Grade 12 (Class of 2025) Attending Cairn University, Major: Criminal Justice

Gianna Akter — AP Scholar, Grade 12 (Class of 2025) Attending Mount Holyoke College, Major: Neuroscience

Ferdinando Amartey — AP Scholar, Grade 12 (Class of 2025) Attending University of Wisconsin, Madison, Major: Biomedical Engineering /Architecture ; United States Marine Corps

Raelynn Harris — AP Scholar, Grade 12 (Class of 2025) Attending Western New England University, Major: Biology/Environmental Science

Vanessa Nguyen — AP Scholar, Grade 12 (Class of 2025) Attending Brown University, Major: Economics

Nicholas Sheridan — AP Scholar, Grade 12 (Class of 2025) Attending Purchase College, Major: Economics

Cassandra Silkoff — AP Scholar, Grade 12 (Class of 2025) Attending Suffolk University, Major: Psychology

Quintin Simjouw — AP Scholar, Grade 12 (Class of 2025) Attending Clarkson University, Major: Data Science

Souzveen Mekael — AP Scholar, Grade 11 (Class of 2026)

AP Scholars with Honor (achieving an average score of at least 3.25 across all AP exams taken and scores of 3 or higher on four or more exams)

Kevin P. McGuire — AP Scholar with Honor, Grade 12 (Class of 2025) Attending Oberlin Conservatory of Music, Major: Music, Piano Performance

Carter Ruggiero — AP Scholar with Honor, Grade 11 (Class of 2026)

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By Marc J. Garofalo, MPA, MCC, MCTC at 9:39 am, Feb 19, 2026

AP Scholar with Distinction (earning an average score of at least 3.5 on all AP exams and scores of 3 or higher on five or more exams)

Brianna A. Kling — AP Scholar with Distinction, Grade 12 (Class of 2025), Attending The Ohio State University, Major: Exploratory

Research consistently shows that students who participate in AP coursework are more likely to attend college, persist, and graduate on time. Even for students who do not earn college credit, AP courses provide early exposure to college-level expectations and help foster a strong college-going culture.

Derby High School's recognition will be included in the College Board's official **2025 AP School Honor Roll**, scheduled for public release on January 30, 2026.

RECEIVED

By Marc J. Garofalo, MPA, MCC, MCTC at 9:39 am, Feb 19, 2026

Dear

Congratulations! We are proud to inform you that you have been recognized as an Advanced Placement (AP) Scholar by the College Board in acknowledgment of your outstanding academic achievement.

To celebrate this accomplishment, we invite you and your family to join us at the Derby Board of Education Meeting on **Thursday, February 19, 2026, at 6:30 PM**, held at Derby Middle School, where the 2024-2025 AP Scholars will be formally recognized.

Students and parents are welcome to attend in person or remotely. To join virtually, please use the following Zoom link: <https://us02web.zoom.us/j/89155620034#success>

Your individual achievement is commendable, and we are also grateful for the role you have played in Derby High School's recognition on the College Board's AP Honor Roll. We are incredibly proud of your hard work and dedication!

Please be on the lookout for a press release coming soon highlighting this exciting news and celebrating the achievements of our AP Scholars. Please confirm your attendance at the meeting by calling Mrs. Lillemoe at 203-736-5032 or via email at alillemoe@derbyps.org.

Thank you, and congratulations again on this well-earned honor!

Sincerely,

Jennifer Olson
Principal

AP[®]

CollegeBoard

NEHS

Advanced Placement Scholar By the College Board

February 19, 2026



Program Overview

Number of AP courses currently offered

Subjects/disciplines represented

Recent additions and planned expansions

How AP fits into the school's overall academic program and pathways

Alignment w/district strategic goals and college/career readiness priorities

Student Access & Enrollment

2024-2025 Results

Advanced Placement Teachers



Ms. Shea
AP Environmental Science



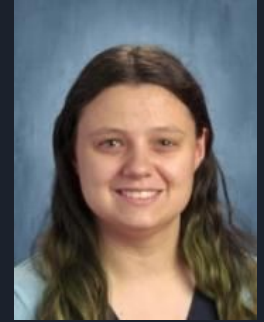
Mr. Bradshaw
AP Psychology



Mr. Butterworth
AP US Gov/ AP US History



Mr. Daly
AP Studio Art



Ms. King
AP Computer Science



Mrs. Silvestri
AP Language & Literature



Ms. Borges
AP Language & Composition



Mr. Salazar
AP Spanish



Ms. Chevarella
AP Seminar



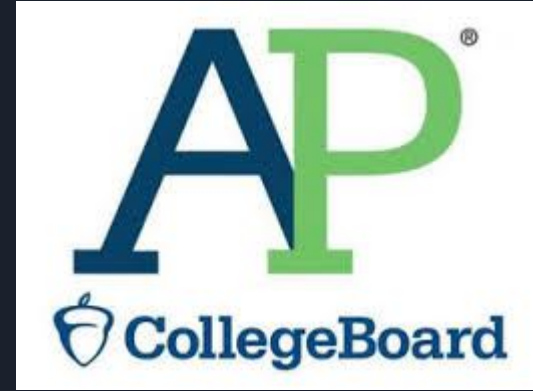
Mr. Moore
AP Calculus

Congratulations! Derby High School has earned Silver recognition on the 2025 AP School Honor Roll.

Class of 2025

AP School Honor Roll Metrics	Criteria				Your School ?	
	Bronze	Silver	Gold	Platinum	 SILVER Your school achieved all Silver criteria!	
College Culture ?	40%	50%	65%	80%	64% (41/64)	Silver
College Credit ?	25%	30%	35%	50%	36% (23/64)	Gold
College Optimization ?	2%	5%	10%	15%	16% (10/64)	Platinum

**Student
Recognition**



AP Scholars

**Kayla
Adams**

**Class of 2025
Attending Cairn
University**

Major: Criminal Justice



AP Scholar

**Gianna
Akter**

Class of 2025
Attending Mount
Holyoke College
Major: Neuroscience



AP Scholar

**Ferdinando
Amartey**

**Class of 2025
Attending University
Of Wisconsin**

Major: Biomedical
Engineering/Architecture



AP Scholar

**Raelynn
Harris**

**Class of 2025
Attending Western New
England University**

Major: Biology/Environmental
Science



AP Scholar

**Vanessa
Nguyen**

**Class of 2025
Attending Brown
University**

Major: Economics



AP Scholar

**Nicholas
Sheridan**

**Class of 2025
Attending
Purchase College**

Major: Economics



AP Scholar

**Cassandra
Silkoff**

Class of 2025
Attending
Suffolk University
Major: Psychology



AP Scholar

**Quintin
Simjouw**

**Class of 2025
Attending
Clarkson University**

Major: Data Science



AP Scholar

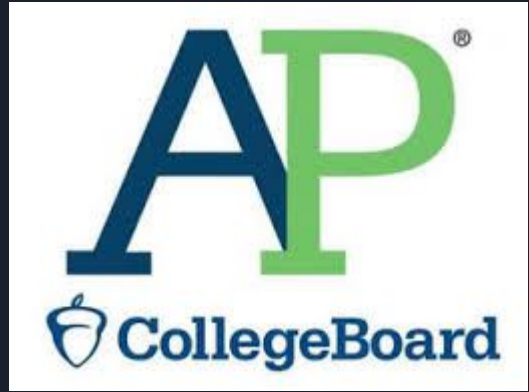
**Souzveen
Mekael**

Class of 2026



AP Scholar

**Student
Recognition**



**AP Scholars
With Honors**

**Kevin
McGuire**

Class of 2025

Attending

**Oberlin Conservatory of
Music**

Major: Music, Piano Performance



**AP Scholar
with Honors**

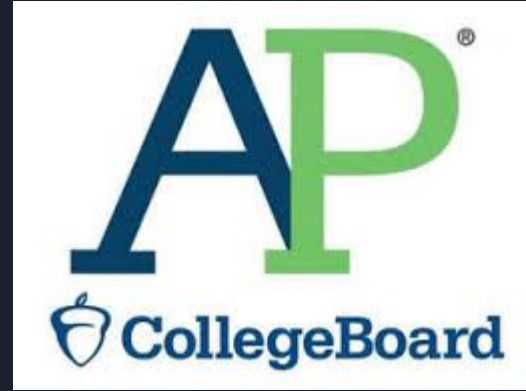
**Carter
Ruggiero**

Class of 2026



AP Scholar
with Honors

**Student
Recognition**



**AP Scholar
With Distinction**

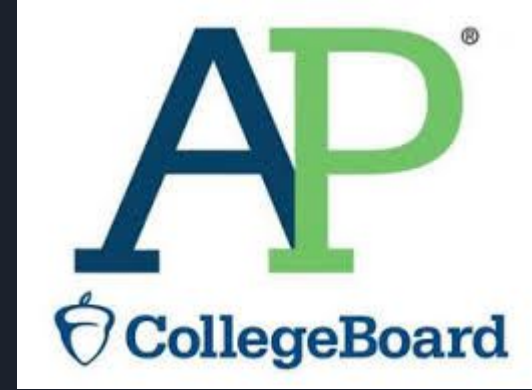
**Brianna
Kling**

Class of 2025
Attending
The Ohio State
Major: Exploratory



AP Scholar
with
Distinction

**Student
Recognition**



Earning 3+
On Exams

Grade 10* - Class of 2027



Kezia
Amartey



Luke
Camara



Sophia
Chajchic



William
Clark



Melanie
Fearon



McKeon
Gray



Sheahan
Gray



Alexandra
Karaleva



Ashlyn
Kish



Jake
Lebel



Ryan
Lebel



Julianne
Meagher



Keniel
Moya



Colton
Shields



Luca
Ventimiglia

Grade 11* - Class of 2026



Hailey Cartagena



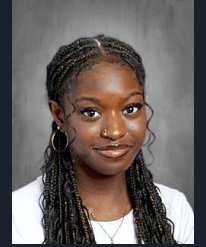
Donella Delija



Lazarae Delvalle



Jayson Drayton



Paige Elliot



Gavin Lagliva



Nedaat Masiat



Sara Poric



Sofia Rudus

Grade 12* - Class of 2025



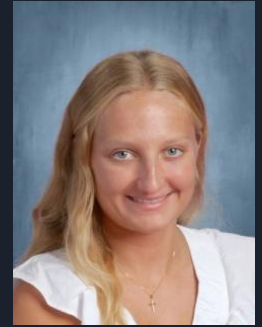
Samantha
Barillas Rivera



Seth Escalera



Nyasia Ferguson



Quinlan Gray



Joseph Izquierdo



Vincent Trinh



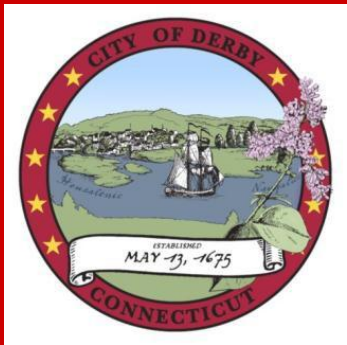
Benjamin Weitzler



Junior Alan Gatison
CHSCA Class S/SS All-State
Football - Defense



**Junior Joel Capelle
CHSCA Class SS All-State
Cross Country
Placed 7th at the State
Championship Meet**



National School Counseling Week

February 2 - 6, 2026



**Anat
Segal**

**Derby Middle School
Counselor**



**Brian
Natcher**

**Derby High School
Counselor**



**Jennifer
Ostrosk
y**

**Derby High School
Counselor**





National School Security Officer Day

February 15, 2026



**Thomas
Pjatak**

**District-wide
Lead School
Security Officer**



**Nick
Frager**

**Derby Middle School
School Security Officer**



**William
Serrano**

**Derby High School
School Security Officer**



**Andrew
Dunaj**

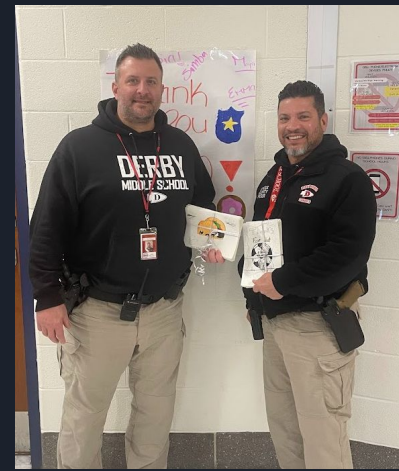
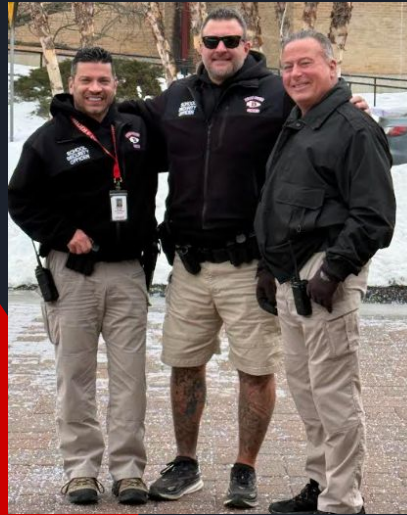
**Irving School
School Security
Officer**



**Frank
D'Amore**

**Bradley School
School Security
Officer**





DHS Program of Studies Updates Executive Summary



Presentation to the Board of Education

2/19/2026

Jennifer Olson, *Principal*; Ray Coplin, *Assistant Principal*
Brian Nutcher, Jennifer Ostrosky, *School Counselors*

Program of Studies Overview

- **Advanced Placement (AP) Courses (12)**
 - AP Art Studio
 - AP Literature and Composition
 - AP Language and Composition
 - AP Seminar
 - AP Spanish
 - AP Calculus
 - AP Music Theory
 - AP Environmental Science
 - AP United States Government and Politics
 - AP United States History
 - AP Psychology
 - AP Computer Science Principles

- **Dual Enrollment Classes **expanding partnerships***
 - Housatonic/CT State Community Colleges
 - E101 Composition
 - Benchwork
 - Blueprint Reading
 - Safety
 - Parametric Design
 - Metrology
 - Non-Credit Open Shop
 - Computer Numerical Control (CNC)
 - CNC Projects
 - Introduction to Machine Technology
 - Machine Technology Projects
 - Southern Connecticut State University
 - EDU 198 (Mastery-based diploma assessment)
 - College Readiness, Access, and Success
 - Career Development and Job Readiness
 - UCONN
 - ART 1030 - Drawing I
 - ILCS 3239 - Italian Composition I
 - ILCS 3240 - Italian Composition II
 - HIST 1300 - Western Traditions before 1500 **pending instructor approval*
 - ECDI 1100 - If You Love it, Teach It
 - EDLR 2001 - Contemporary Social Issues in Sport
 - ENG 1007 - Seminar in Studio in Academic Writing **pending instructor approval*
 - MATH 1030Q - Elementary Discrete Mathematics
 - BUSN 2235 - Personal Financial Literacy
 - EPSY 1100 - Introduction to Special Education
 - NRE 100E - Environmental Science **pending course materials approval*
 - MARN 1001E - The Sea Around Us
 - SOCI 1001 - Introduction to Sociology **pending instructor approval*

- Career Credentials **expanding partnerships*
 - CNA Certificate
 - Red Cross Basic First Aid Certification

- Art Classes: 14
- Business Classes: 5
- Health Classes: 4
- Technology Education: 15
- English Core Classes & Electives: 16
- Math Core Classes & Electives: 11
- Music Classes: 8
- Physical Education: 5
- Science Core Classes & Electives: 16
- Social Studies Core Classes & Electives: 20
- Education Classes: 3
- World Language: 11
- New Courses for 2026-2027 (13)

Allied Health



Griffin Health Nursing Assistant (CNA) Program

This program is a collaboration between Derby High School and Griffin Hospital School of Allied Health Careers. Derby High School students attend classes at Griffin Hospital with certified instructional staff. Courses will run after school. They also participate in a clinical setting in the final week of the program at Bishop Wicke Health Center in Shelton.

Transportation will be available through Valley Transit. Students enrolled in the program will earn Derby High School credit and will be eligible to sit for the Nursing Assistant (CNA) exam.

CERTIFIED NURSING ASSISTANT COURSE (Independent Study) GRADE 11-12 .5 credits Course #3621

Course content includes infection control, legal and ethical responsibilities, communications, body mechanics, moving and positioning residents, personal care skills, nutrition, measuring vital signs, and restorative care. Successful completion of the course and clinical experience qualifies a student to take the state exam for certification as a Nursing Assistant in Connecticut. Students will then complete the Principles of Health Science course via APEX Learning for the remainder of the semester to fulfill the requirements of the program and earn full credit.

Business

UCONN – BUSN 2235: Personal Financial Literacy .5 Credit/3 UCONN ECE credits Course #TBA

Introduction to essential topics in personal finance for individuals and entrepreneurs. Financial literacy, personal finance topics including recordkeeping, budgeting, risk, insurance, credit, purchasing decisions, savings/investment options, income taxation of individuals and small businesses, and retirement savings.

Prerequisite: Successful completion of two years of high school mathematics is required.

English

Pending Instructor Approval

UCONN - ENG 1007: Seminar and Studio in Academic Writing and Multimodal Composition - GRADE 11-12 1 credit /3 ECE credits

Course #TBA

College composition through multiple forms of literacy, including rhetorical, digital, and information literacies necessary for twenty-first-century contexts. The development of creatively intellectual inquiries through sustained engagement with texts, ideas, and problems. Emphasis on transfer of writing and rhetorical skills to academic and daily life. ENGL 1007 includes a built-in one-credit studio component.

Prerequisites: Eligibility Guidelines: Successful completion of two years of high school English is required.

THEMATIC LITERATURE: CRIME & MYSTERY (CP)

GRADE 11-12 .5 credit

Course #TBA

Mysteries & Motives is an English elective that invites students to investigate how writers create suspense, craft complex characters, and explore the darker corners of human behavior. Through a mix of

classic whodunits, contemporary mysteries, true crime narratives, and multimedia texts, students will analyze how authors use evidence, point of view, pacing, and rhetoric to keep readers questioning until the very end. They will examine the moral and ethical questions behind true crime storytelling and consider why the genre remains so culturally compelling.

WORLD MYTHOLOGY LITERATURE (CP) GRADE 10-12 .5 credit

Course #TBA

In World Mythology Literature, students dive into the stories cultures have created to explain the universe, express values, and understand the human experience. They examine universal archetypes, compare heroic journeys, and discover why these timeless tales continue to captivate us. Students also explore how global myths influence modern books, films, and popular culture, uncovering the enduring power of these stories in shaping the world around us.

Math

UCONN – MATH 1030Q: Elementary Discrete Mathematics .5 Credit/3 UCONN ECE credits

Course #BA

Topics chosen from discrete mathematics. May include counting and probability, sequences, graph theory, deductive reasoning, the axiomatic method and finite geometries, number systems, voting methods, apportionment methods, mathematics of finance, number theory.

Prerequisites: Successful completion of one year of pre-calculus is recommended.

Drama/Theater

THEATER DESIGN & PRODUCTION (CP) GRADE 10-12 .5 credit

Course #TBA

This course is designed for students interested in the behind-the-scenes work that brings a theater production to life. Students will explore various aspects of stagecraft, including the features of a theater stage in general and our own auditorium specifically. The course emphasizes the principles of set design, props, costumes, choreography, lighting, and sound. Students will also gain hands-on experience building and painting sets for the Derby High School spring musical.

Music

- No New Courses in 26-27

Physical Education

- No New Courses in 26-27

Science

UCONN – MARN 1001 E: The Sea Around Us **1 Credit/3 UCONN ECE credits**

Replaces DHS Marine Science

Course #TBA

The relationship of humans with the marine environment. Exploitation of marine resources, development and use of the coastal zone, and the impact of technology on marine ecosystems.

Prerequisite: Biology, Chemistry (can be taken concurrently).

Pending Instructor Approval

UCONN – NRE 1001E: Environmental Science **1 Credit/3 UCONN ECE credits**

Replaces AP Environmental Science

Course #TBA

NRE 1000E is an introductory Environmental Science course for UCONN Early College Experience students, covering core environmental concepts like human population, ecological principles, biodiversity, resource conservation (soil, water, forests), pollution, water management, and wildlife, emphasizing problem-solving and critical thinking through lectures, labs, and field studies. The course provides an interdisciplinary overview of environmental issues and how humans interact with and can address them, focusing on scientific understanding and practical application.

Social Studies

Pending Instructor Approval

UCONN – SOCI 1001: Introduction to Sociology **.5 Credit/3 UCONN ECE credits**

Replaces DHS Sociology (H)

Course # TBA

Modern society and its social organization, institutions, communities, groups, and social roles: the socialization of individuals, family, gender, race and ethnicity, religion, social class, crime and deviance, population, cities, political economy, and social change.

Prerequisites: Successful completion of at least one year of a high school history or social studies course or instructor consent is recommended.

LOCAL, STATE & US HISTORY (Connecting Derby's Past, Present and Future to our Nation)

Course #TBA

Students in this new local history elective explore the impact of the past, present, and future of Derby, Connecticut through primary sources, oral histories, and local records. The course connects community stories and developments to broader Connecticut and United States history, helping students understand how local events both shape and reflect state and national trends in government, economics, and society. Students examine how municipal governance operates within state and federal systems, analyze community change over time, and engage in civic inquiry and problem-solving around current local issues. Through authentic, community-connected projects, students build civic knowledge and participation skills while linking their work to milestone anniversaries.

Education

UCONN – EDCI 1100: If You Love It, Teach It

.5 Credit/3 UCONN ECE credits

Course #TBA

This is an educational foundations survey course for those who are interested in learning more about the landscape of K12 education and how to connect their passions to it. If You Love it, Teach It engages students interested in working in K12 settings in studies about teaching, learning, and schooling in the United States. It explores teaching and learning as processes that can relate to personal passions as well as how those passions are shaped, cultivated, or denied in different educational contexts. Course topics will include introductions to historical, philosophical, and social foundations of education, as well as how those foundations and personal passions relate to teaching as a profession, school organization, educational reform, and the reimagining of educational futures.

UCONN – EDLR 2001: Contemporary Social Issues in Sport

.5 Credit/3 UCONN ECE credits

Course #

This course examines issues, challenges, opportunities and constraints within the domain of sport. The course will explore socio-cultural, economic, political and other related issues in sport. Students will locate sport as a social institution, and as such, examine the impact of sport in American culture and how American culture impacts sport. The course will cover sport at the youth, intercollegiate, professional and international level, considering how sport at these levels is differently experienced by individuals, communities, organizations, and broadly by society. Students will also engage in discussion of issues in sport relative to gender, race(ethnicity), differing physical and intellectual ability, sexual identity, and gender identity.

UCONN – EPSY 1100: Introduction to Special Education

.5 Credit/3 UCONN ECE credits

Course #

Special education services in American education, including various exceptionalities and the roles of professionals.

Enrichment Experience

Students participating in the DHS Education classes will have the opportunity to participate in the Educators Rising Program. EdRising state/regional/area events in the fall or winter



Learning Pathways

At Derby High School, we know that there is a variety of post-graduation opportunities for students. Due to the variety of student interest, we have created pathways for students to follow that helps to align their plan of study with their areas of interest. Students don't need to pick one, but can elect to join a pathway that aligns with their future plans or area of passion.

Meet your graduation requirements while also adding a focus area for your future!



PATHWAYS



BUSINESS MANAGEMENT & ADMINISTRATION

- Accounting I
- Personal Finance & Financial Literacy
- Entrepreneurship
- Cooperative Work Experience
- Public Speaking
- Current Events
- Graphic Design
- Computer Science Principles (AP)



DIGITAL MEDIA

- Video Production I
- Video Production II
- Graphic Design
- Media Literacy
- Digital Photography I
- Advanced Digital Photography & Processes (H)
- Computer Science Principles (AP)
- Current Events



HEALTH SCIENCES

- Health & Safety
- Community Health and Safety
- Nutrition
- Anatomy or Anatomy & Physiology (H)
- Biology or Biology (H)
- Psychology
- Sociology
- Personal Fitness & Weight Training



FINE ARTS

- Introduction to Art
- Ceramics/ Sculpture I
- Drawing & Painting I
- Advanced Art I
- Advanced Art II
- Digital Photography
- AP Studio Art
- ECE Drawing



EDUCATION

- Public Speaking
- Media Literacy
- Creative Writing
- Writing Lab
- Cooperative Work Experience
- AP Seminar
- If You Love it, Teach It
- Introduction to Special Education



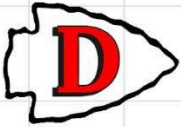
CAREER & TECHNICAL EDUCATION

- Cooperative Work Experience
- Technology Education I
- Building & Construction I
- Wood Technology I
- Engineering I
- Personal Finance
- Public Speaking
- Entrepreneurship



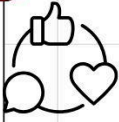


PATHWAYS



COMMUNICATION

- Journalism
- Current Events
- Public Speaking
- Sociology
- Psychology
- Enterprise Production
- English Composition
- Writing Lab



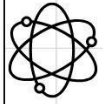
LAW/JUSTICE

- US Government and Politics (AP)
- US Government: The Legal System (H)
- Forensics
- Sociology
- Mysteries & Motives: Investigating Crime in Literature
- Psychology
- Military History
- Current Events



THE SCIENCES

- Marine Science
- Environmental Science (AP)
- Integrated Earth and Physical Science
- Astronomy
- Physics
- Chemistry
- Biology
- Anatomy or Anatomy & Physiology (H)



PERFORMING ARTS

- Band (CP or H)
- Choir (CP or H)
- AP Music Theory
- Music Appreciation
- Drama & Theatre
- Media Literacy
- Public Speaking
- Creative Writing



CNA PROGRAM

- Biology
- Anatomy or Anatomy & Physiology (H)
- Public Speaking
- Psychology
- Sociology
- CNA Program through Griffin Hospital



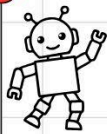
LANGUAGE

- Either Spanish or Italian I
- Either Spanish or Italian II
- Either Spanish or Italian III
- Either Spanish or Italian IV or ECE Class
- Level I or II of a Second Language
- Public Speaking
- Creative Writing
- Journalism



STEM

- Computer Science
- Technology Education I
- Engineering/Architectural Drafting
- Physics
- Chemistry
- Elementary Discrete Mathematics
- Algebra II
- Geometry



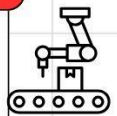
SPORTS & SOCIETY

- Sports & Society
- Physical Education I
- Physical Education II
- Personal Fitness & Weight Training
- Health & Safety
- Nutrition
- Anatomy or Anatomy & Physiology (H)
- Contemporary Social Issues in Sport



MANUFACTURING

- Benchwork
- Blueprint Reading
- Safety
- Parametric Design
- Metrology
- Non-Credit Open Shop
- Computer Numerical Control
- CNC Projects
- Introduction to Machine Technology
- Machine Technology Projects



DERBY HIGH SCHOOL



2026-2027



PROGRAM OF STUDIES



DERBY PUBLIC SCHOOLS

Derby Public Schools Board Of Education

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

Derby High School Administration

Principal

Mrs. Jennifer Olson

Assistant Principal

Mr. Ray Coplin

Supervisor of Special Education

Mr. Michael Giordano

Director of Athletics

Ms. Jennifer Moffat, CMAA

Department Coordinators

English..... Mrs. Kristin Silvestri
Mathematics..... Mr. David Chevarella
Science..... Ms. Jennifer Shea
Social Studies..... Mr. Matthew Bradshaw
Student Success..... Mrs. Carlin Ali



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 HIGH SCHOOL



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

Mission Statement	6
Derby High School Portrait of a Graduate	6
Equal Opportunity Non-Discrimination	6
Student Success (Meet the Team)	7
Introduction to the Program of Studies	8
Student Success Planning and Naviance	9
Course Levels	9
Building A Competitive Transcript for College Admissions	9
Derby High School Diploma Requirements	10
Electronic Course Selection Process Using PowerSchool	11
Freshman Academy	11
Sample Course Planning Form	11
Grading	12
Exams (Midterms & Finals)	12
Rank in Class and Quality Point Average (QPA)	13
Report Cards	14
Promotion to Next Grade Level/Acceleration Grades 9 - 12	14
Credit Recovery/Summer School	14
Assessments/ Measures of Academic Progress	14
Helping Students Succeed: When to See Your School Counselor	15
Changes in Student Schedules	15
Protocol for Adding/Dropping a Course	15
Grading Procedure for Dropped Courses	16
Policy on Waivers of Level	16
Independent Study	16
Sports Eligibility	17
NCAA Eligibility Rules and Academic Requirements	17
Annual Student Recognition and Awards	18
Celebration of the Arts: Drama & Theater	19
Derby High School Course Offerings	20
Art	20
Business	22
English	23
World Language	27
Mathematics	29
Music/Performing Arts	32
Physical Education/Health	33
Science	35
Social Studies	38

Social Studies Electives	40
Technical Education	42
Education	45
Online Courses	46
Dual-Credit Courses	46
CT State Community College Advanced Manufacturing Program	46
UConn Early College Experience (ECE) Courses	48
CT State Community College Courses	51
Southern Connecticut State University: EDU 198 Courses	51
Appendix I: College & Career Pathways	53

A Message From the Principal

Dear Derby High School Students and Families,

Welcome to the Derby High School 2026–2027 Program of Studies! This guide is designed to help you explore course options and plan a personalized high school experience that is both challenging and rewarding. Thoughtful course selection plays an important role in shaping a well-rounded high school journey and preparing for future college and career opportunities. We hope you find this resource clear and helpful as you make your academic plans.

Derby High School is proud to offer a strong, high-quality curriculum in English, mathematics, social studies, and science, along with a wide variety of electives in the arts, music, world languages, and career and technical education. These courses give students opportunities to explore interests, build skills, and discover new passions beyond the core subjects. To support diverse learning needs and goals, DHS provides multiple course levels, including College Prep, Honors, Advanced Placement, and Early College Experience. In 2025, Derby High School earned recognition on the College Board’s AP Honor Roll, highlighting our commitment to expanding access to rigorous coursework and supporting student success in Advanced Placement classes. This honor reflects the hard work and dedication of our students, teachers, and counselors and our shared culture of academic excellence.

As you review the course offerings, we encourage you to choose classes that both challenge and excite you. Take time to review prerequisites and graduation requirements, and plan a schedule that supports your goals and interests. Student-athletes should also stay informed about NCAA eligibility requirements when selecting courses.

Course selection will take place online through PowerSchool, giving students and families an active role in building each student’s academic plan. Our school counselors are available throughout the process to answer questions and provide guidance. Additional details and step-by-step instructions will be shared by the counseling department in the coming weeks.

Please review this booklet carefully and talk through your choices with your teachers, counselor, and family members. The decisions you make now help shape your future path. We also encourage every student to get involved beyond the classroom through clubs, athletics, student government, the arts, and community service. These experiences enrich school life, build leadership skills, and create lasting connections.

The administration, faculty, and staff at Derby High School are committed to supporting you every step of the way and look forward to a successful and fulfilling school year ahead.

Sincerely,



Jennifer Olson
Principal, Derby High School

Mission Statement

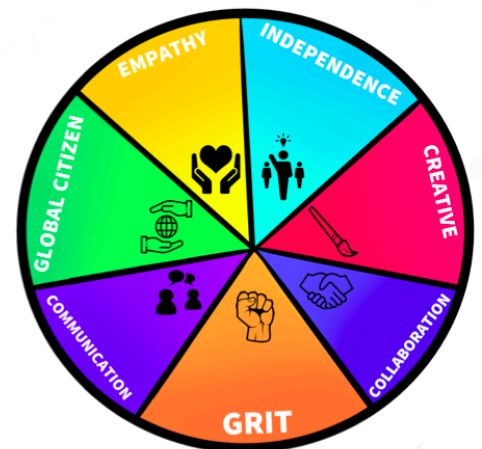
Derby High School pursues academic achievement, promotes creative and critical thinking, encourages proper behavior, and fosters responsible citizenship.

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*





Equal Opportunity Non-Discrimination

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: Angela Milewski or Michael Giordano, Compliance Officers, Central Office, 35 Fifth Street, Derby, CT 06418, Telephone: 203-736-5027.

Student Success (Meet the Team)

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

	<p>Mrs. Jennifer Olson Principal jolson@derbyps.org x-2310</p>		<p>Mr. Ray Coplin Assistant Principal rcoplin@derbyps.org x-2311</p>
	<p>Mrs. Angela Lillemoe Administrative Assistant alillemoe@derbyps.org x-2308</p>		<p>Mr. Michael Giordano Special Education Supervisor mgiordano@derbyps.org x-3440</p>
	<p>Ms. Jenn Moffat Athletic Director jmoffat@derbyps.org x-2324</p>		<p>Mr. Victor Maldonado Student Affairs Administrative Assistant vmaldonado@derbyps.org x-2313</p>
	<p>Mr. Brian Nutcher School Counselor (A-L) Section 504 Case Manager bnutcher@derbyps.org x-2314</p>		<p>Mrs. Jennifer Ostrosky School Counselor (M-Z) Section 504 Case Manager jostrosky@derbyps.org x-2315</p>
	<p>Ms. Jennylee Hoffman Student Affairs College & Career Paraeducator jehoffman@derbyps.org x-2317</p>		<p>Ms. Karen Ference School Psychologist kference@derbyps.org x-2335</p>
	<p>Ms. Erin Gregoire, R.N. School Nurse egregoire@derbyps.org x-2309</p>		<p>Ms. Nichole McKitty Social Worker nmckitty@derbyps.org x-2370</p>
	<p>Mrs. Carlin Ali Freshman Academy Coordinator nmckitty@derbyps.org -2370</p>		<p>Mrs. Jamie Bartone Attendance jbartone@derbyps.org x-2307</p>

Introduction to the Program of Studies

We are excited to begin the course selection process with you for the 2026-2027 school year! As your School Counselors, we're here to help guide you in planning your four-year program of study. Each year, you will meet with your counselor individually to select courses that are aligned with your future goals, whether that's college, a career, or something else entirely. Parents are also welcome to participate in the course selection process to support you and help with the post-secondary planning.

Remember, the choices you make now will shape your academic path and your future. So, before diving into course selection, take some time to reflect on these important questions:

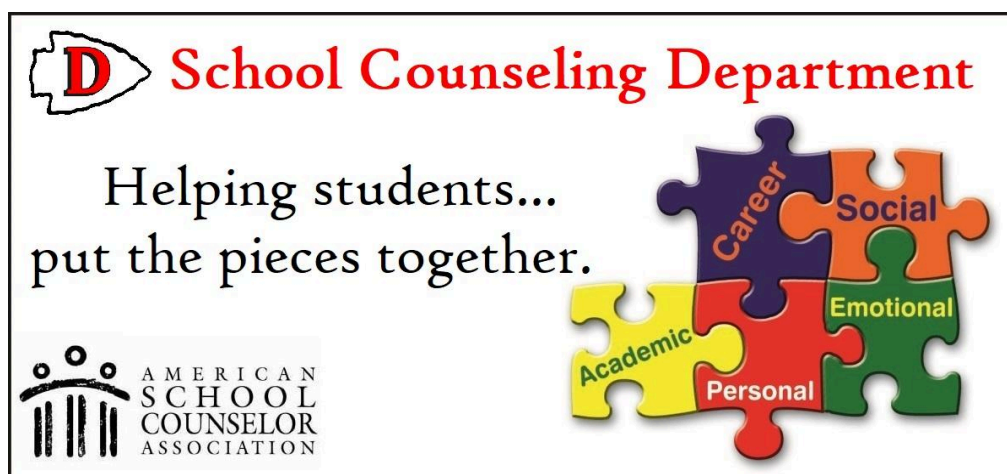
1. How well have I been doing in school?
2. In what subjects have I been particularly interested?
3. What courses must I take to meet graduation requirements?
4. What are my post-high school plans? Are there any special requirements for admissions to a school or program I am interested in attending?
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 might feel overwhelming at first—and that's okay! Take your time and make sure you talk to people who can offer guidance, such as your parents/guardians, teachers, counselors and even professionals from colleges, businesses and industries you're considering. 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. We're here to support you every step of the way. Best wishes for a successful school year and an exciting course selection experience!

Sincerely,

Mr. Nutter, School Counselor (Last Names A-L) bnutter@derbyps.org

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



Student Success Planning and Naviance

The Student Success Plan (SSP) is a personalized, student-driven plan that supports each student's needs and interests while helping them stay engaged in school and prepare for college and careers. It guides goal-setting in academic, social, emotional, and physical growth. SSPs and related records are maintained electronically and can follow students across schools and districts.

Derby High School uses Naviance to support college and career readiness. Students work with Naviance during Advisory to research colleges, careers, scholarships, and programs; complete career and personality assessments; set goals; and manage postsecondary planning tasks such as transcript and recommendation requests. Naviance also helps students align course selections with their long-term plans.

Course Levels

Derby High School offers courses at different levels in order to provide for the needs of all students. Not all courses are offered at each level. The proper placement of students in courses helps students challenge themselves and reach their fullest potential. Counselors and teachers recommend levels to students based on their past performance, teachers' assessments of students' classwork, 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): These courses provide challenging, in-depth instruction and require strong academic performance and study skills. Students who earn an 83 or higher in their current honors course may be recommended for the next honors level course. Students in college prep classes need a 93 or higher average to move into honors. Students who do not meet these benchmarks may request enrollment by completing a Course Waiver Form and meeting with their school counselor. Placement decisions are based on prior performance, achievement, and test data.

Advanced Placement (AP)/ Early College Experience (ECE): These courses are designed for students who are ready for a higher level of academic challenge. These classes are taught at a college-level pace and require strong study skills, consistent effort, and high-quality work. Students in AP courses prepare for a national AP exam, and ECE courses follow a college-approved curriculum. Depending on performance and program requirements, students may earn both high school credit and college credit.

Building A Competitive Transcript for College Admissions



Students are encouraged to use planning tools to understand the requirements for their intended college and career paths, with particular attention to science, math, and world language coursework. College-bound students should carefully select their academic programs to build a strong and competitive transcript for admissions. While Derby High School graduation requirements ensure a well-rounded education, individual colleges and specialized programs often have different expectations and place significant weight on the overall rigor of a student's coursework. We strongly encourage students to research program-specific expectations early and plan their course selections accordingly.

Derby High School Diploma Requirements



Commencing with classes graduating in 2027, and each graduating class thereafter, the Board of Education adheres to the State requirement permitting any high school student to be granted a diploma upon satisfactorily completing a minimum of 25 credits, including no fewer than:

Cluster	Subject Areas	Credits
Humanities	<ul style="list-style-type: none"> ● English <ul style="list-style-type: none"> ➤ Includes not fewer than 4 English Credits: English I, II, III, IV Required ● Social Studies <ul style="list-style-type: none"> ➤ Includes not fewer than 3 Social Studies credits including Civics (or AP US Government), United States History ● Fine Arts <ul style="list-style-type: none"> ➤ Includes a required 0.5 credits in Art or Music ● Personal Finance <ul style="list-style-type: none"> ➤ Includes a required 0.5 credits in personal financial management and financial literacy. ● Humanities Elective <ul style="list-style-type: none"> ➤ Includes courses in English, Social Studies, and Fine Arts 	9.0
STEAM	<ul style="list-style-type: none"> ● Mathematics <ul style="list-style-type: none"> ➤ Includes not fewer than 3 Math credits including Algebra I & Algebra II ● Science <ul style="list-style-type: none"> ➤ Includes not fewer than 3 Science credits including Biology and Chemistry ● STEAM Elective <ul style="list-style-type: none"> ➤ Includes courses in Science, Technology, Engineering, Practical Arts, & Mathematics 	9.0
Physical Education/ Health	<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 initial 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

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.

Electronic Course Selection Process Using PowerSchool

Once student’s course requests have been processed, they will be visible on the PowerSchool Parent Portal. If any changes or corrections are needed, please contact your student’s counselor directly. Please remember that these are **course requests**, not finalized schedules. While we do our best to honor all selections, there is **no guarantee** that every request can be met. We encourage all students to challenge themselves by selecting the most rigorous courses appropriate for their abilities. Colleges consistently look for applicants who have taken strong, comprehensive schedules—especially in core academic areas—and who have gone beyond the minimum graduation requirements

Freshman Academy

Derby High School’s Freshman Academy is designed to help students make a smooth and successful transition from middle school to high school. Through a team-teaching approach, teachers work closely together to support students across their core classes, reinforce academic expectations, and build strong learning habits. The Academy also gives students a smaller, more connected learning community so they feel supported both academically and socially. Freshmen are enrolled in five core classes that typically include: English I, Algebra I, Integrated Science, Modern World History, Freshman Seminar, Health. Students can select a world language (Spanish or Italian) and one credit of electives.

Sample Course Planning Form

The following form is included to assist you in planning your four year program at Derby High School.

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) AP English Language and Composition	English IV (CP, H, ECE) AP English Language and Composition
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) Finite Math (CP)

History			
Modern World History (CP or H)	Civics (CP or H) OR U.S. Gov & Politics (AP) One of the above required for graduation	United States History (CP, H, or AP)	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)	Chemistry (CP or H) Anatomy & Physiology (CP)/(H) Physics (H)	Chemistry (CP or H) Anatomy & Physiology (CP)/(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 Spanish IV (H) Spanish V (H) Spanish (AP)
Health & Physical Education			
Health & Safety (CP) Freshman Seminar (CP)	Physical Education I & II (CP)		
Mastery Based Diploma Assessment			
		Mastery-Based Diploma Assessment Graduation Requirement	Mastery-Based Diploma Assessment Graduation Requirement
Electives			
Students will need to enroll in additional elective courses to satisfy their graduation requirements			

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 203-736-5036.

Exams (Midterms & Finals)

Exams are administered in January and June and are 90 minutes long. All students must take exams unless they are seniors with a 90 average for three quarters, who may be exempt from final course exams. Semester grades are calculated as Q1 (2/5), Q2 (2/5), and the exam (1/5); final course grades are based on the average of the two semester grades. Students must take exams on their scheduled dates. Any conflicts require an approved exam date change form, and absences require written documentation to qualify for 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.



DERBY HIGH SCHOOL QUALITY POINT SYSTEM



Letter Grade	Grade	AP/ECE	Honors	College Prep	Letter Grade	Grade	AP/ECE	Honors	College Prep
A+	100	17	15	13	C+	79	12.8	10.8	8.8
	99	16.8	14.8	12.8		78	12.6	10.6	8.6
	98	16.6	14.6	12.6		77	12.4	10.4	8.4
	97	16.4	14.4	12.4	C	76	12.2	10.2	8.2
A	96	16.2	14.2	12.2		75	12	10	8
	95	16	14	12		74	11.8	9.8	7.8
	94	15.8	13.8	11.8		73	11.6	9.6	7.6
	93	15.6	13.6	11.6	C-	72	11.4	9.4	7.4
A-	92	15.4	13.4	11.4		71	11.2	9.2	7.2
	91	15.2	13.2	11.2		70	11	9	7
	90	15	13	11	D+	69	10.8	8.8	6.8
B+	89	14.8	12.8	10.8		68	10.6	8.6	6.6
	88	14.6	12.6	10.6	D	67	10.4	8.4	6.4
	87	14.4	12.4	10.4		66	10.2	8.2	6.2
B	86	14.2	12.2	10.2	D-	65	10	8	6
	85	14	12	10	Transfer D	64	0	0	0
	84	13.8	11.8	9.8		63	9.8	7.8	5.8
	83	13.6	11.6	9.6	Transfer D -	62	9.6	7.6	5.6
B-	82	13.4	11.4	9.4		61	9.4	7.4	5.4
	81	13.2	11.2	9.2		60	9.2	7.2	5.2
	80	13	11	9	Transfer F	0-64	0	0	0

*64 is a failing in Derby; All grades below 65 are not given Quality Points

*Transfer students who have passed a subject in the 60–64 range will be given equivocal Quality Points

Report Cards

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**. Report Cards are available on the PowerSchool Parent Portal.

Promotion to Next Grade Level/Acceleration Grades 9 - 12

A high school diploma is awarded upon successful completion of **25 total credits**. Students in grades 9–11 are required to take a minimum of **6 credits per year**. Promotion to the next grade level is based on the number of credits earned, as outlined below:

- **Grade 10:** at least 6 earned credits
- **Grade 11:** at least 12 earned credits
- **Grade 12:** at least 18 earned credits
- **Graduation:** at least 25 earned credits

Students must meet both credit and course requirements to be eligible for graduation.



Credit Recovery/Summer School

Students may be recommended for the summer program if they fail a course with a final average within **10 points of the passing grade** (for example, a 55–64 when 65 is passing). Students with a grade more than 10 points below passing may be considered **only with teacher recommendation**.

Additional summer school guidelines include:

- Students may make up **no more than two courses** in the summer program.
- **No more than two absences** are allowed; three tardies count as one absence. Exceeding this limit results in loss of credit.
- Credit is awarded only if the student earns at least a **C average (or equivalent)** in the summer course.
- Upon successful completion, the original failing grade is replaced with a **65**.

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.
- **Next Generation Science Standards (NGSS)** Students in grade 11 will take the Science portion of the NGSS test in the Spring.. This test measures knowledge of Life, Physical and Earth Science.

- **The Connecticut Physical Fitness Assessment** Students are evaluated using age and gender appropriate standards in four components of fitness including: aerobic endurance, flexibility, upper body strength and endurance, and abdominal muscle strength and endurance.
- **Advanced Placement (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.



Helping Students Succeed: 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. The final decision will be made by the administration.

** Requests that involve a LEVEL CHANGE require completion of the [Course Level Change Request 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:

- 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.

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.



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.

NCAA Eligibility Rules and Academic Requirements

If you want to compete at an NCAA Division I or II school, you must register with the Eligibility Center and meet academic and amateurism standards set by NCAA members.

Division I Academic Standards	Division II Academic Standards
Earn 16 NCAA-approved core-course credits in the following areas: <ul style="list-style-type: none"> ● Four years of English. ● Three years of math (Algebra 1 or higher). ● Two years of science (including one year of lab, if offered). ● One extra year of English, math or science. ● Two years of social science. ● Four additional years of English, math, science, social science, world language, comparative religion or philosophy. 	Earn 16 NCAA-approved core-course credits in the following areas: <ul style="list-style-type: none"> ● Three years of English. ● Two years of math (Algebra 1 or higher). ● Two years of science (including one year of lab, if offered). ● Three extra years of English, math or science. ● Two years of social science. ● Four additional years of English, math, science, social science, world language, comparative religion or philosophy.
Complete your 16 NCAA-approved core-course credits in eight semesters from your initial start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.	Earn a minimum 2.2 core-course GPA.
Meet the 10/7 requirement by completing 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester.	
Earn a minimum 2.3 core-course GPA.	

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 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.
Top 10 Breakfast	Celebrates the students with the highest GPAs in the graduating class. Each honored student is invited to select a teacher from any point in their Derby education who made a meaningful impact on their journey to attend with their families.
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 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
Derby-Shelton Rotary Club Student Scholarship Luncheon	Recognizes a student who shows promise and demonstrates community service and participation in extracurricular activities

Celebration of the Arts: Drama & Theater

Derby High School is proud to bring our stage to life through our growing Drama & Theater program. The program launched in Spring 2024 with *Aladdin! The Musical*, and continued in Spring 2025 with *High School Musical*, showcasing the talent and dedication of our students. Students gained hands-on experience both on stage as cast members and behind the scenes as part of the technical crew, learning about lighting, sound, set design, and prop and scenery construction. The program continues to build creative skills, teamwork, and confidence while giving students meaningful opportunities to shine and tell stories through performance.



Derby High School's 2024 spring production of *Aladdin!*



Derby High School's 2025 spring production of *High School Musical*.

Derby High School Course Offerings

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



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/SCULPTURE 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/SET DESIGN I (CP)

GRADE 10-12

.5 credit

Course #1831

Building off skills learned from Introduction to Art, students will explore the use of space, line, color, scale, light and shadow. Special emphasis will be placed on visual communication skills including drawing,

rendering, painting and model making. Additionally, students will learn and apply the techniques involved in the design and fabrication of sets and props for various school theatrical and musical productions.
Prerequisite: Introduction to Art.

DRAWING AND 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 (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: English teacher approval and/or Graphic Design teacher approval.

DESKTOP PUBLISHING/YEARBOOK II (H) GRADE 12 1 credit

Course # 1901

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: Desktop Publishing I, English teacher approval and/or Graphic Design teacher approval.

DIGITAL PHOTOGRAPHY (CP) GRADE 9-12 .5 credit

Course # 1893

This course introduces students to the fundamentals of digital photography and prepares them to develop both technical skills and artistic vision. Students learn essential camera functions and controls while exploring composition, lighting, and the elements and principles of art through a variety of guided assignments. The course also introduces photographic editing and manipulation techniques, moving from basic adjustments to more advanced editing and creative processes. Students examine the history and genres of photography and explore how traditional and contemporary techniques influence current practice. Emphasis is placed on visual storytelling, critique, and the development of technical vocabulary and analytical skills to communicate ideas about photographic work. Students may use a smartphone camera or point-and-shoot camera; access to editing software will be provided.

AP STUDIO ART (AP) GRADE 10-12 1 credit

Course # 05171

AP Art and Design is an introductory college-level art course. Students refine and apply skills and ideas they develop throughout the course to produce a portfolio of work based on an investigative question of their choosing. Students will pick one of three portfolios below:

Prerequisite: Introduction to Art and two other Art courses at DHS or teacher approval

Section options:

- 2D Studio Art - any paper or digital artwork
 - A focus on any two-dimensional medium or process.
 - Includes digital media and photography in addition to traditional art mediums such as drawing, painting, printmaking, and mixed media.
 - Emphasis on design, principles of design, elements of art, composition, and laying out visual elements.
 - If you are considering graphic design, architecture, interior design, or similar college majors, this portfolio is for you.
- Drawing & Painting - mark-making, shadowing techniques
 - A focus on two-dimensional and on non-digital art forms.
 - Photography and digital manipulation can be MINIMALLY included.
 - Focus on traditional artmaking methods such as drawing, painting, printmaking, and mixed media.
 - Emphasis on mark-making, composition, surface manipulation. use of value to create shadows, highlights, and depth.
 - If you are considering a more traditional studio major or view your style as “painterly” or similar, this portfolio is for you.

UCONN ART 1030 - Drawing I

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 or 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. **Requires teacher approval**



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.

PERSONAL FINANCE & FINANCIAL LITERACY (CP)

GRADE 9-12 .5 credit

Course #2649

Financial Literacy is a required half-year course that will introduce students to the world of money

management. They will learn what to do with their money and consider their financial options and responsibilities, and the consequences of mismanaged finances. Students will explore topics such as: taxes, saving and investing, checking accounts, and budgeting, types of credit and managing credit, paying for college, insurance, behavioral finance, and financial pitfalls to provide students the tools needed for financial independence.

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 Personal Finance 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.

UCONN – BUSN 2235: Personal Financial Literacy

.5 Credit/3 UCONN ECE credits

Course # TBD

Introduction to essential topics in personal finance for individuals and entrepreneurs. Financial literacy, personal finance topics including recordkeeping, budgeting, risk, insurance, credit, purchasing decisions, savings/investment options, income taxation of individuals and small businesses, and retirement savings. **Prerequisite: Successful completion of two years of high school mathematics is required.**



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 (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 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 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 (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 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 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 (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 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 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 (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.

ENGLISH IV (H)**GRADE 12 1 credit/CT State 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.**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.

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

Course #4321

An introductory college-level composition course with an emphasis on core readings along with modern and contemporary selections that highlight and expand upon a variety of themes. Students practice their writing through various timed essays, which are revised numerous times, as well as lengthier essays that require

outside research and MLA formatting. Students also practice oral communication skills, through poetry presentations and classroom discussions in which students often act as facilitators.



English Electives

AP SEMINAR

GRADE 10-12

1 credit

Course #22110

In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. Students explore the complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes. Students consider topics through a variety of lenses and from multiple perspectives, many of which are divergent or competing. Analyzing topics through multiple lenses aids in interdisciplinary understanding and helps students gain a rich appreciation for the complexity of important issues.

JOURNALISM (H)

GRADE 10-12

1 credit

Course # 22202

This course is designed for students who want an active and meaningful role in publishing the school's newspaper website. Students receive instruction in high-quality journalistic writing, reporting techniques, and ethical principles of the profession. They will read, watch, and analyze a variety of journalistic media to deepen their understanding of these skills. To put their learning into practice, students are responsible for producing multiple articles each quarter for publication on the DHS Raider Press, giving them real-world experience in reporting, editing, and sharing stories with the school community.

JOURNALISM II (H)

GRADE 11-12

1 credit

Course #22203

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) and TEACHER RECOMMENDATION.

CREATIVE WRITING (CP)

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. Students will participate in the process of writing, critique, and workshop. 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.

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.

THEMATIC LITERATURE: CRIME & MYSTERY (CP) GRADE 11-12 .5 credit

Course #TBA

Mysteries & Motives is an English elective that invites students to investigate how writers create suspense, craft complex characters, and explore the darker corners of human behavior. Through a mix of classic whodunits, contemporary mysteries, true crime narratives, and multimedia texts, students will analyze how authors use evidence, point of view, pacing, and rhetoric to keep readers questioning until the very end. They will examine the moral and ethical questions behind true crime storytelling and consider why the genre remains so culturally compelling.

WORLD MYTHOLOGY LITERATURE (CP) GRADE 10-12 .5 credit

Course #TBA

In World Mythology Literature, students dive into the stories cultures have created to explain the universe, express values, and understand the human experience. They examine universal archetypes, compare heroic journeys, and discover why these timeless tales continue to captivate us. Students also explore how global myths influence modern books, films, and popular culture, uncovering the enduring power of these stories in shaping the world around us.



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 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

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.

ITALIAN IV (H)

GRADE 10-12

1 credit

Course #

Italian IV is designed to be a continuation of the UCONN ILCS 3239/3240 ECE courses, building off of the practice with writing, reading, and speaking skills developed in those courses. While all tenets of language learning are present, this course has been programmed with a particular emphasis on reading in a long-form narrative format, writing in the narrative tenses, and speaking in scenarios that require short-term interaction.

UCONN – ILCS 3239: Italian Comp/Conversation I

.5 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 and Italian III 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 and Italian III. 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 (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.

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**

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.**

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.**

Algebra II Course Description

This course begins with the study of sequences, which is also an opportunity to revisit linear and exponential functions. Students will then look at situations that are well modeled by polynomials before pivoting to a study of the structure of polynomial graphs and expressions. Students do arithmetic on polynomials and rational functions and use different forms to identify asymptotes and Trig end behavior. Students extend exponent rules to include rational exponents and solve equations involving square and cube roots. Students will expand the number system to include complex numbers, allowing them to solve quadratics with non-real solutions. Students will use logarithms to solve for unknown exponents. The Common Core practice standards are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.

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**

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, 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 and Teacher Recommendation.**

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: Geometry**

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. **Prerequisite: Pre-Calculus**

The College Board Advanced Placement test is mandatory.

UCONN – MATH 1030Q: Elementary Discrete Mathematics **.5 Credit/3 UCONN ECE credits**
Course #TBD

Topics chosen from discrete mathematics. May include counting and probability, sequences, graph theory,

deductive reasoning, the axiomatic method and finite geometries, number systems, voting methods, apportionment methods, mathematics of finance, number theory.

Prerequisites: Successful completion of one year of pre-calculus is recommended.

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.



Music/Performing Arts

BEGINNER'S/UNIFIED BAND

GRADE 9-12

.5 credit

Course #BA1

Beginner's/Unified Band is an inclusive performance-based course designed for students with little or no prior instrumental experience, as well as students who benefit from a supportive, collaborative learning environment. Students learn the fundamentals of instrumental music, including proper technique, tone production, music reading, rhythm, and ensemble skills. Instruction is individualized and adapted to support a wide range of learning needs and ability levels. Emphasis is placed on teamwork, listening skills, and musical expression through group rehearsal and performance. Students will have opportunities to perform in school concerts and events. No prior band experience is required; instruments may be provided based on availability.

BAND I, II, III, IV (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.

BAND I, II, III, IV (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 I, II, III, IV (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 I, II, III, IV (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 (H)

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.

DRAMA AND THEATER (CP)

GRADE 9-12

1 credit

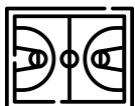
Course #05059

The curriculum will provide a solid foundation in dramatic theory while emphasizing hands-on learning through rehearsals, workshops, and collaborative projects. Students will analyze 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. Students will be involved in the school's production of a musical either behind the scenes or on stage.

THEATER DESIGN & PRODUCTION (CP)**GRADE 10-12****.5 credit**

Course #TBA

This course is designed for students interested in the behind-the-scenes work that brings a theater production to life. Students will explore various aspects of stagecraft, including the features of a theater stage in general and our own auditorium specifically. The course emphasizes the principles of set design, props, costumes, choreography, lighting, and sound. Students will also gain hands-on experience building and painting sets for the Derby High School spring musical.

**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**

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.

UNIFIED SPORTS AND PHYSICAL EDUCATION**GRADE 9-12****.5 credit**

Course #08013

This course introduces students to essential concepts in community health and basic first aid. Students will learn about communicable and non-communicable diseases, how to safely respond to common injuries such as cuts, burns, and sprains, CPR certification and the importance of prevention and wellness. The course also explores local health-related resources and ways individuals can actively support and improve the health of their community. Through hands-on learning and real-world scenarios, students will build practical skills to promote safety, health, and responsibility in everyday life.

**HEALTH & NUTRITION (CP)
credit**

GRADE 10-12

.5

Course #72202

As an extension to the Nutrition Unit in Freshman Health, students will explore the science of food, nutrients, and the body's nutritional needs across the lifespan. Through hands-on activities, research projects, and practical applications, students will learn how to make informed, health-supporting decisions in their daily lives. By the end of the course, students will be able to analyze nutritional information, design balanced meal plans, evaluate personal eating patterns, and understand how nutrition relates to physical, mental, and social well-being. This course is ideal for students interested in health sciences, culinary studies, athletics, or personal wellness.



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, Newton's Laws, and the Universe. 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, Newton's Laws, 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 (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, ecology, evolution, as well as traditional and applied genetics. Student centered activities are included to support the study of these areas.

BIOLOGY (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, ecology, evolution, as well as traditional and applied genetics. This biology 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 (CP)**GRADE 10-12****1 credit**

Course #9532

This course follows the NGSS (Next Generation Science Standards). This course deals with the atomic 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. **Prerequisite: Algebra I**

CHEMISTRY (H)**GRADE 10-12****1 credit**

Course #9531

Aligning with NGSS Standards, this course deals with the atomic 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.

Prerequisites: Teacher Recommendation and Algebra I**ANATOMY (CP)****GRADE 11-12****.5 credit**

Course #9525

This course covers the structures and functions 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. **Prerequisite: Biology**

ANATOMY AND PHYSIOLOGY (H)**GRADE 11-12****1 credit**

Course #9524

This course covers the structures and functions 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 (may be concurrently taken), 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.

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: Biology (can be taken concurrently).

UCONN – MARN 1001 E: The Sea Around Us

1 Credit/3 UCONN ECE credits

Course #TBD

The relationship of humans with the marine environment. Exploitation of marine resources, development and use of the coastal zone, and the impact of technology on marine ecosystems.

Prerequisite: Biology, Chemistry (can be taken concurrently).

UCONN – NRE 1001E: Environmental Science

1 Credit/3 UCONN ECE credits

Course #TBD

NRE 1000E is an introductory Environmental Science course for UCONN Early College Experience students, covering core environmental concepts like human population, ecological principles, biodiversity, resource conservation (soil, water, forests), pollution, water management, and wildlife, emphasizing problem-solving and critical thinking through lectures, labs, and field studies. The course provides an interdisciplinary overview of environmental issues and how humans interact with and can address them, focusing on scientific understanding and practical application.

CONCEPTUAL PHYSICS (CP)

GRADE 10-12

.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).**

PHYSICS (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 or Pre-calculus, Chemistry and Teacher Recommendation.



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.

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.**

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 UNITED STATES HISTORY (CP)

GRADE 11

1 credit

Course #0533

U.S. History 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. It will include the study of Native American tribes in Connecticut, including Northeastern Woodland tribes.

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. **Prerequisite: Teacher Recommendation.**

AP UNITED STATES HISTORY

GRADE 9-12

1 credit

Course #0230

AP U.S. History 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.



Social Studies Electives

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.

AP PSYCHOLOGY

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.

MILITARY HISTORY (CP)

GRADE 10-12

.5 credit

Course #0235

This course explores the development of warfare around the world from ancient times to the present. Course materials devote equal attention to operational military history (combat, strategy, tactics, weapons systems, etc.) and the study of war and society (the various ways in which armed conflict impacts and reflects life beyond the battlefield). Additional focus on issues of cultural representation and historical memorialization of events and figures.

HOLOCAUST AND GENOCIDE STUDIES (CP)

GRADE 11-12

.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 (can be taken concurrently)**

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.

UCONN – SOCI 1001: Introduction to Sociology

.5 Credit/3 UCONN ECE credits

Course # **TBA**

Modern society and its social organization, institutions, communities, groups, and social roles: the socialization of individuals, family, gender, race and ethnicity, religion, social class, crime and deviance, population, cities, political economy, and social change.

Prerequisites: Successful completion of at least one year of a high school history or social studies course or instructor consent is recommended.

LOCAL, STATE & US HISTORY (Connecting Derby’s Past, Present and Future to our Nation)

Course #TBA

Students in this new local history elective explore the impact of the past, present, and future of Derby, Connecticut through primary sources, oral histories, and local records. The course connects community stories and developments to broader Connecticut and United States history, helping students understand how local events both shape and reflect state and national trends in government, economics, and society. Students examine how municipal governance operates within state and federal systems, analyze community change over time, and engage in civic inquiry and problem-solving around current local issues. Through authentic, community-connected projects, students build civic knowledge and participation skills while linking their work to milestone anniversaries.

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**

NATIVE AMERICAN HISTORY (CP)

GRADE 10-12

.5 credit

Course #04106

This course approaches the Native American experience from a primarily cultural perspective. Topics include cultural diversity in North America on the eve of European colonization; the dynamics of early Indian-European encounters in different regions of North America; the role of slavery in Native American societies and in Indian-European relations; the political and spiritual impacts of accommodation and resistance to Euro-American expansion in the eighteenth century; the construction and reconstruction of Indian identities in the era of the American Revolution; the process of Indian Removal; and nineteenth-century struggles on the Great Plains.

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

Course # 432

The goal of this course is to have open discussions of controversial political and social issues and to raise awareness of current world events in an informal setting. Discussions throughout the course will focus on current events from that week, while in the secondary portion of the course, students will research and discuss a specific issue in greater detail. Discussions will be supplemented by readings, films, and public speakers. Students will also be encouraged to review news media from around the world in order to expand their sources of information and knowledge of topics outside the realm of the United States. **Prerequisite: Civics**

U.S. GOVERNMENT: THE LEGAL SYSTEM (H)**GRADE 9-12****0.5 credit**

Course #5478

This honors-level course introduces students to the foundations of the American legal system, including court structure, legal terminology, rules of evidence, trial procedure, and constitutional principles. Students develop skills in legal analysis, argument writing, and oral advocacy while examining real and simulated cases. Throughout the course, students work collaboratively to prepare a case using materials provided by the Connecticut Bar Association, learning how to evaluate evidence, craft arguments, question witnesses, and present a case in court. The course culminates with student participation in the **Connecticut High School Mock Trial Competition**, where teams compete against other schools in a courtroom setting with volunteer judges and attorneys.

LOCAL, STATE & US HISTORY (Connecting Derby's Past, Present and Future to our Nation)**GRADE 9-12****0.5 credit**

Course #TBA

Students in this new local history elective explore the impact of the past, present, and future of Derby, Connecticut through primary sources, oral histories, and local records. The course connects community stories and developments to broader Connecticut and United States history, helping students understand how local events both shape and reflect state and national trends in government, economics, and society. Students examine how municipal governance operates within state and federal systems, analyze community change over time, and engage in civic inquiry and problem-solving around current local issues. Through authentic, community-connected projects, students build civic knowledge and participation skills while linking their work to milestone anniversaries.

**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

Building on the foundation established in Tech Ed I, this course deepens students' understanding of technology and its impact on everyday life and future careers. Students will extend their skills through more advanced, hands-on projects across the four major areas of technology—construction, manufacturing, communications, and transportation. Using a problem-solving and design-based approach, students will plan, create, and refine projects such as complex models, communication systems, and robotic or automated solutions while applying concepts from other academic subjects. Emphasis is placed on skill development, collaboration, and exploring technology-related career pathways.

WOOD TECHNOLOGY I (CP)**GRADE 9-12****.5 credit**

Course #7710

Woodworking is a course designed to introduce students to general woodworking practices. 7712Students 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 the opportunity to develop an understanding of woodworking and serves as an entry point to basic building materials, components, methods, and sequences used 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

experience in graphic design software, including Adobe Photoshop and Adobe Illustrator. **Prerequisite:** **Introduction to Art.**

COMPUTER SCIENCE PRINCIPLES (AP)

GRADE 10-12

1 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 (CP)

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 (CP)

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 (CP)

GRADE 9-12

.5 credit

Course #256

Students in this advanced course will build on the fundamentals learned in Video Production I, honing their skills in video editing and storytelling. Students will collaborate on creating high-quality video projects for school events, broadcasts, and digital publications. This course emphasizes advanced techniques in video production, including special effects, motion graphics, and sound design. Honors-level students will be responsible for additional coursework, with a focus on advanced production planning and directing.

Prerequisite: Successful completion of Video Production I and teacher approval.



Education

UCONN – EDCI 1100: If You Love It, Teach It

.5 Credit/3 UCONN ECE credits

Course #TBD

This is an educational foundations survey course for those who are interested in learning more about the landscape of K12 education and how to connect their passions to it. If You Love it, Teach It engages students interested in working in K12 settings in studies about teaching, learning, and schooling in the United States. It explores teaching and learning as processes that can relate to personal passions as well as how those passions are shaped, cultivated, or denied in different educational contexts. Course topics will include introductions to historical, philosophical, and social foundations of education, as well as how those foundations and personal passions relate to teaching as a profession, school organization, educational reform, and the reimagining of educational futures.

UCONN – EDLR 2001: Contemporary Social Issues in Sport .5 Credit/3 UCONN ECE credits

Course #TBD

This course examines issues, challenges, opportunities and constraints within the domain of sport. The course will explore socio-cultural, economic, political and other related issues in sport. Students will locate sport as a social institution, and as such, examine the impact of sport in American culture and how American culture impacts sport. The course will cover sport at the youth, intercollegiate, professional and international level, considering how sport at these levels is differently experienced by individuals, communities, organizations, and broadly by society. Students will also engage in discussion of issues in sport relative to gender, race(ethnicity), differing physical and intellectual ability, sexual identity, and gender identity.

UCONN – EPSY 1100: Introduction to Special Education

.5 Credit/3 UCONN ECE credits

Course #TBD

Special education services in American education, including various exceptionalities and the roles of professionals.



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 unique opportunity to earn college credits in addition to Derby High School credits in a variety of courses. Derby High School has developed a partnership with CT State Community College and the University of Connecticut (UCONN).



CT State Community College Advanced Manufacturing Program

This program is a collaboration between Derby High School and CT State Community College. CT State instructors 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 CT State Community College credits. *Students will complete the following courses:*

BENCHWORK (Phase 1-Fall)

.5 credit/ 2 CT State 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

BLUEPRINT READING (Phase 1-Fall)

.5 credit/ 3 CT State 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.

SAFETY (Phase 1-Fall)

.5 credit/1 CT State credit

Course #MFG13999

This course introduces students to core workplace safety concepts encountered in a modern manufacturing environment. Students will learn their personal safety responsibilities as well as the responsibilities of manufacturers, or employers, as outlined by regulating agencies such as OSHA.

PARAMETRIC DESIGN (Phase 1-Spring)

.5 credit/ 3 CT State 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

METROLOGY (Phase 1-Spring)

.5 credit/ 3 CT State 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.

NON-CREDIT OPEN SHOP (Phase 1-Spring)

.5 credit/CT State non-credit

Course #MFG13002

This non-credit introductory shop course introduces students to safety practices and fundamental machine shop manufacturing processes in a hands-on laboratory setting. Students will get hands-on exposure to milling, turning, metrology tools, inspection, and benchwork practices.

COMPUTER NUMERICAL CONTROL (CNC) 1 (Phase 2-Full year) 1 credit/ 3 CT State 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/ CT State non-credit

Course # MFT E5104

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

INTRODUCTION TO MACHINE TECHNOLOGY (Phase 2-Full year) 1 credit/ 4 CT State 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 TECHNOLOGY PROJECTS (Phase 2-Full Year)

1 credit/ CT State non-credit

Course # MFT E5105

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



Griffin Health Nursing Assistant (CNA) Program (Independent Study)

This program is a collaboration between Derby High School and Griffin Hospital School of Allied Health Careers. Derby High School students attend classes at Griffin Hospital with certified instructional staff. Courses will run after school. They also participate in a clinical setting in the final week of the program at Bishop Wicke Health Center in Shelton. Transportation will be available through Valley Transit. Students enrolled in the program will earn Derby High School credit and will be eligible to sit for the Nursing Assistant (CNA) exam.

CERTIFIED NURSING ASSISTANT COURSE (Independent Study) GRADE 11-12 1 credit

Course #3621

Course content includes infection control, legal and ethical responsibilities, communications, body mechanics, moving and positioning residents, personal care skills, nutrition, measuring vital signs, and restorative care. Successful completion of the course and clinical experience qualifies a student to take the state exam for certification as a Nursing Assistant in Connecticut. Students will then complete the Principles of Health Science course via APEX Learning for the remainder of the semester to fulfill the requirements of the program and earn full credit.



UCONN Early College Experience (ECE) Courses

***SPECIAL REQUEST TO WITHDRAW AFTER OCTOBER 6 for UCONN**

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 – 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**

UCONN – EDCI 1100: If You Love It, Teach It **.5 Credit/3 UCONN ECE credits** Course #19151

This is an educational foundations survey course for those who are interested in learning more about the landscape of K12 education and how to connect their passions to it. If You Love it, Teach It engages students interested in working in K12 settings in studies about teaching, learning, and schooling in the United States. It explores teaching and learning as processes that can relate to personal passions as well as how those passions are shaped, cultivated, or denied in different educational contexts. Course topics will include introductions to historical, philosophical, and social foundations of education, as well as how those foundations and personal passions relate to teaching as a profession, school organization, educational reform, and the reimagining of educational futures.

UCONN – EDLR 2001: Contemporary Social Issues in Sport **.5 Credit/3 UCONN ECE credits** Course #12163

This course examines issues, challenges, opportunities and constraints within the domain of sport. The course

will explore socio-cultural, economic, political and other related issues in sport. Students will locate sport as a social institution, and as such, examine the impact of sport in American culture and how American culture impacts sport. The course will cover sport at the youth, intercollegiate, professional and international level, considering how sport at these levels is differently experienced by individuals, communities, organizations, and broadly by society. Students will also engage in discussion of issues in sport relative to gender, race(ethnicity), differing physical and intellectual ability, sexual identity, and gender identity.

UCONN – EPSY 1100: Introduction to Special Education **.5 Credit/3 UCONN ECE credits**
Course #19154

Special education services in American education, including various exceptionalities and the roles of professionals.

UCONN – MARN 1001 E: The Sea Around Us **1 Credit/3 UCONN ECE credits**
Course #TBD

The relationship of humans with the marine environment. Exploitation of marine resources, development and use of the coastal zone, and the impact of technology on marine ecosystems.

Prerequisite: Biology, Chemistry (can be taken concurrently).

UCONN – BUSN 2235: Personal Financial Literacy **.5 Credit/3 UCONN ECE credits**
Course #19262

Introduction to essential topics in personal finance for individuals and entrepreneurs. Financial literacy, personal finance topics including recordkeeping, budgeting, risk, insurance, credit, purchasing decisions, savings/investment options, income taxation of individuals and small businesses, and retirement savings.

Prerequisite: Successful completion of two years of high school mathematics is required.

UCONN – NRE 1001E: Environmental Science **1 Credit/3 UCONN ECE credits**
Course #03003

NRE 1000E is an introductory Environmental Science course for UCONN Early College Experience students, covering core environmental concepts like human population, ecological principles, biodiversity, resource conservation (soil, water, forests), pollution, water management, and wildlife, emphasizing problem-solving and critical thinking through lectures, labs, and field studies. The course provides an interdisciplinary overview of environmental issues and how humans interact with and can address them, focusing on scientific understanding and practical application.

UCONN – MATH 1030Q: Elementary Discrete Mathematics **.5 Credit/3 UCONN ECE credits**
Course #02102

Topics chosen from discrete mathematics. May include counting and probability, sequences, graph theory, deductive reasoning, the axiomatic method and finite geometries, number systems, voting methods, apportionment methods, mathematics of finance, number theory.

Prerequisites: Successful completion of one year of pre-calculus is recommended.

UCONN ART 1030: Drawing I **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 or Teacher approval

**UCONN ENG 1007: Seminar and Studio in Academic Writing and Multimodal Composition
GRADE 11-12 1 credit /3 ECE credits**

Course #01102

College composition through multiple forms of literacy, including rhetorical, digital, and information literacies necessary for twenty-first-century contexts. The development of creatively intellectual inquiries through sustained engagement with texts, ideas, and problems. Emphasis on transfer of writing and rhetorical skills to academic and daily life. ENGL 1007 includes a built-in one-credit studio component.

Prerequisites: Eligibility Guidelines: Successful completion of two years of high school English is required.

UCONN – SOCI 1001: Introduction to Sociology

.5 Credit/3 UCONN ECE credits

Course # TBA

Modern society and its social organization, institutions, communities, groups, and social roles: the socialization of individuals, family, gender, race and ethnicity, religion, social class, crime and deviance, population, cities, political economy, and social change.

Prerequisites: Successful completion of at least one year of a high school history or social studies course or instructor consent is recommended.

 **CT State 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 CT State 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 CT State 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**

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. Students will be required to take two courses. **NOTE: THESE COURSES ARE REQUIRED FOR GRADUATION.**

COLLEGE READINESS, ACCESS, AND SUCCESS

GRADE 11 0.5 credit/SCSU cert.

This course, taken during semester two of Junior year, 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 GRADE 12 0.5 credit/SCSU cert.

This course, taken during semester one of Senior year, 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. 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.

Learning Pathways

At Derby High School, we know that there is a variety of post-graduation opportunities for students. Due to the variety of student interest, we have created pathways for students to follow that helps to align their plan of study with their areas of interest. Students don't need to pick one, but can elect to join a pathway that aligns with their future plans or area of passion.

Meet your graduation requirements while also adding a focus area for your future!



PATHWAYS



BUSINESS MANAGEMENT & ADMINISTRATION

- Accounting I
- Personal Finance & Financial Literacy
- Entrepreneurship
- Cooperative Work Experience
- Public Speaking
- Current Events
- Graphic Design
- Computer Science Principles (AP)



DIGITAL MEDIA

- Video Production I
- Video Production II
- Graphic Design
- Media Literacy
- Digital Photography I
- Advanced Digital Photography & Processes (H)
- Computer Science Principles (AP)
- Current Events



HEALTH SCIENCES

- Health & Safety
- Community Health and Safety
- Nutrition
- Anatomy or Anatomy & Physiology (H)
- Biology or Biology (H)
- Psychology
- Sociology
- Personal Fitness & Weight Training



FINE ARTS

- Introduction to Art
- Ceramics/ Sculpture I
- Drawing & Painting I
- Advanced Art I
- Advanced Art II
- Digital Photography
- AP Studio Art
- ECE Drawing



EDUCATION

- Public Speaking
- Media Literacy
- Creative Writing
- Writing Lab
- Cooperative Work Experience
- AP Seminar
- If You Love it, Teach It
- Introduction to Special Education



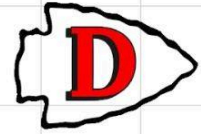
CAREER & TECHNICAL EDUCATION

- Cooperative Work Experience
- Technology Education I
- Building & Construction I
- Wood Technology I
- Engineering I
- Personal Finance
- Public Speaking
- Entrepreneurship



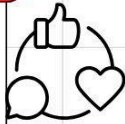


PATHWAYS



COMMUNICATION

- Journalism
- Current Events
- Public Speaking
- Sociology
- Psychology
- Enterprise Production
- English Composition
- Writing Lab



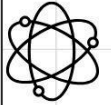
LAW / JUSTICE

- US Government and Politics (AP)
- US Government: The Legal System (H)
- Forensics
- Sociology
- Mysteries & Motives: Investigating Crime in Literature
- Psychology
- Military History
- Current Events



THE SCIENCES

- Marine Science
- Environmental Science (AP)
- Integrated Earth and Physical Science
- Astronomy
- Physics
- Chemistry
- Biology
- Anatomy or Anatomy & Physiology (H)



PERFORMING ARTS

- Band (CP or H)
- Choir (CP or H)
- AP Music Theory
- Music Appreciation
- Drama & Theatre
- Media Literacy
- Public Speaking
- Creative Writing



CNA PROGRAM

- Biology
- Anatomy or Anatomy & Physiology (H)
- Public Speaking
- Psychology
- Sociology
- CNA Program through Griffin Hospital



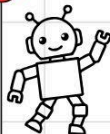
LANGUAGE

- Either Spanish or Italian I
- Either Spanish or Italian II
- Either Spanish or Italian III
- Either Spanish or Italian IV or ECE Class
- Level I or II of a Second Language
- Public Speaking
- Creative Writing
- Journalism



STEM

- Computer Science
- Technology Education I
- Engineering/ Architectural Drafting
- Physics
- Chemistry
- Elementary Discrete Mathematics
- Algebra II
- Geometry



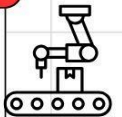
SPORTS & SOCIETY

- Sports & Society
- Physical Education I
- Physical Education II
- Personal Fitness & Weight Training
- Health & Safety
- Nutrition
- Anatomy or Anatomy & Physiology (H)
- Contemporary Social Issues in Sport

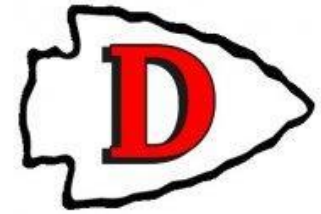


MANUFACTURING

- Benchwork
- Blueprint Reading
- Safety
- Parametric Design
- Metrology
- Non-Credit Open Shop
- Computer Numerical Control
- CNC Projects
- Introduction to Machine Technology
- Machine Technology Projects



Early Childhood Program



Jan., 2026



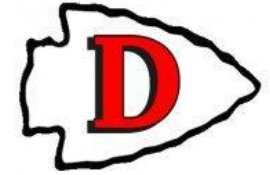
Pre-K Students



School	Full day	Bus students
2 - 3 year old class	30	6
2 - 4 year old classes	30	5



Academics



Unit Topics: Gingerbread variations & Snowmen

Big Idea: Students will be able to retell and sequence the order of events from the story.

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

Cognition B: use logic and reasoning

Language & Literacy D: gain book appreciation and knowledge

Math A: understand counting and cardinality

Science A: apply scientific practices

Social & Emotional B: self-regulation

Physical Dev. B: fine motor skills

Creative Arts A: engage in and enjoy the arts

Social Studies B: learn about people and the environment

Weekly SEL: 4 year olds use The Second Step Program 3 year olds use PATHS - Promoting Alternative Thinking Strategies

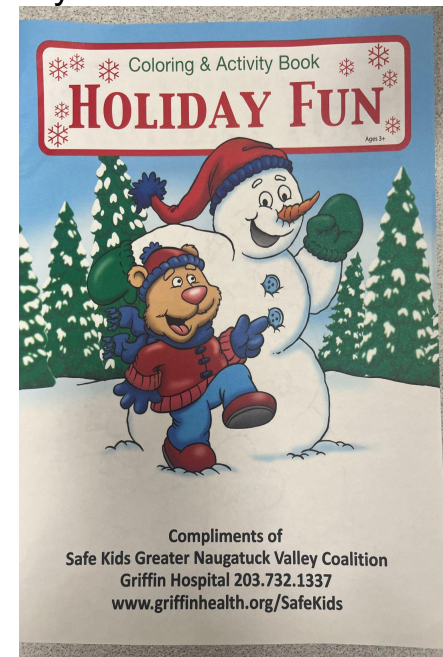
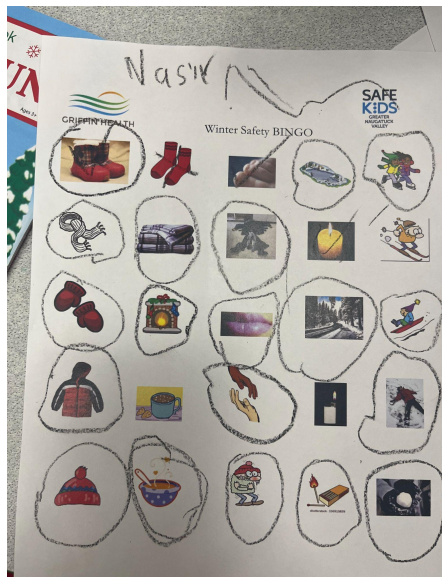




Operations



Cathi Kellett Safe Kids Greater Naugatuck Valley

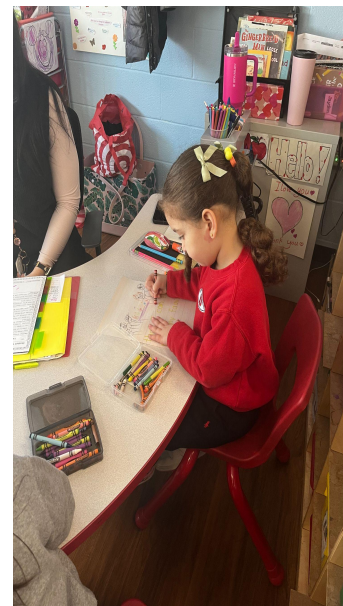
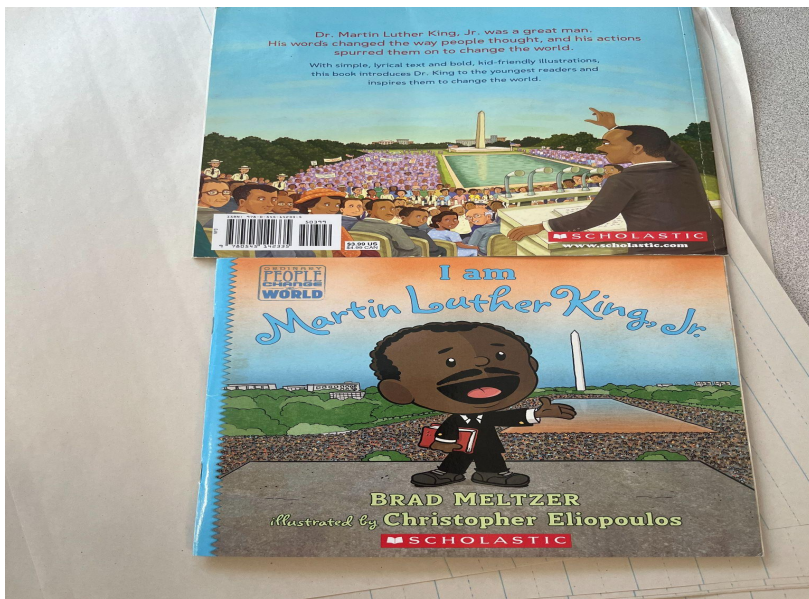




Human Capital



Celebrating Martin Luther King- I have a dream lesson



Thank you for your time!!!





Derby Middle School

73 Chatfield Street
Derby, Connecticut 06418

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

Principal, Rachael Caggiano

Assistant Principal, Tracey Quartiano

January 2026

Academics

- ASSISTments Ongoing Training, Teacher Meetings, and Administrative Check-Ins
- Comprehensive Learning Center - Raider Cafe Open weekly to Staff
- Talk Tuesday Attendance - Chronic Absenteeism tracking and training
- LAS Links testing has begun for MLL/ELL students
- Special Education Planning meeting with Mr. Giordano for the 2026-2027 SY.
- Quarter 2 closes, grades finalized January 30th. (Report Cards issued via PowerSchool 2/6)
- DMS 6th-grade students to engage in the Stories in Stone program beginning in the Spring
- DMS Picture Retake Day held.
- DMS Chorus and Band Winter Concert held at DHS Auditorium

Human Capital

- Attended the Bi-Weekly Principals Meetings
- Math Department ongoing Professional Development with Walter Wakeman
- Attended CAS Elementary Assistant Principal of the Year School Visits
- Attended Middle Level Principals Connections meeting
- Attended PDEC to plan February Staff Professional Development focus and sessions
- Planned Mid- Year Growth conversations with Staff for the beginning of February.
- Attended Leadership Growth Meeting with Dr. Conway and Dr. Rafferty
- PMT Training (Initial and Refresher) was held for PPS Staff members and Para educators
- Attended DMS Leadership Academy planning meeting with Dr. Rafferty and Pastor Watts (Cornerstone Church)
- Staff Safety and Security Training held- Practice Mindset - Denial, Deliberation, and the Decisive Moment.

Operations

- January Safety Drill held - Fire Drill
- Participated in the ACES Regional Crisis Team meeting and training
- Monthly Union Meeting Held
- DAA Union Check in with Dr. Conway
- Meeting with Jim Hoffman to review and plan out the facilities usage request for DMS

Culture/Climate

- Winter Sports- Boys and Girls Basketball are currently in season
- Best Buddies Weekly Cooking class with Ms. Salmina
- Unified Sports is beginning its season, kicking off with Basketball



Bradley School

155 David Humphreys Road • Derby, CT 06418-2250

Dr. Mario Ciccarini, Principal

Nicole Giardini, Dean of Students

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.

February 2026 Monthly Report

Academics

- 1/07 - Grades 2 & 3 Math Bees
- 1/12 - Math USNS screener window opened
- 1/14 - Grades 4 & 5 Math Bees
- 1/16 - Derby Assistments leadership team meeting
- 1/21 - Grades K & 1 Math Bees

Human Capital

- 1/08 - PDEC meeting
- 1/20 - Mid-Year Goal meeting with Dr. Conway (Mario)
- 1/22 - CSDE Voluntary Family Reading Survey webinar
- 1/27 - West ED visited Assistments team

Operations

- 1/12 - Leadership budget review meeting at central office
- 1/20 - Revised recess and lunch schedule began (20 min recess/30 min lunch)
- 1/21 - January staff Safety & Security update meeting

Culture/Climate

- 1/05 - Grades 2-5 welcome back meetings to reset expectations for learning and behavior
- 1/06 - 2026 New Year/New Book Giveaway
- 1/09 - 80th Day of School
- 1/14 - Project Teach visited grades 2 & 3
- 1/16 - Project Teach visited grade 4
- 1/20 - Interactive Educational Theatre for grades 4 & 5
- 1/23 - Project Teach visited grades 1 & 2
- 1/29 - Project Teach visited Kindergarten
- 1/30 - December and January birthday celebrations



Derby High School Athletics
75 Chatfield Street
Derby, Connecticut 06418
203-736-5032 ▪ www.derbypride.org
Athletic Director, Jennifer Moffat CMAA



- Junior Football Player Alan Gatison was recognized at the CHSCA Football Banquet on Jan 11th at the Aqua Turf
- On Jan 12th Junior Shea Gray broke her own single game scoring record with a 50 point game vs Whitney Tech. The previous DHS record was 48 points held by Ken Pereiras
- On Jan 14th Junior Shea Gray scored her 1000 point. A remarkable achievement as a Junior
- Mr. Coplin and I attended the NVL AD/Principal Governing Board Meeting at Wolcott High School on Jan 15th
- Our cheerleading team placed 1st in the Co-ed division on Jan 24 at the “Bring it on for Nina” Competition at Seymour Middle School. This was a 7 point score improvement over the first competition of the year on Jan 17th. They were also honored with the Spirit Award for recognition of the team that embodies the highest level of enthusiasm, sportsmanship and positivity
- Our senior nights for Winter sports have been scheduled:
 - Wrestling 1/20
 - Boys Basketball/Cheer 2/3
 - Girls Basketball 2/13
- Upcoming schedule for the NVL/Berkshire Championship Meets/Competitions:
 - Indoor Track and Field - 1/30 - The Floyd Little Center at Hillhouse - 5pm
 - Wrestling - 2/14 - The Gilbert School - 10am
 - Cheer - 2/21 - Crosby HS - 10am
- Upcoming schedule for State Championship Meets/Competitions:
 - Indoor Track & Field - 2/14 - The Floyd Little Center at Hillhouse - 3pm
 - Wrestling - 2/20 - 3pm & 2/21 - 10:30am - Killingly HS
 - Cheer - 3/7 - Newtown HS - 12pm



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

*Pre K-Elementary Supervisor: Angela Milewski
Secondary Supervisor: Michael Giordano*

Update to Board of Education - February 3, 2026

Our Shared Focus and Priorities:

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

Current Happenings

Academics

- Facilitating PPT's, (Review/Revise, Annual Review, and Re-Evaluations)
- Attended SST (Behavioral and Academic) and fostering collaboration between coaches/interventionist/special education staff to ensure fidelity with the MTSS process.
- Conducting initial assessments to determine eligibility.
- Conducting evaluations and programming for children transitioning from Birth to Three.
- Completed a distributed Special Education progress reports for January.
- Streamlined the reporting templates for PreK-12 families of special education students
- Coffee Cart continues to run successfully.

Human Capital

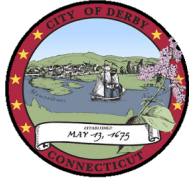
- Working with the School-Based Clinician Program (BHCare), weekly meetings.
- Completing informal and formal observations in conjunction with mid-year check-ins on Special Education Teachers and PPS staff.
- Completed in-house PMT training (both full day and refresher training) within DMS, DHS and LRU.
- Professional Development - coordinated PD for WJ-V for our February and March half-day PD for PPS staff.
- Attending Pyramid Training for LRU.
- Teachers attending PD on behavioral interventions to use within the classroom.

Operations

- Hosting Bi-Weekly Special Education Meetings for Pre- K -12
- Attended three part Relay Hub introductory course on billing.
- Attending Monthly CONNCASE meetings.
- Started the ESY planning process with staff

Culture/Climate

- Provide positive feedback to all staff.
- Coaching and support of new staff in support of students with disabilities



9 Garden Place
Derby, CT 06418
203-736-5043



Nicole Giardini
Dean of Student Affairs

Marc V. Russo
Principal

Angela Milewski
Special Education Supervisor

At Irving School, we use our P.A.W.S. to persevere, act responsibly, work and play safely, and show respect to ourselves, each other, and our school!

February 2026 Monthly Report

Academics

1/8, 1/15, 1/22, 1/29	STEM Classes to the Derby Public Library
1/8	ASSISTments Tutor Meeting
1/9	2nd and 3rd Grade Flexible Friday
1/9	Voluntary Family Reading History Questionnaire Professional Development
1/12	3rd Grade Project Teach Lessons
1/12	Math USNS MoY Assessments
1/15, 1/22, 1/29	Academic and Behavioral Student Support Meetings
1/16	4th and 5th Grade Flexible Friday
1/16	ASSISTments Leadership Meeting
1/21	2nd Grade Project Teach Lessons
1/22	4th Grade Project Teach Lessons
1/28	WestED ASSISTments Visit
1/30	Kindergarten and 1st Grade Flexible Friday

Talent

1/6	Administrative Council Meeting
1/6	Derby Public Schools Board of Education Committee of the Whole Meeting
1/7, 1/13, 1/20, 1/27	Coaches Meetings
1/7, 1/14, 1/21, 1/28	After School Professional Learning
1/14	Onboarding of New Para

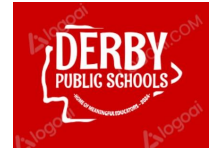


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1/21	Principal Meeting
1/21	District Coaches Meeting
1/27	Mid Year Check In Conversations Begin

Operations

1/6	Attendance Team Meeting
1/7, 1/14, 1/21, 1/28	Irving Admin Team Meetings
1/8	Professional Development and Evaluation Committee Meeting
1/9, 1/16, 1/23, 1/30	Pupil Personnel Services Team Meetings
1/12	Budget Review Meeting with
1/13	Safety Drill - Fire Evacuation
1/16	DEA Representative Meeting
1/21	Safety, Security, and Facilities Team Meeting

Culture/Climate

1/15	PTO Monthly Meeting
1/16, 1/23	Parent/Administration Attendance Conferences
1/21	Scouts STEM Club
1/27	Talent Show Rehearsals Begin
1/28	90th Day of School/Half-way Day Spirit Day
1/28	SMENCILS Fundraiser
1/29	PTO Movie & Cocoa Night
1/30	PTO Executive Board Meeting



Derby High School
75 Chatfield Street
Derby, Connecticut 06418

(203) 736-5032 ▪ www.derbyps.org
Principal, Jennifer Olson

Update to Board of Education - January 2026 Recap

Academics:

- Derby High School earned the **College Board 2025 Advanced Placement Honor Roll Award**.
 - Ranked platinum in the “college optimization” category.
 - Ranked gold in the “college credit” category
 - Ranked silver in the “college culture” category.
 - 12 students who earned College Board AP Scholar Recognitions: (9 AP Scholars; 2 AP Scholars with Honors; 1 AP Scholar with Distinction)
 - See article: [Valley Independent AP Honor Roll Article](#)
- Held a successful **midterm exam week**. Provided a schedule that promoted academic rigor and time management for students.
- Partnered with the **University of Connecticut** and submitted 10 additional **Early College Experience (ECE)** courses for approval. Received 8 acceptances; 2 pending. These new courses will offer dual enrollment and students will be eligible to earn 3 college credits per courses (upwards of 36 UCONN credits on track to being offered at DHS) [ECE Course Planning Sheet](#)
- Worked with the RAISE Academy team, student support staff and pupil personnel to review the progress of students who are meeting with academic, behavioral or social- emotional challenges to develop recommendations and referrals. Enrolled 5 new students in the program for S2.
- Launched after school **SAT prep program** in partnership with TestWizards. This 14-session program provides students with individualized skill provided at no cost to students/families through grant funding.
- Hosted the **John H. Collins American Legion Post 24 Oratorical Competition** on January 15, 2026 at DHS with 3 students participating (McKeon Gray ('27), Sofia Rudas ('26), Jeyden Allwood ('29) McKeon Gray advanced to the regional competition. His first oration on the **First Amendment** (8-10 min) highlighted 4 pillars that shape American citizenship and demonstrate the values of the American Constitution. His second oration (3-5 min) was on a randomly drawn Article of the Constitution. The Regional competition was held on Sat., Feb 7 in Naugatuck. McKeon placed 2nd. Scholarships were awarded at each of the competitions.
- Drama/Theater class attended a field Trip/tour of the Shubert Theater and participated in a behind-the-scenes stage tour. They explored the backstage areas not visible to the audience and learned about set construction, lighting, sound, and costuming. They learned how technical crews and performers work together to bring a live production to life.
- DHS Drama Department presented their one-act plays titled *“All in the Timing”*, a series of short comedies. The students focused on learning lines with rich dialogue, creating a stage presence, and developing their acting skills

- The DHS **Rotary Interact Club** provided peer tutoring during Advisory 3 x's per week during January to help students prep for mid-term exams
- Supported our English Department Coordinator in the roll out of a new teacher-planned and student-led **Writing Center** being launched in February at DHS. [DHS Writing Center Logistics](#)

Human Capital

- Participated in district **PDEC Committee** meeting
- 6 DHS staff members/administrators attended **PMT Training**
- Worked with the School Counseling Dept to review/prepare the **2026 DHS Scholarship** book.
- Held professional learning with teachers to review the final draft of the **School Climate & Culture Plan** which included input from all stakeholder
- Worked with the faculty to conduct a Needs Assessment that will be used to develop a comprehensive **School Improvement Plan**

Operations

- Worked with Central Office and School Counseling department to planned the new 26-27 course registration roll out using PowerSchool platform
- Met with DEA Building Representatives for weekly update and planning
- Held monthly emergency drill and debriefed/resolved any safety or operational issues
- Freshman Academy Coordinator continued follow up/outreach with Grade 8 families. Goal to promote DHS and reduce the number of students leaving the district for high school. This will be followed up with individual outreach to students and families

Climate/Culture:

- Attended the CT High School Coaches Association (CHSCA) All-State Football Banquet on Sunday, January 11, 2026 to recognize Alan Gatison ('27) as Class SS/S Defense.
- Students attended the **Derby-Shelton Rotary** meeting for our chapter's **Officer Pinning Ceremony** with Rotary Members and club advisors Carlin Ali and Jenn Moffat. Recognized Breanna Perez (President), Sophie Mraz (Vice President), Jayson Drayton and Gabe Tovar (Co-Secretary), Ava Umpieri (Treasurer). Rotary Youth Leadership Award Participants spoke about their experiences in the program (Shirley Diglio-Guerrette ('27), Jayson Drayton ('26).
- Attended the McCheer Night on Jan 22 to raise money for the Competitive Cheer team
- Prepared newsletters to communicate with students, parents, staff with important information, celebrations and recognitions:
 - January 18 - 24 <https://app.smores.com/n/23ktb>
 - January 1 - 17 <https://app.smores.com/n/fncwd>
 - December 14 - Jan 2 <https://app.smores.com/n/3wm74>



DERBY PUBLIC SCHOOLS

35 Fifth Street

Derby, Connecticut 06418

(203) 736-5027 fax (203) 736-5031 www.derbypride.org

Dr. Matthew Conway, Jr.
Superintendent of Schools

February 2026 Report

Academics

- Attended CABE Area 7 Legislative Breakfast
- Attended Early Childhood Collaborative Community Table Meeting
- Attended Administrative Council Meeting
- Held Weekly Meetings with Director of Teaching and Learning
- CAPSS Board of Directors Meeting
- CAPSS Federal & State Legislative Committee
- Attended Valley Community Foundation Board Advisory Council Youth Committee
- Attended Superintendents' Network Join Meeting
- SMART Start Meeting
- SCASA Professional Development Meeting
- CAPSS Alliance District Meeting
- Principal Meeting, School Improvement Plan
- Attended The School Superintendents Association (AASA) Convention

Human Capital

- Meeting with Derby Administrators Association Executive Officers
- Meeting with DEA Executive Board
- Meeting with DEA Derby Middle School Representatives
- Appointment List Review
- Attended Biweekly Principal Meeting
- 2026 Teacher of the Year Recognition Ceremony
- ACES Executive Director Focus Group Meeting
- Held Mid-Year Goal Setting Meetings with Administrators

Operations

- Attended Mayor's Meeting
- Attended Committee of the Whole Meeting
- Meeting with Mayor
- Attended Board of Aldermen/Alderwomen Meeting
- Budget Review Meeting
- Completed Criminal Justice Information System Certification
- Meet with Interim Business Manager
- Attended Board of Education Meeting
- Meeting with Board Chair & Vice Chair at Mayor's Office
- Meeting with Food Services Director and Business Manager
- Finance Meeting at Central Office



- Plants and Facilities Committee Meeting
- Board of Apportionment and Taxation Meeting
- Transition Program Meeting

Culture/Climate

- Attended Derby High School Theater Presentation
- Attended Girls/Boys Varsity Track & Field Indoor
- Attended CHSCA Football All-State Banquet
- Attended DMS Winter Concert
- Attended American Legion Oratorical Contest
- Attended Boys Varsity Wrestling Senior Night
- McCheer Night
- Attended Rotary Interact Club Pinning Ceremony
- Visited All Schools for Morning Arrival
- Parent Meeting
- Attended American Legion Oratorical District Competition
- Attended Boys Varsity Wrestling at Stafford High School
- Attended Girls Varsity Basketball @ Wolcott

Athletic Department News:

Website: <https://www.derbypride.org/district/athletics>

- Junior Football Player Alan Gatison was recognized at the CHSCA Football Banquet on Jan 11th at the Aqua Turf
- On Jan 12th Junior Shea Gray broke her own single game scoring record with a 50 point game vs Whitney Tech. The previous DHS record was 48 points held by Ken Pereiras
- On Jan 14th Junior Shea Gray scored her 1000 point. A remarkable achievement as a Junior
- Mr. Coplin and I attended the NVL AD/Principal Governing Board Meeting at Wolcott High School on Jan 15th
- Our cheerleading team placed 1st in the Co-ed division on Jan 24 at the “Bring it on for Nina” Competition at Seymour Middle School. This was a 7 point score improvement over the first competition of the year on Jan 17th. They were also honored with the Spirit Award for recognition of the team that embodies the highest level of enthusiasm, sportsmanship and positivity
- Our senior nights for Winter sports have been scheduled:
 - Wrestling 1/20
 - Boys Basketball/Cheer 2/3
 - Girls Basketball 2/13
- Upcoming schedule for the NVL/Berkshire Championship Meets/Competitions:
 - Indoor Track and Field - 1/30 - The Floyd Little Center at Hillhouse - 5pm
 - Wrestling - 2/14 - The Gilbert School - 10am
 - Cheer - 2/21 - Crosby HS - 10am
- Upcoming schedule for State Championship Meets/Competitions:
 - Indoor Track & Field - 2/14 - The Floyd Little Center at Hillhouse - 3pm
 - Wrestling - 2/20 - 3pm & 2/21 - 10:30am - Killingly HS
 - Cheer - 3/7 - Newtown HS - 12pm



For Information on School Events:

Little Raiders University: <https://www.derbypride.org/our-schools/little-raiders-university>

- Classroom Visit by Cathi Kellett from Safe Kids Greater Naugatuck Valley
- Celebrated Martin Luther King



Bradley School: <https://www.derbypride.org/our-schools/bradley-school#h.fc3zn7up45xr>

Newsletter: Please click to check it out! [newsletter](#)

- 2/4 Grades 2 & 3 Math Bee
- 2/10 Parent Conference
- 2/11 Grades 4 & 5 Math Bee
- 2/19 Junior Achievement visit
- 2/20 PTA Winter Dance
- Fridays in February – Literacy Team Lollipop Pull





Irving School: <https://www.derbypride.org/our-schools/irving-school#h.3sgf6fd5kmc7>

Irving School Newsletter: [Irving School Newsletter](#)

- 2/2 Power Squad Assembly for 3rd, 4th and 5th Grades
- 2/6 PTO Fundraiser at Buffalo Wild Wings
- 2/12 cARTie Art Van Program for Kindergarten and 1st Grade Classrooms
- 2/25 Scouts STEM After-school Program
- 2/27 PTO Sweethearts Dance



Derby Middle School: <https://www.derbypride.org/our-schools/derby-middle-school#h.z4nyo2f9doub>

Newsletter: <https://app.smore.com/n/pkh49>

- Winter Sports- Boys and Girls Basketball are currently in season
- Best Buddies Weekly Cooking class with Ms. Salmina
- Unified Sports is beginning its season, kicking off with Basketball
- 2/23 College and Career Exploration Night @CCSU Event - [CAS College & Career Exploration Night](#)



National School Security Officer Appreciation Photo

Derby Middle School, February 15, 2026

Rachael Caggiano, Principal

Tom Pjatak, Lead SSO

Tracey Quartiano, Assistant Principal

Nick Frager, DMS SSO



Derby High School:

<https://www.derbypride.org/our-schools/derby-high-school#h.edwh8wnag2na>

Newsletter: <https://app.smore.com/n/3wm74>

1/20 – 1/26 – Mid-Term Exams Completed

2/2 – 2/6 – National School Counseling Week



RotaryInteractClubRaisesMoneyw/PajamaDay!

Our Rotary Interact Club hosted the PJ's for Kids day on Dec 12th that benefited the Connecticut Children's Foundation. Between DHS and LRU we raised \$357

DERBY PUBLIC SCHOOL'S FACILITIES REPORT

Feb-26

SCHOOL	PROJECT	Description	RESPONSIBILITY	COST	SAVINGS	COMPLETION DATE
Irving	Lower Level perimeter heat	Heating loop that feeds lower-level classrooms 1A and 1B 1hp circulator failed. Replaced circulator, purged loop. Heat is back to normal operation	In-house	\$1,471	\$2,800	2/9
DMS	CHILLER	<u>The RFP has been created, and the invitation to bid has been issued. A public pre-bid walkthrough is scheduled for January 16 at 3:30 PM. Sealed bids are due by February 20, 2026. The RFP can be found at: DERBY PUBLIC SCHOOLS- Chiller Replacement.docx</u>	In-house	N/A	N/A	
DMS	Plumbing	Student restrooms on the B floor, near the elevator, and by the entrance of the cafeteria's main lateral line were clogged. Foreign objects were discovered in the branch coming from the restrooms.	Johnny B Sewer	\$1,600.50	N/A	2/9 and 2/11
DMS	ERU-6	The supply air fan motor and bearings failed due to extreme operating conditions over the past month. The motor was removed and delivered to Troy Industries for rebuilding. Upon return, Blizzard Mechanical will replace the motor and bearings to restore proper operation.	Troy/Blizzard/in-house	N/A	N/A	2/17
DHS	Hot water LRU	In the interim, the VAV boxes serving the classrooms have been programmed to provide maximum airflow. A thermostatic mixing valve was installed on the hot water supply serving the LRU. This was necessary because the water heater serving the LRU also supplies hot water to the high school restrooms and hand-washing sinks. Pre-K fixtures are required to maintain water temperatures between 70°F and 105°F, while high school fixtures must maintain 120°F at the point of use. The mixing valve allows both temperature requirements to be met safely and in compliance	In-house	\$2,353	N/A	2/6/26

Bradley
District wide

Heating Zone East 2 C

performed emergency repairs to the East 2 C heating loop, including purging the heating loop, removing and replacing a frozen, burst section of piping, refilling and purging the system, replacing pump bearing assembly, and installing a new check valve to restore proper operation.

Blizzard Mech

\$7,237

N/A

2/2/26

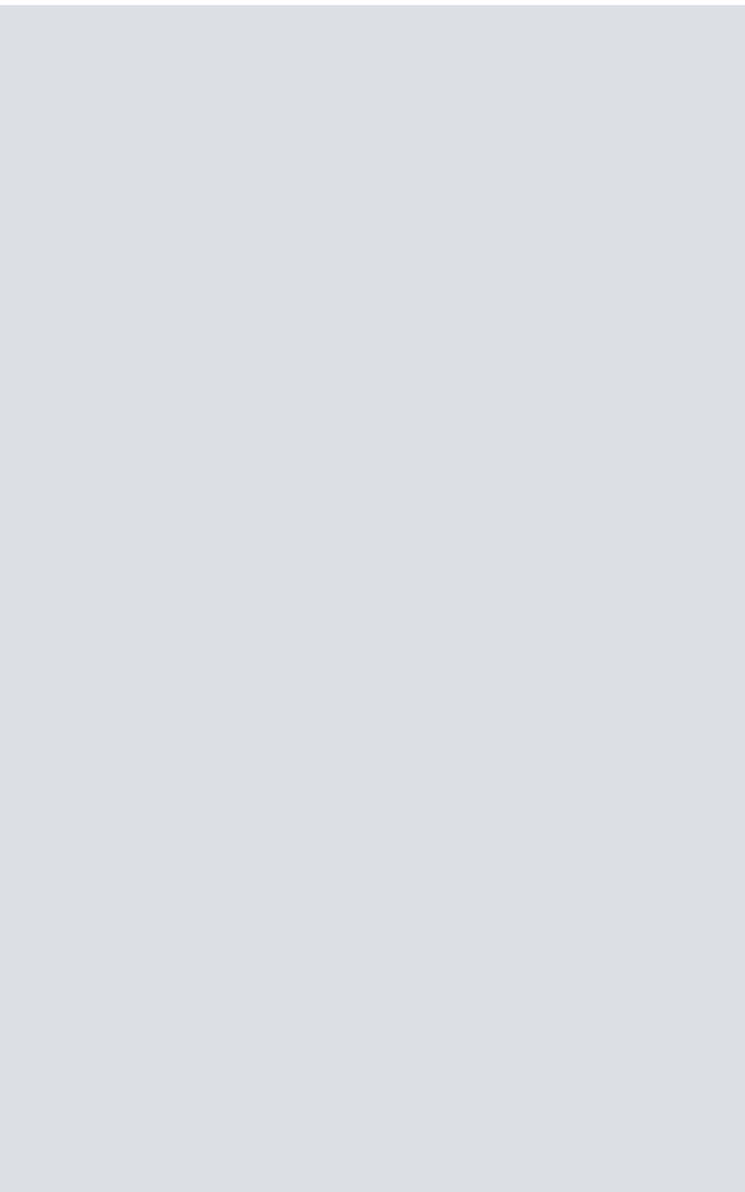
Snow removal

Please see the report at Winter Snow removal Operations Cost Summary 2025-2026

In-house

2/11/2026

SAVINGS BASED ON QUOTES SUBMITTED COMPARED TO OUR COST IN HOUSE.



Winter Snow removal Operations Cost Summary 2025–2026

Winter operating costs for the 2025–2026 season are significantly higher than the previous three winters due to increased snowfall, prolonged storm events, and sustained cold conditions. As of January 1, 2026, the district has already incurred substantial expenses related to snow removal and winter operations.

Labor costs have increased notably. Double-time hours to date include 73.5 maintenance hours at \$74.14/hour and 289 custodial hours at \$54.66/hour. In addition, time-and-a-half hours include 139 custodial hours at \$41.00/hour and 45 maintenance hours at \$55.60/hour.

Material costs have also risen sharply. This season, the district has used 8 pallets of ice melt (50 bags per pallet) at \$900 per pallet, along with 2 additional pallets at \$1,200 per pallet, far exceeding historical usage. For comparison, the previous three winter seasons combined required only five pallets total.

Additional winter-related expenses since December include approximately \$1,600 in snowblower repairs, \$2,900 for five new salt spreaders, and \$1,000 in equipment rentals to support snow removal operations.

Cost Summary as of 2/11/26:

Total labor costs: \$29,447.03

Total materials, repairs, and equipment costs: \$15,100.00

Total winter operations cost to date: \$44,547.03



Derby Strategic Planning



[The Strategic Plan: Read here](#)

School Year 2025-2026

February 2026

Instructional Framework

INSTRUCTIONAL PRACTICE GUIDE REVIEW
Aligning Our Vision with Classroom Action

Session Lead: Director of Teaching and Learning

How do we ensure our teaching practice mirrors our promises to students?

Harkness Method

Mastering the Harkness Method: A Guide to Student-Led Discussion

A student-centered pedagogical approach replacing traditional lectures with collaborative, evidence-based dialogue for exploratory talk and shared understanding.

Fundamentals of the Method

- Student-Driven Facilitation**: The teacher moves from lecturer to facilitator, allowing students to drive the conversation's direction.
- The Oval Table Arrangement**: A physical layout designed to ensure equal visibility and encourage balanced participation among all members.
- Evidence-Based Discourse**: Discussions are anchored in specific text references to ensure claims are analytical rather than anecdotal.

The Participant's Mindset

- Engage in Exploratory Talk**: Participants must publicly examine ideas and actively build upon the reasoning of their peers.
- Active Presence & Listening**: Success requires using names, maintaining eye contact, and listening to understand rather than just waiting to speak.
- Analytical Conciseness**: Effective participants interpret deeper meanings from the text without rambling or going on tangents.

Participation Metric: Checklist for Quality Discussion

Participation Metric	Goal for Success
Evidence	Uses specific text references with page numbers
Dynamics	Moves the conversation along without dominating
Body Language	Shows active engagement and respectful presence

January 2026

Presentation Submitted to European Conference with Derby Teachers As Co-Authors



Dear Dr. Michael Rafferty,

You have been listed as a co-author on an abstract submitted to the EUROPEAN STROKE ORGANISATION CONFERENCE. Please find below the details of the submitted abstract.

Details of your abstract:

Abstract Number	: ESOC2026A1180
Title	: ADAPTABLE HIGH SCHOOL STROKE EDUCATION LEADS TO KNOWLEDGE GAINS REGARDLESS OF FORMAT: A FIVE-SCHOOL PILOT
Main Author	: Mr. Samuel Namian
Presenting Author	: Mr. Samuel Namian
Submission Type	: ESOC2026 - Regular Abstract Submission

Data to Direction Workshop with Administrators (Coming)

From Diagnosis to Direction: Your 3-Step Improvement Cycle



PDEC Update

- Updates on Educator Growth Plan
- School Climate Policy
- And Future PL Planning

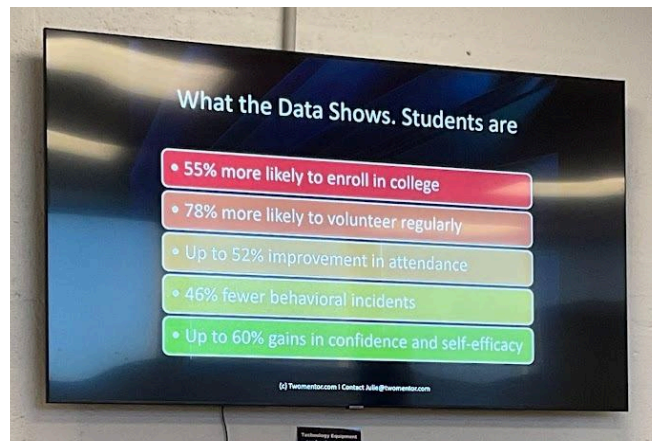
Derby Public Schools
PDEC Agenda
1-8-2026 (9:00-10:30 am) DMS Library

Agenda

1. Educator Growth Update Mini Observation Alignment and Ideas

Three Mini Observations <ul style="list-style-type: none"> • Mini observations 1 and 2 before midyear conference • Mini observation by spring 	At least one-three (1-3) mini observations each year, the number determined and mutually agreed upon by PDEC members, with at least 1 mini prior to the midyear conference	Mini observations or walk throughs are approximately 10-20 minutes long and followed by bite size feedback within two (2) days.
--	---	--
2. Conference vs Conversation in Ed Grow (T-chart Language Use)
3. Complimentary Evaluators (Status Update)
4. [School Climate Policy](#) (Folder) Notice and Wonder PD Planning
5. [MLL Resources \(PD Planning\)](#) 321
6. [Goal Building and PD Planning](#) Shark Tank
7. [Safety and Security](#) (January)
8. [Looking ahead \(TOY, Other\)](#)
9. [Feedback Survey](#)

Governor's Prevention Partnership Workshop (University of Hartford)



Alicia V. Fischer, Ph.D.
Research Scholar, Program Evaluation and Educational Research
Friday Institute for Educational Innovation, College of Education
North Carolina State University
1890 Main Campus Drive
Raleigh, NC 27606

NC STATE

Math Tutoring Project

December 2025

New Report Card Launched & Delivered

Dear Irving School Family,

Your child's digital report card is now available! We invite you to take a few moments to review their academic growth, civic progress, and attendance history at this point in the year. This is a wonderful opportunity to celebrate their "glows" and reflect on their "grows".

If you would like to discuss your child's progress further, please feel free to reach out to your child's teacher(s). Technical questions can be directed to the main office.

We appreciate your ongoing partnership and support to help your child thrive!

Sincerely,
Marc Russo

One attachment • Scanned by Gmail



Character Counts Training Began

CHARACTER COUNTS! PURSUING VICTORY WITH HONOR



Drake University | The Robert D. and Billie Ray Center
Home of CHARACTER COUNTS™

P CHARACTER COUNTS Overview 8.1.2...

School Climate Planning Underway

HS Curriculum Revisions Starting

JANUARY 6, 2026 COMMITTEE OF THE WHOLE

CALLED MEETING TO ORDER

Mr. Marcucio: Called meeting to order at 6:36.

OPENING CEREMONIES

Pledge of Allegiance

ROLL CALL

Ms. Tovar: Melissa Mongillo; Jim Gildea; Holly Orazietti; Rebecca O'Hara; Kim Tovar; Dan Foley; Ken Marcucio; Erica Nuzzo.

Karla Malerba, absent.

Also Present:

Dr. Matthew Conway, Superintendent of Schools.

ADDITIONS OR DELETIONS TO THE AGENDA

Mr. Marcucio: Any additions or deletions to the agenda?

Dr. Conway: None.

PUBLIC PORTION

Mr. Marcucio: Anybody from the public who would like to speak? Anybody from the public who would like to speak? Anybody from the public who would like to speak? Online, anybody from the public? Anybody from the public online that would like to speak? Can you guys hear us online? Yes, they can hear. Okay. Seeing no one from the public, we'll move on.

BOARD OF EDUCATION RECOGNITION

Mr. Marcucio: We would like to recognize Mr. Gildea for his service to the Board as Chair.

Mr. Gildea: Thank you.

Mr. Marcucio: And as non-chair for all the years that we have been here. We have a plaque for you.

Mr. Gildea: Very nice.

BIRTHDAYS

Alison Conway

STUDENT REPRESENTATIVE TO THE BOARD OF EDUCATION

Ms. DelValle: I don't have a full report. But I just want to list a few things that happened within the month of December. So, first we had instant decision week where a lot of representatives from colleges came and told the seniors if they were accepted into or not, which a lot of seniors that I know had gotten accepted and with a lot of scholarships. So, thought that was great.

Then we also had the Unified Basketball Sports Tournament, which was really well. Everyone was more unified. Then we had PJ for kids for the Rotary Club, which I'm pretty sure we raised more than \$300 for it. And those funds went to the Connecticut Children's Medical. Where also for the Rotary Club, we adopted a family. So, during the holidays this family had spent a lot of time like in the hospital and a lot of the medical bills they had to pay so with adopting this family we had bought the family Christmas gifts so they wouldn't have to live like with the burden of having to supply the Christmas gifts to the children. And we also had spirit week where it was successful. A lot of the students had dressed up for it even though we haven't had our pep rally since there was no school.

And after break, starting up school again, all the classes are getting prepared for mid-terms and reviewing their assignments what we're working on.

Ms. Tovar: Good job. Thank you so much.

Mr. Marcucio: Any questions. Thank you very much.

EXECUTIVE SESSION

Mr. Marcucio: What's the Boards pleasure with the Executive Session. Do you think we need it? We don't have too much on here. We're waiving the Board on Executive Session?

Ms. Tovar: Everybody is on board.

**Motion that the Committee of the Whole waive our Executive Session this evening.
Passed with a motion made by Ms. Kim Tovar and a second by Ms. Melissa Mongillo.**

Ken Marcucio	Yes
Dan Foley	Yes
Kim Tovar	Yes
Rebecca O'Hara	Yes
Holly Oraziatti	Yes
Jim Gildea	Yes

Erica Nuzzo	Yes
Melissa Mongillo	Yes
Karla Malerba	Absent

Ms. Tovar: Making motion.

Ms. Mongillo: Second.

Mr. Marcucio: Motion carries.

APPOINTMENT LIST

Motion that the Committee of the Whole approve the appointment list for new hires. Passed with a motion made by Ms. Kim Tovar and a second by Mr. Dan Foley.

Ken Marcucio	Yes
Dan Foley	Yes
Kim Tovar	Yes
Rebecca O'Hara	Yes
Holly Oraziatti	Yes
Jim Gildea	Yes
Erica Nuzzo	Yes
Melissa Mongillo	Yes
Karla Malerba	Absent

Ms. Tovar: Making motion.

Mr. Foley: Second.

Dr. Conway: You have the appointment list. A nurse substitute, para-educator at LRU and a classroom para-educator at Irving.

You appointed Chris, who is online here tonight, for the high school last meeting but he couldn't attend. So, he's here tonight to recognize for the appointment and Jen's here to introduce him. But if you want to just finalize the last motion and then Jen can introduce Chris.

Mr. Marcucio: Motion carries.

Ms. Olson: Introducing and welcoming Christopher DeLillo as a long-term substitute teacher. Welcome him to spend at Derby High School. Covering for civics and some of our social study elective classes. Certified social study teacher and he does have a background also in special education.

Mr. DeLillo: Thank you very much for the opportunity. Looking forward to working with you all.

Ms. Tovar: Any other appointments tonight?

Dr. Conway: No.

Mr. Marcucio: Thank you, Chris.

STANDING COMMITTEE CONSIDERATION

Motion that the Committee of the Whole that we move the item number eight, Standing Committee Consideration to the end of the meeting after item number 10, administrator's report. Passed with a motion made by Ms. Kim Tovar and a second by Mr. Dan Foley.

Ken Marcucio	Yes
Dan Foley	Yes
Kim Tovar	Yes
Rebecca O'Hara	Yes
Holly Oraziatti	Yes
Jim Gildea	Yes
Erica Nuzzo	Yes
Melissa Mongillo	Yes
Karla Malerba	Absent

Ms. Tovar: Making motion.

Mr. Foley: Second.

Mr. Marcucio: Motion carries.

FY27 BUDGET UPDATE

Dr. Conway: Nothing new to report on the budget on the '27 budget. Nothing new since last meeting. Still in the same place.

Mr. Marcucio: Nothing new on the budget at this point. So, we can skip over that.

ADMINISTRATOR'S REPORTS

Early Childhood Program

Ms. Conway: Happy New Year everyone. So, as you could imagine at the preschool, we had the best month of December ever. We had the elf on the shelf. We had visits from the Grinch and Santa Claus. We were Santa Claus helpers. We made Christmas decorations for the parents. We celebrated every single solitary holiday in December. So, it was a month of parties.

Derby Middle School Report

Ms. Caggiano: So, November and December are very, very busy and quick. At the end of November, we did have, as we do every single year, we give out Thanksgiving baskets. Like my first year was probably ten or then 20. This year we did do 38 meals for the people in the community. So, it was a lot of meals. We partnered with the Connecticut Food Share this year, which was amazing. So, the food came in on an 18-wheeler. It had come from the Mack Restaurant Group. It was the turkey it looked like it had been cooked to perfection and families got it was beautifully prepared in boxes. It had everything in it and labeled. It really looked beautiful. A student had emailed me and said, Miss, it was delicious. While we prepare meals before and what we typically gave was a turkey and the fixings and the families would then need to cook that. This was ready to go, all fully prepared. But 38 families from all four schools were able to pick up that meal and have a wonderful Thanksgiving. Super excited to continue to partner with them and get that for our community.

We had a lot of fun in December. We held a Best Buddies movie night. So, that is for our students who are in the Learning Centers and their partners. We had about 50 kids here that night watching Home Alone and hanging out. It was really awesome. And especially for some of our students in the Learning Centers for their families. It's really a lot of fun. The kids came in their pajamas and for the parents like dropped them off at a night event. One young man was like, can I come tomorrow night. But it was wonderful and Ms. Cheverella had put that on. We did an underground 67th day of school that kids did not love that wearing 67 shirts and making 67 jokes all day. But it's middle school. Whatever is here it now stopped because it became an adult thing. We did a kickboard, little holiday shop.

Our kids would be able to purchase some gifts for their parents for different things like that. So, December was busy and quick. And they're back and ready to roll for January. So, that's where we are. I was sad that we had a snow-day on the 2nd because historically we like to dress up and throw candy canes, we have matching outfits. While I appreciate the snow-day, I was sad. We look forward to do that again for next year. We have matching Elf costumes. We'll preplan.

Bradley School Report

Dr. Ciccarini: Good evening, everyone. Welcome back. I'll focus on December now. In the past obviously there is some stuff in the report. But in terms of good solid return back from a nice break. Kids came in very well rested, enthusiastic, ready to learn. Yesterday, Mrs. Giardini and I met with the majority of students, one grade level at a time just to kind of reset expectations for academics and behavior. Talked a little bit about uniform compliance. So, we met with each grade level, teachers and we kind of addressed some concerns that we had going into break in hopes that we can come back refreshed and reset for the new year.

And Bradley School's focus now is turning towards Smarter Balance, which is coming in May. We are pleased with some of our growth scores and our proficiency scores last year. We want to build upon those. So, we are going to be using the IEP through the Connecticut State Department of Education's website. We'll be able to start practicing some of those types of examples the kids are going to see in May. The coaches are already working alongside with the classroom teachers in grades three, four and five to start practicing not only the format of the test, but the types of questions the kids are going to be asked. And we actually talked about that as part of our academic expectations yesterday. So, we're hitting the ground running to start the new year. We're very excited for what's coming. We have mid-year assessments coming up. March assessments in both math screener and dibbles. So, we're curious to see and excited to see what the growth of our students are going to be when we tested them first in September to now in January.

Irving School Report

Mr. Russo: Good evening everyone. Irving School has been great for the month of December. I want to share a few highlights. Rolling along right in December we had our student success teams full speed ahead both our academic and behavioral meetings. In these meetings, we have a team of coaches, interventionists, classroom teachers, PPS staff, administration making decisions for kids that are struggling whether it's academic or behavioral. It's a very meaningful meeting. We have agendas. We move them right along. Teachers come prepared with data in the sense of making the best decision for the kids

moving forward. And I have to say something that I think Ms. Giardini and I gets more acclimated to we'll be very proud of because it is making a difference. But it all leads to the leadership of the team. Our academic team is led by our school psychologist. Our PPS team is led by one of our social workers. And these two work really hard to make sure that again we're making the best decisions for our kids. So, I'm very proud of that.

In the human capital area, our school climate team met twice this past year. Now the school climate is something that has changed a little bit with the direction from the State of Connecticut. And Dr. Rafferty has been a guiding light for us all of our school climate. But the team at Irving School team members including the Derby Police Department, family members, both kids and adults and the staff from our teaching ranks, para ranks and administration and again the PPS team and it really was a rich discussion on how to make the school climate the best that it could be at Irving School.

But the most important highlight is of all the stuff that's in place now really make it good. It is going really well. And the team was able to point out the things that really had driven the culture and the climate to be successful at Irving. In operations, something we started, we're having weekly admin team meetings. Not to just add another meeting on our schedules, but we're talking about the issues that we're all dealing with together. So, if someone had a question for me that they've already spoke to Ms. Giardini about or Ms. Milewski about, we're going to be on the same united page for the best decision possible at Irving School. So, this is something that I want to keep up growing because if you ever come to visit Irving School, I don't know if I saw Ms. Giardini today. And we're both in the building. So, we have to intentionally plan for those times to sit down and discuss the things that are going to happen in our building.

And then in culture and climate elementary school kids use the number 67 a lot. And they still do, every day, all day. So, we had a 67th day spirit day and PTO came in the night before and decorated the school. Made signs, went way above what I thought they were going to do. Had signs made, balloons. The kids came in. Some of them had their own decorated shirts on, a lot of staff, including the principal at Irving School had a 67-shirt on and it was very fun. And it was a good test for the culture of the building, I don't know how it got to where it is but the kids had fun, the adults embraced it. Even though many teachers at Irving School had banned those numbers being said in their classrooms, I did make two teachers exceptionally angry by okaying the 67-spirit day and PTO brought it to my attention, but they joined in as well. But it was just a fun day and it was really a way to kind of start the holiday season.

Ms. Giardini: We had kindergarten and first-grade teachers participate in the Connecticut Light Summit at the University of Hartford where with the opportunity of many other

districts in Connecticut to talk about the importance of really meaningful intentional play and how it's connected to academic learning. Not only for their academic success but also for their social emotional and behavioral success as well. So, teachers were very excited to participate in that, we rejuvenated with some new ideas and are implementing really beautiful play dates learning opportunities in their classroom.

Mr. Russo: Pretty amazing stuff.

Derby High School Report

Ms. Olson: So, we've been focusing all year at Derby High School creating opportunities and experiences for students. A chance for them to apply their learning and really grow themselves as leaders. So, a couple of the programs I want to highlight is the first one right there, great picture of our mock trial crew. They are actually going to be coming to the Board meeting at the end of the month. So, they had their formal competition. This is the case that we had talked about the opioids epidemic case, where Nick Van Steenberg was a defendant in that trial. And our students took on the roll of prosecutors, of defendants, of witnesses and did an absolutely outstanding job. They did win one of their cases. They competed against Weston High School and Fairfield Warde Ludlow, so really prestigious schools that they competed against. The feedback that they received back from the Judges in the case was really very specific to each individual participant. Got a lot of praise. They were both experienced teams, so for them to have gotten a win from one and the other one from a point perspective was very close gives us great hope for the future of the program.

The attorney coach, Attorney Sussman. He will be joining us again, we're very proud of that partnership. Attorney Sussman comes to our US legal class, once a week, he's been working with the kids in the classroom with Mr. Butterworth. And it was absolutely amazing. So, you'll see our students. You'll hear a little bit more directly from them. That's a great picture of them. Pretty official in that way to apply to their learning. This is our second year of that program. So, the trials are once a year in the late fall, early winter. We won't be able to compete again until next year.

Laz mentioned that we had our instant decision week and it was really very successful. I did include in there about the report about all the acceptances that we received, that students received but their scholarships were really outstanding. Many of our students were receiving merit scholarships. Many received presidential scholarships. And those scholarships are renewable. So, where you see that 25,000, it's really 100,000. So, as long as they continue to remain academically eligible and they continue, that would be a renewable scholarship. So, big, big things for students.

Our dual enrollment course registration with the community colleges is up and running right now. Our students in junior and senior year throughout the State of Connecticut are eligible to take up to two free courses at the community colleges. Those are called, they're dual enrollments. So, they're Derby High School students who are also taking high school courses. Our counselors worked with them. They've had their recommendations.

So, right now the students are meeting with the counselors at the community colleges for course selections, January 23rd. So, we have a number of students who are in that process. We'll have the final number by the end this week to know how many students officially are committed. But that's a great opportunity. It's zero cost for tuition. And an opportunity for kids to earn credit before they even land on a college campus.

We also have the American Legion Oratorical Contest. That is coming up on January 15th and invite the Board to be able to join us. It is after school hours. Right after school at 2 o'clock. But we have five students that are going to be competing. That is a record number for us. But those students are going to be speaking about the US Constitution. I will just tell you that program is pretty official. If you remember last year our students actually ended up taking third in the State of Connecticut. Then landed as a third-place finish throughout the state. But the students have to speak without any podium, no microphone. It's a oratorical contest. They have to have a eight to ten minutes correlation on the US Constitution. It is very personalized. People can find anything about the Constitution that they are passionate about. The topics were very interesting. So, I'm excited to see how our students perform there. But they've done really great things from the past number of years.

Hoby Youth Leadership just closed out. We've opened it up. It's Statewide International Program with the State of Connecticut a leadership conference at Southern Connecticut State University at the beginning of June. It is open to Sophomores, so we put it out to the whole class. We had a number of students go through a process where they had to fill out a formal application. They had to prepare essays. And then we had a selection committee. Each student who was interested sat through an interview and answer questions about leadership means to them and how they can bring that back. This program really helps build leadership potential in students. There are guest speakers. There are service projects. There are some names on there that you might remember, recognize. You know some students that are going to be participating. They are going to be invited in June to come to the program, so they'll talk about their experience. I do want to give John Saccu a shout out so this program was \$400 tuition. And we know that the barrier for families for the past number of years, that turned into a grant for two tuitions at \$400. Our student council has sponsored for a third one. But this year seven students were selected. We were short four tuitions. So, \$1,600 we needed to come up with. The students all agreed

that we're going to be all in. Everyone is going. We're going to fundraise and figure it out. I reached out to John Saccu to see if he would consider sponsoring one of our students to help at least relieve that burden of one. John had access to some funding through some grants and has read through the applications and had partnered with us and had selected four students that he is going to commit to sponsoring. So, we now have full sponsorship for all seven students to be able to participate in that program, which we're very excited about.

The other just continue on college readiness. Typically at this meeting we will be reviewing our program of studies. We paused it because we need a little bit more time. We're working with UCONN right now. We've been working with our faculty to be able to identify teachers who can, that are eligible to take current courses that we're teaching at Derby High School and make them a dual credit for early college experience. We've heard about that through UCONN ECE Program a couple meetings ago. And we're excited that right now it looks like there are some classes that can easily be transitioned. And our students can not only earn Derby High School credit but potentially UCONN credit as well. We'll know that answer certainly by the end of January. So, we hope to have our Program of Studies by February for you.

And last, just one thing to share, during the holidays, I think every school has done some things to kind of bring up a little bit of spirit certainly with students but all also with our staff. We had a fun department holiday card contest. Each department created a holiday greeting card. We actually made about 15 different cards from the administrator's team. But the students voted on the winning admission. And today, our social studies department, they were the victors. Some highlights from the high school.

So, for the American Legion, right now we have, our school counselors are running that. So, Jen Ostroski has taken the lead for a number of years with that program. Our social studies teachers now have kind of gone all in. They partnered with a student and help, once the students get their speeches together, a faculty member can be able to support that.

The Hoby Youth Leadership. That's actually something that I've been facilitating. We do have support from our rotary as well so they sat on our selection committee. Jenn Moffat and Karla (phonetic) they are the faculty advisors for that.

Athletic Department Report

Ms. Moffat: Hello, everyone. Good evening. I see everyone's smiling faces after the holidays. So, you would think at the end of November, early December it's kind of like everything is kind of winding down, getting ready to go into winter. But that's kind of when our Unified Sports starts up. So, we could celebrate Joe Cappell (phonetic) for cross-

country all-state, recently named Alan Gattison for football for all-state. We'll be celebrating him next Sunday. There's a lot of things that happen around that time of the year with Unified Sports. So, Coach Ali and I accompanied a group of 20 Unified Sports Athletes. This year was Staples for the Unified Sports and Connecticut Special Olympics leadership summit. That's where we were given officially our banner. We already had our banner here but now it's officially at that summit. So, we were able to bring 20 student athletes. So, that was a very exciting opportunity for them.

Then we hosted a kindness activity on November 13th, which led us to host Waterbury and Oxford for a basketball tournament, holiday hoops as well as a spontaneous dance party during that, which was amazing. That was a great way for almost winter break at that point.

Our Derby High School Unified Sports, we picked our athletes this week. So, we're getting off the ground, the middle school as well. I'm very excited we're doing a lot of crossover events like last year between the middle school and the high school as well as hosting some other schools. Coach Landolfi told me today that she spoke with a couple of the teams that we'll be hosting in May for our corn hole tournament and they got cool pen pal experience for them set up for them to be able to get to know people through writing letters and then they come here in May and they'll be able to meet each other and meet the pen pals that they've been communicating back and forth with all year. So, we're excited about that.

On December 5th, Mrs. Sheridan and I have 12 students to the leadership conference down at Southern Connecticut State University where they attended numerous breakout sessions and had the opportunity to bring different leadership skills that they may not have present yet back to Derby High School and utilize them on our team. So, we're very excited for those student athletes as well.

As far as winter sports, we are off and running. Everyone at this point has had either a game or a meet except for cheerleading. Cheerleading's first competition is scheduled for the 17th. So, we are full out running in winter sports right now.

Dr. Conway: An update to the previous filing. Every district in the NVL that has played Waterbury that of her actions that she's filing with the OCR. At this particular point, more filing from any district or individual at this point going to CIAC that is going to OCR has gone anywhere besides just the filing. That they can participate.

Mr. Gildea: Although we have the right not to play.

Dr. Conway: Yes, to some extent. So, if you recall when this first came up when we played a game in the fall this goes back to that. Because when we played Wilby we were then added to that list. This goes back when we played Wilby, we met with the students and the

parents. And they wanted to play. Connecticut follows current federal law, which they can participate. Now I know that there's an executive quarter but that doesn't supersede Connecticut. What we did is in this situation, met with all the students, all the parents and then move forward.

Without getting specific to an individual, what I did look at when we first met back in the fall during girls volleyball was, through CIAC and anyway, through Waterbury, Superintendent of Waterbury, this was not a situation in which the athlete dominated other athletes on the court in any way. That was my first thing, the safety. But in this particular situation that was not a concern in what we learned is last year before what was happening at the federal level I would say the same individual was playing on the same court with the same team. And it was not an issue then either.

Mr. Gildea: We won the first two sets when we played Wilby.

Dr. Conway: We did. We won the first two sets playing Wilby. This particular situation is not an athlete that dominates the game being played. We can see where that could happen. We ask the players first and then the parents.

Mr. Foley: Did any girl chose to opt out?

Dr. Conway: One girl chose not to play.

Mr. Marcucio: Is this against the one school in Waterbury or is this the whole town?

Dr. Conway: The whole league. So, any team that has played that Waterbury team is being named in that. There is no federal filing yet.

Special Education Department Report

Mr. Giordano: Good evening everyone. So, I would just like to formally announce Angela as a new Supervisor to special education at the elementary school. From a special education standpoint here obviously, two new people to the district. We're streamlining a lot of the processes that have been in place. We're putting in new spin the tanks to some degree from the Central Office standpoint. Trying to make things a little bit easier for us. Making things easier for our teachers and it all trickles down to the students.

From the operation standpoint where the coffee cart that's running at the high school and the middle school both which picked up holiday theme for hot chocolate and coffee. So, it's a good time for our special education students. We also had, as Ms. Caggiano noted was the Best Buddies event at the middle school last week. Angela had coordinated a pre-K 3 to 12 meet PD for specialized program teachers. It also focuses on devices for our speech and language pathologists. And then just a couple weeks ago we completed a in

house TMT training at the elementary school. We're also running another one in January for the secondary level.

STANDING COMMITTEE CONSIDERATION

Mr. Marcucio: I sent out the information to you. I want to get your input before any decisions are made. We're considering changing the seven committees to three. And that would, with everybody being on two or three committees, everybody would be on one committee and along with that we would change the first Tuesday of the month meeting to a standing committee meeting. That's what it was supposed to be a long time ago. And then it became a regular second Board meeting. So, we would be taking the administrators that were here tonight, we'd put into the Thursday night meeting with the two other ones that are usually on a Thursday night.

Ms. Mongillo: All the committees would meet on the same night.

Mr. Marcucio: Everybody would be on one committee instead of two or three. We would have a meeting and open the meeting just like we would normally do. And if there was business to do that night we wanted to hire somebody, we could do that at that meeting also. Then we would break off into the standing committees.

Ms. Mongillo: And how would we do that? How would Dr. Conway be in three places?

Dr. Conway: If they're all in the same building I would have. Or you run it consecutively one after the other. So, if they're concurrent, it's more challenging but we have admins that could sit in on them. If they are consecutive, but I would go from one after the other after the other.

Mr. Marcucio: If there was an important issue, you could go to that one.

Ms. Tovar: Is that allowed under bylaws?

Dr. Conway: Under current bylaws, no, you would have to change the bylaws to make any of these changes.

Mr. Marcucio: You would have to change the bylaws.

Mr. Foley: Board of Alderman is consecutively.

Mr. Marcucio: Yep. Each committee meets one after the other.

Dr. Conway: Each committee meets one after the other. Again, you open a meeting, close it. Open the next meeting, close it. Open the next meeting, close it.

Mr. Gildea: First, all three would have to be posted separately. So, you couldn't do it in the middle of the meeting. All three would have to be posted separately.

Mr. Marcucio: Yes.

Mr. Gildea: All three would have to be posted with the secretary of the State's Office by January 31st in theory.

Mr. Marcucio: So, we would have to adjourn the meeting.

Mr. Gildea: Yes. I'll be honest, remotely, I don't know how you would do all three in the same room in the same building unless you did meeting one, meeting two, meeting three. That way you go to all three or could, but most importantly to comply with FOI, Freedom of Information, you're doing three different zoom meetings, three different postings so. So, I don't know how you could do it other than you doing it that way. You'd have your standing meeting. You'd have to adjourn that. Because each one of these meetings would have to be their own meetings, posted by themselves, on file. So, I think you'd have to do it that way.

Ms. Tovar: After reading the thought processes for this, I don't see being able to condense both meetings to those committees three, that we can keep it 45 minutes to an hour each. I can tell you that Athletic usually runs.

Mr. Marcucio: That was 45 minutes to an hour was considering meeting all at the same time.

Ms. Tovar: Even if we did meet all at the same time I don't think if we condense, you know.

Mr. Gildea: I don't understand how we can do it all at the same time.

Ms. Tovar: Because there are so many topics we discuss per our individual committee that I just don't see that all happening within that time frame. I think we're going to spend more time trying to accomplish that than what we do with our current set up right now.

Mr. Gildea: I think what the alderman do is meeting 5 to 6 is meeting one, 6 to 7 is meeting two and 7 to 8 is meeting three. So, they have three meetings in the same night. I'm not saying I'm for or against, I'm just saying you'd almost have to get rid of that meeting, that first month meeting. Because when you're having four, then you're opening up the standing committee and then you're having three other ones.

Mr. Marcucio: Could the Board do those meetings on a separate night?

Mr. Gildea: No, they do it all in the same night.

Mr. Marcucio: I mean, is it the same night as the regular Board meeting?

Mr. Gildea: No.

Mr. Marcucio: So, it's a separate.

Mr. Gildea: Yes, sir. We would have to amend our existing policy and standing committees. We have another policy that says in order to amend policies, you have to refer the policy to your existing policy committee who then changes the committee. So, per our policy, we would have to go to a policy committee to change a policy.

Mr. Marcucio: Is it legal for me for a Chair to appoint a special committee to handle this until, I'd like to appoint a special committee to work with the budget since we're in between here and also one to work with the policy if we have to before we could straighten out the policy. So, if you want to keep the seven, you know. The more members you have on the committee, the harder it is to get together with everybody at the same time.

Ms. Tovar: Our conflict has been more with scheduling, when Jen had games, I want to make sure because I need them there as the Athletic Director. And Doc, he's a busy man too. So, I want to make sure that everybody has time, that's been more of our issue. I don't think we've ever not had an issue with a quorum.

Mr. Gildea: I think there's always going to be subcommittees. Like negotiations is going to be hard to do just once a month, right. Because when you're in the middle of negotiations you'd have to meet more. Student health and safety, when you're expelling kids, that's going to be a tough one.

Mr. Marcucio: That's not going to happen in the third year of the contract. This time it's a four-year contract, isn't it.

Dr. Conway: For the teachers. Yeah. The next ones we have coming up the last two is going to be admins in '26. Theirs is up in '27. And after that, nurses.

Mr. Foley: That starts at the '26 school year.

Dr. Conway: Yes.

Mr. Gildea: And the expulsion committees, they meet once a month.

Mr. Foley: Right.

Ms. Tovar: And Holly would fill in for Laura, right, Doc. I'm saying until.

Ms. Mongillo: There's a lot of topics in three committees to cover. And I just can't imagine efficiently getting through those topics.

Mr. Marcucio: Well, you'll have more time because you don't have to go to two or three committees.

Ms. Tovar: Does it make sense in our current bylaws to combine maybe those two?

Mr. Marcucio: I checked online in the valley schools. Shelton has four committees. Oxford had four committees. And Ansonia has six. And Seymour has six. I mean if you want to cut them down to have three or four or five. And still there are some people who have to serve on more than one committee.

So, where do we go from here?

Dr. Conway: I guess, what's happening now with the budget, we had a committee to oversee the budget piece right now.

Mr. Gildea: With all due respect, we have a policy that calls for six committees. We have a policy that says we have six standing committees. In my opinion, we should adhere to the policy, fill the committees. And then the policy committee can then put in place, can look at how we do subcommittees and then make changes during their meeting. But, to me, we have a policy in place. In my opinion, we're knowingly, not following the policy we're changing about.

Mr. Foley: A workshop?

Dr. Conway: You can call a workshop.

Mr. Gildea: I just think we should follow policy.

Ms. Tovar: Are we sitting in the existing committees that we have in.

Mr. Marcucio: It's a new term. I have to appoint new committees.

Ms. Tovar: Should we send an email to you our interest.

Mr. Marcucio: That's what the bylaws say.

Ms. Tovar: Okay.

Mr. Marcucio: Have to have them by a certain date.

Dr. Conway: Just so you follow the policy. You wouldn't not have committees. The chairman would assign members to the current committees until there's such time there is a recommendation for a change in the structure of the committee and then you have a first read and then a second read in this case, because it is a significant change than just, you know, the statute change, you have to change your policy. Because even with that, I know

we do a second read on every policy but with simple technical changes that are either required by law or otherwise done in the first read, something like this needs two reads.

Mr. Gildea: And if I could, we don't know if it's going to get five votes. So, to me, I don't think we should knowingly not follow our own policy.

Mr. Foley: Now who would replace Laura?

Dr. Conway: It's up to the chair. The chairman can assign any of the nine members to any committees of the same committees that existed.

Mr. Marcucio: Until such time as the policy has changed.

Ms. Nuzzo: You just assign to us. We don't get a choice.

Dr. Conway: You do.

Mr. Marcucio: You ask me. You tell me I want to be on this committee. But it's still my choice to appoint you to whatever committee I want.

Ms. Tovar: What if you don't want to be on that committee?

Mr. Marcucio: You don't have a choice.

Ms. Mongillo: I'm on ACES.

ADJOURN

Motion that the Committee of the Whole adjourn its meeting. Passed with a motion made by Ms. Holly Orazietti and a second by Ms. Erica Nuzzo.

Ken Marcucio	Yes
Dan Foley	Yes
Kim Tovar	Yes
Rebecca O'Hara	Yes
Holly Orazietti	Yes
Jim Gildea	Yes
Erica Nuzzo	Yes
Melissa Mongillo	Yes
Karla Malerba	Absent

Ms. Orazietti: Making motion.

Ms. Nuzzo: Second.

Mr. Marcucio: Adjourned at 7:47.

Marianne Samokar

Recording Secretary

JANUARY 15, 2026 BOARD OF EDUCATION MEETING

CALLED TO ORDER

Mr. Marcucio: Called meeting to order at 6:36.

OPENING CEREMONIES

Pledge of Allegiance

ROLL CALL

Ms. Tovar: Ken Marcucio; Dan Foley; Kim Tovar; Rebecca O’Hara; Jim Gildea; Erica Nuzzo; Melissa Mongillo. Karla Malerba, absent; Holly Orazietti, absent.

We do have enough to proceed.

Also Present:

Dr. Matthew Conway, Superintendent of Schools.

ADDITIONS/DELETIONS TO THE AGENDA

Mr. Marcucio: We need a motion to make an addition to the agenda for the executive session.

Motion that the Board of Education to add the review for request for extended leave of absence to item number four. Passed with a motion made by Ms. Kim Tovar and a second by Mr. Dan Foley.

Ken Marcucio	Yes
Dan Foley	Yes
Kim Tovar	Yes
Rebecca O’Hara	Yes
Jim Gildea	Yes
Erica Nuzzo	Yes
Melissa Mongillo	Yes
Karla Malerba	Absent
Holly Orazietti	Absent

Ms. Tovar: Making motion.

Mr. Foley: Second.

Mr. Marcucio: Motion carries.

PUBLIC PORTION

Mr. Marcucio: Anybody from the public who would like to speak. Anybody from the public who would like to speak. Anybody from the public who would like to speak. Anybody from zoom who would like to speak. On zoom, anybody from the public who would like to speak. Anyone from the public on zoom. Seeing no one from the public, move on.

THE 2025 DERBY HIGH SCHOOL MOCK TRIAL TEAM

Dr. Conway: I'd like to ask Principal Olson to join us at the podium.

Ms. Olson: Good evening, everyone. I'm happy to be here tonight. We've talked about our mock trial program that has been running at Derby High School in our second year. A couple of pictures that I'll just draw everyone's attention to. Before we get started, there's our students before they are competing right out front of the Bridgeport Superior Court. Down below our students were sitting at the attorney's table getting ready for their case. In a moment, you're going to be able to speak with our classroom teacher, Mr. Butterworth who runs the program. That is the 2025 2026 group of students representing Derby High School for our mock trial.

This is a program that's brought a lot of enthusiasm and a lot of pride back to our school. Kids have jumped in the program with both feet. And have had a chance to really understand case law. Understand the nuances of public speaking. Being able to prepare for lots of different angles of a case. I'm going to give you a chance to not only hear from our teacher and next our students and finally our coach, we are so grateful for his time and expertise. And in a moment I'll introduce you to him, Everett Sussman.

At this time, I do have Mr. Butterworth who is online. He can talk a little bit about the program and then we'll turn it over to the kids.

Mr. Butterworth: Good evening, everybody. I apologize for not being there in person tonight. Some family obligations to take care of back at home. I'm glad to be here to talk about this program. So, I think when we started looking into mock trials and programs for Derby High School a few years ago. I don't think that either Principal Olson or I kind of growth in the success. And the excitement the program has brought to the first two years as a full-time class in the fall. I think Attorney Sussman can speak as well later on about the growth of the program the past two years. I know we had a similar meeting last year. This year's crew with the mix of juniors and seniors have really taken on the roles. They did an incredibly professional. They were highly praised by the Judges of their cases for their

ability to articulate their thoughts and kind of have this strong presence throughout the courtroom or the commanding of their witnesses and do all of it without notes.

We kind of put pride in ourselves with being prepared. Putting the kids' efforts. Also, Attorney Sussman's efforts. Rigorous classroom activities. But our kids really receive a lot of praise from the Judges in terms of their preparedness, in terms of their presence. Their vocal strength of themselves in the courtroom. Especially it was a murder case this year. Our students were able to keep their emotions in check and play their roles and really dive into their characters as well. I know the kids have heard my say repeatedly but I'm incredibly proud of their performance. I was proud of them before going to the competition. And regardless of what the Judge's scoring said in terms of merit value and whether or not we advanced. I know these kids really tried their best and pushed every day in the classroom to get better. So, incredibly proud, incredibly happy that we have this at Derby High School.

Ms. Olson: Thank you, Mr. Butterworth who really has helped build this program from the ground up. It started an idea. An email came across my way. And said, hey, wouldn't it be kind of cool. We didn't realize how big it was. So, the first year we did it as an exploratory we just went, our kids went and observed other students competing. And then really geared up for the fall.

At this time, I do want to give a highlight to this case. It was the State of Connecticut versus Nick VanSteenburg and we do have Nick here in the room with us, the accused in this particular case. And we also have two of our really outstanding attorneys for the prosecution. Calling up the students that participated in the case.

Ms. Olson: Attorney Sussman will give you more information about the program. I was really impressed with the kids at their trial. The opposing team was trying to trip them up with their own statements. The kids really knew what they were saying. They didn't get flustered and found a way to stand their ground. It was noted in the feedback. They received positively. So, I am really very pleased and so happy to be able to introduce everyone again to Attorney Everett Sussman.

Students: Speaking about their part in the mock trial.

Attorney Sussman: Good evening, everybody. I am very happy to be here. And I am immensely proud of these students and the rest of the squad. They did not just do their homework. They studied literally hundreds of pages. Not just to figure out what's on the test. They figured out how they are going to step into the characters that they had to be for the witnesses. How they were going to learn the Rules of Evidence. And there are a lot of them. How they were going to learn to object. How they were going to stand up straight.

Speak clearly. Sit down and be quiet when it's time to do that. They did a great job. I was happy to be part of it. And much like how Derby High teaches math, it teaches foreign languages and each of those build year by year. The year you've learned, you use the next year at class. I want to see that happen with mock trial. I want to see freshman, sophomores, juniors, seniors in the program because there's so much more they can learn each year they just get better.

And whether the students go on to be in the legal field or become advocates as journalists, or carpenters or anything else, these are skills that they are going to be able to use. Be able to put together arguments. To take apart bad arguments. To speak up on their own behalf and to speak up on behalf of their go to meetings. And I think we need more of that out here. So, I'm looking forward to next season. Thank you.

Ms. Olson: And the last thing I'll mention is Everett is proudly wearing his mock trial coach sweatshirt that he was presented with last year. We appreciate it. We very much look forward to the work. Not only is this a really rigorous class, but it meets at 7:30 in the morning, first period with seniors. That's a tough schedule. The kids in there really have done wonderful things. So, I thank the Board very much for your support and allowing us to add another course. And we're going to continue to grow on it and Mr. Butterworth, to you, hats off. He was the first year teacher taking on that role you know and just building a class from nothing and Coach Sussman continuing his work. He's actually continuing to grow in the program itself outside of even just Derby High School and recently moved into a Judge capacity for other schools that are competing. So, he really knows both sides, the coaching and what the Judges are looking for.

Congratulations again to everyone and thank you.

Ms. Nuzzo: I just want to say, I may have had an upper hand as a Board member because of having a child that took the class. So, I got to like hear a little bit more and see the comments from the Judges. And I am so extremely proud of every single one of the students. Mr. Butterworth, Mr. Sussman, they did such a good job. I was getting feedback of how well prepared they were. So, I thank everyone for representing our school so well.

Mr. Foley: How many credits?

Ms. Olson: This is a half year course, they'll get .5 credits for it.

EXECUTIVE SESSION

Motion that the Board of Education enter into Executive Session to review the Appointment List for the New Hires and the Request for Extended Leave of Absence

and the Superintendent of Schools is invited to attend. Passed with a motion made by Ms. Kim Tovar and a second by Ms. Melissa Mongillo.

Ken Marcucio	Yes
Dan Foley	Yes
Kim Tovar	Yes
Rebecca O’Hara	Yes
Jim Gildea	Yes
Erica Nuzzo	Yes
Melissa Mongillo	Yes
Karla Malerba	Absent
Holly Oraziatti	Absent

Ms. Tovar: Making motion.

Out at 6:53. Back in at 7:19.

Ms. Mongillo: Second.

Ms. Tovar: Motion carries.

APPOINTMENT OF NEW HIRES

Motion that the Board of Education approve the Appointment of New Hires as recommended by the Superintendent of Schools. Passed with a motion made by Ms. Kim Tovar and a second by Ms. Erica Nuzzo.

Ken Marcucio	Yes
Dan Foley	Yes
Kim Tovar	Yes
Rebecca O’Hara	Yes
Jim Gildea	Yes
Erica Nuzzo	Yes
Melissa Mongillo	Yes
Karla Malerba	Absent

Holly Orazietti Absent

Ms. Tovar: Making motion.

Ms. Nuzzo: Second.

Mr. Marcucio: Motion carries.

Motion that the Board of Education approve the request for Extended Leave of Absence with benefits through the end of the school year as recommended by the Superintendent of Schools. Passed with a motion made by Ms. Kim Tovar and a second by Ms. Melissa Mongillo.

Ken Marcucio Yes

Dan Foley Yes

Kim Tovar Yes

Rebecca O’Hara Yes

Jim Gildea Yes

Erica Nuzzo Yes

Melissa Mongillo Yes

Karla Malerba Absent

Holly Orazietti Absent

Ms. Tovar: Making motion.

Ms. Mongillo: Second.

Mr. Marcucio: Motion carries.

Motion that the Board of Education we skip to item number 14 Overnight Trip CIAC Class S State Championship Meet; 15 Out-of-State and overnight field trip New England Regional Cheer Championships and 16 Out-of-State field trip New England Indoor Track Regional Championship due to time constraints. Passed with a motion made by Ms. Kim Tovar and a second by Mr. Jim Gildea.

Ken Marcucio Yes

Dan Foley Yes

Kim Tovar Yes

Rebecca O’Hara	Yes
Jim Gildea	Yes
Erica Nuzzo	Yes
Melissa Mongillo	Yes
Karla Malerba	Absent
Holly Orazietti	Absent

Ms. Tovar: Making motion.

Mr. Gildea: Second.

Mr. Marcucio: Motion carries.

OVERNIGHT TRIP CIAC CLASS S STATE CHAMPIONSHIP MEET

Motion that the Board of Education approve the overnight field trip for Derby High School Wrestling Team to the CIAC Class S State Championship Meet in Killingly, Connecticut from February 20th to February 21st, 2026 as recommended by the Superintendent of Schools. Passed with a motion made by Ms. Kim Tovar and a second by Mr. Jim Gildea.

Ken Marcucio	Yes
Dan Foley	Yes
Kim Tovar	Yes
Rebecca O’Hara	Yes
Jim Gildea	Yes
Erica Nuzzo	Yes
Melissa Mongillo	Yes
Karla Malerba	Absent
Holly Orazietti	Absent

Ms. Tovar: Making motion.

Mr. Gildea: Second.

Mr. Marcucio: Motion carries.

Motion that the Board of Education approve the out-of-State and overnight field trip for Derby High School Cheer to attend the New England Regional Cheer Championship at Worcester State University, Massachusetts on March 20th and 21st, 2026 as recommended by the Superintendent of Schools. Passed with a motion made by Ms. Kim Tovar and a second by Ms. Melissa Mongillo.

Ken Marcucio	Yes
Dan Foley	Yes
Kim Tovar	Yes
Rebecca O’Hara	Yes
Jim Gildea	Yes
Erica Nuzzo	Yes
Melissa Mongillo	Yes
Karla Malerba	Absent
Holly Oraziatti	Absent

Ms. Tovar: Making motion.

Ms. Mongillo: Second.

Mr. Marcucio: Motion carries.

Motion that the Board of Education approve the out-of-State field trip for Derby High School to the Reggie Lewis Center, Boston, Massachusetts on February 28th, 2026 as recommended by the Superintendent of Schools. Passed with a motion made by Ms. Kim Tovar and a second by Ms. Erica Nuzzo.

Ken Marcucio	Yes
Dan Foley	Yes
Kim Tovar	Yes
Rebecca O’Hara	Yes
Jim Gildea	Yes
Erica Nuzzo	Yes
Melissa Mongillo	Yes

Karla Malerba **Absent**

Holly Orazietti **Absent**

Ms. Tovar: Making motion.

Ms. Nuzzo: Second.

Mr. Marcucio: Motion carries.

OUT-OF-STATE FIELD TRIP – DERBY HIGH SCHOOL TO BRYANT UNIVERSITY

Motion that the Board of Education to skip to item 13, Out-of-State Field Trip – Derby High School to Bryant University. Passed with a motion made by Ms. Kim Tovar and a second by Ms. Melissa Mongillo.

Ken Marcucio **Yes**

Dan Foley **Yes**

Kim Tovar **Yes**

Rebecca O’Hara **Yes**

Jim Gildea **Yes**

Erica Nuzzo **Yes**

Melissa Mongillo **Yes**

Karla Malerba **Absent**

Holly Orazietti **Absent**

Ms. Tovar: Making motion.

Ms. Mongillo: Second.

Mr. Marcucio: Motion carries.

Motion that the Board of Education approve the out-of-State Field Trip for Derby High School Basketball to attend Bryant University on February 7th, 2026 to attend the basketball game. Passed with a motion made by Ms. Kim Tovar and a second by Ms. Melissa Mongillo.

Ken Marcucio **Yes**

Dan Foley **Yes**

Kim Tovar	Yes
Rebecca O'Hara	Yes
Jim Gildea	Yes
Erica Nuzzo	Yes
Melissa Mongillo	Yes
Karla Malerba	Absent
Holly Oraziatti	Absent

Ms. Tovar: Making motion.

Ms. Mongillo: Second.

Mr. Marcucio: Proper chaperones.

Ms. Mongillo: Motion carries.

SUBCOMMITTEE REPORTS

Mr. Marcucio: Obviously, no reports yet.

But there was a revision and I didn't send it out to everybody. The only revision was Kim was going to be on the Safety?

Ms. Tovar: Yes, Student Health and Safety.

Mr. Marcucio: And Dan is off the Safety. Other than that, the same as the ones that I've sent out to you.

Now the only two that have to meet right away are Finance and Policy. I guess we're going to have to keep the meetings where they are.

Chairman of those two will have to do it before the COW meeting on February 3rd, 2026.

Dr. Conway: If available, we could.

Mr. Foley: Policy me, I guess.

Mr. Marcucio: Rebecca, you're the head of the Finance. We can't do it the same time because the same people are on both committees.

Ms. O'Hara: I'm not on policy anymore.

Ms. Mongillo: I have been to one over zoom of the ACES meetings. I'm happy to do it.

Mr. Marcucio: If you can't make it.

Mr. Foley: If you can't do it, let me know.

Mr. Marcucio: One of us will go.

Dr. Conway: They come to Dina. Dina distributes them right to Laura.

SUPERINTENDENT'S REPORT

Dr. Conway: You have my report before you. Any questions.

Mr. Marcucio: Busy agenda.

Dr. Conway: Busy month.

Mr. Gildea: Do you meet with the Mayor or just the Board of Alderman?

Dr. Conway: It's only the Board of Alderman only if we have something on the agenda. And we have the Mayor meeting once a month, first Monday of the month.

Mr. Gildea: Thank you.

Mr. Marcucio: No other questions for Doc.

ADMINISTRATOR REPORTS

FACILITIES REPORT

Mr. Hoffman: Irving, we had our annual testing on the oil tank. That was back in October. We didn't get the results originally, so I put them on there.

Derby Middle School, the chiller again. We have a walk-through schedule for tomorrow. We hope to have all bids by February 20th. So, we're moving along with that. Also, at the middle school, we had issues with the score board. The controller failed. Unfortunately, that controller was obsolete. So, we did have to go upgrade it. It cost about \$1,300 to do it in-house. We did it, we're good. It's back and running.

Derby High School, continued with the PTECs, room G02, and classroom 112, both cabinet heaters failed. The room 112, that section, we did have to put a subpanel in to accommodate the 30 amp circuit. But I will say, it's about \$2,200 for that job. But that we'll handle now. There's six more rooms in that section that we could tie to that panel now. So, we don't have to have that cost again.

Over at the high school we replaced a 40-gallon electric water heater that serves LRU, the woodshop and the art room. One note I would like to mention on that all of our electric water heaters at the high school are 277 volts. I actually found out yesterday we can no

longer get breakers for those panels. So, as we are going forward with water heaters, they are now two circuits instead of one we're going to have to start thinking about updating the electrical panel. The breakers are actually, they haven't made the breakers they said since 1972. I was a kid, they stopped making it in the 80's.

Mr. Gildea: So, you would basically go in, take the electrical panel out, put a new one in and have to test all the breakers.

Mr. Hoffman: Yes. The wiring is fine. It's just a matter of taking the service out of that. The older square panels update them to handle the new breakers. It is a big job. There's 28 of those panels in the building. The issue we're going to run into is the water heaters, the old ones that we have. They were 277 volt and it's 160 amp circuit. The new ones are now all coming through. They want two 30 amp circuits on one heater, so new breakers.

Mr. Foley: How about other schools, on gas.

Mr. Hoffman: Yes, all other schools are on gas. It's just the high school. Down the road, we're going to have to start thinking about upgrading some service.

Mr. Gildea: I know the building is electric, but is there any way to start switching these hot water heaters out from electric and making them hot water or convert them from electric.

Mr. Hoffman: Well, the problem with our gas, our main, our kitchen is off the gas. It's 120-gallon water heater. That's gas. I would worry about the electrical, where we have the water heaters now. That would be a nightmare. And there's no gas in that area.

Mr. Gildea: Okay. Thank you.

Mr. Hoffman: District wide they want an inspection every six months. Just completed that. Don't have the reports back yet. We did have to update the annual contract. It went to \$3,100 a year. That's the new fire code.

Mr. Gildea: The bid for the chiller, come in less than the bigger, do you expect that to still come in less than figure we submitted for the record.

Mr. Hoffman: Yes.

Mr. Gildea: Are we close to a list that we would want to recommend to the City. That's \$700,000 worth of money through the Johnson Controls. And that went back to the City. So, the City had that. They've already given out almost \$500,000 of it. Before they allocate the rest of it, it would be nice if we on the Board of Ed got something. I think we should try to get our piece. I think we should have it ready within the next couple of weeks.

Mr. Hoffman: Yeah, we have it ready.

Mr. Gildea: And can we see it. Not now but even on February 3rd. It would be helpful if the Board can see it in my opinion before you offer it to the City. It's usually the 4th Monday of the month. My guess is, it won't be until the 26th. I think we should see the recommended capital planning list. I think the Board should have some kind of weigh in it. Saying hey, this is the thing we should fight for. We're not going to get a lot. We'll get one or two things on it. But with all due respect, the police got two cars. They're getting another car soon. They're getting three new fire trucks. They just updated the entire Derby Police Department software system. I appreciate all of that. I'm supportive of that. But again, there's only \$250,000 left. And I'd like to think that we're the only major body in the City that hasn't gotten something.

Ms. Tovar: Makes sense. Okay.

Ms. Mongillo: Jim do you plan to upgrade the panels and the breakers over the spring. Is that planned in this budget or are you planning.

Mr. Hoffman: No, that is not planned.

Ms. Mongillo: You're going to budget for next year. Okay.

Mr. Hoffman: Yeah. I don't think it's going to be in one shot.

Ms. Mongillo: Over time. But you're going to budget that for the next budget.

Mr. Marcucio: Thanks, Jim.

STRATEGIC PLANNING

Dr. Rafferty: Good evening, everyone. I have five things to grow on here for you. First is as you know we partnered with Yale. Our presentation is now being submitted in the Netherlands. And we're waiting to hear back about that. So, if I'm not around in May I'll be in the Netherlands representing Derby Public Schools. I would be remiss if I didn't acknowledge Jenn Shea and Molly Sullivan from the high school who are co authors of the paper and do a lot of work. We're running that project again this spring. Jenn Shay sent the dates to me today. So, I'll have more on that as we go further.

The second thing is that I'm, you know how Dr. Conway did an achievement presentation recently. We will be using that data and go deeper to do a three-step process with our building leaders to do basically a needs assessment, revisit our strategic planning and then implement and monitor our work along the way, which we plan to come back to the Board over time as we do that work.

Speaking of improvement strategies, I meet with PDAC every month, which is a group of teachers across the district who give us suggestions on improvement strategy and

planning. We covered the latest teacher evaluation plan, what's going well. What we still need to work on. The highlights of how teachers feel that it's a more comfortable, professional way for them to develop their capacity as opposed to the old model. So, the further feedback we're doing is we're building a strategy for next year about what other terms about whether professional development whether they would like more information.

On Tuesday, I went to University of Hartford and participated in the Governor's Prevention Partnership Workshop, which was about mentoring, which we will launch in the middle school in the coming weeks first of February. Principal Caggiano is setting up an application process to have kids apply for leadership opportunities and develop a, we'll start small here in the middle school to get kids to really understand how to transition into high school and then we'll expand our mentoring in the high school. The chart, you could see the data on the power of the mentoring it is really powerful. It's attendance. It reduces behaviors. Make kids more likely to find pathways to future success.

And then the last one is you know, we've partnered with Harvard. We've partnered with Yale. We've partnered with Worcester Poly Tech. We've partnered with Drake University. And in the coming weeks, we're going to have, I brought to you, this is part of a research study with Worcester Poly Tech and someone from North Carolina State would like to come visit because we've done some really good work in our tutoring at the elementary level. And they want to come visit, talk to teachers, talk to students and find out how to help us get even better. So, some pretty exciting stuff. I'm happy to take any questions.

APPROVAL OF MINUTES

Motion that the Board of Education approve the minutes from the following meeting A, December 18th, 2025 Board of Education meeting. Passed with a motion made by Ms. Kim Tovar and a second by Ms. Melissa Mongillo.

Ken Marcucio	Yes
Dan Foley	Yes
Kim Tovar	Yes
Rebecca O'Hara	Yes
Jim Gildea	Yes
Erica Nuzzo	Yes
Melissa Mongillo	Yes
Karla Malerba	Absent

Holly Orazietti **Absent**

Ms. Tovar: Making motion.

Ms. Mongillo: Second.

Mr. Marcucio: Motion carries.

FINANCIAL REPORT

Motion that the Board of Education approve the financial report for the periods through December 31st, 2025 as recommended by the Superintendent of Schools. Passed with a motion made by Ms. Kim Tovar and a second by Ms. Erica Nuzzo.

Ken Marcucio **Yes**

Dan Foley **Yes**

Kim Tovar **Yes**

Rebecca O’Hara **Yes**

Jim Gildea **Yes**

Erica Nuzzo **Yes**

Melissa Mongillo **Yes**

Karla Malerba **Absent**

Holly Orazietti **Absent**

Ms. Tovar: Making motion.

Ms. Nuzzo: Second.

Mr. Trainor: Good evening. Right now we are looking at a surplus of about 11,000. The number last month was around 21,000. We had an invoice that come in that we hadn’t anticipated for transportation. It was from a prior year. And we were able to absorb some of the cost from the Title One Grant. That’s why you see a \$10,000 difference there. If we were to liquidate everything right now, pay off all the encumbrances, we’ll have a balance of about \$11,000.

Mr. Gildea: And that includes the encumbrances?

Mr. Trainor: Yes.

Mr. Gildea: If everyone had started on day one, we’d be in a deficit right now.

Mr. Trainor: Yes.

Mr. Marcucio: How much money would that involve?

Mr. Trainor: The vacancy. So, the vacancy positions, when they came on, right now we're looking at about a cost somewhere around 55,000 or 60,000. They all become vacant at certain times. So, every day that they're vacant, we add to that number.

Mr. Gildea: So, we'd have a \$40,000 deficit if everyone started on day one.

Mr. Trainor: Correct. Some of the things that happened this year that would be included would be the cost of the playground we split with the City. We received money from the City. We paid for some of that cost. We also had a big chiller invoice that we hadn't anticipated.

Mr. Gildea: The snowstorm, this year's snowstorm at a greater speed than many years. Would this include some of the December snow fall? Did we pay for that?

Mr. Trainor: No. There's some overtime involved for some of the custodians for shoveling the sidewalks, but it's minimal.

Mr. Gildea: We did get the SEED money. We did get the additional SES money, I realize we use that to balance the budget. What would be driving our high costs, the chiller, the playground. I thought we set aside money out of last year for that?

Mr. Trainor: The invoice was paid in this fiscal year. So, if we had paid it last year, it would have eaten up some of the 209,000 that we had as a surplus at June 30th.

Mr. Gildea: Okay. Is that 209,000 still there?

Mr. Trainor: Yes. Unaudited. Waiting for the final result from the auditor.

Mr. Gildea: Thank you.

Mr. Trainor: I believe it's three months at 350,000. Is that accurate?

Mr. Giannotti: I'm here. So, we can keep three-months operating expense, would be 360,000. But right now, we have 257,000.

Mr. Foley: How is the equipment? Are we up to date on the equipment?

Mr. Giannotti: We've had some repairs on some of the walk-in coolers. Everything else is okay. It's just maintenance right now. But some of the stuff is getting older.

Dr. Conway: We put together a five-year plan.

Mr. Gildea: We replaced a lot of that over the last five years between grant and surplus, right?

Mr. Giannotti: Yes.

Mr. Marcucio: Thanks, Sal.

Mr. Giannotti: You're welcome.

Mr. Marcucio: Motion carries.

FY27 BUDGET UPDATE

Mr. Trainor: So, we got a budget update. We put together a document that talks about the big things that we're working with in this budget. We currently have a ask of .32 percent, which is \$66,000 on a 20-million-dollar budget. We also have a couple scenarios. If you recall last year we had talked about an additional outplaced special ed student. We built in one or two additional students at about 150,000 per student. We're a transient district. You know, from July through October, we had budgeted 24 students this year. We are currently at 24 students. However, we have had 12 changes in our student population. Costs are prorated. If someone leaves in September and we have another one come back in November we have one month that we're not spending. But it depends on where, what school these students are going to. How they're being transported and what services they need.

So, if we ask for one additional student, we'd be asking for a 1.06 percent ask. And if we ask for two, we'd be asking for 1.79 percent. Any questions. So, the biggest issue this year was the teacher's contract. I put together a little spreadsheet. The overall impact of the teacher's contract is 708,000 which you'll see in the bottom right hand of that box. And then I broke it down by funding source. So, with this new contract with the staff that we have in district, the burden of it is on the operating budget. It's about 500,000. The State grant 167,000.

We had been working to move costs. We've been working with principals on potential changes in staffing. We have been looking at contracted positions. We have been looking at our facility costs. We are taking a fine look at every department and everything that is being purchased within our district. We have gotten to a place where we are only asking for 66,000 without an additional special ed kid.

Ms. Mongillo: Just give us an idea of what we're potentially losing in our district with that moving around.

Dr. Conway: A big portion of it is current outplaced students in our outplaced transition program. A couple years ago, added an additional year the district is responsible for a child as soon as they reach the age of 22. So, we have currently nine students outplaced in various programs. With the assistance of the principals and special education supervisor plan and space to move 7 of 9 back into district next year. Savings \$847,000 I believe. Subtract the teacher and para educator in that room, the substitutes is about 720,000. We're very confident on that move. Other moves to reduce costs further, is filling current open positions from within. Move into a different or similar role to another school. Actual reductions with two non-classroom positions and possibly two classroom positions during enrollment. Hiring individuals in-house for those same services as soon as we can find people in that role.

Mr. Gildea: I understand the \$800,000 worth of savings. So, is that saying and we were 1.2 million last time. So, the 700,000, the bulk of it would come from the creation of internal programs, transition programs, and then the balance of it would be various reductions.

Mr. Foley: Doctor, my only concern on that is bringing those seven students back in, I hope there's not a problem with them being mainstreamed in or causing problems.

Dr. Conway: This is a very specific program. Unlike other programs, they are in programs for the majority of the day and really teaching them life skills.

Mr. Foley: Where would this be?

Dr. Conway: Right now we're looking at space here.

Mr. Gildea: Do you mean like what part of the building?

Mr. Foley: Yeah.

Mr. Gildea: Okay.

Mr. Marcucio: How many years would these students be?

Dr. Conway: They relocated here, received transition services here. We have space at the high school too.

Mr. Trainor: The space here is bigger.

Mr. Gildea: The beauty of the RAISE Program is it's contained. So, would it be contained or would it be disbursed throughout the building?

Ms. Mongillo: Did I understand you correctly, they would not be in the building very much anyway because they're in transition programs and work program?

Dr. Conway: Some will. Some won't.

Ms. Mongillo: Any concern regarding the age difference in this potential of having 18 year olds in with middle schoolers?

Dr. Conway: Not with what we have in place.

Ms. Mongillo: Okay.

Dr. Conway: There won't be a lot of interaction with other students. I think we can do it more efficiently.

Ms. Mongillo: I like the work that we've done to reduce the budget and not lose classroom teachers or anything that's going to really affect any of the kids. Thank you.

Mr. Gildea: For special ed, how many students did we budget this year. How much did we end up at?

Mr. Trainor: The budget is 24 students for this fiscal year.

Mr. Gildea: Outplaced. I'm sorry,

Mr. Trainor: Yeah, outplaced. We budgeted for 24 students.

Mr. Gildea: And where do we end up?

Mr. Trainor: We're currently at 24 students. We had 12 changes.

Mr. Gildea: My thought is, if we need it we should budget it. In my opinion, when we separate it out, there's a chance we don't get it. I think if we're going to ask for it, we should ask for it.

Dr. Conway: That's why it's here.

Mr. Marcucio: What you're talking about doesn't include the savings that we had. I had a couple of meetings with the Mayor about business manager position. We'd be saving money here. This doesn't include that. We're meeting again next week.

Ms. Tovar: In the event would that be a person employed by the City of Derby or the Board of Education.

Dr. Conway: I have not been part of the discussions. I will be part of the discussions next week.

Ms. Tovar: Okay.

Mr. Marcucio: An existing position with the City.

Mr. Gildea: I do think there's going to be a shared, the Mayor's cut, appointed shared service committee that would include Board of Education members, include Board of Alderman members, it will include tax board members, and I think the thought is not to just look at one position but to do a deeper dive within the departments to see hey, there's an AP position here, there's a payroll position here, there's an AP position there. And then to look at the departments, but to your question, any framework of how the reporting structure would work that would be recommended by the shared services committee would have to be voted on by our Board, it would have to be voted on by the Board of Alderman, representatives by both Boards on that committee. Because that structure of reporting is that, you know, so much more details than how are we going to cover one person. It's reporting structures. It's getting into the offices who is looking into where the savings are, bodies, insurances. So, it's a deeper dive.

Ms. Mongillo: And there accessible to elections which scares me to death. The whole thing is great right now because of what we have in place. And I'm not saying I'm opposed to it. I think it's a great idea. But whoever ends up on that committee needs to be mindful of putting structure in place to protect the bodies from election years when there are different decision makers and leadership in place to not screw up any one board or sector of the City.

Ms. Tovar: Agreed.

Mr. Gildea: I agree. With all due respect, when previous chief of staff was here, it wouldn't work.

Dr. Conway: Even when he looked at it, over time what it comes down to is exactly what you start out.

Mr. Gildea: Ultimately, let's just say we tried it for a year and it didn't work. The Board of Ed can finance their own business end of it. Certainly, we have the ability to weigh in and to make sure our authority doesn't get diminished with the change in administration. I agree 100 percent. We go back to our own and go back the way we did it. That's always been our prerogative.

Dr. Conway: I talked to Robbie about that, the recommendation where they met with somebody. They've actually done that in multiple communities, where they are using ID in both the SEED and now the Board of Ed where they have the combined services and where they don't have shared services.

Ms. Mongillo: If available.

Dr. Conway: So, there will be no gap between January 30th.

Mr. Foley: I still have reservations about it.

Mr. Gildea: Does this figure include flatline ECS?

Dr. Conway: Yes.

Mr. Gildea: I get it.

Dr. Conway: I want to thank our administrators for digging in and coming up with some creative plans. Do things that we think will actually improve instruction as well as reduce costs.

Mr. Gildea: Very nice.

Mr. Marcucio: Thanks Robbie on behalf of the Board for all the work he is doing.

DISCUSSION ON SCHOOL UNIFORMS

Mr. Marcucio: I think there is some concern about how we are handling the families that can't afford.

Dr. Conway: Right now, it's not a concern right now. We've done fundraisers. Each school has supplies. And going forward we're anticipating, year over year, if you're going to be buying uniforms year over year, because kids grow out of that size, we already set up in our platform we buy uniforms, a place where you can buy youth uniforms as well as families donating the youth uniforms to the schools use on an as need basis for families who may not be able to afford. But right now, we don't have any situation where somebody doesn't have a uniform due to financial need.

Ms. Tovar: Is there a way to put on the website like a way to donate towards school uniforms.

Dr. Conway: There will be. It's all built and ready to go. It's still on. And then we'll make announcements.

Ms. O'Hara: How about somebody who said they can't afford it. We just give them the clothes that they need.

Dr. Conway: Fundraisers.

Ms. O'Hara: No questions asked.

Dr. Conway: Questions asked. Assuring the family has a financial need so it doesn't get abused.

Ms. O'Hara: They don't have to wait like a fundraiser.

Dr. Conway: If you had a situation. We could create one in the event we need to use it.

Ms. O'Hara: I donated a lot myself of uniforms. I want to make sure they get distributed.

Ms. Tovar: \$12.

Ms. O'Hara: He won't over charge.

Dr. Conway: City Stitchers have been tremendous.

Mr. Gildea: Derby guy.

Ms. O'Hara: Derby guy.

Dr. Conway: The committee gave me the green light.

Mr. Gildea: The committee recommended to the full Board. We recommended to the full Board.

Motion that the Board of Education to approve adding to our dress code gym uniforms at the elementary school, quarter zip shirts and fleece jackets. Passed with a motion made by Ms. Kim Tovar and a second by Mr. Jim Gildea.

Ken Marcucio	Yes
Dan Foley	Yes
Kim Tovar	Yes
Rebecca O'Hara	Yes
Jim Gildea	Yes
Erica Nuzzo	Yes
Melissa Mongillo	Yes
Karla Malerba	Absent
Holly Oraziatti	Absent

Ms. Tovar: Making motion.

Mr. Gildea: Second.

ADJOURN

Motion that the Board of Education adjourn its meeting. Passed with a motion made by Ms. Kim Tovar and a second by Ms. Erica Nuzzo.

Ken Marcucio	Yes
Dan Foley	Yes
Kim Tovar	Yes
Rebecca O'Hara	Yes
Jim Gildea	Yes
Erica Nuzzo	Yes
Melissa Mongillo	Yes
Karla Malerba	Absent
Holly Oraziotti	Absent

Ms. Tovar: Making motion.

Ms. Nuzzo: Second.

Mr. Marcucio: Motion carries. Adjourned at 8:20.

Marianne Samokar

Recording Secretary

FEBRUARY 3, 2026 COMMITTEE OF THE WHOLE MEETING

CALLED TO ORDER

Mr. Marcucio: Called meeting to order at 6:32.

OPENING CEREMONIES

Pledge of Allegiance

ROLL CALL

Ms. Tovar: Erica Nuzzo; Holly Orazietti, Kim Tovar; Dan Foley; Ken Marcucio, Melissa Mongillo. Jim Gildea joined online at 6:41.

Rebecca O’Hara, excused.

Karla Malerba, absent.

Ms. Tovar: We do have a quorum and we are able to proceed.

Also Present:

Dr. Matthew Conway, Superintendent of Schools.

ADDITIONS, DELETIONS, CORRECTIONS TO THE AGENDA

Motion that the Board of Education add to the agenda items at the beginning of this meeting. It’s going to be item three, School Resource Officer and item number four for Bus Patrol. Passed with a motion made by Ms. Kim Tovar and a second by Mr. Dan Foley.

Ken Marcucio	Yes
Dan Foley	Yes
Kim Tovar	Yes
Erica Nuzzo	Yes
Melissa Mongillo	Yes
Holly Orazietti	Yes
Rebecca O’Hara	Excused
Karla Malerba	Absent
Jim Gildea	Yes

Ms. Tovar: Making motion.

Mr. Foley: Second.

Mr. Marcucio: Motion carries.

PUBLIC PARTICIPATION

Mr. Marcucio: Anybody from the public who would like to talk. Anybody from the public who would like to talk. Anybody from the public who would like to talk. Seeing no one. We'll move on.

SCHOOL RESOURCE OFFICER

Dr. Conway: With us tonight School Resource Officer, Deputy Chief reached out two weeks ago informing at the last Police Commission meeting adding School Resource Officer to the Derby Police Department. First step was to bring this to Student Health and Safety Committee, which we did last night and they recommended bringing it to full Board tonight for consideration.

A number of different items for material in your packet both the CAGE policy governing school resource officer, as well as the MOU that's now required statutorily for all schools who have a School Resource Officer in them. We have an MOU between the Board of Education and the Municipal Police Department.

Motion that the Committee of the Whole approve the School Resource Officer position. Passed with a motion made by Ms. Kim Tovar and a second by Mr. Dan Foley.

Ken Marcucio	Yes
Dan Foley	Yes
Kim Tovar	Yes
Erica Nuzzo	Yes
Melissa Mongillo	Yes
Holly Oraziatti	Yes
Rebecca O'Hara	Excused
Karla Malerba	Absent
Jim Gildea	Yes

Ms. Tovar: Making motion.

Mr. Foley: Second.

Dr. Conway: I'll go through the slides which I created to summarize all the documents in your packet as well.

School Resource Officer responsibilities are in a school. To provide a safe learning environment and reduce school violence, coordination between the district and law enforcement. And improve relations among staff, students with the police and then preparedness for both our own safety plan and any crises plan that we have as well as being ready for a crises. This is supplemental to and complimentary to our current SSO program as opposed to SRO that we currently have in our school, which are armed retired police officers. So, this is up and above in addition to. This is titled School Resource Officer but they are different programs that schools use to provide safety and security within your school. Derby did have a School Resource Officer a number of years ago, but due to funding that program was discontinued at some point, probably about 15 years ago. But the police department and the mayor are in support of putting the funding in for that.

Law Enforcement Officer first and foremost and then they provide law related and mentoring, counseling to students really around alcohol and addiction. And then also to provide to parents, students staff information and will give presentations on law enforcement in itself. But their main presence is ensuring the safety and response to security issues within the school environment.

Ms. Tovar: Let the record reflect that Jim Gildea has joined meeting at 6:41.

Dr. Conway: The main goals of the program is deterrence from any inappropriate behaviors, violent behaviors, active control to the building and to the properties as a safety liaison bridge between the community, the police and the district. Crises planning as I mentioned, mentorship to our students and families and in education in promoting a positive outlook on law enforcement from our students and parents as well. Some of the roles in the School Resource Officer is not spelled out explicitly such as in the MOU. Lines can get blurry. And it's really around who handles school discipline. So, issues that have come up in the past, the School Resource Officers and School Security Officers sometimes revolve around who's handling discipline. School Resource Officer is only going to be involved in discipline issues where there is identified a criminal behavior. Other than that, it still sticks with the school administration. So, no different than today. Once the school administration identified something is of criminal behavior or potential criminal behavior, they'll reach out to the Derby Police Department. They'll send an officer up. They'll review the situation. And they'll make that determination moving forward. He is the person who will be right on campus to respond to it. That person then becomes the communication

between the school and the Police Department. And again, the responsibility if it's criminal then the officer will become involved.

It's kind of a repeat of some other things we've talked about, but they will be receiving specialized training. It's a week-long training. Deputy Chief Grogan has informed us that there is training coming up in March should this be approved that the individual identified is in the current Derby Police Department work force would attend that specific training. The national program, specifically training for school resource officers.

Mr. Marcucio: We don't know who it is yet?

Dr. Conway: No. And Deputy Chief can speak to that as well. And then in terms of FERPA regulations that we have to abide by. They will not and do not today moving forward, just because they're in the building having access to confidential student information. In reviewing the MOU, the only item left out of that but is spoken about in the summary is that of a body camera. And because we're in a school building, that could be a violation of FERPA rights if that camera were to be on all the time, even when there is no criminal activity happening, that camera, under current practice by the police department and Deputy Chief can provide additional information is not normally on. It's activated when they determine criminal behavior to be happening. Even out in our own community.

The active recording with their body cameras would only be there when it's identified as a criminal activity. And that would be added to the MOU that we have a draft of. Because CAGE who drafted the MOU for a district across the State purposefully left that part out because that is something that is locally controlled by the Police Department.

Mr. Foley: Where would the SRO officer be stationed, which building?

Dr. Conway: They'd be on campus. We haven't identified the exact office space at this moment. But we have space today for our SSOs, so it would probably be a combination for an area once we look at where our current SSOs are and where you want additional coverage we would set up an office for the SRO. On the campus, they would be visiting the other schools. But they would be stationed on this campus.

Ms. Mongillo: And this doesn't change the chain of command of our current officers.

Dr. Conway: No. The our current SSOs remain, reporting to the administration, the school and the SRO reporting to the Police Department.

Ms. Mongillo: And is this a full-time position?

Dr. Conway: Full time, nine months with us and the remaining time with the Police Department during the summer months.

Ms. Mongillo: Thank you.

Dr. Conway: Deputy Chief, do you have anything to add?

Deputy Chief Grogan: Spoke on behalf of the Derby Police Department on the School Resource Officer. I'm in full support of the program.

Dr. Conway: We're exploring this area as well, criminal justice at Housatonic as well as our State Universities all offer programming and degrees and certificate programs in the criminal justice area. One more opportunity for a career path we can look at developing.

Mr. Marcucio: Motion carries.

BUS PATROL

Dr. Conway: With us tonight is Brad from Bus Patrol. You may have recalled back we looked at adding cameras to the outside of our buses with a company that was in Connecticut at the time. It approached us and that never came to fruition. So, fast forward to a few months ago and most recently a few weeks ago. So, Steve Gardner from All-Star had started relooking at the option of putting cameras on the outside of the buses. Dr. Ciccarini, a parent from Bradley had shared an incident that occurred that Dr. Ciccarini brought my attention to a car who was passing the bus with the sign out on the right side of the bus where students actually get out. Fortunately, the bus driver alert, saw the car coming, did not open the door and the car continued past, thank goodness nobody was hit. But it prompted another call out to Steve to check in where they were. Steve followed up in the following days afterward with Bus Patrol.

Brad is here tonight with Bus Patrol who currently have begun contracts with Danbury, North Haven, Bridgeport, Shelton and Stratford.

Brad: We're currently on Danbury, Shelton and Bridgeport. We're currently installing with Stratford and New Haven. We're installing also currently with North Haven. And then we're working on our contract right now with Waterbury as well. And there are some others that will be announced shortly.

Motion that the Committee of the Whole approve the use of Bus Patrol on our school buses for another safety precaution for our students and move to the Board of Alderman/Alderwoman for approval. Passed with a motion made by Ms. Kim Tovar and a second by Ms. Erica Nuzzo.

Ken Marcucio Yes

Dan Foley Yes

Kim Tovar	Yes
Erica Nuzzo	Yes
Melissa Mongillo	Yes
Holly Oraziotti	Yes
Rebecca O'Hara	Excused
Karla Malerba	Absent
Jim Gildea	Yes

Ms. Tovar: Making motion.

Ms. Nuzzo: Second.

Dr. Conway: And the uniqueness of this situation, while we contract with All-Star, Bus Patrol contracts with the City. So, it does require an ordinance that the Board of Alderman would have to pass in order for this to move forward and a contract to be written between Bus Patrol and the City. And the Police Department has a major role in this in terms of the ticketing and the follow-up to the ticketing. So, I'm going to let Brad pick it up from here.

Brad MacDowell: I'll start with my experience. They passed Public Act 24-107. Further updating the Board on his presentation of Bus Patrol.

Mr. Marcucio: Who is actually funding this?

Brad MacDowell: The ticket revenue. It's a \$250 ticket. The Bus Patrol that installs the cameras and that issues the tickets, we're going to make the investment. We're going to install the cameras on All-Star buses for you. And then we're going to issue the tickets for you. And then when we get the ticket revenue at the end of every month, this is how many tickets we've collected, we're going to take 250 per bus and 55 per ticket paid. And then the remainder of the revenue goes to you.

Mr. Marcucio: Who would mainly get the revenue?

Brad MacDowell: The City gets the revenue.

Mr. Marcucio: So how are you going to get it and the City?

Brad MacDowell: There's a split there. So, we'll take, out of that revenue, we'll take \$250 per bus and 55 per ticket paid.

Mr. Marcucio: And that's all right with the City to do that?

Brad MacDowell: Yeah, that's how we fund the program.

Mr. Gildea: The Board of Alderman has to approve as well.

Dr. Conway: What we're voting on tonight is we're just simply move it similar to a policy. But to move it to the Board of Alderman for consideration. But if you could just clarify there's no cost to the Board of Ed.

Brad MacDowell: That's correct.

Dr. Conway: And there's no cost to the Board of Alderman or the City or any part of Police Department or municipality.

Brad MacDowell: That's correct. The only people who break the law will pay for it. Only time when these cameras are on are in the yellow and red zone. Only time when there's infractions, are when the reds are on. The only time we are ever collecting anything when students are getting on and off the bus. When that door comes on and the lights go in, cameras are off.

Mr. Marcucio: You may have one bus who have lights on. Most of the buses don't. How do we handle that?

Brad MacDowell: There's two parts to that question. If you have a situation where a crossing guard is here and they're waving people past the buses, arrange for parents' drop-off. If it is an issue that's a driver training opportunity. Hey, we've identified this as a location, you know, you need to make sure you advocate in your stops. This program gives us a lot of data. They'll even tell you where the dangerous bus stops are. There's also driving trainer opportunities there.

Dr. Conway: The next Board of Alderman meeting is when we will recommend it.

Mr. Marcucio: Motion carries.

EXECUTIVE SESSION

Mr. Marcucio: No executive session.

APPOINTMENT LIST OF NEW HIRES

Motion that the Committee of the Whole approve the Appointment List for New Hires as recommended by the Superintendent of Schools. Passed with a motion made by Ms. Kim Tovar and a second by Mr. Dan Foley

Ken Marcucio Yes

Dan Foley Yes

Kim Tovar	Yes
Erica Nuzzo	Yes
Melissa Mongillo	Yes
Holly Orazietti	Yes
Rebecca O'Hara	Excused
Karla Malerba	Absent
Jim Gildea	Yes

Ms. Tovar: Making motion.

Mr. Foley: Second.

Dr. Conway: Our current employee as an assessment coordinator, will receive a stipend as an assessment coordinator. And year over year, reappointed each year. And then a para-educator in the Learning Center at Bradley returning. So, Christina has been with us before and returning back to Bradley.

Mr. Marcucio: Motion carries.

EXTENDED LEAVE OF ABSENCE

Motion that the Committee of the Whole approve the request for an extended leave of absence. Passed with a motion made by Ms. Kim Tovar and a second by Ms. Erica Nuzzo.

Ken Marcucio	Yes
Dan Foley	Yes
Kim Tovar	Yes
Erica Nuzzo	Yes
Melissa Mongillo	Yes
Holly Orazietti	Yes
Rebecca O'Hara	Excused
Karla Malerba	Absent
Jim Gildea	Yes

Ms. Tovar: Making motion.

Ms. Nuzzo: Second.

Dr. Conway: This is a request for the contract on maternity leave for an extended leave beyond FMLA normally covers and it comes to the Board for approval. I recommend it.

Mr. Marcucio: Motion carries.

FY27 BUDGET

Dr. Conway: John, want to join us up here. His first presentation to the Board. Pretty exciting.

Mr. Sprang: It's really a privilege to be in this role here in serving you. I want to thank you for having come to me during this important period of time. So, thank you for that.

Mr. Marcucio: You come highly recommended.

Mr. Sprang: So, what we're going to see tonight, there haven't been no changes since the last time you looked at it.

They should be the same tables that you're looking at. They should be familiar. I plan in days or weeks ahead to take a deeper look into the line items. I think just because there's so much uncertainty at the federal level, at the State level.

At the bottom 23 students, special education out of district placements, 23 were budgeted at \$151,000. We don't have the contracts yet for next year. Since July 1, six students have left. And seven students have started. So, we're budgeting the number of kids that we have right now.

This shows you if we did decide to add one placeholder, I'll use that term, budget would increase from .32 percent up to a 1.06 percent. So, that's the difference from what you have in front of you. If we were to add two placeholder students, we'd add 300,000. Increase of 1.79.

Dr. Conway: Last presentation to the Board was this though.

Mr. Gildea: I know it's not in this presentation tonight, but I was hoping, before we vote for the budget, review. Before we vote, Mr. Chair, I would like to pull that list up again, please.

Mr. Spang: The four schools take up over 13 million dollars of our 20 million dollars. So, about 65 percent are shown in our school. The high school budget, it's a good percent because of the new teacher contract, the coaches' salaries are part of the teacher contract. If you look at special education that's gone down 2.9 million. That's the transition

folder. That's the transition program. Central office, district-wide, maintenance. Those are where they are. Technology is a little higher this year.

Mr. Foley: Bradley School, the cost of Bradley School is dropping next year. Are we losing a teacher.

Dr. Conway: Due to enrollment in grade level, will be going from three classes down to two. Just a grade level. That's just strictly due to enrollment. They have eliminated a grade level at Bradley over time. And then slowly enrollment because of the housing went back up. But not in every grade. And as those kids move forward, we added teachers to those grade levels, we needed to break it up in three classes. But as there was a decline in a particular grade level, we reduced it back to two.

Mr. Foley: Cost of special ed rising. I don't think the general public understands that. Not just the cost overall, just the cost of special ed. We do not get reimbursed from the State at anything close to what it should be.

Mr. Spang: Further updating the Board. Going over health insurance benefits, 580,000 is employers share of social security and Medicare. Another chunk of that is insurance waivers. That's about 140,000. The health insurance benefits in there.

Dr. Conway: The All-Star contract overall will go up. But the savings we're getting from bringing kids back in district is why you see this reduction.

Mr. Spang: Further updating the Board on all the services, utilities. Salaries are the salaries. Also, labor contract. We all know what those are. And finally, you can see the totals. Right now, the only change in the budget, bringing the Unified Sports into the budget. Going over participated enrollment.

Before finishing it up, they were pointed out to you during the highlight of the budget. Had a spreadsheet called teacher contract. It's an increase. Shows how much would be paid out of the State grants, 167,000 of the 700,000 increase. If you keep that in mind when you're looking at overall budget increase. Those salaries are in there.

Dr. Conway: He actually wants to talk about the pieces from last time.

Mr. Spang: Okay. We mentioned here last time, also mentioned insurance waiver that was on there went down from 150,000 to 140,000. Longevity payments around the same. We did mention that Unified Sports that cost \$14,500. That comes out of the general budget from the grants. And then the transportation contract went up \$63,000. But there's not much you can do with that in the middle of a contract. That's what I have. Any questions?

Mr. Marcucio: We cut the budget down to a reasonable amount. I don't know how they can complain about that.

Dr. Conway: So, the salary piece was in the operating budget. It was a total of about 504,000 that you see here on the screens.

Mr. Gildea: Thank you.

Dr. Conway: We did make some reductions with positions which people will, reduction of a teaching position at Bradley due strictly to enrollment. And moving a teacher possibly from one school to another school to a position to fill that position. Movement of bodies, a total reduction of up to three FTEs, without getting into the specifics of positions, to the principals believe that it will actually enhance our instruction as a district by reallocating resources within the budget we created. And we do with positions.

Mr. Gildea: I get that. I just want to understand not discussing the specifics of positions, because there's people in that. I get that too. Can we slide down to the savings piece. You had a spot in there.

Dr. Conway: Yes, let's bring that up.

Mr. Gildea: So, in theory the salary would have gone up 708,000.

Dr. Conway: No. Not in the operating budget.

Mr. Gildea: No.

Dr. Conway: For the operating budget it's only been the 504,000. For grants, 167,000. A total of 708,789. But operating budget alone 504,406, which is like a 3.68 percent increase over last year's salaries.

Mr. Marcucio: Why is it lower in the other screen shot?

Dr. Conway: Because this represents all salaries combined in the budget. Right. Even the difference because this is all salaries in the budget in the total increase.

Mr. Marcucio: So, why didn't we go up to the 504,000?

Dr. Conway: Because the 504,000 has a simply as opposed to 13 million, the 504,000 simply represents the increase in the teacher salary from last year to this year based upon their increase in the operating budget as opposed to what this represents is what's the increase of all salaries the entire 13. The increase for next year to cover the salaries.

Mr. Marcucio: But why isn't that at least 504,000?

Dr. Conway: Because the 504,000 only represents a small portion of that 13 million. No. It only represents the increase in salaries for teachers only in the whole budget. It doesn't represent the total of the teacher salary, it just represents the total of the increase of the teacher's salaries.

Because we reduced positions in the overall budget. So, when we reduced positions in the overall budget to offset increases in the entire budget, never mind the salaries. That's why it's two different numbers representing two different measures. Right now, a total of three approximately three FTEs if all of that went through. But we are also expecting, we can't build this into our budget today, but I'm very competent in speaking with the Legislators and listening to leadership and speaking to leadership at the Legislative level. And you'll probably hear some of this tomorrow from the Governor but leadership in the Legislature, one of their priorities is to increase ECS foundation levels. They have not changed since 2013. If that happens and it's not in the State budget today, I expect there would be an increase in our ECS Alliance portion of that funding and a level at least what we received this year, which is approximately \$400,000.

In addition to that, we do expect some possible corrections to the excess costs, separate from ECS, excess costs is just for the special ed reimbursement at the spent four and a half times of the expenditure. We expect hopefully at least to be looked at if not for some corrections to excess funds.

This was only provided because the question was asked what is the increase in the operating budget of those positions in the operating budget from this year to next year just for the teachers. Just for the teachers. It has nothing to do when you're showing the increase in an entire salary line of all employees in your district.

But remember we still have a significant number of positions separate from this salary line that are funded in grants. That's not reflected in your operating budget.

Mr. Foley: Do we anticipate any retirements this year?

Dr. Conway: Not that I'm aware of at this particular time. And looking at our seniority lists.

Motion that the Committee of the Whole approve the Fiscal Year '27 Budget Commission to include two additional students at \$300,000 for the new budget to \$20,814,848 to the Board of Apportionment and Taxation. Passed with a motion made by Ms. Kim Tovar and a second by Ms. Erica Nuzzo.

Ken Marcucio Yes

Dan Foley Yes

Kim Tovar	Yes
Erica Nuzzo	Yes
Melissa Mongillo	Yes
Holly Orazietti	Yes
Rebecca O'Hara	Excused
Karla Malerba	Absent
Jim Gildea	Yes

Dr. Conway: Thank you, John. First presentation to the Board, good job, on the budget.

FY26-27 CAPITAL PLAN

Motion that the Committee of the Whole approve the Fiscal Year '26 to '27 Capital Plan as recommended by the Plants and Facilities Committee. Passed with a motion made by Ms. Kim Tovar and a second by Mr. Dan Foley.

Ken Marcucio	Yes
Dan Foley	Yes
Kim Tovar	Yes
Erica Nuzzo	Yes
Melissa Mongillo	Yes
Holly Orazietti	Yes
Rebecca O'Hara	Excused
Karla Malerba	Absent
Jim Gildea	Yes

Ms. Tovar: Making motion.

Mr. Foley: Second.

Mr. Gildea: I think we should prioritize this a little bit because the City is not going to give us the whole amount. Clearly they are not going to give us this much. I think at some point there is a good shot that we will get money this year.

Dr. Conway: The PTEC project at the High School. The Bradley roof top unit and the DHS sound system. Those three items listed at the bottom here and then the cost of each of those are listed as well.

Mr. Gildea: Thank you. I appreciate the discussion. I understand.

Mr. Foley: 232,000.

Dr. Conway: Approximately, yes. The DHS PTEC Units already in process. We're doing those in-house to save money. I'm also hopeful that that project will be reimbursable through what's called the DRIP Program from the State. So, they're still developing those guidelines and how that grant will roll out. But I'm pretty confident that we'll be eligible to apply at least for both the Bradley Project and the High School project for reimbursement moving forward. The badge system is a 35,000 will be most likely eligible.

Mr. Foley: Did we get our bids for the chiller here at the middle school.

Dr. Conway: We got the bid now. So, February 20th or 23rd, deadline then the Board of Finance for the City would open up those bids and review them. Because it's a City-funded project.

Mr. Marcucio: Motion carries.

AUTHORIZED SIGNATURE CHANGE FORM FOR THE CHILD NUTRITION PROGRAM

Motion that the Committee of the Whole approve the authorized signature change form for the child nutrition program. Passed with a motion made by Ms. Kim Tovar and a second by Ms. Erica Nuzzo.

Ken Marcucio	Yes
Dan Foley	Yes
Kim Tovar	Yes
Erica Nuzzo	Yes
Melissa Mongillo	Yes
Holly Oraziatti	Yes
Rebecca O'Hara	Excused
Karla Malerba	Absent
Jim Gildea	Yes

Ms. Tovar: Making motion.

Ms. Nuzzo: Second.

Mr. Marcucio: Any discussion.

Dr. Conway: When the request for change ask the secretary, you have to request to change this particular form. The third signature if needed if the others are not present. There are three signatures that you have to send in this form authorize to sign and that's myself and the Business Manager and the Secretary of the Board. So, Kim is now the third signature on on this.

Mr. Marcucio: Motion carries.

ADJOURN

Motion that the Committee of the Whole adjourn its meeting. Passed with a motion made by Ms. Holly Orazietti and a second by Ms. Kim Tovar.

Ken Marcucio	Yes
Dan Foley	Yes
Kim Tovar	Yes
Erica Nuzzo	Yes
Melissa Mongillo	Yes
Holly Orazietti	Yes
Rebecca O'Hara	Excused
Karla Malerba	Absent
Jim Gildea	Yes

Ms. Orazietti: Making motion.

Ms. Tovar: Second.

Mr. Marcucio: Motion carries at 8:16.

Marianne Samokar, Recording Secretary



Derby Public Schools Business Manager's Report February 19th, 2026

This financial detail provides the operating budget information as of February 2nd, 2026 as follows:

Line	Description	Budget	Estimated FY26 Costs *
100	Salaries	13,305,079	13,164,158
200	Benefits	884,060	884,060
300	Professional Services	542,200	542,200
400	Property Services	656,644	656,644
500	Other Purchased Services	5,359,886	5,359,886
600	Supplies	384,018	384,018
700	Equipment	94,732	94,732
800	Dues and Fees	52,200	52,200
	Excess Cost	-830,369	-689,448
Grand Total		20,448,450	20,448,450

Surplus/Deficit

* Excludes January weather impacts. See "Challenges" discussion below

Opportunities

- We became eligible for a new competitive CSDE special education grant, SEED. Our amount, \$177,000 will be primarily used for staff providing direct student services.
- Salary savings, that accrue during the time that positions are vacant and until they are filled, will offset some of the unanticipated expenses that occur.

Challenges

- Severe January weather conditions included more snow and much colder than normal temperatures. Several heavy storms fell on weekends and in order to keep schools open, weekend overtime costs were incurred. Supply budgets have been exhausted. Heating costs are higher than planned. The financial impact is being calculated.
- State aid for high cost special education placements (Excess Cost) has been projected at \$689,000 or \$140,000 less than originally estimated.

Special Education

SPED	Students	Budget	YTD
FY25	32	2,971,601	2,762,601
FY26	23	3,552,087	3,579,578
Currently	24		
Prorated	2		
Excess Cost Budget		830,369	689,748

Motion: *The Board of Education approve the financial report dated February 19th, 2026 as recommended by the Superintendent of Schools.*

Respectfully submitted,
John H. Spang, Jr.

2/09/26

Statement of Activity
Derby Food Service
January 2026

Distribution account	Total	
	Jan 1 - Jan 31 2026	Jul 1 2025 - Jan 31 2026 (YTD)
Income		
Income		
Catering Income	950.00	15,117.35
Intergovernmental		
Government-Breakfast	30,528.94	168,950.72
Government - NSL	72,545.30	403,817.77
Matching Funds		3,430.20
Total for Intergovernmental	\$103,074.24	\$576,198.69
Revenue	1,724.40	11,970.09
Revenue-Mealpay	601.10	2,873.41
Total for Income	\$106,349.74	\$606,159.54
Uncategorized Income		367.98
Total for Income	\$106,349.74	\$606,527.52
Cost of Goods Sold		
Cost of Goods Sold		
Beverage Purchases	4,293.10	26,427.35
Food Purchases	58,260.12	298,756.83
Paper Supplies	2,558.53	18,853.27
Purchases		722.29
Shipping		181.79
Total for Cost of Goods Sold	\$65,111.75	\$344,941.53
Total for Cost of Goods Sold	\$65,111.75	\$344,941.53
Gross Profit	\$41,237.99	\$261,585.99
Expenses		
Laundry and Cleaning	1,260.38	4,340.46
Payroll		
Salaries & Wages	35,263.97	260,287.69
Total for Payroll	\$35,263.97	\$260,287.69
Purchases	1,511.13	6,837.30
Computer Expense		1,004.85
Interest Paid		-149.30
Office Supplies		236.74
Other Business Expenses		112,495.62
Outside Services		5,550.00
Repairs & Maintenance		11,641.36
Total for Expenses	\$38,035.48	\$402,244.72
Net Operating Income	\$3,202.51	-\$140,658.73
Other Expenses		
Reconciliation Discrepancies	0.00	0.00
Total for Other Expenses	\$0.00	\$0.00
Net Other Income	\$0.00	\$0.00
Net Income	\$3,202.51	-\$140,658.73
Remodeling Bradley & Irving		\$103,995.62
Checking Account Balance	6,909.86	
Accounts Receivable (A/R)	299,021.23	
Accounts Payable (A/P)	-46,476.68	
Estimated Cash Position	\$259,454.41	

Grant Narratives

Alliance District

Under Connecticut General Statute Section 10-262u(d), the following focus areas for spending are defined for Alliance District funds that may include, but not be limited to the following:

1. A tiered system of interventions.
2. Foundational reading programs (Grades K-3).
3. Additional learning time, either extended day or extended year.
4. A talent strategy designed to "attract, retain, promote and bolster the performance of staff," including allowable \$500 stipends for mentor teachers in the TEAM program.
5. Training for school leaders and staff on new teacher evaluation models.
6. Coordination with early childhood education providers, including funding for Head Start.
7. Coordination with governmental and community programs for student support and Wraparound Services.
8. Implementing and furthering statewide education standards and associated activities and initiatives.
9. Minority teacher/administrator recruiting.
10. Enhancement of bilingual education programs.

Priority School Districts

Connecticut General Statute Section 10-266q(b) defines that Priority School District funds shall be used for any of the following:

1. Development or expansion of scientifically-based reading research and instruction.
2. Numeracy instruction.
3. Support to chronically absent students.
4. Programs or activities related to dropout prevention.
5. Alternative and transitional programs.
6. Academic enrichment, tutorial and recreation programs or activities during non-school hours and during the summer.
7. Development or expansion of extended-day kindergarten programs.
8. Enhancement of the use of technology to support instruction or improve parent-teacher communication.

9. Initiatives to strengthen parent and community involvement in school and district programs.
10. Obtaining accreditation for elementary and middle schools from New England Association of Schools and Colleges.

Priority Schools District Extended School Hours

Each PSD must submit all proposals received as part of its grant application and documentation of the review and ranking process for such proposals. Each district application shall:

1. Demonstrate that a district-wide and school building needs assessment was conducted, including an inventory of existing academic enrichment and support, and recreational opportunities available during non-school hours both within and outside of school buildings;
2. Ensure equal program access for all students and necessary accommodations and support for students with disabilities;
3. Provide a summer component, unless it is able to document that sufficient summer opportunities already exist;
4. Include a schedule and total number of hours determined to be reasonable and sufficient for individual school programs;
5. Support no less than 10 percent of the cost of the total district-wide ESH program and provide documentation of local funding or in-kind contributions, or both; and
6. Contract for the direct operation of the program, if the district is able to document that no providers are interested or able to provide a cost efficient program.

Priority Schools District Summer School

Connecticut General Statute § 10-265m establishes grants for summer school programs in PSDs. C.G.S. §§ 10-265g and 10-265l, relating to summer reading programs and student promotion, require PSDs to:

1. Offer a summer reading program to children enrolled in kindergarten who are determined by their school to be substantially deficient in reading; evaluate students in Grades 1 through 3 in October, January and May using an approved assessment. For each student who is determined to be substantially deficient in reading on the January or May assessment, the district must notify the student's parent or guardian of the assessment results and the school must develop a personal reading plan for the student;
2. Develop personal reading plans that shall include additional instruction, within available appropriations, such as tutoring, an after-school program, school vacation, weekend program or summer program, as described in Section 10-265f of the C.G.S. Personal reading plans must be reviewed and revised as appropriate and shall be monitored by school literacy teams. Each evaluation or statewide examination must be discussed with the provider of additional instruction and given to the student's parent or guardian with recommendations for reading strategies that can be used at home. For the purposes of providing additional instruction, preference must be given first to elementary schools and then to middle schools with the highest number of students who are substantially deficient in reading;
3. Promote students with personal reading plans from Grades 1 through 3, based on documented progress in achieving the goals of the personal reading plan or demonstrated reading proficiency. If a decision is made to promote a student who is substantially deficient in reading, the school

principal shall provide written justification for such promotion to the superintendent of schools. A personal reading plan, that incorporates competencies required for early reading success and effective reading instruction, must be maintained for a student who is substantially deficient in reading until the student achieves a satisfactory grade level proficiency, as determined by a reading evaluation or statewide examination;

4. Require students in Grades 1 through 3 who are determined to be substantially deficient in reading based on the May administration of the approved assessment to attend summer school. The superintendent of schools may exempt an individual student from such requirement, upon the recommendation of the school principal, based on the student's progress with the personal reading plan. If a student does not receive such an exemption and has been offered the opportunity to attend summer school and fails to attend, the PSD shall not promote the student to the next grade;
5. Submit to the CSDE approved assessment data two times per year for all students using an electronic reporting system provided by CSDE to monitor student progress;
6. Submit to the CSDE the number of students who are substantially deficient in reading and are promoted from first, second or third grade to the next grade. The CSDE will prepare and publish this report annually;
7. Require within available appropriations the development and implementation of personal reading plans for each student who scores below basic level on the Grades 3 through 5 Smarter Balanced, unless the principal determines that such additional instruction is not necessary based on the recommendation of the student's teacher; and
8. May require, within available appropriations, students in Grades 4 through 6 who fail to make progress with additional instruction provided in their personal reading plans, to attend summer school. The superintendent of schools may exempt an individual student from such requirement upon the recommendation of the school principal.

ARP ESSER Dual Credit Expansion

1. Our primary goal, if awarded this grant, is to expand our pathways programming to create course sequencing and trajectories specific to some of the following career cluster areas in which students have expressed interest, including: Health Science; Education and Training; STEM; Business Management and Administration; Law, Public Safety, Corrections and Security; and Arts, A/V Technology & Communication.

Title 1

1. The purpose of Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.
2. improve academic achievement;
3. improve English proficiency rates for Connecticut's English learners; and
4. increase 4 and 6-year Cohort Graduation rates for all students.

Title 2

1. The purpose of Title II, Part A is to:
2. increase student achievement consistent with the challenging state academic standards;
3. improve the quality and effectiveness of teachers, principals and other school leaders;
4. increase the number of teachers, principals and other school leaders who are effective in improving student academic achievement in schools; and
5. provide low-income and minority students greater access to effective teachers, principals and other school leaders.

Title 3 – Consortium with ACES

The allocated Title III funds will be used for:

1. EL teacher sharing her time between Irving and Bradley elementary schools (0.06 FTE to the Title III grant funds): Purpose of the position is to provide instruction in English proficiency for our elementary school students.
2. Workbooks and instructional supplies for St. Mary/St. Michael (SMSM) School to facilitate increasing English language proficiency.

Title 4

1. provide all students with access to a well-rounded education, as defined in ESSA section 8101(52); 2) improve school conditions for student learning; and 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

IDEA

1. Derby Public Schools will continue its ongoing review, calibration, and enhancement of specialized programs in place within the district to ensure that all eligible students are provided a thoughtfully-designed, comprehensive, and thorough individualized educational program. The district will strive to provide each child a free and appropriate public education, maximum access to the general education curriculum and his or her peers in the least restrictive environment. Further, all eligible students will be provided specialized instruction that ensures appropriate annual progress, given each child's unique set of circumstances, which promotes independence and prepares each individual for post-secondary success. Derby Public Schools will continue its partnership with and support of special education and related service programming for students in private school settings. Specifically, the focus with these schools will remain on bolstering the scope of specialized instruction available to each child in the event that he/she has been unilaterally placed by a parent/guardian in such a program.

Opportunity District ESSA SIG Cohort 2

1. District Capacity and Organizational Structure

The district has the organizational structure and leadership capacity to support turnaround efforts in its lowest-performing schools. In addition to the Superintendent, the district leadership team includes the position of Director of Teaching and Learning. The Director supports teaching & learning while ensuring academic programming is rigorous and engaging. The Director also provides coaching support to the administrators in the lowest performing schools through regular job-embedded coaching sessions, monthly administrative work sessions and supporting the implementation of new curriculum. The district also has two (2) Supervisors of Special Education to support teaching and learning and improve

outcomes for students with IEP's. The district staff also includes two (2) instructional coaches and has secured funding for staff development.

2. District Support for Development of School Improvement Plans

The Director of Teaching and Learning, Derby Middle School (DMS) Principal, DMS Assistant Principal, Secondary Special Education Supervisor, and a team of teachers completed the "Needs Assessment Tool" and came to a consensus to identify the school's areas of strength and weakness. The district Data Coordinator supported the development of the Improvement Plan by providing relevant demographic and achievement data. The Business Manager collaborated on the application to align the proposed funding with the improvement priorities. The Director of Teaching and Learning and DMS Principal collaborated to identify the root causes for each of the highest-leverage growth areas, develop SMART Goals aligned to the priorities, and identified strong, evidence-based Interventions. The Commissioner's Network Audit report was also used in the development of the school improvement plan.

Bylaws of the Board

Standing Committees

Standing committee members shall be appointed by the Chairperson of the Board of Education at a Board of Education meeting at such time as the Board decides to create or recreate the committee. The Chairperson and Vice Chairperson shall be an ex-officio member of each standing committee.

Each standing committee shall be considered to be in session for one year only. The duties of the committee shall be outlined at the time of appointment, and the committee shall regularly report to the Board of Education.

Standing committees are comprised solely of Board members and must be less than a majority of the Board. Although the Superintendent may serve in an ex-officio capacity and standing committees may seek input from administrators, staff and others, only standing committee members may vote or otherwise agree upon recommendations to be made to the full Board.

(cf. 9130 - Committees)

(cf. 9131 – Committee of the Whole)

(cf. 9133 – Special Committees/Advisory Committees)

Legal Reference: Connecticut General Statutes

1-200 through 1-241 of the Freedom of Information Act.

1-200 Definitions.

1-225 Meetings of government agencies to be public.

Bylaw adopted by the Board:

cps 4/99

rev. 1/06

reviewed 1/26

Bylaws of the Board Standing Committees

Members: The Superintendent and two (2) or three (3) Board of Education members appointed by the Board Chairperson at the next regular Board meeting following the annual reorganizational meeting.

1-COMMITTEE ON TEACHING AND LEARNING

Members: The Superintendent and two (2) or three (3) Board of Education members appointed by the Board Chairperson at the next regular Board meeting following the annual reorganizational meeting.

Duties:

⇒ **Student Achievement**

⇒ **Curriculum & Instruction**

- Review proposals concerning student courses throughout the district
- Ensure the Board's familiarity with the district education programs
- Review curriculum based goals and achievements
- Monitor planning, development, implementation, evaluation, and refinement/maintenance of curricula

⇒ **Professional Development**

- Review district professional development goals and initiatives aligned to instructional priorities
- Monitor the planning and evaluation of professional learning programs

⇒ **Student Activities**

- Review student activity programs and proposals across the district
- Monitor participation and alignment of student activities with educational goals

⇒ **Athletics**

- Review district athletic programs and related proposals
- Monitor participation, compliance, and alignment with educational values

⇒ **Health & Safety**

- Review district health and safety policies, programs, and initiatives
- Monitor implementation of health, wellness, and safety practices

Meetings: Meetings can be called by the chairperson at any time. The first Tuesday of the month will be used for sub committees and if necessary, the chairperson or Superintendent may call a meeting to conduct important business

2-COMMITTEE ON FINANCE, BUDGET, PERSONNEL & FACILITIES

Members: The Superintendent and two (2) three (3) Board of Education members appointed by the Board Chairperson at the next regular Board meeting following the annual reorganizational meeting.

Duties

⇒ Personnel & Negotiations Matters

- Act as an agent for the Board. All decisions and acceptances are made by the full Board
- Negotiate with a positive undertaking and an honest, sincere attitude towards reaching a fair and equitable agreement
- Maintain confidentiality while negotiations are ongoing
- Research its positions bringing current and local information to substantiate statements
- Accept clear directions and parameters within which to negotiate
- Keep the Board apprised of the negotiations process minutes
- Select a primary spokesman and Secretary who keeps all official meeting
- Present a package of negotiated items for the Board's approval

⇒ Facilities Operations, Maintenance & Security

- Provide for the planning and scheduling of long-range maintenance items
- Identify and investigate long-range maintenance and physical plant needs
- Solicit and receive bids for major maintenance work
- Identify costs and budget impacts of maintenance needs
- Ensure adequate budget support is in place for the maintenance, repair and improvement of the physical plant
- Ensure the timely and proper completion of maintenance and repair projects

⇒ Transportation

- Ensure safe transportation of district students
- Negotiate cost-effective transportation contracts
- Review fair and current discipline procedures for the students and drivers safety
- Ensure that drivers are qualified and are in compliance with current state and federal regulations
- Review policies and procedures which relate to school transportation
- Review budget requests in the area of transportation
- Ensure maintenance/repairs of vehicles is current and that all vehicles are in compliance with state and federal regulations
- Review district insurance coverage, programs, and related proposals
- Monitor adequacy of insurance coverage in relation to district operations and risk management

⇒ Capital Planning

- Review long-range capital planning initiatives and proposals
- Monitor alignment of capital projects with district priorities and facility needs

⇒ **Insurance**

Meetings: Meetings can be called by the chairperson at any time. The first Tuesday of the month will be used for sub committees and if necessary, the chairperson or Superintendent may call a meeting to conduct important business

3-COMMITTEE ON POLICY & COMMUNITY RELATIONS

Members: The Superintendent and two (2) or three (3) Board of Education members appointed by the Board Chairperson at the next regular Board meeting following the annual reorganizational meeting.

Duties:

⇒ **Strategic Planning/Long Range Planning**

- Make sure a strategic plan is in place and updated from year to year

⇒ **Board of Education Policy**

- Formulate policies to be presented to entire Board for action
- Suggest amendments/revisions of existing policies
- Be knowledgeable of policies adopted and why
- Conduct annual reviews of policies
- Monitor implementation of policies in the school(s)

⇒ **Staff Communications**

⇒ **Parent Relations {Including PTO/PTA Communications}**

⇒ **Press & Public Relations**

- Review and develop methods of community relations within the framework of current policy.
- Work to create/establish and implement procedures that facilitate cooperation between the Board and the town
- Ensure good community relations which support the educational program

Meetings: Meetings can be called by the chairperson at any time. The first Tuesday of the month will be used for sub committees and if necessary, the chairperson or Superintendent may call a meeting to conduct important business

Bylaw adopted by the Board: April 19, 2012
Revision:

DERBY PUBLIC SCHOOLS
Derby, Connecticut

CABE's mandated newest version of this policy. Revised definition of "bullying" to align with Connecticut School Climate Policy and provides details related to hearings and due process adding a section on expunging of records.

Students

Suspension and Expulsion/Due Process

The **Derby** Board of Education is committed to creating a safe, orderly, and supportive learning environment for all students, staff, and visitors. This policy aims to balance the necessity of maintaining safety and order within our schools while adhering to progressive discipline and restorative practices, which seek to address and correct inappropriate behavior while promoting accountability, personal growth, and the repair of harm.

Students are expected to comply with school rules and Board policies and may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or violates a publicized policy of the Board. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive to the educational process and violates Board policy.

Policy Objectives

1. **Ensure Safety and Order:** Maintain a secure and disciplined school environment conducive to learning and free from violence, threats, and disruptive behaviors.
2. **Promote Equity and Fairness:** Apply disciplinary measures in an equitable, consistent, and unbiased manner, ensuring that all students are treated with dignity and respect.
3. **Support Progressive Discipline:** Implement a progressive discipline model that focuses on intervention and prevention strategies to address and correct student behavior before it escalates.
4. **Implement Restorative Practices:** Incorporate restorative practices that emphasize accountability, reparation of harm, and the restoration of relationships within the school community.
5. **Encourage Personal Responsibility:** Foster a sense of personal responsibility and self-discipline in students, helping them to understand the consequences of their actions and to make better choices in the future.
6. **Engage Families and Communities:** Involve parents, guardians, and community members in the disciplinary process to support students in their behavioral and academic growth.

Policy Guidelines

1. Clear Expectations and Communication:

- Establish and communicate clear behavioral expectations and the consequences of violating them.
- Ensure that all students, staff, and parents/guardians are aware of the discipline policy and procedures.

Students

Suspension and Expulsion/Due Process

Policy Guidelines (continued)

2. Progressive Discipline Framework:

- Utilize a tiered approach to discipline that escalates in response to the severity and frequency of the behavior.
- Implement early intervention strategies such as counseling, mentoring, and behavior modification plans to address minor infractions.

3. Restorative Practices:

- Employ restorative practices such as mediation, peer counseling, and restorative circles to address conflicts and repair harm.
- Encourage students to take responsibility for their actions and to actively participate in the resolution process.

4. Consistent and Fair Application:

- Ensure that disciplinary measures are applied consistently and fairly across all student populations.
- Monitor and address any disparities in the application of disciplinary actions to prevent discrimination or bias.

5. Supportive Interventions:

- Provide support services such as counseling, social work, and mental health resources to help students address underlying issues contributing to behavioral problems.
- Develop individualized behavior plans for students with recurring or severe behavioral issues.

6. Engagement and Collaboration:

- Engage families in the disciplinary process through regular communication and involvement in restorative practices.
- Collaborate with community organizations and resources to support students and families in addressing behavioral and social-emotional needs.

7. Training and Professional Development:

- Provide ongoing training for staff on progressive discipline, restorative practices, and culturally responsive approaches to student behavior.
- Encourage staff to develop skills in conflict resolution, de-escalation techniques, and positive behavior support.

Students

Suspension and Expulsion/Due Process

Policy Guidelines (continued)

Review and Accountability

The Derby Board of Education will regularly review the effectiveness of its discipline policy, incorporating feedback from students, staff, parents, and the community. Data on disciplinary actions and their outcomes will be collected and analyzed to ensure continuous improvement and the achievement of policy objectives.

By adopting this balanced approach to discipline, the Derby Public School District aims to create a school environment where all students can learn, grow, and succeed while feeling safe and supported.

A. Definitions

1. **“Exclusion”** shall be defined as any denial of public-school privileges to a student for disciplinary purposes.
2. **“Removal”** shall be defined as an exclusion from a classroom for all or a part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
3. **“In-School Suspension”** means an exclusion from regular classroom activity for no more than five consecutive days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. Such suspensions shall be served in any school building under the jurisdiction of the Board of Education.
4. **“Suspension”** means an exclusion from school privileges or from transportation services, provided such exclusion shall not extend beyond the end of the school year in which suspension was imposed. An out-of-school suspension for students in grades 3-12 shall not exceed ten days. An out-of-school suspension imposed for children in preschool to second grade shall not exceed five days.

All suspensions shall be in-school unless the administration determines for any student in grades three through twelve that (1) the student being suspended poses such anger to persons or property or such disruption of the educational process that the student (grades three to twelve) shall be excluded from school during the period of the suspension, or (2) that an out-of-school suspension is appropriate based on evidence of previous disciplinary issues that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary issues through means other than out-of-school suspension or expulsion, including positive support strategies.

Students

Suspension and Expulsion/Due Process

A. Definitions (continued)

4. Suspension (continued)

A student in grades preschool to two, inclusive, may be given an out-of-school suspension if it is determined by the administration that such suspension is appropriate based on evidence that the student's conduct on school grounds is of a violent or sexual nature that endangers persons. In addition, a person's duty as a mandated reporter to report suspected child abuse or neglect is not limited by this provision.

5. **"Expulsion"** shall be defined as an exclusion from school privileges for any student in grades three to twelve, inclusive, for more than ten (10) consecutive school days and shall be deemed to include but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken, provided that assignment to a regular classroom program in a different school in the district shall not constitute a suspension or an expulsion. Such period of exclusion may extend to the school year following the school year in which the exclusion was imposed, up to one calendar year. To be expelled, the student's conduct must be found to be both violative of a Board policy and either seriously disruptive of the educational process or endangering persons or property.

Unless an emergency exists, no student shall be expelled without a formal hearing. Whenever such student is a minor, the notice shall also be given to the parents or guardians of the student at least five business days before such hearing, not including the day of such hearing. If an emergency exists, such hearing shall be held as soon after the expulsion as possible. The notice shall include information concerning the parent's or guardian's and the student's legal rights and concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services. An attorney or other advocate may represent any student subject to expulsion proceedings. The parent or guardian of the student shall have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

6. **"Emergency"** shall be defined as a situation under which the continued presence of the student in the school imposes such danger to persons or property or such disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
7. **"Days"** is defined as days when school is in session.
8. **"School-sponsored activity"** is defined as any activity sponsored, recognized, or authorized by the Board of Education and includes activities conducted on or off school property.
9. **"Possess"** means to have physical possession or otherwise to exercise dominion or control over tangible property.

Students

Suspension and Expulsion/Due Process

A. Definitions (continued)

10. **“Deadly weapon”** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles. A weapon such as a pellet gun and/or airsoft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm.
11. **“Firearm”** as defined in 18 U.S.C.§921, means 1) any weapon (including a starter gun) which will or is designed to or readily be converted to expel a projectile by the action of an explosive; 2) the frame or receiver of any such weapon; 3) any firearm muffler or firearm silencer; or 4) any destructive device. Firearm does not include any antique firearms. For purposes of this definition, “destructive device” means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or device similar to any of the weapons described herein. A “destructive device” does not include an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.
12. **“Vehicle”** means a **“motor vehicle”** as defined in Section 14-1 of the Connecticut General Statutes, snowmobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.
13. **“Martial arts weapon”** means a nunchaku kama, Kesari-fundo, octagon sai, tonfa, or Chinese star.
14. **“Dangerous Drugs and Narcotics”** is defined as any controlled drug in accordance with Connecticut General Statutes §219-240.
15. **“Alternate education”** means a school or program maintained and operated by the Board of Education that is offered to students in a nontraditional setting and addresses their social, emotional, behavioral, and academic needs. Such program must conform to SBE guidelines and conform to C.G.S. 10-15 and 16 (180 days/900 hours).
16. **“Dangerous Instrument”** means any instrument, article, or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a “vehicle” or a dog that has been commanded to attack.
17. **“Seriously disruptive of the educational process”** means, as applied to off-campus conduct, any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

Students

Suspension and Expulsion/Due Process (continued)

B. Removal from Class

1. All teachers are hereby authorized to remove a student from class when such student causes a serious disruption of the educational process within the classroom.
2. Such teacher shall send the student to a designated area and shall immediately inform the building Principal or his/her designee as to the name of the student and the reason for the removal.
3. No student shall be removed from class more than six (6) times in any year nor more than twice in one week, unless such student is referred to the Building Principal or his/her designee and granted an informal hearing in accordance with the provisions of this policy.
4. A school principal or other school administrator shall notify a parent or guardian of a student whose behavior has caused a serious disruption to the instruction of other students, caused self-harm, or caused physical harm to a teacher, another student, or other school employee not later than twenty-four hours after such behavior occurs. Such notice shall include, but not be limited to, informing such parent or guardian that the teacher of record in the classroom in which such behavior occurred may request a behavior intervention meeting.

Any teacher of record in a classroom may request a behavior intervention meeting with the crisis intervention team for the school, for any student whose behavior has caused a serious disruption to the instruction of other students or caused self-harm or physical harm to such teacher or another student or staff member in such teacher's classroom. The crisis intervention team shall, upon the request of such teacher and notifying such student's parent or guardian, convene a behavior intervention meeting regarding such student. The participants of such behavior intervention meeting shall identify resources and support to address such student's social, emotional and instructional needs. Not later than seven days after the behavior intervention meeting, the crisis intervention team shall submit to the parent or guardian of such student, in the dominant language of such parent or guardian, a written summary of such meeting, including, but not limited to, the resources and supports identified.

C. Exclusion from Co-Curricular and Extra-Curricular Activities

Participation in co-curricular and extra-curricular activities is a privilege and not an entitlement. Students involved in such programs are expected to follow all school rules and demonstrate good citizenship. Failure to do so may result in partial or complete exclusion from said activities and programs. Activities include, but are not limited to, athletic programs, musical or drama productions, clubs, field trips, and school trips out-of-state and abroad.

Students

Suspension and Expulsion/Due Process

D. **Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion**

Conduct which may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion in accordance with this policy) includes conduct on school grounds or at a school-sponsored activity (including on a school bus), and conduct off school grounds, as set forth above. Such conduct includes, but is not limited to, the following:

1. Striking or assaulting a student, members of the school staff or other persons.
2. Theft.
3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin or ancestry.
7. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.
8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.
9. A walk-out from or sit-in within a classroom or school building or school grounds.
10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).
11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.
12. Possession of any ammunition for any weapon described above in paragraph 11.
13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.

Students

Suspension and Expulsion/Due Process

D. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion (continued)

15. Unlawful possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g. e-cigarettes), vapor products, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term “electronic nicotine delivery system” shall mean an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device. For the purposes of Paragraph 15, the term “vapor product” shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine that is inhaled by the user of such product. For the purposes of this Paragraph 15, the term “drugs” shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.
16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.
17. Unlawful possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (15) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in growing, harvesting, manufacturing, producing, preparing, packaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as “bongs,” pipes, “roach clips,” vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.
18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.

Students

Suspension and Expulsion/Due Process

D. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion (continued)

20. Trespassing on school grounds while on out-of-school suspension or expulsion.
21. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.
22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members, and/or law enforcement authorities.
23. Throwing snowballs, rocks, sticks, and/or similar objects, except as specifically authorized by school staff.
24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
25. Leaving school grounds, school transportation, or a school-sponsored activity without authorization.
26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; or any other form of academic dishonesty, cheating, or plagiarism.
27. Possession and/or use of a cellular telephone, Smartphone, mobile or handheld device, or similar electronic device, on school grounds or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.
28. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.
29. Unauthorized use of any school computer, computer system, computer software, Internet connection, or similar school property or system, or the use of such property or system for inappropriate purposes.
30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
31. Hazing.
32. **"Bullying"** means **is defined as** unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
33. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone, or other mobile electronic devices, or any electronic communications.

Students

Suspension and Expulsion/Due Process

D. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion (continued)

34. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.
35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.
36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.
37. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.

E. Scope of the Student Discipline Policy

a. Conduct on School Grounds or at a School-Sponsored Activity

Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or violates a publicized policy of the Board.

b. Conduct off School Grounds

Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and **violates** ~~violative of~~ a publicized policy of the Board.

In determining whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such consideration shall not be limited to the following factors:

1. whether the incident occurred within close proximity of a school;
2. whether other students from the school were involved or whether there was any gang involvement;
3. whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in section Conn. Gen. Stat. § 29-38, and whether any injuries occurred; and
4. whether the conduct involved the use of alcohol.

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and/or the Board of Education may also consider whether such off-campus conduct involved the illegal use of drugs.

Students

Suspension and Expulsion/Due Process (continued)

F. Mandatory Expulsion

It shall be the policy of the Board to expel a student, grades preschool, and kindergarten to twelve, inclusive, for one full calendar year if:

1. The student, on grounds or at a school-sponsored activity, was in possession of a firearm, as defined in 18 U.S.C. 921*, as amended from time to time, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S. 53A-3; or the student, off school grounds, did possess such firearm in violation of C.G.S. 29-35 or did possess and use such firearm, instrument or weapon in the commission of a crime; or the student, on or off school grounds offered for sale or distribution a controlled substance, as defined in subdivision (9) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. 21-277 and 21a-278.
2. Such student shall be expelled for one calendar year if the Board of Education or impartial hearing officer finds that the student did so possess or so possess and use, as appropriate, such weapon or firearm, instrument or weapon or did so offer for sale or distribution such controlled substance.
3. The Board may modify the period of a mandatory expulsion on a case-by-case basis.
4. A firearm, as defined by C.G.S. 53a-3, includes any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, a gravity knife, billy, blackjack, bludgeon, or metal knuckles.
5. A student enrolled in a preschool program provided by the Board of Education, state or local charter school or interdistrict magnet school shall not be expelled from such school except that a student shall be expelled for one calendar year from such preschool program pursuant to the mandatory expulsion requirement in compliance with the Gun-Free School Act, as described in this section.

G. Suspension Procedure ~~(as modified in Public Act 24-45, Sections 13 and 14)~~

~~Except in the case of an emergency, as defined in paragraph A, above, a student shall be afforded the opportunity to meet with the administration and to respond to the stated charges prior to the effectuation of any period of suspension or in-school suspension. If, at such a meeting the student denies the stated charges, he/she may at that time present his/her version of the incident(s) upon which the proposed suspension is based.~~

**A firearm; currently defined by 18 U.S.C. 921, is any weapon that can expel a projectile by an explosive action and includes explosive devices, incendiaries, poison gases, and firearm frames, receivers, mufflers or silencers.*

Students

Suspension and Expulsion/Due Process

G. Suspension Procedure (as modified in Public Act 24-45, Sections 13 and 14) (continued)

Unless an emergency exists, as that term is defined in paragraph A, no student shall be suspended without an informal hearing by the administration, at which such student shall be informed of the reasons for the disciplinary action and given an opportunity to explain the situation, provided nothing herein shall be construed to prevent a more formal hearing from being held if the circumstances surrounding the incident so require. The administration shall then determine whether suspension or in-school suspension is warranted.

If an emergency situation exists, the hearing outlined ~~in paragraph G-(3)~~ above shall be held as soon as possible after the exclusion of the student.

Prior to conducting any hearing regarding the suspension of a student, an administrator, school counselor or school social worker at the school in which the student is enrolled, shall contact the local homeless education liaison designated by the local or regional board of education for the school district, pursuant to Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act, 42 USC 11431 et seq., as amended from time to time, to determine whether such student is a homeless child or youth, as defined in 42 USC 11343a, as amended from time to time. If it is determined that such student is a homeless child or youth, the administration shall consider the impact of homelessness on the behavior of the student during the hearing.

In the case of suspension, the administration shall notify the student's parents and the Superintendent of Schools not later than twenty-four (24) hours of the suspension as to the name of the student who has been suspended and the reason therefore. Any student who is suspended shall be given an opportunity to complete any class work, including, but not limited to, examinations that such student missed during the period of his/her suspension.

The administration shall also have the authority to suspend a student from transportation services whose conduct while awaiting or receiving transportation violates the standards set forth in paragraph D, above. The administration shall have the authority to immediately suspend any student from school when an emergency exists, as that term is defined in paragraph A, above.

Out-of-School Suspensions

All suspensions shall be in-school suspensions, except the Board of Education may authorize the administration of schools under its direction to impose an out-of-school suspension on any student ~~in~~:

1. Grades preschool to two, if during the informal hearing outlined above, the administration:
 - a. Determines that an out-of-school suspension is appropriate for such students based on evidence that such student's conduct on school grounds is behavior that causes physical harm;

Students

Suspension and Expulsion/Due Process

G. Suspension Procedure (~~as modified in Public Act 24-45, Sections 13 and 14~~) (continued)

Out-of-School Suspensions (continued)

- b. Requires that such students receive services that are trauma-informed and developmentally appropriate and align with any behavioral intervention plan, individualized education program, or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, for such student upon such student's return to school immediately following the out-of-school suspension; and
 - c. Considers whether to convene a planning and placement team meeting for the purposes of conducting an evaluation to determine whether such student may require special education or related services.
2. Grades three to twelve, inclusive, if, resulting from a due process hearing:
- a. The administration determines that the student being suspended poses such danger to persons or property or such disruption of the educational process (as defined above in section E) that the student shall be excluded from school during the period of suspension.
 - b. The administration determines that an out-of-school suspension is appropriate for such student based on evidence of:
 - i. previous disciplinary problems that have led to suspensions or expulsion of such student; and
 - ii. efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies. An in-school suspension may be served in the student's school or any school building under the jurisdiction of the local or regional board of education, as determined by such board.

Length of Suspension Period:

In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, or expulsion.

An out-of-school suspension shall not exceed ten school days for students in grades 3-12.

An out-of-school suspension shall not exceed five school days for children in preschool through grade 2.

For any student who is suspended for the first time and who has never been expelled, the school administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions. Such program shall be at no expense to the student or his/her parents/guardians.

Students

Suspension and Expulsion/Due Process

G. Suspension Procedure (as modified in Public Act 24-45, Sections 13 and 14 (continued))

General provisions:

No student shall be suspended more than ten times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing pursuant to sub sections 4-176e to 4-180a, inclusive, section 4-181a, and as outlined in section I below is first granted.

No student shall be placed on in-school suspension more than fifteen times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing pursuant to sub sections 4-176e to 4-180a, inclusive, section 4-181a, and as outlined in in section I below is first granted.

H. Expulsion Procedures

The Board of Education may, upon the recommendation of the Superintendent of Schools, expel any student for one or more of the reasons stated in this policy if, after holding a formal hearing, it is in the judgment of the Board of Education **that** such disciplinary action is in the best interest of the school system.

A special education student's handicapping conditions shall be considered before making a decision to expel. A Planning and Placement Team (PPT) meeting must be held to determine whether the behavior or student actions violative of Board of Education standards set forth in policy governing suspension and expulsion are the result of the student's handicapping condition.

For any student expelled for the first time and who has never been suspended, except for a student who has been expelled based on possession of a firearm or deadly weapon, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board. Such Board specified program shall not require the student or the parent/guardian of such student to pay for participation in the program.

Prior to conducting formal hearing, as required by PA 25-93 Section 38 subsection 3, an administrator, school counselor or school social worker at the school in which the student is enrolled shall contact the local homeless education liaison designated by the local or regional board of education for the school district, pursuant to Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act, 42 USC 11431 et seq., as amended from time to time, to make a determination whether such student is a homeless child or youth, as defined in 42 USC 11343a, as amended from time to time.

If it is determined that such student is a homeless child or youth:

- i. The local or regional board of education, or the impartial hearing board established pursuant to subsection (b) of this section, shall consider the impact of homelessness on the behavior of the student during the hearing.

Students

Suspension and Expulsion/Due Process

H. Expulsion Procedures (continued)

- ii. No such student may be expelled without a plan of interventions and supports to mitigate the impact of homelessness on the behavior of the student.
- iii. If such child or youth has been expelled for a second time, a meeting with the local homeless education liaison shall be provided by the local or regional board of education.

Upon receipt of a recommendation for expulsion from the Superintendent of Schools the Board shall, after giving written notice [as detailed below in section K Notification](#), conduct a hearing prior to taking any action on the expulsion of said student, provided however, that in the event of an emergency as defined in this policy, the student may be expelled prior to the hearing but in such case even a hearing shall be held as soon after the expulsion as possible.

An attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student has the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

Expulsion hearings ([formal hearings](#)) conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.

Alternatively, the Board may appoint an impartial hearing officer composed of one or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

An attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student has the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

I. Formal Hearings/Due Process

1. Any hearing conducted under this paragraph shall at least include the right to:
 - a. Notice prior to the date of the proposed hearing which shall include a statement of the time, place and nature of the hearing and a statement of the legal jurisdiction under which the hearing is to be held and a statement that students under sixteen years old who are expelled and students between sixteen and eighteen who have been expelled for the first time and who comply with conditions set by the Board of Education, must be offered an alternative educational opportunity;

Students

Suspension and Expulsion/Due Process

I. Formal Hearings/Due Process (continued)

- b. A short and plain statement of the matters asserted, if such matters have not already been provided in a statement of reasons requested by the student;
- c. The opportunity to be heard in the student's own defense;
- d. The opportunity to present witnesses and evidence in the student's defense;
- e. The opportunity to cross-examine adverse witnesses;
- f. The opportunity to be represented by counsel at the parents'/student's own expense; and
- g. Information concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services;
- h. The opportunity to have the services of a translator, to be provided by the Board of Education whenever the student or his/her parent or legal guardian do not speak the English language;
- i. The prompt notification of the decision of the Board of Education, which decision shall be in writing if adverse to the student concerned.

2. Record keeping:

The record of the hearing held in any expulsion case shall include the following:

- a. All evidence received and considered by the Board of Education;
- b. Questions and offers of proof, objections, and ruling on such objections;
- c. The decision of the Board of Education rendered after such hearing; and
- d. A copy of the initial letter of notice of proposed expulsion, a copy of any statement of reasons provided upon request, a statement of the notice of hearing, and the official transcript, if any, or if not transcribed, any recording or stenographic record of the hearing.

3. Rules of evidence at hearings:

Rules of evidence at expulsion hearings shall ensure fairness, but shall not be controlled by the formal rules of evidence, and shall include the following:

- a. Any oral or documentary evidence may be received by the Board of Education, but, as a matter of policy, irrelevant, immaterial, or unduly repetitious evidence may be excluded. In addition, other evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, suspension, or expulsion may be received for considering the length of an expulsion and the nature of the alternative educational opportunity, if any, to be offered;

Students

Suspension and Expulsion/Due Process

I. Formal Hearings/Due Process (continued)

3. Rules of evidence at hearings: (continued)

- b. The Board of Education shall give effect to the rules of privilege by law;
- c. In order to expedite a hearing, evidence may be received in written form, provided the interest of any party is not substantially prejudiced thereby;
- d. Documentary evidence may be received in the form of copies or excerpts;
- e. A party to an expulsion hearing may conduct cross-examination of witnesses where examination is required for a full and accurate disclosure of the facts;
- f. The Board of Education may take notice of judicially cognizable facts in addition to facts within the Board's specialized knowledge provided, however, the parties shall be notified either before or during the hearing of the material noticed, including any staff memoranda or data, and an opportunity shall be afforded to any party to contest the material so noticed;
- g. A stenographic record or tape-recording of any oral proceedings before the Board of Education at an expulsion hearing shall be made, provided, however, that a transcript of such proceedings shall be furnished upon request of a party, with the cost of such transcript to be paid by the requesting party. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.

J. Expunging Records

Suspension:

Whenever a student is suspended pursuant to the provisions of this section, notice of the suspension and the conduct for which the student was suspended shall be included on the student's cumulative educational record.

Such notice shall be expunged from the cumulative educational record by the local or regional Board of Education if a student graduates from high school, or in the case of a suspension of a student for which the length of the suspension period is shortened or the suspension period is waived pursuant to subsection (e) of this section, such notice shall be expunged from the cumulative educational record by the local or regional board of education (1) if the student graduates from high school, or (2) if the administration so chooses, at the time the student completes the administration-specified program and meets any other conditions required by the administration pursuant to subsection (e) of Section 10-233d., whichever is earlier.

Students

Suspension and Expulsion/Due Process

J. Expunging Records (continued)

Expulsion:

Whenever a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included in the student's cumulative educational record. Such notice, except for notice of an expulsion of a student in grades nine to twelve, inclusive, based on possession of a firearm or deadly weapon as described in Section 29-38 of the general statutes.

1. shall be expunged from the cumulative educational record by the Board of Education if a student graduates from high school, or
2. may be expunged from the cumulative educational record by the Board of Education before a student graduates from high school if:
 1. in the case of a student for which the length of the expulsion period is shortened or the expulsion period is waived pursuant to subdivision (2) of subsection (c) Section 10-233d., such Board determines that an expungement is warranted at the time such student completes the board-specified program and meets any other conditions required by such Board pursuant to subdivision (2) of subsection (c) of Section 10-233d. , or
 2. such student has demonstrated to such Board that the conduct and behavior of such student in the years following such expulsion warrants an expungement. The Board of Education, in determining whether to expunge such notice, may receive and consider evidence of any subsequent disciplinary problems that have led to removal from a classroom, suspension or expulsion of such student.

K. Notification

1. All students and parents within the jurisdiction of the Board of Education shall be informed, annually, of Board Policy governing student conduct by delivery to each said student of a written copy of said Board Policy.
2. The parents or guardian of any minor student either expelled or suspended shall be given notice of such disciplinary action no later than 24 hours of the time of the institution of the period of expulsion or suspension.
3. The notice of an expulsion hearing shall be given at least five (5) business days before such hearing to the student and his/her parents or guardians, if said student is less than 18 years of age shall include information concerning the parent's/guardian's and the student's legal rights and concerning legal services that are provided free of charge or at a reduced rate that are available (CT legal services as a source of such services) and how to access such services. The notification shall reference the maximum number of suspension days before the expulsion days proceed. 5 consecutive days for students in pre-school to second grade, 10 consecutive days for students in grades 3-12, a statement that an attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student shall be notified of the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

Students**Suspension and Expulsion/Due Process** (continued)**L. Stipulated Agreements**

In lieu of the procedures used in this section, the Administration and the parents (or legal guardians) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parents (or legal guardians) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation.

If the Board rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the Student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on his or her own behalf.

If the parties agree on the facts, but not on the disciplinary recommendation, the Administration and the parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation shall include language indicating that the parents understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

M. Students identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”)

If the Board of Education expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”), it shall off an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time.

N. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act (“IDEA”)**A. Suspension of IDEA students**

Notwithstanding the foregoing, if the Administration suspends a student identified as eligible for services under the IDEA (an “IDEA student”) who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The administration shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.
2. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the school district.

Students

Suspension and Expulsion/Due Process (continued)

N. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act (“IDEA”) (cont.)

B. Expulsion and Suspensions that Constitute Changes in Placement for IDEA Students

Notwithstanding any provision to the contrary, if the administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the school district that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply to students whom the administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in placement:

1. The parents of the student must be notified of the decision to recommend for expulsion (or to suspend if a change in placement) on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to recommend for expulsion (or to suspend if a change in placement) was made.
2. The school district shall immediately convene the student’s planning and placement team (“PPT”), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made.

The student’s PPT shall consider the relationship between the student’s disability and the behavior that led to the recommendation for expulsion or suspension, which constitutes a change in placement, in order to determine whether the student’s behavior was a manifestation of his/her disability.
3. If the student’s PPT finds that the behavior was a manifestation of the student’s disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.
4. If the student’s PPT finds that the behavior was not a manifestation of the student’s disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.
5. During any period of expulsion or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.
6. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement, the building administrator (or his or her designee) should consider the nature of the misconduct and any relevant educational records of the student.

Students

Suspension and Expulsion/Due Process

N. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act (“IDEA”) (continued)

C. Transfer of IDEA Students for Certain Offenses:

School personnel may transfer an IDEA student to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:

1. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or
2. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

The following definitions shall be used for this subsection XII. C.

1. **Dangerous weapon** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than 2.5 inches in length.
2. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).
3. **Illegal drug** means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.
4. **Serious bodily injury** means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

O. Procedures Governing Expulsions for Students Identified as Eligible under Section 504 of the Rehabilitation Act of 1973 (“Section 504”)

A. Except as provided in subsection B below, notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The parents of the student must be notified of the decision to recommend the student for expulsion.

Students

Suspension and Expulsion/Due Process

- O. Procedures Governing Expulsions for Students Identified as Eligible under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) (continued)**
2. The district shall immediately convene the student’s Section 504 team (“504 team”) for the purpose of reviewing the relationship between the student’s disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student’s behavior was a manifestation of his/her disability.
 3. If the 504 team finds that the behavior was a manifestation of the student’s disability, the Administration shall not proceed with the recommended expulsion.
 4. If the 504 team finds that the behavior was not a manifestation of the student’s disability, the Administration may proceed with the recommended expulsion.
- B.** The Board may take disciplinary action for violations pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who currently is engaging in the illegal use of drugs or alcohol to the same extent that such disciplinary action is taken against nondisabled students. Thus, when a student with a disability is recommended for expulsion based solely on the illegal use or possession of drugs or alcohol, the 504 team shall not be required to meet to review the relationship between the student’s disability and the behavior that led to the recommendation for expulsion.
- P. Procedures Governing Expulsions for Students Committed to a Juvenile Detention Center**
- A. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by the Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.
 - B. If a student who committed an expellable offense seeks to return to a school district after participating in a diversionary program or having been detained in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement and such student has not been expelled by the board of education for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

Students

Suspension and Expulsion/Due Process (continued)

Q. Alternative Educational Opportunity

The Board of Education recognizes its obligation to offer any student under the age of sixteen (16) who is expelled, an alternative educational opportunity which shall be equivalent to alternative education, as defined, by C.G.S. 10-74j with an individualized learning plan, (1) if the Board provides such alternative education, or (2) in accordance with the standards adopted by the State Board of Education (by 8/15/17), which includes the kind of instruction to be provided and the number of hours to be provided, during the period of expulsion.

Any parent or guardian of such student who does not choose to have his or her child enrolled in an alternative educational opportunity shall not be subject to the provision of Section 10-184 of the Connecticut General Statutes. Any expelled student who is between the ages of sixteen (16) and eighteen (18), not previously expelled, and who wishes to continue his or her education shall be offered such alternative educational opportunity if he or she complies with conditions established by the Board of Education. other than the one from which the student has been excluded.

Such alternative educational opportunity may include, but shall not be limited to, the assignment of a student (who is seventeen (17) years of age or older) to any such adult education program or placement of such student in a regular classroom program of a school.

Any student participating in an adult education program during a period of expulsion shall not be required to withdraw from school under C.G.S. 10-184. In determining the nature of the alternative education opportunity to be offered under this Section, the Board of Education may receive and consider evidence of past disciplinary issues that have led to removal from a classroom, suspension, or expulsion.

The Board of Education is not obligated to provide such alternative educational opportunity to any student eighteen years of age or older. The Board of Education is also required to offer such alternative educational opportunity, as defined, to any student between the ages of sixteen and eighteen who is expelled because of conduct which endangers persons, and involved the following, on school grounds or at a school-sponsored event:

1. Possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon, or
2. Offering an illegal drug for sale or distribution.
3. If the Board expels a student for the sale or distribution of a controlled substance, the Board shall refer the student to an appropriate state or local agency for rehabilitation, intervention or job training, or any combination thereof, and inform the agency of its action. If a student is expelled for possession of a firearm, deadly weapon, dangerous instruments (those that can be used to cause death or serious injury) or martial arts weapons the Board shall report the violation to the local police department.
4. This provision shall not apply to students requiring special education who are described in subdivision (1) of sub-section (e) of C.G.S. 10-76a. The alternative educational opportunity for any such student shall be established by the IEP team (PPT) in accordance with the procedures described above.

Students

Suspension and Expulsion/Due Process

R. Other Considerations

1. If a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for the notice of an expulsion of a student in grades nine through twelve, inclusive, based on possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the Board determines that the student's conduct and behavior in the years following such expulsion warrants an expungement or if the student graduates from high school.
2. If a student's expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, had never been suspended, and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion shall be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board.
3. If a student in grades preschool to eight, is expelled based on possession of a firearm or deadly weapon, the Board may expunge from the students' cumulative education record the notice of the expulsion and the conduct for which the student was expelled if the Board determines that the conduct and behavior of the student in the years following such expulsion warrants an expungement.
4. The Board may adopt the decision of a student expulsion hearing conducted by another school district, provided such Board of Education held a hearing pursuant to C.G.S.10-233d(a). Adoption of such decision shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of this Board. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative education opportunity in accordance with item K above.
5. Whenever a student against whom an expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student's cumulative educational record and (2) the Board shall complete the expulsion hearing and render a decision.
6. A student expelled for possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon shall have the violation reported to the local police department.
7. The period of expulsion shall not extend beyond a period of one calendar year. A period of exclusion may extend into the next school year.
8. An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Board of Education/Superintendent of Schools (choose which). Readmission decisions shall not be subject to appeal to Superior Court. The Board or Superintendent, as appropriate, may condition such readmission on specified criteria.

Students

Suspension and Expulsion/Due Process

R. Other Considerations (continued)

9. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, the Connecticut Juvenile Training School, or any other residential placement for such offense may be expelled by the local Board of Education. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School, or any other residential placement.

10. Prior to placing any student in an out-of-district placement due to the challenging behavior of such student, the Board of Education shall conduct a functional behavior assessment of such student and develop or update a behavioral intervention plan for such student.

A functional behavior assessment and a behavioral intervention plan shall not be required if the time required to conduct such assessment or develop or update such plan would put the safety of such student, any other student, or any staff at such student's school at risk.

Not later than two business days following the decision not to conduct such assessment, or develop, or update such plan for such student, the local or regional board of education shall file a notice with the Department of Education of the reasons that such assessment was not conducted or such plan was not developed or updated.

S. Change of Residence During Expulsion Proceedings

A. Student moving into the school district

1. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing.

2. Where a student enrolls in the district during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board shall make its determination based upon a hearing held by the Board, which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board.

Students

Suspension and Expulsion/Due Process

S. Change of Residence During Expulsion Proceedings (continued)

B. Student moving out of the school district:

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

T. Compliance with Documentation and Reporting Requirements

- A. The Board of Education shall include in all disciplinary reports the individual student's state-assigned student identifier (SASID).
- B. The Board of Education shall report all suspensions and expulsions to the State Department of Education.
- C. If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
- D. If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. §53a-3, the violation shall be reported to the local police.

Readmission of Student from a Residential Placement

A District student who has committed an expellable offense who seeks to return to a District school, after participating in a diversionary program or having been detained in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement, for one year or more, in lieu of expulsion from the District, shall be permitted to return to the appropriate school setting within the District. Further, the District shall not expel the student for any additional time for the offense(s).

Students and parents shall be notified of this policy annually.

Legal Reference: Connecticut General Statutes

4-176e through 4-180a. Contested Cases. Notice. Record, as amended

10-74j Alternative education (PA 15-133)

10-222d Safe school climate plans. Definitions. Safe school climate assessments.

Students

Suspension and Expulsion/Due Process

Legal Reference: Connecticut General Statutes
10-233a through 10-233f Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, PA 98-139, PA 07-66, PA 07-122, PA 08-160, PA 09-82, PA 09-6 (September Special Session), PA 10-111, PA 11-126, PA 14-229, PA 15-96, PA 16-147, PA 17-220, PA 19-91, [PA 25-67 and PA 25-93](#).
10-233l Expulsion and suspension of children in preschool programs
19a-342a Use of electronic nicotine delivery system or vapor product prohibited.
29-38 Weapons in vehicles
53a-3 Definitions.
53a-217b Possession of Firearms and Deadly Weapons on School Grounds.
53-344b Sale and delivery of electronic nicotine delivery system or vapor products to minors.
53-206 Carrying of dangerous weapons prohibited.
PA 15-96 An Act Prohibiting Out-of-School Suspensions and Expulsions for Students in Preschool and Grades Kindergarten to Two.
GOALS 2000: Educate America Act, Pub. L. 103-227.
Title III - Amendments to the Individuals with Disabilities Education Act. Sec. 314 (Local Control Over Violence)
Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994
P.L. 105-17 The Individuals with Disabilities Act, Amendments of 1997.
Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.
P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1400 et seq.
18 U.S.C. §921 – Definitions of “firearms”
18 U.S.C. §930(g)(2) – Definition of “dangerous weapon”
18 U.S.C. §1365(h)(3) – Identifying “serious bodily injury”
21 U.S.C. §812(c) – Identifying “controlled substances”
Public Act 24-45 An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth, Sections 13-14
Public Act 24-93 An Act Concerning Various and Assorted Revisions to the Education Statutes, Section 11 and Section 12
[Public Act 25-67 An Act Concerning the Quality and Delivery of Special Education Services in Connecticut \(Section 13\)](#)
[Public Act 25-93 An Act Increasing Resources for Students, Schools and Special Education \(Sections 38 & 39\)](#)

Policy adopted:

Students

Educational Opportunities for Military Children

In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the *Interstate Compact on Educational Opportunity for Military Children*. The Board of Education believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents' frequent moves and deployment.

Definitions

Children of military families means school aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve.

Deployment means the period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Education(al) records means official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

The requirements, applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged, and active duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the *Compact* if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school.
- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.

If a child of a member of the armed forces is enrolled in a school under the jurisdiction the district, and such member has received military orders directing them from such town, or any other documents from the armed forces indicating a change of residency from such town during the school year, the child may continue to be enrolled in the school until the end of the school year while such member remains a member of the armed forces, except that any such child in grade eleven may continue to be enrolled in the school for an additional school year while such member remains a member of the armed forces

- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students of active duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent without any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.

(cf. [5111](#) – Admission)

(cf. [5113](#) – Attendance and Excuses)

(cf. [5123](#) – Promotion/Retention)

(cf. [5125](#) – Student Records; Confidentiality)

(cf. [5141.3](#) – Health Assessments and Immunizations)

(cf. [6146](#) – Graduation Requirements)

(cf. [6171](#) – Special Education)

Legal Reference: Connecticut General Statutes

[10-15f Interstate Compact on Educational Opportunity for Military Children](#)
[Public Act 25-15 An Act Concerning Various Measures Recognizing and](#)
[Honoring the Military Service of the Armed Forces in Connecticut. \(Section](#)
[7\)](#)

Policy adopted: April 20, 2017

DERBY PUBLIC SCHOOLS
Derby, Connecticut

A mandated policy to consider.

Instruction

Individualized Education Program/Special Education Program

~~In accordance with the regulations of the State Board of Education, each local and regional board of education shall: (1) Provide special education for school-age children requiring special education; (2) The obligation of the school district under this subsection shall terminate when such child is graduated from high school or at the end of the school year during which such child reaches age twenty two, whichever occurs first.*delete~~

~~All students remain eligible for special education services under the Individuals with Disabilities Education Act (IDEA) through the end of the school year, during which the student turns age 22, or until the student graduates from high school with a regular high school diploma, whichever occurs first. Pursuant to the Connecticut General Statutes §10-259, school year is defined as July 1 through June 30. A free appropriate public education (FAPE) must be provided to any child with a disability beginning on or after the child's third birthday, whether or not that birthday occurs during the regular school year.~~

Individualized Education Programs (IEPs) are essential foundations for providing effective, high-quality special education services. The Board requires that all procedures for implementing an individualized education program be designed to guard the privacy of the student and family.

A parent of a child, the State Department of Education, or other state agencies available to the District may initiate a request for an initial evaluation to determine if the child is a child with a disability. Once the district receives a written referral for special education evaluation, it has 45 school days to complete an initial evaluation. The 45-school-day timeline encompasses the entire eligibility determination process, including reviewing the referral, obtaining written parental consent for evaluation, conducting a comprehensive evaluation, determining eligibility, obtaining written parental consent for the provision of special education services, and implementing an IEP if the student is found eligible. The district will conduct a full and individual evaluation that consists of procedures to determine if the child is a child with a disability under 34 C.F.R. §300.301. Further, the evaluation must be sufficiently comprehensive to identify all of the child's special education and related services needed, whether or not commonly linked to the disability category in which the child has been classified. Assessments for disabled children who are transfer students shall be coordinated expeditiously between the sending or receiving district.

The adult student or his/her parent/guardian will be asked by the District if the student wishes to receive the special education and related services outlined in their individualized education program (IEP) through the end of the school year during which they turn 22 years of age or they graduate with a regular high school diploma, whichever comes first.

In situations in which a student's IEP requires an out-of-district or private placement, the timeline for implementing an IEP must occur within 60 school days of the PPT referral (not including the time it takes to obtain written parental consent).

Instruction

Individualized Education Program/~~Special Education Program~~ (IEP) (continued)

Any individualized education program (IEP) developed for a student with disabilities shall specify whether the student shall achieve the District's adopted content standards or whether the student shall achieve individualized standards that would indicate the student has met the requirements of his or her IEP. When a child is identified as requiring special education, the district will provide parents/guardians with information and resources from the State Department of Education relating to IEPs.

Information Provided to Parents Regarding Special Education

At the first PPT, when a child receiving special education services reaches 14, the district shall provide information to the child and parent/guardian regarding the full range of decision-making supports, including alternatives to guardianship and conservatorship and the plain-language online resources developed by CSDE regarding decision-making options available when the student reaches 18.

In addition, information that must be provided to parents/guardians at each PPT meeting shall include plain-language resources developed by CSDE regarding the hearing and appeals process, information regarding free and low-cost legal assistance, and The Parent's Guide to Special Education in Connecticut by CSDE. The district shall annually provide the Guide and rights and resources available to children receiving special education services at the beginning of the school year.

At the beginning of each school year, the district shall provide an informational handout developed by CSDE that explains what it means to have an IEP or Section 504 plan.

Upon request from a parent/guardian, or when there is an apparent need, the district shall provide interpreters and translated documents for students and parents, including translated copies of a child's IEP and any related documents.

The interpreter may be present in person, available by phone, or through an online platform, an Internet website, or other electronic application approved by the State Board of Education.

A parent/guardian of the Board may request mediation through the Mediation Services Coordinator at any time for any matter related to the provision of special education for a child, including, but not limited to, the identification, evaluation, educational placement, or implementation of an IEP. Upon receipt of a request for mediation, the Mediation Services Coordinator shall provide notification to the parties and invite them to participate in voluntary mediation.

Instruction

Individualized Education Program/Special Education Program (IEP) (continued)

Planning and Placement Team or Individualized Education Program Team

The term “Planning and Placement Team” means a group of individuals composed of -

- (i) the parents of a child with a disability
- (ii) not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (iii) not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
- (iv) a representative of the local educational agency who -
 - (I) is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities;
 - (II) is knowledgeable about the general education curriculum; and
 - (III) is knowledgeable about the availability of resources of the local educational agency;
- (v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
- (vi) at the discretion of the parent of the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate;
- (vii) the school paraprofessional, if any, assigned to such child, and
- (viii) whenever appropriate, the child with a disability.

NOTE: A Planning and Placement Team (PPT) member is not required to attend all or part of an IEP meeting if the parents and District agree that the team member’s participation is not necessary because the member’s area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting does involve a modification or discussion of the member’s area of the curriculum or related services, parents and the District can agree to excuse the member from attending all or part of the meeting if the member submits written input to the parent and the Planning and Placement Team (PPT) prior to the meeting. Parental consent in writing is required in either case.

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement. Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language, knowledgeable about the process of second-language acquisition, and competent in the assessment of limited English and non-English speaking individuals should be included.

Any member of the PPT employed by the Board of Education who discusses or makes recommendations concerning the provisions of special education and related services during a PPT meeting shall not be disciplined, suspended, or otherwise punished for such recommendations.

Instruction

Individualized Education Program/~~Special Education Program~~ (IEP) (continued)

No birth-to-three coordinator or qualified personnel, as defined by C.G.S. 17a-248, who discusses or makes recommendations concerning the provision of special education and/or related services during a PPT meeting or in a transition plan shall be subject to discipline, suspension, termination or other punishment based on such recommendations.

The parent/guardian or surrogate parent shall be given at least five (5) school days' prior notice of any PPT meeting and shall have the right to be present and participate in all portions of such meetings at which an educational program for their child is developed, reviewed, or revised. In addition, parents/guardians or surrogate parents have the right to be present at and participate in all portions of the PPT meeting at which an educational program for their child is developed, reviewed, or revised. In addition, the parent/guardian/surrogate shall have advisors and the child's assigned paraprofessional, if any, and such child's birth-to-three service coordinator, if any, be present at and participate in all portions of the PPT meeting in which the child's educational program is developed, reviewed or revised and have the right to have such recommendation made in such child's birth-to-three individualized transition plan, if any, addressed by the PPT at which an educational program for such child is developed.

The District shall offer to meet with the student's parents/guardians, upon the request of the parents/guardians, after the student has been assessed for possible placement in special education and before the Planning and Placement Team (PPT) meets.

The sole purpose of such meeting is to discuss the PPT process and any concerns the parent/guardian has about the student. The meeting will involve a member of the PPT designated by the District before the referral PPT meeting at which the student's assessments and evaluations will be discussed for the first time. This applies to students under evaluation for possible placement in special education.

Upon request of a parent/guardian, the District will provide the results of the assessments and evaluations used in determining a student's eligibility for special education at least three (3) school days before the referral PPT meeting, at which such results will be discussed for the first time.

Parents/Guardians and the District may agree to conduct IEP meetings, and other meetings, through alternative means, such as including but not limited to, videoconferences or conference calls.

- (a) **General.** The IEP for each child must include -
- (1) An accurate statement of the child's present levels of academic achievement and functional performance based upon parental provider information, current classroom-based, local, and state assessments and classroom-based observations, including -
 - (i) How the child's disability affects the child's involvement and progress in the general education curriculum; or

Instruction

Individualized Education Program/~~Special Education Program~~ (IEP) (continued)

- (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- (2) A statement of measurable annual academic and functional goals that aim to improve educational results and functional performance for each child with a disability, related to –
 - (i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum;
 - (ii) Meeting each of the child's other educational needs that result from the child's disability; and
 - (iii) Providing a meaningful opportunity for the child to meet challenging objectives.

Alternate Assessments

- (iv) A statement of "benchmarks or short-term objectives" is required only with respect to students with disabilities who take alternate assessments aligned with alternate achievement standards.

If a child will participate in alternate assessments based on either general or alternate achievement standards, the IEP must explain why the child cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the child.

The Planning and Placement Team (PPT) may only recommend appropriate accommodation or use of alternate assessment but may not exempt students with disabilities from the state assessment.

- (3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child -
 - (i) To advance appropriately toward attaining the annual goals;
 - (ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
 - (iii) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph.
- (4) A school must offer an IEP that is "reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances." The child's educational program must be appropriately ambitious considering his/her circumstances, and every child should have the chance to meet challenging objectives. The Planning and Placement Team, in determining whether an IEP is reasonably calculated to enable a child to make progress, should consider the child's:

Instruction

Individualized Education Program/~~Special Education Program~~ (continued)

Alternate Assessments (continued)

- Previous rate or academic growth,
- Progress towards achieving or exceeding grade-level proficiency,
- Behaviors, if any, interfering with the child's progress, and
- Parent's input and any additional information provided by such parents.

The U.S. Supreme Court, in the *Endrew F* decision stated, "Any review of an IEP must consider whether the IEP is reasonably calculated to ensure such progress, not whether it would be considered ideal. (137S.CT. at 99)

- (5) An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a) (3) of this section;
- (6) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed for the child to participate in the assessment; and
- (7) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and
- (8) A statement of
 - (i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
 - (ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children's progress, of
 - (A) Their child's progress toward the annual goals; and
 - (B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year
- (9) Reevaluation of a student's progress may not occur more than once a year unless agreed to by the parents and the District. Reevaluation must occur at least once every three years unless the parent and District agree that it is unnecessary.

Note: To make FAPE available to each eligible child with a disability, the child's IEP must be designed to enable the child to be involved in, and make progress in, the general education curriculum (the same curriculum as for nondisabled children which is based on a State's academic content standards. This alignment must guide and not replace the individualized decision-making required in the IEP process."

Instruction

Individualized Education Program/~~Special Education Program~~ (IEP) (continued)

(b) *Transition services.*

The district shall designate a transition coordinator who is responsible for the following:

- Complete a prescribed training program within three years of when the training program commences or within one year of being appointed transition coordinator if appointed after the training program commences;
- Ensure parents receive information about transition resources, services, or public transition programs and know the eligibility requirements and application details; and
- The transition coordinator may be the director of student personnel or another school district employee.

- (1) Beginning in the 2024-25 School year, the Board of Education shall distribute a notice of a link to an online listing of transitional resources, transitional services, and public transition programs provided by the Statewide Transition Services Coordinator. This shall be distributed to parents/guardians of children receiving special education services in grades six through 12 at a PPT meeting.
- (2) At the first PPT meeting after the student turns 14, the Team will provide a listing to the parent/guardian of each public transition and adult education program for which the student may be eligible after graduation. Upon parent/guardian approval, an identified certified professional member of the PPT will notify the state agency that provides such a program about potential eligibility.
- (3) By the PPT meeting, which occurs approximately two years prior to the student's anticipated exit from the district, upon parent/guardian approval, a certified professional member of the PPT shall notify any state agency that provides an adult program for which the student may be eligible about the potential eligibility, invite an agency representative to attend the PPT, and permit and facilitate contract and coordination between the agency and parent. An identified certified professional member of the PPT will assist the parent/guardian in completing an application to any such program.
- (4) The IEP must include
 - (i) For each student beginning not later than the first IEP to be in effect when the child is fourteen, and younger if the PPT determines it appropriate, and updated annually, thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services, including courses of study, needed to assist the student in reaching those goals.

Instruction

Individualized Education Program/~~Special Education Program~~ (IEP) (continued)

- (b) ***Transition services.*** (continued)
 - (ii) For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student's academic achievement and functional performance including recommendations on how to assist the student in meeting his/her postsecondary goals.
- (5) If the Planning and Placement Team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.
- (c) ***Transfer of rights.*** Beginning not later than one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under this title, if any, that will transfer to the student on reaching the age of majority, consistent with §615(m)
- (d) ***Students with disabilities convicted as adults and incarcerated in adult prisons.*** Special rules concerning the content of IEPs for students with disabilities convicted as adults and incarcerated in adult prisons are contained in §612(a)(5)A.
- (e) ***Students with disabilities identified as deaf or hearing impaired.*** For a child identified as deaf or hearing impaired, the PPT shall develop an IEP which includes a language and communication plan that shall address;
 - (i) the child's primary language or mode of communication;
 - (ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;
 - (iii) educational options available to the child;
 - (iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;
 - (v) the accessibility of academic instruction, school services and extracurricular activities to the child;
 - (vi) Assistive devices and services for the child;
 - (vii) Communication and physical environment accommodations for the child;
and
 - (viii) An emergency communications plan that includes procedures for alerting the child of an emergency situation and ensuring that the specific needs of the child are met during the emergency situation. Such plan is to be developed for a student identified as deaf, hard of hearing, or both blind or visually impaired and deaf.

Instruction

Individualized Education Program/~~Special Education Program~~ (IEP) (continued)

(f) *Students who are children of a member of the armed forces*

If, after the start of a school year, a child of a member of the armed forces:

1. enrolls in a school under the jurisdiction of a local or regional Board of Education, as a result of such member having received military orders directing such member to the state or any other documents from the armed forces indicating the transfer of such member to the state, and
2. such child enrolls with an individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 from such child's prior school.

The Board shall take necessary steps, including, but not limited to, the transfer of any records and prior evaluations, the performance of any reevaluations and, not later than thirty school days after such child's enrollment, the holding of any planning and placement team meeting or meeting to establish a plan pursuant to Section 504 of the Rehabilitation Act of 1973 for such child, to ensure a minimally disruptive transition to the provision of comparable services.

Transfers

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one.

If the transfer involves districts within Connecticut, the District will provide services “comparable to those described in the previously held IEP,” until the District adopts the previously held IEP or develops, adopts, and implements a new IEP. If the student has transferred from another state, the District will provide services “comparable to those described in the previously held IEP,” until the District conducts an evaluation, if deemed necessary, and if appropriate, develops a new IEP. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

Districts receiving out-of-district students requiring special education shall:

- a) hold the planning and placement team meeting for each out-of-district student who requires special education and related services and invite representatives from the sending district to participate in such meeting, and
- b) ensure that such students receive the services mandated by the student's individualized education program whether such services are provided by the sending district or the receiving district.

Instruction

Individualized Education Program/~~Special Education Program~~ (IEP) (continued)

Transfers (continued)

Furthermore, in the case of a student with a plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, the receiving district shall:

- a) ensure that such student receives the services mandated by the student's plan, and
- b) pay for the costs of providing such services to such student.

If the Board of Education receives an out-of-district placement of a student who receives special education services, through an agreement or contract with a sending local or regional board of education pursuant to subsection (d) of section 10-76d of the general statutes or section 10-91j, as amended by PA 25-67, the Board shall not transfer such student to any other school or facility unless:

1. upon initiation of the sending local or regional Board of Education or upon the request of a parent or guardian of such student, or such student if such student is eighteen years of age or older or an emancipated minor, such sending local or regional Board of Education holds a planning and placement team meeting for the purpose of determining the appropriateness of such transfer, and
2. the planning and placement team determines that such transfer is more appropriate for the educational needs of such student than the current out-of-district placement.

A representative of the Board of Education shall be invited to attend and participate in such planning and placement team meeting but may not request that such planning and placement team meeting be held.

Prior to the enrollment of a District student in a technical education and career school, the District will convene a PPT in order to address such student's transition to the technical education and career school and ensure that such student's IEP reflects the current supports and services the student requires in order to access a Free and Appropriate Public Education (FAPE) in the least restrictive environment. A representative from the technical education and career school shall be invited to the PPT meeting.

Independent Educational Assessment

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or this District.

Instruction

Individualized Education Program/~~Special Education Program~~ (IEP) (continued)

Legal Reference: Connecticut General Statutes

- 10-76a Definitions (as amended by PA 06-18)
- 10-76b State supervision of special education programs and services. Regulations. (as amended by PA 12-173)
- 10-76d Duties and powers of Boards of Education to provide special education programs and services. (as amended by June Special Session PA 15-5, Sec. 277 and PA 19-49 and PA 21-46 and PA 21-144 and PA 23-137)
- 10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)
- 10-76g State aid for special education.
- 10-76h Special education hearing and review procedure.
- 10-76jj Language and communication plan as part of individualized education program for child identified as deaf or hard of hearing (as amended by PA 19-184)
- 10-76q Special education at technical education and career schools (as amended by PA 21-144)

SDE Guidance Addressing Timeline for Initial Evaluations, Dec. 21, 2018

State Board of Education Regulations

- 34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.
- 300.14 Special education definitions.
- 300.340-349 Individualized education programs.
- 300.503 Independent educational assessment.
- 300.533 Placement procedures.
- 300.550-556 Least restrictive environment.

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

Rowley v. Board of Education, 485 U.S.-176 (1982)

Endrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)

A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.1997)

Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)

A.R. v. Connecticut State Board of Education, 3:16-CV-01197 (CSH D. Conn. June 10, 2020)

Instruction

Individualized Education Program/~~Special Education Program~~ (IEP) (continued)

Legal References: (continued)

Public Act 23-137 An Act Concerning Resources and Support Services for Persons With an Intellectual or Developmental Disability Sections 26-27, 30-31, 32-37, 39, 45, 47, 51, 52

P.A 25-67 An Act Concerning the Quality and Delivery of Special Education Services in Connecticut (Section 10)

P.A 25-143 An Act Implementing the Recommendations of the Office of Early Childhood, Department of Education and the Technical Education and Career System and Concerning the Administration of Epinephrine and Glucagon. (Section 10)

Public Act No. 25-15 An Act Concerning Various Measures Recognizing and Honoring the Military Service of Veterans and Members of the Armed Forces in Connecticut (Section 7)

Policy adopted:

A CABE Sample of Mandated Policy.

Community Relations/Instruction

Library Material Review and Reconsideration Policy

Statement of Policy:

The Derby Board of Education understands that, on occasion, a member of the public will wish to lodge a complaint against instructional material used in the classroom or available in the school library/media center. Consideration of requests to reconsider and remove material, displays, or student programs is limited to individuals with a vested interest. An individual with vested interest may challenge any library and other educational materials, display or student program by initiating a review of such material via the submission of a request for reconsideration form.

It shall be the policy of the Derby Board of Education that the removal, exclusion or censoring of any book shall not occur on the sole basis that a person with a vested interest finds such book offensive. No library and other educational material, display, or program shall be removed from library media centers, or programs be canceled, because of the origin, background, or viewpoints expressed in such material, display, or program, or because of the origin, background, or viewpoints of the creator of such material, display, or program. Library and other educational materials, displays, and student programs shall only be excluded for legitimate pedagogical purposes or for professionally accepted standards of collection maintenance practices as adopted in the collection development and maintenance policy or the display and program policy.

Until a final decision is made by the review committee, any library and other educational material being challenged shall remain available in the school library media center according to such material's catalog record and be available for a student to reserve, check out, or access.

A school district may consolidate any requests for review and reconsideration of the same challenged library and other educational material. Once a decision has been made by **the review committee** on any library and other educational material, such material cannot be subject to a new request for review and reconsideration for a period of three years.

The Derby Board of Education will review and update this policy as necessary every five years.

Definitions

"Library and other educational material" means any material belonging to, on loan to or otherwise in the custody of a school library media center, including, but not limited to, nonfiction and fiction books, magazines, reference books, supplementary titles, multimedia and digital material, software and other material not required as part of classroom instruction.

Community Relations/Instruction

Library Material Review and Reconsideration Policy

Definitions (continued)

"School library staff member" means a school library media specialist, school librarian, any certified or non-certificated staff member whose assignment is in the school library or any individual carrying out or assisting with the functions of a school library media specialist or school librarian.

"Individual with a vested interest" means any school staff member employed by a local or regional board of education, parent or guardian of a student currently enrolled in a school at the time a reconsideration form is filed, or any student currently enrolled in a school at the time a reconsideration form is filed.

"Remove" means deliberately taking library material out of a library's collection. **"Remove"** does not include the process of clearing such collection of any materials that are no longer useful.

Material Review and Reconsideration Procedure

The Board of Education has established the following procedure for addressing complaints regarding the utilization of library and other educational materials:

1. Individuals with a vested interest may initiate the review or reconsideration of any library and other educational materials, display, or student program by submitting a request for recommendation form to the principal of the school in which the library and other educational materials are being challenged.
2. The Principal, or the Principal's designee, shall promptly forward the request for reconsideration to the Superintendent of Schools for the school district.
3. The Superintendent, or the Superintendent's designee, shall appoint a review committee consisting of:
 - a. The Superintendent, or the Superintendent's designee;
 - b. the Principal of the school in which the library and other educational material is being challenged, or the Principal's designee;
 - c. the Director of curriculum, or a person in an equivalent position;
 - d. a representative from the local or regional board of education;
 - e. at least one grade-level-appropriate teacher familiar with the library material provided, the teacher selected is not the individual who submitted the form;
 - f. a parent or guardian of a student *age thirteen years or younger* enrolled in the school district, provided the parent or guardian selected is not the individual who submitted the form;
 - g. a parent or guardian of a student *aged fourteen years or older* enrolled in the school district, provided the parent or guardian selected is not the individual who submitted the form;
 - h. a certified school librarian employed by such board or employed by another board of education in the state.

Community Relations/Instruction

Library Material Review and Reconsideration Policy

Material Review and Reconsideration Procedure (continued)

In cases where such form is submitted by a student enrolled in *grades nine to twelve*, inclusive, and when appropriate and at the discretion of the superintendent, a student enrolled in grades nine to twelve, inclusive, may serve on the review committee if such student did not submit the reconsideration form, provided the superintendent consults with the principal of the school involved in such reconsideration request prior to making this determination whether to include such student on the review committee.

4. The **review committee** shall evaluate the request for reconsideration form by reading the challenged material in its entirety and evaluating the challenged material against the school district's *Collection Development and Maintenance Policy*.
5. The **review committee** shall make a *written decision* on whether to remove the challenged material *within sixty school days* from the date of receiving such request and provide a copy of the committee's decision and report to *the individual with a vested interest who submitted the form and to the principal of the school*.
6. The individual with a vested interest who submitted the *request for reconsideration form* may appeal to the *review committee's decision* to the local or regional board of education for the school district. The Board shall determine whether the reconsideration process was followed and publish the decision on the school district's website.

General Provisions

Any school library media specialist or school library staff member who, in good faith, implements the policies described in this section shall be immune from any liability, civil or criminal, that might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding that results from such implementation.

Policy adopted:

A CABE Sample of a Mandated Policy.

Community Relations/Instruction

Library Collection Development and Maintenance Policy

The Derby Board of Education recognizes that library and other education materials should be provided for the interest, information and enlightenment of all students, and represent a wide range of varied and diverging viewpoints in the collection as a whole.

Students shall have access to the library and other educational material that is relevant to the research, independent reading interests, and educational needs of students based on a student's age, development, or grade level.

The library media center is an important place for voluntary inquiry, the dissemination of information and ideas, and the promotion of free expression and free access to ideas by students.

A school library media specialist is professionally trained to curate and develop a collection that shall provide students with access to the widest array of age-appropriate and grade-level-appropriate library and other educational material.

The Derby Board of Education directs the Superintendent to create an administrative regulation that establishes a procedure for a certified school library media specialist to continually review library and other educational material within a school library media center using professionally accepted standards which shall include, but need not be limited to: the material's relevance, physical condition of the material, availability of duplicates or copies of the material, availability of more recent age-appropriate or grade-level appropriate material and continued demand for the material.

Policy adopted:

cps 6/25

A sample regulation.

Community Relations/Instruction

Library Collection Development and Maintenance

Purpose:

This regulation establishes a procedure for certified school library media specialists to continually review library and other educational materials within a school library media center to ensure that they are relevant, in good condition, and age- or grade-level-appropriate.

General Procedure:

Using the criteria identified below and their professional judgment, the school library media specialist shall conduct a systematic review of the library's collection:

1. Material relevance

- a. Consult with instructional staff to determine whether the material is still useful and has up-to-date information.
- b. Evaluate usage data to assess the material's relevance to student interests and research needs.

2. Physical condition of the material

- a. Assess whether the material is damaged or worn beyond reasonable use.

3. Availability of duplicates or copies of the material

- a. Determine whether the availability of duplicates or multiple copies is justified based on usage statistics to avoid redundancy.

4. Availability of more recent age-appropriate or grade-level appropriate material

- a. Investigate the availability of newer editions or versions that offer more current and accurate information by considering awards and recommended lists for recently recognized literature.
- b. Ensure that any new material uses language that is appropriate for the reading level of students in the targeted grade range and developmental levels.
- c. Evaluate whether the new material's treatment of difficult or sensitive subjects (e.g., death, mental health, violence, sexuality) is in a developmentally appropriate way for the intended student audience.

5. Continued demand for the material

- a. Consult with instructional staff to determine whether the material continues to be cited or referred to for classroom instruction.
- b. Review usage data to determine whether the material is still being sought by students or teachers.

Regulation approved:

DERBY PUBLIC SCHOOLS
DERBY, CONNECTICUT

Library and Other Educational Material Assessment Form

Title of the material: _____ **Date of Assessment:** _____
Author: _____ **Assessor:** _____
Date of Publication: _____

Material relevance:

- Consulted with knowledgeable staff member(s) or teacher(s)
- The language is appropriate for the reading level of students in the targeted grade range
- Material is up-to-date and accurate

Notes:

Physical condition of the material:

Condition rating:

- Excellent
- Good
- Fair
- Poor

Availability of duplicates or copies of the material:

Count of available copies: _____

Notes:

Availability of more recent age-appropriate or grade-level appropriate material:

If new material is available:

- It uses language appropriate for the reading level of students in the targeted grade range
- Presents difficult subjects (death, mental health, violence, sexuality etc.) in a developmentally appropriate way

Notes:

Continued demand for the material:

Describe the frequency with which the material is being accessed:

Determination:

Retain Replace Remove

Explanation of decision and rationale

A CAFE Sample of a mandated policy.

Community Relations/Instruction

Library Display and Program Policy

Library displays and student programs are critical in serving as resources for voluntary inquiry, the dissemination of information and ideas, and promoting free expression and free access to ideas by students.

The Derby Board of Education recognizes that library displays are provided for the interest, information and enlightenment of all students, represent a wide range of varied and diverging viewpoints, and provide access to content that is relevant to the research, independent interests and educational needs of students.

The Derby Board of Education acknowledges that a school library media specialist is professionally trained to curate and develop displays and programs that shall provide students with access to the widest array of age-appropriate and grade-level-appropriate library and other educational materials.

Policy adopted:

cps 6/25

A mandated policy.

Instruction

Special Education

The Derby Board of Education accepts its legal duties and responsibilities for providing special education for the students of the school district.

The district shall provide a free appropriate public education and necessary related services to all children requiring special education, as defined in PA 25-67 Section 1, residing within the district, required under the Individuals with Disabilities Education Act (“IDEA”), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and Connecticut Statutes.

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in state and federal statutes that govern special education. For those students who are not eligible for services under IDEA, but because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students’ identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student’s parent(s)/guardian(s)/surrogate parent to examine relevant records, an impartial hearing with opportunity for participation by the student’s parent(s)/guardians(s), representation by counsel, and a review procedure.

Effective July 1, 2023, all students remain eligible for special education services under the Individuals with Disabilities Education Act (IDEA) through the end of the school year during which the student turns age 22, or until the student graduates from high school with a regular high school diploma, whichever occurs first. Pursuant to the Connecticut General Statutes §10-259, school year is defined as July 1 through June 30. A free appropriate public education (FAPE) must be provided to any child requiring special education beginning on or after the child’s third birthday, whether that birthday occurs during the regular school year.

In making a determination of eligibility for special education and related services, through use of a variety of assessment tools and strategies designed to gather relevant functional, developmental, and academic information, a student shall not be determined to be a disabled student if the dominant factor for such a determination is a lack of appropriate instruction in reading, including in the essential components of reading instruction, as defined in the Every Student Succeeds Act, lack of instruction in math or limited English proficiency or evidence that a child’s behavior repeatedly violated disciplinary policy.

Instruction

Special Education (continued)

Further, the District is not required to take into consideration whether a student has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skills, reading comprehension or mathematical calculation or reasoning. A child shall become eligible for special education services on his or her third birthday.

In determining whether a child has a specific learning disability, the District may use a process that determines if the student responds to scientific, research-based intervention as a part of the evaluation procedures to determine eligibility. The program to which each student with a disability is assigned shall provide an appropriate education, seek to assure success in learning, and offer the least restrictive environment, in accordance with federal and state regulations. No student with a disability shall be denied, because of handicap/disability, participation in activities, programs, or services offered or recognitions rendered to District students, unless participation is not possible because of the handicap/disability.

Each student requiring special education, as defined in PA 25-67 section 1, who is a resident of the district shall be provided quality education programs and services that meet the student's needs for educational, instructional, transitional and related services. The special education program shall be designed to comply with federal and state law; conform to district goals; and integrate programs of special education with the regular instructional programs of the schools, consistent with the interests of the student requiring special education and other students. If necessary, students requiring special education may also be placed in private school education facilities. Students with disabilities are required by federal law to be included in State and District-wide assessments, with appropriate accommodations where necessary.

In accordance with the regulations of the State Board of Education, each local and regional Board of Education shall:

1. Provide special education for children requiring special education, as defined in PA 25-67 section 1.
2. The obligation of the school district under this subsection shall terminate when such child graduates from high school or at the end of the school year during which such child reaches age twenty-two, whichever occurs first.
3. Report to the Department of Education on each placement of a student receiving special education services for which the board is paying a portion of the cost:
 - a. Whether such placement is a result of a decision of a planning and placement team meeting, a settlement agreement, or a special education hearing pursuant to section 10-76h of the general statutes;

Instruction

Special Education (continued)

- b. Whether such placement is with an approved or nonapproved private provider of special education services, regional educational service center, operator of an interdistrict magnet school program, state charter school, a cooperative arrangement pursuant to section 10-158a of the general statutes, a local or regional board of education operating an outplacement program or as part of the statewide interdistrict public school attendance program pursuant to section 10-266aa of the general statutes;
- c. The amount being paid by the Board;
- d. The special education services being provided;
- e. The location of the facility at which such special education services are being provided;
- f. The total number of any agreements such Board enters into with a student, parent, or guardian during the preceding school year that includes provisions for nondisclosure of special education services or a waiver of the rights to which such student, parent, or guardian is entitled pursuant to the Individuals with Disabilities Education Act, 20 USC 1400 et seq;
- g. Any other information requested by the Department.

The District shall also take steps to make the public aware that all children and youth from birth through the end of the school year during which the student turns age 22, and suspected of having a disability, have a right to a formal determination as to whether they have such a condition or disability.

The Board shall determine the facilities, programs, services, and staff that will be provided by the District for the instruction of students requiring special education. To maintain an effective special education plan, the Board may participate in special education programs of other school districts or those offered by a RESC.

Evaluation of Special Education Program

On or after June first, but prior to September thirtieth annually, the superintendent shall provide, at a regularly scheduled meeting of the Board of Education, an annual report concerning the special education programs of the school district with the following information:

1. The number and names of all community-based organizations with whom the board of education has executed a formal memorandum of understanding, memorandum of agreement, or contract to provide support services to students in the school district, disaggregated by school and type of support service provided;

Instruction

Special Education

Evaluation of Special Education Program (continued)

2. The workforce development programs offered by the board of education to students in which the board has partnered with an outside entity, including, but not limited to, cooperatives, internships, in-school job training programs provided by businesses, and in-school workforce board presentations, and
3. Attrition data for certified and noncertified staff, disaggregated by school and subject, not including in-district transfers.

The report shall also include recommendations of the Superintendent and staff, and by any advisory groups, for improvement in the program.

In addition to the annual report, the Superintendent shall make interim reports whenever any phase of the program is significantly less satisfactory than was expected so that necessary adjustments may be made.

The Superintendent shall make certain that the individualized education plan of each student is reviewed periodically, or at least annually.

The Superintendent of Schools or his/her designee is directed to develop a comprehensive plan for compliance with all the requirements of federal and state law for the education of students with disabilities residing in or attending school in the school district. The Board of Education requests that the plan be in harmony with the school district's financial abilities, with the availability of special facilities needed, and the availability of trained and certified personnel.

Legal Reference: Connecticut General Statutes
 10-76a Definitions. (as amended by PA 00-48 and PA 06-18)
 10-76b State supervision of special education programs and services. (as amended by PA 12-173)
 10-76c Receipt and use of money and personal property.
 10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114, PA 00-48, PA 06-18 and June Special Session PA 15-5, Section 277)
 10-76e School construction grant for cooperative regional special education facilities.
 10-76f Definition of terms used in formula for state aid for special education.
 10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)
 10-76g State aid for special education.
 10-76h Special education hearing and review procedure. Mediation of disputes. (as amended by PA 00-48)

Instruction

Special Education

Legal Reference: Connecticut General Statutes (continued)

10-76i Advisory council for special education.
10-76j Five-year plan for special education.
10-76k Development of experimental educational programs.
PA 06-18 An Act Concerning Special Education
State Board of Education Regulations.
10-76m Auditing claims for special education assistance.
10-76a-1 et seq. Definitions. (as amended by PA 00-48)
10-76b-1 through 10-76b-4 Supervision and administration.
10-76d-1 through 10-76d-19 Conditions of instruction.
10-76h-1 through 10-76h-2 Due process.
10-76l-1 Program Evaluation.
10-145a-24 through 10-145a-31 Special Education (re teacher certification).
10-264l Grants for the operation of interdistrict magnet school programs.
P.A. 12-173, An Act Concerning Individualized Education Programs and Other Issues Relating to Special Education
34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.
American with Disabilities Act, 42 U.S.C. §12101 et seq.
Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.
Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794.
P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities Act
Bd of Ed of the City School District of the City of New York v. Tom F. 128S.Ct. 1, 76 U.S.L.W. 3197 (2008)
Rowley v. Board of Education, 485 U.S.-176 (1982)
Andrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)
A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.1997)
Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)
Public Act 25-67 An Act Concerning the Quality and Delivery of Special Education Services in Connecticut (Sec 1 & 12)
Public Act 25-93 An Act Increasing Resources for Students, Schools and Special Education (Section 32)

**Business and Non-Instructional Operations
Non-Lapsing Education Fund**

The Derby Board of Education (Board) may request the town's Board of Finance deposit into a non-lapsing account any unexpended funds from the Board's prior fiscal year general operating budget, provided such deposited amount does not exceed two percent (2%) of the total budgeted appropriation for education for such prior fiscal year pursuant to C.G.S. [10-248a](#).

Any expenditure from the Non-Lapsing Education Fund shall be authorized by the Board. Each expenditure from such account shall be made only for special education purposes.

The Board of Finance shall create the non-lapsing account and be responsible for the accounting of the funds in accordance with Governmental Accounting Standards and Generally Accepted Accounting Principles (GAAP). The account shall be subject to the annual audit as required by State statute. The Board of Education shall review the fund balance on an annual basis.

Each fiscal year, the board of education shall compile a report regarding the non-lapsing, unexpended funds account, including, but not limited to:

1. The total balance of the account
2. The amount deposited into such account in a fiscal year
3. An accounting of the expenditures made from such account.

The Board shall submit such report to the Department of Education and the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b.

Each fiscal year, the Board of Education shall, not later than thirty days from the adoption of the Board's budget, notify the exclusive bargaining representative for certified employees, chosen pursuant to section 10-153b, of (1) the establishment of a non-lapsing, unexpended funds account described in this section, or (2) the Board's intended uses for any funds in such non-lapsing, unexpended funds account during the next fiscal year.

The balance of any non-lapsing, unexpended funds account described in section 10-248a, as amended by PA 25-93, shall be included in the annual report of the Board of Education, in accordance with section 10-224.

Legal Reference: Connecticut General Statutes

[10-222](#) Appropriations and budget

[10-248a](#) Unexpended education funds account (as amended by PA 19-117, Section 285).

[10-51 \(d\) \(2\)](#) Fiscal year. Budget. Payments by member towns; adjustments to payments. Investment of funds. Temporary borrowing. Reserve funds. (as amended by PA 21-2, JSS, Section 363)

NOTE: 3171.1 Appendix will be Memorandum of Agreement with City.

Policy adopted: June 18, 2020

**DERBY PUBLIC SCHOOLS
Derby, Connecticut**

Derby Public Schools

Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account:

From Date: 01/09/2026
 From Check:
 From Voucher:

To Date: 02/02/2026
 To Check:
 To Voucher:

Fund: 1000 General Fund

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
844	01/16/2026	KELLY SERVICES INC.	\$0.00	1109	Printed	Expense	<input type="checkbox"/>		
845	01/16/2026	MILFORD PUBLIC SCHOOLS	\$0.00	1109	Printed	Expense	<input type="checkbox"/>		
852	01/28/2026	KELLY SERVICES INC.	\$0.00	1119	Printed	Expense	<input type="checkbox"/>		
10911	01/16/2026	DeLillo, Christopher	\$1,411.26	22	Printed	Payroll	<input type="checkbox"/>		
10913	01/16/2026	CHARLES SCHWAB	\$1,852.05	1105	Printed	Payroll Ded	<input type="checkbox"/>		
10914	01/16/2026	COMMISSIONER OF REVENUE SERVICES	\$533.96	1105	Printed	Payroll Ded	<input type="checkbox"/>		
10915	01/16/2026	GRIFFIN HOSPITAL GYM MEMBERSHIP	\$282.00	1105	Printed	Payroll Ded	<input type="checkbox"/>		
10916	01/16/2026	LINCOLN FINANCIAL GROUP	\$406.65	1105	Printed	Payroll Ded	<input type="checkbox"/>		
10917	01/16/2026	NEW YORK LIFE	\$12.90	1105	Printed	Payroll Ded	<input type="checkbox"/>		
10918	01/16/2026	STANDARD INSURANCE COMPANY	\$172.71	1105	Printed	Payroll Ded	<input type="checkbox"/>		
10919	01/16/2026	STATE MARSHAL BRIAN MEZICK	\$300.68	1105	Printed	Payroll Ded	<input type="checkbox"/>		
10920	01/16/2026	STATE OF CONNECTICUT CS	\$808.00	1105	Printed	Payroll Ded	<input type="checkbox"/>		
10921	01/16/2026	LINCOLN FINANCIAL GROUP	\$24.93	1112	Printed	Payroll Ded	<input type="checkbox"/>		
10924	01/30/2026	Kwoka, Shelby L	\$1,058.71	24	Printed	Payroll	<input type="checkbox"/>		
10925	01/30/2026	AFSCME LOCAL 1303	\$496.80	1116	Printed	Payroll Ded	<input type="checkbox"/>		
10926	01/30/2026	AFSCME PEOPLE, AFL-CIO	\$12.00	1116	Printed	Payroll Ded	<input type="checkbox"/>		
10927	01/30/2026	CHARLES SCHWAB	\$2,385.95	1116	Printed	Payroll Ded	<input type="checkbox"/>		
10928	01/30/2026	CITY OF DERBY	\$47,772.30	1116	Printed	Payroll Ded	<input type="checkbox"/>		
10929	01/30/2026	GRIFFIN HOSPITAL GYM MEMBERSHIP	\$282.00	1116	Printed	Payroll Ded	<input type="checkbox"/>		
10930	01/30/2026	LINCOLN FINANCIAL GROUP	\$419.97	1116	Printed	Payroll Ded	<input type="checkbox"/>		
10931	01/30/2026	NEW YORK LIFE	\$12.90	1116	Printed	Payroll Ded	<input type="checkbox"/>		
10932	01/30/2026	STANDARD INSURANCE COMPANY	\$449.37	1116	Printed	Payroll Ded	<input type="checkbox"/>		

Derby Public Schools

Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account:

From Date: 01/09/2026
 From Check:
 From Voucher:

To Date: 02/02/2026
 To Check:
 To Voucher:

Fund:	1000	General Fund							
Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
10933	01/30/2026	STATE MARSHAL BRIAN MEZICK	\$300.68	1116	Printed	Payroll Ded	<input type="checkbox"/>		
10934	01/30/2026	STATE OF CONNECTICUT CS	\$808.00	1116	Printed	Payroll Ded	<input type="checkbox"/>		
10935	01/30/2026	UPSEU	\$1,084.42	1116	Printed	Payroll Ded	<input type="checkbox"/>		
52640	01/15/2026	ACES	\$120,694.36	1108	Printed	Expense	<input type="checkbox"/>		
52641	01/15/2026	AIRGAS INC,	\$56.94	1108	Printed	Expense	<input type="checkbox"/>		
52642	01/15/2026	ASPIRE LIVING & LEARNING	\$13,000.00	1108	Printed	Expense	<input type="checkbox"/>		
52643	01/15/2026	BLANCHETTE SPORTING GOODS	\$41.00	1108	Printed	Expense	<input type="checkbox"/>		
52644	01/15/2026	BLIZZARD MECHANICAL LLC	\$6,066.66	1108	Printed	Expense	<input type="checkbox"/>		
52645	01/15/2026	BRIDGEPORT PUBLIC SCHOOLS (BOE)	\$10,250.00	1108	Printed	Expense	<input type="checkbox"/>		
52646	01/15/2026	CARMINE D'ONOFRIO	\$50.40	1108	Printed	Expense	<input type="checkbox"/>		
52647	01/15/2026	CAROLINA BIOLOGICAL SUPPLY COMPANY	\$163.41	1108	Printed	Expense	<input type="checkbox"/>		
52648	01/15/2026	COMCAST	\$546.72	1108	Printed	Expense	<input type="checkbox"/>		
52649	01/15/2026	COORDINATED TRANSPORTATION SOLUTIONS,INC	\$5,580.00	1108	Printed	Expense	<input type="checkbox"/>		
52650	01/15/2026	DERBY FOOD SERVICES	\$276.06	1108	Printed	Expense	<input type="checkbox"/>		
52651	01/15/2026	DR. MATTHEW CONWAY	\$4,968.60	1108	Printed	Expense	<input type="checkbox"/>		
52652	01/15/2026	ENCORE HOLDINGS, LLC	\$1,280.00	1108	Printed	Expense	<input type="checkbox"/>		
52653	01/15/2026	EVERSOURCE	\$10,824.45	1108	Printed	Expense	<input type="checkbox"/>		
52654	01/15/2026	GRAINGER INC.	\$159.59	1108	Printed	Expense	<input type="checkbox"/>		
52655	01/15/2026	HOPE ACADEMY OF MILFORD	\$17,782.38	1108	Printed	Expense	<input type="checkbox"/>		
52656	01/15/2026	KEVIN STANIS	\$2,800.00	1108	Printed	Expense	<input type="checkbox"/>		
52657	01/15/2026	KONE INC.	\$458.22	1108	Printed	Expense	<input type="checkbox"/>		
52658	01/15/2026	MARIANNE SAMOKAR	\$350.00	1108	Printed	Expense	<input type="checkbox"/>		

Derby Public Schools

Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account:

From Date: 01/09/2026

To Date: 02/02/2026

From Check:

To Check:

From Voucher:

To Voucher:

Fund:	1000	General Fund							
Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
52659	01/15/2026	MFATHLETIC	\$495.95	1108	Printed	Expense	<input type="checkbox"/>		
52660	01/15/2026	MILFORD PUBLIC SCHOOLS	\$6,732.00	1108	Printed	Expense	<input type="checkbox"/>		
52661	01/15/2026	PATRICK SHERIDAN	\$150.00	1108	Printed	Expense	<input type="checkbox"/>		
52662	01/15/2026	REGIONAL WATER AUTHORITY	\$140.96	1108	Printed	Expense	<input type="checkbox"/>		
52663	01/15/2026	RIDDELL/ALL AMERICAN SPORTS CORP.	\$279.00	1108	Printed	Expense	<input type="checkbox"/>		
52664	01/15/2026	ROBERT HALF INC.	\$2,078.08	1108	Printed	Expense	<input type="checkbox"/>		
52665	01/15/2026	ROBERT HYDER	\$50.00	1108	Printed	Expense	<input type="checkbox"/>		
52666	01/15/2026	SPECIALIZED EDUCATION OF CT, INC.	\$11,608.88	1108	Printed	Expense	<input type="checkbox"/>		
52667	01/15/2026	ST VINCENT'S SPECIAL NEEDS CENTER INC.	\$10,661.00	1108	Printed	Expense	<input type="checkbox"/>		
52668	01/15/2026	STAHL ELECTRICAL SERVICES LLC	\$250.00	1108	Printed	Expense	<input type="checkbox"/>		
52669	01/15/2026	STANDARD INSURANCE COMPANY	\$2,759.68	1108	Printed	Expense	<input type="checkbox"/>		
52670	01/15/2026	TRANSITIONCT LLC	\$24,150.00	1108	Printed	Expense	<input type="checkbox"/>		
52672	01/15/2026	UNITED RENTALS(NORTH AMERICA), INC.	\$41.43	1108	Printed	Expense	<input type="checkbox"/>		
52673	01/15/2026	UNIVERSITY SCHOOL J.P.E., LLC	\$7,500.00	1108	Printed	Expense	<input type="checkbox"/>		
52674	01/15/2026	WHALLEY COMPUTER ASSOCIATES	\$9,685.00	1108	Printed	Expense	<input type="checkbox"/>		
52675	01/22/2026	ACES	\$1,332.50	1114	Printed	Expense	<input type="checkbox"/>		
52676	01/22/2026	ALL STAR TRANSPORTATION	\$13,139.52	1114	Printed	Expense	<input type="checkbox"/>		
52677	01/22/2026	ANGELA LILLEMoe-PETTY CASH	\$102.82	1114	Printed	Expense	<input type="checkbox"/>		
52678	01/22/2026	BLANCHETTE SPORTING GOODS	\$144.00	1114	Printed	Expense	<input type="checkbox"/>		
52679	01/22/2026	BLIZZARD MECHANICAL LLC	\$393.50	1114	Printed	Expense	<input type="checkbox"/>		
52680	01/22/2026	CARLOS SCHWEITZER, M.D.	\$1,100.00	1114	Printed	Expense	<input type="checkbox"/>		

Derby Public Schools

Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account:

From Date: 01/09/2026
 From Check:
 From Voucher:

To Date: 02/02/2026
 To Check:
 To Voucher:

Fund:	1000	General Fund							
Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
52681	01/22/2026	CDW LLC	\$13,750.00	1114	Printed	Expense	<input type="checkbox"/>		
52682	01/22/2026	CITY OF DERBY_759	\$1,117.20	1114	Printed	Expense	<input type="checkbox"/>		
52683	01/22/2026	CITY STITCHERS	\$1,940.00	1114	Printed	Expense	<input type="checkbox"/>		
52684	01/22/2026	COOPERATIVE EDUCATION. SERVICES	\$40,451.88	1114	Printed	Expense	<input type="checkbox"/>		
52685	01/22/2026	COORDINATED TRANSPORTATION SOLUTIONS,INC	\$5,400.00	1114	Printed	Expense	<input type="checkbox"/>		
52686	01/22/2026	DERBY FOOD SERVICES	\$100.00	1114	Printed	Expense	<input type="checkbox"/>		
52687	01/22/2026	DIGITAL BACKOFFICE	\$279.00	1114	Printed	Expense	<input type="checkbox"/>		
52688	01/22/2026	GRAINGER INC.	\$289.58	1114	Printed	Expense	<input type="checkbox"/>		
52689	01/22/2026	ILLUSIVE APPAREL	\$1,160.00	1114	Printed	Expense	<input type="checkbox"/>		
52690	01/22/2026	NICHOLAS SHERIDAN	\$100.00	1114	Printed	Expense	<input type="checkbox"/>		
52691	01/22/2026	PATRICK SHERIDAN	\$100.00	1114	Printed	Expense	<input type="checkbox"/>		
52692	01/22/2026	PERFORMANCE ENVIRONMENTAL SERVICES	\$2,500.00	1114	Printed	Expense	<input type="checkbox"/>		
52693	01/22/2026	REGIONAL WATER AUTHORITY	\$1,082.36	1114	Printed	Expense	<input type="checkbox"/>		
52694	01/22/2026	RELAY HUB, LLC	\$96.24	1114	Printed	Expense	<input type="checkbox"/>		
52695	01/22/2026	ROBERT HALF INC.	\$2,159.26	1114	Printed	Expense	<input type="checkbox"/>		
52696	01/22/2026	ROBERT HYDER	\$50.00	1114	Printed	Expense	<input type="checkbox"/>		
52697	01/22/2026	SCHOOL NURSE SUPPLY INC.	\$374.15	1114	Printed	Expense	<input type="checkbox"/>		
52698	01/22/2026	SHELTON PRINTING LLC	\$48.99	1114	Printed	Expense	<input type="checkbox"/>		
52699	01/22/2026	STEPHEN HARRISON	\$39.98	1114	Printed	Expense	<input type="checkbox"/>		
52700	01/22/2026	THE EAGLE LEASING COMPANY	\$159.00	1114	Printed	Expense	<input type="checkbox"/>		
52701	01/22/2026	UNITED ILLUMINATING	\$241.66	1114	Printed	Expense	<input type="checkbox"/>		
52702	01/22/2026	XEROX CORPORATION	\$5,675.25	1114	Printed	Expense	<input type="checkbox"/>		

Derby Public Schools

Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account:

From Date: 01/09/2026
 From Check:
 From Voucher:

To Date: 02/02/2026
 To Check:
 To Voucher:

Fund: 1000 General Fund

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
52703	01/29/2026	ACES	\$141,531.80	1122	Printed	Expense	<input type="checkbox"/>		
52704	01/29/2026	ALL STAR TRANSPORTATION	\$82,605.51	1122	Printed	Expense	<input type="checkbox"/>		
52705	01/29/2026	BARBARIAN APPAREL	\$645.00	1122	Printed	Expense	<input type="checkbox"/>		
52706	01/29/2026	CALVERT SAFE & LOCK	\$278.00	1122	Printed	Expense	<input type="checkbox"/>		
52707	01/29/2026	CITY OF DERBY	\$230.10	1122	Printed	Expense	<input type="checkbox"/>		
52708	01/29/2026	CITY OF DERBY_759	\$744.80	1122	Printed	Expense	<input type="checkbox"/>		
52709	01/29/2026	COOPERATIVE EDUCATION. SERVICES	\$6,090.00	1122	Printed	Expense	<input type="checkbox"/>		
52710	01/29/2026	FARMER JOE'S GARDENS	\$225.00	1122	Printed	Expense	<input type="checkbox"/>		
52711	01/29/2026	FRONTIER COMMUNICATIONS	\$389.26	1122	Printed	Expense	<input type="checkbox"/>		
52712	01/29/2026	GRAINGER INC.	\$65.23	1122	Printed	Expense	<input type="checkbox"/>		
52713	01/29/2026	HOME DEPOT	\$1,717.73	1122	Printed	Expense	<input type="checkbox"/>		
52714	01/29/2026	IDEAL ENGINE AND MOWER SERVICE, LLC	\$312.65	1122	Printed	Expense	<input type="checkbox"/>		
52715	01/29/2026	LANGUAGERS INC.	\$309.17	1122	Printed	Expense	<input type="checkbox"/>		
52716	01/29/2026	PATRICK SHERIDAN	\$300.00	1122	Printed	Expense	<input type="checkbox"/>		
52717	01/29/2026	REGIONAL WATER AUTHORITY	\$152.87	1122	Printed	Expense	<input type="checkbox"/>		
52718	01/29/2026	ROBERT HALF INC.	\$2,159.26	1122	Printed	Expense	<input type="checkbox"/>		
52719	01/29/2026	ROBERT HYDER	\$50.00	1122	Printed	Expense	<input type="checkbox"/>		
52720	01/29/2026	SPENSER BUTTERWORTH	\$72.15	1122	Printed	Expense	<input type="checkbox"/>		
52721	01/29/2026	TREASURER-STATE OF CONNECTICUT (CEN)	\$369.00	1122	Printed	Expense	<input type="checkbox"/>		

Total Checks for Fund: 106 Total Amount: \$664,393.43

Fund: 2025 FY25

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
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Derby Public Schools

Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account:

From Date: 01/09/2026
 From Check:
 From Voucher:

To Date: 02/02/2026
 To Check:
 To Voucher:

Fund:	2025	FY25							
Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
845	01/16/2026	MILFORD PUBLIC SCHOOLS	\$14,620.00	1109	Printed	Expense	<input type="checkbox"/>		
846	01/16/2026	SHI	\$1,639.08	1109	Printed	Expense	<input type="checkbox"/>		
849	01/22/2026	ST MARY-ST MICHAEL SCHOOL	\$159.34	1115	Printed	Expense	<input type="checkbox"/>		
853	01/28/2026	POWERSCHOOL GROUP LLC	\$5,652.26	1119	Printed	Expense	<input type="checkbox"/>		
52660	01/15/2026	MILFORD PUBLIC SCHOOLS	\$0.00	1108	Printed	Expense	<input type="checkbox"/>		
Total Checks for Fund:		5	Total Amount:		\$22,070.68				

Fund:	2026	FY26							
Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
843	01/16/2026	ALL STAR TRANSPORTATION	\$616.00	1109	Printed	Expense	<input type="checkbox"/>		
847	01/22/2026	CONSTELLATION SCHOOL BASED THERAPY LLC	\$26,848.75	1115	Printed	Expense	<input type="checkbox"/>		
853	01/28/2026	POWERSCHOOL GROUP LLC	\$5,953.94	1119	Printed	Expense	<input type="checkbox"/>		
Total Checks for Fund:		3	Total Amount:		\$33,418.69				

Fund:	3024	FY24							
Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
850	01/28/2026	CITY STITCHERS	\$2,800.00	1119	Printed	Expense	<input type="checkbox"/>		

Fund:	3026	FY26							
Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
Total Checks for Fund:		1	Total Amount:		\$2,800.00				
844	01/16/2026	KELLY SERVICES INC.	\$4,519.79	1109	Printed	Expense	<input type="checkbox"/>		
847	01/22/2026	CONSTELLATION SCHOOL BASED THERAPY LLC	\$0.00	1115	Printed	Expense	<input type="checkbox"/>		
848	01/22/2026	SOLIANT HEALTH, LLC	\$706.49	1115	Printed	Expense	<input type="checkbox"/>		

Derby Public Schools

Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account:

From Date: 01/09/2026
 From Check:
 From Voucher:

To Date: 02/02/2026
 To Check:
 To Voucher:

Fund: 3026 FY26

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
851	01/28/2026	FARMER JOE'S GARDENS	\$225.00	1119	Printed	Expense	<input type="checkbox"/>		
852	01/28/2026	KELLY SERVICES INC.	\$4,083.47	1119	Printed	Expense	<input type="checkbox"/>		
854	01/28/2026	SALVATORE A. BUCCI	\$8,200.00	1119	Printed	Expense	<input type="checkbox"/>		
855	01/28/2026	SOLIANT HEALTH, LLC	\$1,637.70	1119	Printed	Expense	<input type="checkbox"/>		
10912	01/16/2026	Liranzo Rosa, Solanlly	\$370.13	22	Printed	Payroll	<input type="checkbox"/>		
10923	01/30/2026	Liranzo Rosa, Solanlly	\$1,090.24	24	Printed	Payroll	<input type="checkbox"/>		
52671	01/15/2026	TYLER TECHNOLOGIES, INC.	\$23,145.94	1108	Printed	Expense	<input type="checkbox"/>		

Total Checks for Fund: 10 Total Amount: \$43,978.76

Fund: 5000 Food Service Fund

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
10922	01/30/2026	Shell, Amirah K	\$301.19	24	Printed	Payroll	<input type="checkbox"/>		

Total Checks for Fund: 1 Total Amount: \$301.19

Fund: 9001 Enterprise Fund

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
23786	01/16/2026	ANGELA LILLEMoe-PETTY CASH	\$152.86	1110	Printed	Expense	<input type="checkbox"/>		
23787	01/16/2026	CITY STITCHERS	\$678.00	1110	Printed	Expense	<input type="checkbox"/>		
23788	01/16/2026	WALSWORTH PUBLISHING COMPANY INC.	\$2,635.80	1110	Printed	Expense	<input type="checkbox"/>		
23789	01/16/2026	WE TRANSPORT, LLC	\$896.00	1110	Printed	Expense	<input type="checkbox"/>		
23790	01/29/2026	CITY STITCHERS	\$1,034.00	1121	Printed	Expense	<input type="checkbox"/>		
23791	01/29/2026	CONNECTICUT CHILDREN'S FOUNDATION	\$353.00	1121	Printed	Expense	<input type="checkbox"/>		
23792	01/29/2026	PURCHASE COLLEGE, SUNY	\$3,000.00	1121	Printed	Expense	<input type="checkbox"/>		

Derby Public Schools

Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account:

From Date: 01/09/2026

To Date: 02/02/2026

From Check:

To Check:

From Voucher:

To Voucher:

Fund: 9001 Enterprise Fund

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
23793	01/29/2026	TOMMY FUND FOR CHILDHOOD CANCER	\$262.75	1121	Printed	Expense	<input type="checkbox"/>		

Total Checks for Fund: 8 Total Amount: \$9,012.41

Total Amount: \$775,975.16

End of Report



**DERBY PUBLIC SCHOOLS
ENROLLMENT REPORT
2/16/2026**

Grade	LRU	Bradley	Irving	DMS	DHS	RAISE	TOTALS
PreK	69						69
Kdg.		42	41				83
1		34	44				78
2		40	54				94
3		38	39				77
4		45	69				114
5		49	49				98
6				80			80
7				110			110
8				104			104
9					71	6	77
10					79	1	80
11					92	4	96
12					64	1	65
Totals	69	248	296	294	306	12	1225

Count as of 2/09/2026

RECEIVED

By Marc J. Garofalo, MPA, MCC, MCTC at 9:39 am, Feb 19, 2026