The Regularly Scheduled Meeting of the Board of Education was held at the Blake Building, 25 Ogden Street, West Haven on June 1, 2009. The meeting was called to order by Mark Palmieri, Chairman of the Board of Education at 7:00 p.m. The meeting opened with a pledge to the flag.

**BOARD MEMBERS IN ATTENDANCE:**
- Mark Palmieri, Chairman
- Gerald A. Calabritto, Vice Chairman
- Robert Saley
- M. Toni Paine
- Eric Murillo, Secretary/Treasurer
- Patrick Egolum
- Andrew DePalma

**BOARD MEMBERS ABSENT:**
- T. Sean Maher
- Howard Horvath Jr.

**ADMINISTRATORS PRESENT:**
- Neil Cavallaro, Superintendent of Schools
- Dr. Anne Druzolowski, Assistant Superintendent
- Dave Cappetta, Director of Finance

**CITY OFFICIALS PRESENT:**

**STUDENT REPRESENTATIVES PRESENT:**

**B. Public Portion**

Mark Palmieri welcomed everyone to the June 1, 2009 West Haven Board of Education regular meeting and asked if anyone would like to address the board.

Patti Fusco, 311 Shingle Hill Road, West Haven invited all to the system-wide retirement party on June 18th at 6:00 PM is the social hour and at 7:00 PM is the dinner. Tickets are $35.00 and this will be held at Anthony’s Ocean View. She has tickets for anyone interested. This is a nice opportunity to honor all our retirees at one gathering rather than having individual parties. Hope you all can make it.

There was an article in the Hartford Current which I did verify and it is true which I will talk about now. In the Governor’s budget there are 44 proposed cuts; some of them are
pretty serious – Family Resource and a few others. The cut to the CEN (Connecticut Education network) is what I want to bring to your attention. The CEN is the vehicle from which we receive our internet funding in West Haven. Every public school & public library in the State of Connecticut gets there internet through the CEN and at no charge to the school district. We used to pay for that a few years ago before the CEN connected us and it was very costly. She brought this to the board’s attention because she thought they might be interested in contacting Hartford to tell them this would be a real hardship for the town. To force us to pay for internet service would definitely be a problem. The state would lose money because the state also receives e-rate funding so they would not be eligible for their e-rate funding. It is not costing the state as much as she thinks it is. We could switch and pay for it ourselves but we would have to pay 100% of the costs. In October or November of every year you file a 470 which is a request for proposal where you say I want to have internet service and you put it out on the universal service and companies bid on it and let you know what their costs would be. We did not plan on having to pay for internet for next year so we did not do this. In February you put out the company you are going to go with and this is the contract. You are not going to be able to do that. The time limits are set in stone by the Federal Government. This means we would have to bear 100% of the cost. There are other things involved and this is something we can’t look at lightly in these economic times the towns can’t afford to take back costs the state has taken over. They gave us this service. Bob David from Fiber Tech said he could get us up in 30 days and we would have to pay 100% of the cost. Imagine 30 days with no internet. We have our student information system on there – just that alone – attendance, grades, email etc. are part of the internet so this could be a serious issue.

The board gave thanks.

Chairman Palmieri asked if anyone else wished to address the Board.

Harry Perno, 71 Bluff Avenue, West Haven. Apparently the other night there appeared to be a little bit of confusion over the high school and this thing has got to be done by the end of the month. I ask you guys to make this public hearing as thorough as possible and leave nothing out. Don’t leave yourself vulnerable to be torn apart by the politics game. Make this right and we can move it on that way we know we have done our share here and we did it right because that is what the citizens of West Haven want.

Stiles School - I did my leg work and asked a couple of dozen people to make a moral, not a financial, judgment. The high school football program is $150,000 a year hypothetically and the Stiles School Program cost saving by closing would save $150,000. The people interviewed said to get rid of the football; every one of them and they didn’t even flinch. The reason is that some people would think there is a violation of civil rights in there somewhere; the have and have nots. Apparently the ones that don’t have all the equipment are placed on the back burner. The ones that can get more through athletic programs etc, which they work hard for and I believe they deserve because they work hard for that but so do the ones that try to work hard; they just have trouble. I don’t think there is equal footing there and we all know $150,000 is a drop in the bucket. I
talked to those kids and they do not want to go to the high school and thought about dropping out. I asked what makes it work - what is the difference - is it more serene is there less competition or is it the camaraderie and working together. That’s it – it is working together in our own place. So listen to what they have to say I’m begging you please.

Linda Viga, her granddaughter Kayla goes to Stiles and it would be a big mistake if you close that school. She has brought her grades up 100% and the teachers and Mr. Hawley are very caring and excellent with those kids. If you close it a lot of kids will be dropping out of school because you are making a decision to close a school that helps these kids out 100% and it will be on your head if these kids drop out. Think about it because these kids need that school. If you bring them to WHHS they won’t get the same grades as they will at Stiles.

Ellen Zell, 24 Kaye Rd., West Haven. Her daughter Courtney goes to Stiles this year and went to WHHS for three years and she zeroed out the last two years there with no credits. Transferring to Stiles has improved her self esteem and her outlook on life. She has been given the opportunity to notice a goal out there that she can reach. She talks about going to college. The help support and guidance that she has gotten through the Stiles program has brought her to see that she can reach that goal and she has a future ahead of her. Back in WHHS she will have no future whatsoever and the door will be shut in her face again. I don’t think it is fair to her or any student at Stiles. The program and support they get is definitely needed for these kids. They should not have there future taken away from them. She would appreciate if something could be done to carry this program on and the support it provides.

Her other daughter will be a freshman this year and she has tried to get her somewhere other than WHHS for the fear of her going for three years and getting nothing out of it. I just hope the system and program is more supportive for her than it was for my older daughter.

The board gave thanks.

Elizabeth Carrano, 16 High Street. Her daughter Amber goes to Stiles for the past two years. Her first year was at WHHS which was the most horrible experience I have ever gone through with her. She thought there were only 3 days of school and only 3 days of classes in the school because she had no discipline there. She now attends Stiles and gets up and is motivated to go to school and loves all her teachers. My daughter who was failing has done so well in school and we are all so proud of her. She thinks about going to college, going to beauty school and is so happy to go to school now. She gets up at 7:30 AM to go to school early now just for extra credit where before we couldn’t get her out of bed. She was constantly in trouble at the high school skipping class and hanging out in the hall way. Stiles has motivated her to do her work. Stiles has to stay open for these kids because if not every child will end up hanging out on the street. WHHS does not have the program or the effort to do what they do with these kids at Stiles. I would
like Stiles to stay open. Some kids can’t handle it in a regular high school so you need something else out there for them to give them the opportunity in life. Thank you.

The board gave thanks.

Ann Manley, 286 Meadowbrook, West Haven and Imaan Gibson, 211 Meadowbrook Court. Ann is a senior at Stiles and wants to thank everybody at Stiles for her graduating. She wishes the school to stay open because that is the reason she is graduating this year and the teachers keep pushing until you do what you need to do. They stay after to give you extra help and they don’t give up on you. Stiles gives all the kids love that they might not get at home. She is going to go college because of Stiles and she would like to come back next year to see all the teachers that helped her get the success she knows she is going to get.

She stated she has a little cousin and she has autism and her aunt was planning on sending her to Stiles so she can get the special attention she needs. This has been her plan since she found out her child has autism. I think Stiles would be a really good place for my cousin to be.

Imaan Gibson thinks you should keep Stiles open because this is my first year there and it is one of the best schools I have ever been at. Is more than a school it is like a family. Everyone (teachers and students) come together at Stiles and the teachers actually care about your grades. I would come late to class at the high school and sit down and sleep but at Stiles if you are late they make sure you are in the classroom and don’t let you sit there and sleep because they actually care about your grades. At Stiles they want you to have a future and they do care about you. If you close Stiles you are basically giving up on a lot of kids. Everybody can’t learn at the high school. The classrooms at Stiles are smaller so everyone gets the attention they need.

Ann Manley attended the first meeting and stated that the number of people attending this meeting has increased from 7 people to 19 people so you know that Stiles means something to West Haven.

Brian Cushman, 209 Peck Ave., West Haven said when he was in WHHS he would ask for a pass to the bathroom and I wouldn’t take the pass and wouldn’t go back to class because I just didn’t want to be there. When I went to Stiles it was like a family. I wouldn’t get the work I missed to bring home and do at the high school because when I asked teachers at the high school for help they wouldn’t help me. At Stiles they actually help and there are smaller classes. Now I have changed a lot since I have been at Stiles and am doing a lot better in school and not skipping classes like I used to.

The board gave thanks.

Mark Cushman, 138 Arlington Street is the grandfather of Brian Cushman. He stated that they have noticed a marked difference in Brian since he went to Stiles. He was always having problems when he was going to junior high and had problems when he went to
high school and things didn’t seem to be working out for him and he was really down and out. He was talking about quitting school as soon as possible. That really scares me because I know what happens when kids quit school and go out on the streets and it is not a pretty sight. Since he has been going to Stiles he has improved in a lot of ways. He is interested in going to school. A few years ago we were fortunate enough to get his sister off to a magnet school in New Haven and she went from a D to F student to an A to C student. She is now in Co Op and the one thing I have heard people comment on here is that the teachers get in and help. When you go to Co Op there is no such thing as failure; they push you and help you. I hear the same kind of report from students who are sitting here tonight. This is extremely important for children because they get very discouraged very quickly today and get depressed. When that happens they give up and when they give up we all know what happens to them; it doesn’t turn out pretty. I would hate to see Brian and the other students that need the same kind of service that we need fall into that category. I would much rather see the school stay and I hope you can do that for us. Thank you.

The board gave thanks.

Robin Clifford, 54 Barbara Lane, West Haven is a para at Stiles School. Besides these kids telling you how much they thank us and they need us (teachers, paras, and Mr. Hawley) I need those kids and those kids are there for me. My husband passed away a few months ago and if it wasn’t for these kids I don’t know if I would get out of bed in the morning. I have my own children and I love them but these kids give me a reason to get out of bed and go to work. They mean so much to me. They are the greatest bunch of kids and I would hate to see them thrown back into the school into a big population where they disappear. They all get along great together. Everybody respects everybody. When I came back to school all the kids were so excited because they were afraid I wasn’t going to come back again. I couldn’t think of never coming back to these kids. I need these kids and they need me. Thank you.

The board gave thanks.

Nancy Rossi, 12 Robin Road, West Haven stated that she has been opposed to the closing of Stiles School since she first heard it. I understand about the dollars and cents but if we all work together I can’t believe that there is not somewhere you can find the $150,000 to keep Stiles School open. Back in 2002 when it actually passed and it was made an alternative school for special Ed students in the alternate program. For Special Ed students at that time they said as long as we have 10 it should pay for itself. Now my understanding is there are 17 there. As I have suggested before maybe we can open it out to various communities seeing as how everyone is in a budget crunch. Instead of thinking of closing it why don’t we think of expanding it. Even if we bring just a few more students in at the rate it would cost to outplace a Special Ed student in any district I think you could find $150,000. I’m listening to all these students and I think it is a tribute to what really did work in this community. You came upon it at the time and you came up with an idea to help those students who don’t fit into the regular norm for whatever the reason is. Now, here you have students coming up and telling you that they would drop
out and they might not get a diploma and they might not go onto college. Aren’t we supposed to educate all – you know that is what I believe in – fairly equitably across the board. If you have a population that doesn’t fit into the high school I think we owe it to them, their parents and society to educate them also. I plead with all of you to go back and take a look before we have a vote because these students matter too. Thank you.

Kayla Viga, 34 Ridgehollow Road, West Haven is in her third year at Stiles it is kind of like a home to me and I consider everyone there like family. She would be really sad if you close the school because she loves it there. I just don’t want it to be closed.

The board gave thanks.

There were no other speakers. Public portion closed at 7:35 PM.

The board gave thanks.

C. REPORTS

C.1. Administration:

Neil Cavallaro, Superintendent of Schools stated there would be two rather lengthy presentations tonight. The first is from Gary Palermo. At the end of the school year Gary updates you on where we are in Special Ed – number of students, placements and those kinds of things. This year he really worked hard to help Dr. Druzolowski put together a comprehensive report which we will go through first and if you have any questions you may ask them.

Gary thanked everyone for the opportunity to speak this evening. Annually they try to give the status of the department as to where we are and where we are going. The Pupil Services Department in West Haven is a large multi-faceted department that supports not only our children and students with disabilities but also other students in all the schools as well.

We currently have 140 certified staff members (teachers & support staff which includes psychologists, social workers, speech and language pathologists and about 125 paraprofessionals. We serviced 818 Special Education Students and 818 families we work with on a regular basis. In addition to the 818 Special Ed families we also deal with approximately 150 students that have some nature of disabilities that are not receiving special ed instruction and they fall under the category of Section 504 which is a child having a disability that requires accommodations and modifications and not specialized instruction. As a department we are approaching 1,000 students and families we are working with. The department has two assistant directors of pupil services and 6 to 12 school counseling services.

The power point presentation follows:
Pupil Services Department Staff and Students Serviced
- 140 Certified Staff
- 125 Paraprofessionals
- 818 Special Education Students
- Two Assistant Directors of Pupil Services
- Director of School Health
- School Counseling Department

Specialized Programming
- Least Restrictive Environment (LRE)
- Inclusive Education
- Continuum of Services
- District Programs
- Out of District Programs

Pupil Services Funding
- IDEA Entitlements
- Medicaid Reimbursement
- Local Board of Education Funding
- Readiness Funds
- Excess Cost Reimbursement

Professional Development
- Ongoing Job Embedded Professional Development
- Curricular Initiatives
- Crisis Intervention and De-escalation
- Creating Behavioral Intervention Plans
- Assistive Technology
- Current Evaluative Instruments

Department Responsibilities
- Medical
- Homebound Instruction
- Readiness Council Co-Chair
- Community Liaison
- Liaison with Southern Connecticut State University

Program for Students with Autism Spectrum Disorders
- In District Programming
- Out of District Programming
- Pagels Elementary School
- Bailey Middle School
- Board Certified Behavioral Analysts (BCBA)

Specialized In District Programs
- Five Special Education Pre-School Classes
- Two Self Contained Special Education Classes at Pagels Elementary School
- Two Self Contained Special Education Classes at Forest
- One Self Contained Class at Carrigan that Focuses/Specializes on Life Skills
- Two Self Contained Classes at Carrigan for Special Education Students
- One Multi-Grade Self Contained Class at Bailey Middle School
• Collaborative Program with ACES at West Haven High School for our Intellectually Disabled and Multi-Handicapped High School Students

Additional Services
• Occupational Therapy
• Physical Therapy
• Speech Language Therapy
• Counseling Services
• Psychological Services and Evaluation
• Assistive Technology
• Behavioral Therapy
• Services for the Hearing Impaired
• Board of Education Services For the Blind (BESB).

Strategic Planning
• Early Childhood Opportunities
• Specialized Programming for Students with Autism
• Transition and Functional Skill Programs
• Scientific Based Research Interventions (SRBI)
• Additional Staffing Determined by Student Need

In closing Gary stated he has two great assistants Dr. Tom Lally and Kathy Cassell and he couldn’t do without either of them. The thanked the Superintendent for his support and remembers that not one request he has made for the benefit of a child was not responded to. He also thanked Dr. Druzolowski and stated that she has pushed the department to do better and to move forward for our students.

Discussion: Rob Saley said you stated there is a rise in students with autism and asked how many out of our 6,000 students have special needs? Gary stated that 800 have a label of special education but about 150 more have special needs so about 1000. These are all our kids. Rob asked if we transport any student out of the district. We have about 100 students that are out of district placements. Some we place out because their needs are higher and many of the students are placed out by Department of Children and Families, the court system, and those students that will require that they have a nexus (the families reside in West Haven regardless who the sending source is) and we are required by law to educate them. Is this an abnormally high percentage of kids? Gary doesn’t think we are high. No, our special education prevalence rates are in line with the state average. We have about a 10% rate of children with disabilities. When you look at children with disabilities there could be a large portion of those children that have for example a speech and language impairment so it might be ½ hour a week of speech and language services and these students all fall in that number as well. So when you think about students with disabilities there is a huge contingency there.

Rob asked what happens to students with autism after they graduate from high school and leave us. Gary said the state of Connecticut has realized that post 21 is an area where more needs to be done. There are two agencies that we put our families in contact with: The Bureau of Rehabilitation Services (BRS) and the Department of Developmental Services (DDS).
Neil Cavallaro stated that we need to discuss the range or the spectrum as there are some kids that graduate from high school and are fairly normal. Gary said that autism has a big range. Our students at Pagels have a high need and require one to one and a lot of services. In our regular education classes at all our schools we have kids with needs there on the spectrum so there are regular classes with support.

Toni Paine wanted to comment on the statement that there was a rise in the number of students with autism. Toni thinks that it is being better recognized it isn’t so much that it is like an epidemic. We are better trained to diagnose this now.

Eric Murillo asked how the rate of children with autism in West Haven compares to the rate of children with autism in other states and other districts. Gary said the State Department of Education annually gives a report that shows whether you are high in one area or another and we are right in line with everyone else. Eric asked if our program meets the needs of students more than other surrounding areas and do parents move here for these programs? Gary said that qualitatively we have incredible programs and I think absolutely that there are people who are unhappy with the town they are living in and they move to West Haven. Parents do find out where there are good programs and they do come. He has heard good things about West Haven from meetings in Coventry. He doesn’t know though if this is perceived or real. Eric asked what our top rate cost is to educate one of our students. Gary said over $200,000.00 a year and that would be a student in a private facility out of state that has a significant visual impairment plus emotional disabilities. The students in our self contained classrooms cost is much higher than the vast majority of our special ed children who receive services right in the regular classroom and are right in line with our regular students. The students that require significant assistance could have a per pupil expenditure plus the one on one para so it surely could be a good amount of money.

The board gave thanks.

Neil Cavallaro stated that Scott Shand has been working on our next presentation. We have had a lot of questions throughout the year regarding the Freshman Academy and tonight we have a lot of good news to report and I think you will be very pleased. This was the first year of the program and there is a lot of hard data on the success of the program. Scott will tell us where we are and how we intend to use this data. There will be time for a question and answer period at the end of Scott’s presentation.

Scott Shand, Assistant Principal, WHHS thanked everyone and said this is the first year we have had the Freshman Academy as a school within a school model at WHHS. The idea began almost four years ago and we have progressed since then. For the first two years of the program it was a pilot program to test it and see how it works. We saw some success and we also saw some areas for improvement and that is really the basis of what led us here. Throughout the year we have been collecting data and have been analyzing it and seeing how we can improve upon instruction and how we can make some areas better
for students to learn it. Tonight we will show you the data collected and a report will be furnished afterwards and I will answer any questions you may have.

**The Freshman Academy Report:** Successes in a Ninth Grade School-Within-A-School Model in an Urban/Suburban High School

Prepared by:
Scott R. Shand
*Assistant Principal, West Haven High School*

The Freshman Academy is a program set-up to reduce ninth grade retention rates and increase ninth grade attendance. The program is designed to accomplish these goals by scheduling team teachers with common planning time for both student meetings and content meetings. The academy teachers have four meeting periods per week; three are team planning meetings when they discuss student issues (i.e. attendance, grades, behavior, etc…) and one period per week is dedicated to content planning when teachers of the same content area (math, science, social studies, and English) plan common assessments and review data from previous assessments. Academy classrooms are clustered together in one wing of the building; this was done so teachers can monitor student movement in the halls and create a strong community within the ninth grade. There are currently twenty-two teachers involved in The Freshman Academy; sixteen content area teachers, four special education teachers, one reading consultant and one part-time school social worker. There are no honors level classes taught inside of the academy; however, some of the ninth grade honors students take classes in the academy. This is common since many students in honors students take two to three classes outside the honors track. And the majority of students on the average take mostly courses at the general studies level.

The Freshman Academy data will document successes made throughout the school year, in the ninth grade by using a “school-within-a-school model” to educate ninth grade students. The freshman failure rate has dropped considerably in the 2008/2009 school year due to significant changes made in curriculum, instruction, assessment and the implementation of support teams. Freshman Academic grades have risen as the failing grades have dropped; there are more passing grades in this school year than in the previous school year. The reason for this improvement is the same explanation why failure rates have dropped. Ninth grade attendance has risen considerably in this school year than any other, due to smaller class sizes, isolating the ninth grade in their own wing of the building, the creation of a part-time social worker position, and the student support teams which have held meetings with parents. The need for disciplining ninth grade students and the number of office referrals has declined in the 2008/2009 school year. There are less incidences from ninth grade students to warrant suspension; whether in-school or out-of-school. The decline in ninth grade disciplinary action is likely due to student support teams addressing discipline issues before administrative action is necessary and having an administrator assigned to the ninth grade rather than one administrator responsible for discipline for all four grades.
Freshman Failures

The ninth grade failure rates have taken a dramatic dip in the 2008/2009 school year in comparison to the last two school years as depicted in the following table.

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<tbody>
<tr>
<td>Mathematics</td>
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<td>Science</td>
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<td>Social Studies</td>
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</tr>
<tr>
<td>English</td>
<td>126</td>
<td>138</td>
<td>67</td>
</tr>
</tbody>
</table>

In the 2006/2007 school year,

- 133 students or 31.2% of all ninth grade students failed mathematics;
- 93 students or 21.8% of all ninth grade students failed science;
- 73 students or 21.8% of all ninth grade students failed social studies; and,
- 126 students or 29.6% of all ninth grade students failed English.

In the 2007/2008 school year,

- 129 students or 29.1% of all ninth grade students failed mathematics;
- 100 students or 22.6% of all ninth grade students failed science;
- 98 students or 22.2% of all ninth grade students failed social studies; and,
- 138 students or 27.5% of all ninth grade students failed English.

The ninth grade student failure rate for the 2008/2009 school year is projected to be,

- 85 students or 19.6% of all ninth grade students failing mathematics;
- 50 students or 11.5% of all ninth grade students failing science;
- 45 students or 10.5% of all ninth grade students failing social studies; and,
- 67 students or 14.0% of all ninth grade students failing English.

While as, it is difficult to compare this data without multiple year trend beyond year 1, the following factors which are unique to the Freshman Academy may have contributed to the change in freshman failures.

- **Student Support Teams.** The teaming of the four academic subjects and a special education teacher allowed teachers the scheduling of common planning time for teachers; commonly referred to as Professional Learning Communities (PLC). Teachers are now able to discuss student needs, strengths and possible revision of curriculum to best address their learning styles.

- **Common Assessments.** The development of common assessments in the four academic subjects brought teachers together to discuss student-centered assessments and designing similar lesson plans and tests. Teachers were then able to discuss specific student interventions immediately rather than waiting for
common formative assessments (i.e. tests, mid-terms, finals) to indicate student needs. Interventions were swift and immediate.

- **English Curriculum Development.** The development of a new English curriculum designed to specifically address the needs of our freshman. The addition of core readers and supplemental readers in English provided texts which were different and more relevant literature for the ninth grade student.

- **Social Studies Curriculum Development.** The development of a new social studies curriculum, Global Studies, created a single social studies course for ninth grade students, when in previous years the students chose 1 of 4 options. This allowed teachers to select materials and develop lessons and assessments together.

- **Reading Consultant.** The creation of a reading consultant position in the ninth grade allowed the teachers to have assistance in the classroom for reading and writing instruction and to have focused learning groups for students who are weak in basic reading and writing skills.

- **Math Coach.** The creation of a math coach position allowed students to work one-on-one with a math teacher to review and practice skills in a small group environment

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**Freshman Grades**

The following table documents the grade breakdown of all ninth grade students in English I classes from the 2006/2007 SY to the 2008/2009 SY. The 2008/2009 SY data are projected results for student grades.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>06/07 results</th>
<th>06/07 percent</th>
<th>07/08 results</th>
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<th>08/09 results</th>
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<td>68</td>
<td>14.2%</td>
</tr>
<tr>
<td>F</td>
<td>101</td>
<td>22.7%</td>
<td>120</td>
<td>27.3%</td>
<td>67</td>
<td>14.0%</td>
</tr>
</tbody>
</table>

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**Freshman Attendance**

The ninth grade student attendance has steadily risen over the past 3 years, more so in the 2008/2009 school year as depicted in the Following Table.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006/2007</td>
<td>81.25%</td>
</tr>
<tr>
<td>2007/2008</td>
<td>85.42%</td>
</tr>
<tr>
<td>2008/2009</td>
<td>91.21%</td>
</tr>
</tbody>
</table>
Student attendance by the end of the 2006/2007 school year was 81.25%; student attendance in the ninth grade in the 2007/2008 school year was 85.42%. The ninth grade student attendance for the 2008/2009 school year is 91.25%. The Freshman Academy model played a significant role in increasing student attendance. The following factors may have contributed to an increase in student attendance:

- The school-within-a-school model used in Freshman Academy created a smaller learning environment making it so teachers can be more familiar with their students in a shorter time period.
- Smaller class sizes created a more personal learning environment for the students, and allowed teachers to be more knowledgeable of their students.
- The changes in curriculum made the subject matter more engaging and students became more involved in their education.
- The Parent/Teacher/Student meetings acted as interventions for students who were not coming to school, failing classes, and/or misbehaving. The meetings were a powerful tool to help students become more successful in school.
- The team planning time gave teachers an opportunity to discuss students who they believed were at-risk and time to develop strategies to help at-risk students.
- The position of a half time school social worker to address student absences and truancy brought some students back into school that were not attending or had sporadic attendance. The social worker made home visits, contacted parents/guardians, DCF social workers, and independent agencies to help bring students back into school and counsel them.
- The use of Parent Portal in PowerSchool allowed parents to view their child’s grades and attendance in real time. Team members encouraged parents to use Parent Portal to view their child’s grades and attendance and e-mail teachers with specific concerns and questions.
- Increased parental contact has played an important role in establishing a strong teacher/parent relationship. So far over 1,600 phone calls have been made by Academy teachers to parents.
- The isolation of the ninth grade in the B-wing played a large role in assisting teachers to track student movement in the halls and prevented class cuts.

**Freshman Discipline**

The ninth grade suspension rate dropped from 2007/2008 school year to the 2008/2009 school year. The following table of data is from August to April.

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Reprimand</td>
<td>341</td>
<td>211</td>
<td>267</td>
</tr>
<tr>
<td>Central Detention</td>
<td>167</td>
<td>148</td>
<td>98</td>
</tr>
<tr>
<td>In-School Suspension</td>
<td>626</td>
<td>440</td>
<td>407</td>
</tr>
<tr>
<td>Out-of-School Suspension</td>
<td>285</td>
<td>199</td>
<td>164</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Expulsions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrests</td>
<td>34</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td># of school days</td>
<td>144</td>
<td>147</td>
<td>151</td>
</tr>
</tbody>
</table>

In the previous school year, between the months of September and March, 382 ninth grade students were given in-school suspension and 165 ninth grade students were given out-of-school suspension. In the current school year, between September and March 353 ninth grade students were given in-school suspension, and 137 students received out-of-school suspension. There was a slight decline from one year to the next and the following may be considered as factors:

- A large number of the suspensions were due to students who were repeat offenders, and the Parent/Teacher/Student meetings addressed discipline issues with strategies to improve. Through team collaboration teachers have the ability to bring students into team meetings to discuss inappropriate behavior and consequences if behaviors continue. In the academy setting teachers are able to meet and discuss student issues and can bring students into the meetings. In a majority of these meetings (interventions) the behavior of the student improves. Additional meetings are required with the student, parent(s), school counselors, social workers, school psychologist and the administrator to further address student discipline issues when the behavior has not improved and the student has been suspended.

- The position of a part-time school social worker for the Freshman Academy addressed student discipline issues through having interventions with students to correct bad behavior; address student tensions through conflict resolution. The social worker addresses student discipline issues before they require an administrator to determine punishment. Teachers will refer inappropriate behavior to the social worker to discuss the behavior and how to improve for the future.

- The reorganization of the administrative team to have an assistant principal in charge of ninth grade student discipline, academics and attendance has allowed the assistant principal to address student discipline in a timely manner, and is available to attend team meetings and content meetings when student issues are discussed. The addition on a social worker for the ninth grade and an assistant principal for ninth grade students allows the two to meet three times a week to discuss student issues and interventions to take place.

**Summary Recommendations**

- Increase the part-time social worker to a full time position in order to address more student issues a more timely fashion. Currently the social worker works full days on Tuesdays and Thursdays and half days on Wednesdays.

- Align the middle school and high school mathematics curriculum. Currently, ninth grade students in the academy take either pre-algebra or algebra, not every student is algebra ready by the ninth grade; through curriculum mapping and prioritizing standards more students will be confident in algebra.
• Developing a stronger EIT model is crucial to identifying students who are failing academically and by means of absences. Currently, the academy uses its team time to identify students and develop strategies to provide success, but a model for the school needs to be put into place so a team of administrators, social workers, teachers and counselors can identify at-risk students.

• Targeted Instructional Seminar to replace Freshman Seminar. The course will be a semester focus in language arts, mathematics and science. The course will be for students who failed the CMT and had low ratings on the DRP.

• Maintain a class size of 20 students will allow teachers to monitor their students’ academics and attendance more effectively.

• Investigate and implement alternatives to suspension as a means of discipline, i.e. participation in school clubs, activities, sports, and intramurals.

• Develop and Implement developmental guidance programs so guidance counselors can design classroom activities, i.e. anger management groups for girls.

• An increase in time in the school day(school wide) and increase in time for Student Advisory periods.

• An introduction of a “New Arrival Center” for students arriving to high school with no English language skills.

The Freshman Academy succeeded in what it set out to do; reduce ninth grade failure rates and increase student attendance. This was accomplished through months of curriculum planning by the team teachers before the start of the school year as well as professional development, over the summer, in Professional Learning Communities (PLC). Teachers meet four periods a week to discuss, curriculum, assessment and student-centered issues to decide the best instructional practices and how student needs can be met best. Through PLCs teachers have become more collegial and more willing to work together for students. Teachers plan lessons together to find the commonality in curriculum and show students the relevancy of the four core subjects. Teachers have become active as classroom managers; they have become more willing to address behavioral issues whether as a team of teachers or as an individual than to send students to the office for administrative discipline. As a result ninth grade teachers have become more autonomous in their classrooms and knowledgeable of student needs and services the school can provide for them; students are more willing to come to school and participate, and are active in their education.

Discussion: Mark Palmieri said a few years back he was going to all the schools and looking at the curriculum in each classroom and noticed that no matter what school he went to elementary, middle or high school everything was in line with the curriculum; everyone was more or less on the same page. Where I am going with this is you go from elementary to middle and I follow who is making high honors and honors and then we lose 1/3rd of these children each year from the two middle schools going into the high school. I see the freshman academy is working but are you tracking just the students who have gone through our system or are you tracking the transient population too that have come into our system and where are these students ranking in this progress report. Scott asked if Mark was asking are we tracking the students that come in from our feeder
schools? Right was the response. Yes, we are looking at the student that are coming from our feeder schools such as Bailey and Carrigan and we are seeing where they have been successful and where they are placing within the Academy itself. We are looking at 6th, 7th and 8th grade and how it affects the ninth grade. For those student that are successful in those grades and those that are in the middle and those that are in the low part of the spectrum we see some changes but not many. We are looking to expand upon this and make some improvements. We want to be more involved with the 8th grade and we have already begun plans for this to see how these students are and how it relates to the ninth grade.

Mark asked if you are also able to get the elementary kids in that?

Neil said let me make sure I understand Mark’s question. Are the kids doing better who started kindergarten and then enters ninth grade as opposed to a student who moves into West Haven in 5th, 6th, 7th, or 8th grade? We are not doing that. Dr. Druzolowski said that is a longitudinal study and what will help us with that is that right now they are looking at the State Legislature getting IDs to kids so that when a kid comes with an ID you will know what point they entered the school system. This is not an excuse this is a reality all over the state. When looking at this data we start seeing that the drop off point comes at the 6th grade level when they enter that new environment and they start not being in a nurturing or a catching environment (the classroom teacher is not there to put their arms around them) they start getting lost (which also speaks something about K-6 rather than K-5.) When we go back and do the data he is speaking of we have actually gone through individual students to ascertain why they are failing. Those 50 kids that have been failing in coming to school or failing in math (what does this kid look like can anybody tell me where this kid has been, what we are doing and why do we have to wait until now to figure that out; that has to be done immediately. As we move forward next year we will have more information and we have already talked about how to get better information, better data and that will only make us better. But I will never tolerate using that as an excuse. This is a problem everywhere in the state kids move in and move out. This is a reality.

Mark said also children in our middle schools what happens to these children who are high honor students and then get to the high school and they fall off; I’m looking at them too. There are a variety of reasons why kids become disenfranchised. It is starting to switch now. With the nurturing environment with the Freshman Academy you are able to put your arms around these kids before they fall and give them those tools to be better at what they normally would do. When we align the curriculum and you move from the middle to high school the designation from an honor class in the past has not been accurate. We have disconnects in our curriculum. When you are in an honors class in middle school it better well be an honors class that when you move into the high school it has the same caliber and same expectations; if this is not in place kids are going to fall. This work we have been doing in our curriculum will make it better for all kids.
Toni Paine said that when doing school walk throughs she had a sense that some of those students who were in the honor society were borderline and when you get to the high school you may not see that. Dr. Druzolowski said this is very possible.

Mark Palmieri asked if we had any type of feedback from the Freshman Academy students this year? Yes, and we do see a lot of positive things that the student’s say about the school. They said they came into the school scared; they had brothers and sisters who came to the school and basically the whole point was to give these 8th grade kids a horror story about the high school. Perhaps some of it was true. It is a big building with students that range in age from 13 to 18. There are a lot of things to be fearful of. When they arrived they could see we did put them in one section of the building by themselves so it really is like their own school. They see we are sharing the same teachers and within that small school they have of 320 kids we have broken it down to say 80 students. So we have a school of 80 and their classroom size is 20. The students felt more comfortable, more relaxed, more open, and more involved in their school than they thought they would have been. Some parents said that they questioned whether to send their children to the magnets school rather than the high school and they tried the high school and were glad that they did this. The feedback from parents, students and the community has been very positive.

Rob Saley said in the core subject everyone has a bad class once in awhile.

<table>
<thead>
<tr>
<th></th>
<th>2008/2009 SY Failures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>85</td>
</tr>
<tr>
<td>Science</td>
<td>50</td>
</tr>
<tr>
<td>Social Studies</td>
<td>45</td>
</tr>
<tr>
<td>English</td>
<td>67</td>
</tr>
</tbody>
</table>

Out of those numbers how many kids are failing all of these courses? Within this group would be the students who have not been coming to school (non-attendance) . Of that number percentage wise maybe 20 – 25% are failing all four subjects. These students have 40 to 60 absences and have not been coming to school. DCF and the courts have been involved in some of these cases. We have sent our social workers to the homes to no avail. Maybe now they start coming with only six week remaining until the end of the school year and are going uphill.

Ann Druzolowski said that when you look at this group you find their problems began back in middle school. They are considered a freshman but they may be 16, 17, or 18 years old. We look at this as a major problem.

Scott Shand said this data is encompassing of the entire 9th grade which is basically all 9th grade students those that are in the academy and those that are repeating as freshman for the second and third time. This is all 423 ninth grade students and we really have around
330 true ninth graders that came from the eighth grade this year. The rest are 2nd and third time through. Dr. Druzolowski said that even with that our data looks pretty good.

Rob Saley said you are talking about 20 – 25% of the kids this year what was the number last year because I don’t think it is really going to be effective if those kids are coming in. Neil Cavallaro said that is a real good question because a lot of the kids last year are the same kids this year. So how long do you keep these kids as freshman? Scott Shand responded that there is only so long you can keep these kids as freshman. One of the things we are doing is looking at different ways we can educate these students and find programs not existent within the high school which can be adult education for those over the age of 16 and have only accumulated two credits but are still 9th graders. We are encouraging them into a different learning environment such as job core. Some students aren’t coming to school because they are out looking for work; so we said job core could be a better solution where you can get an education and can get a trained skill which you can market such as an electrician or plumber. We are looking not looking at 14 year olds who are failing but at 16, 17, and 18 year old students who are failing. Adult Education is a more viable option because right now you need 24 credits to graduate at the high school and it will take you four years. If you are 16 and have 2 credits there is no possible way you can graduate from WHHS because we would have to exit you at age 20 whether or not you have a degree. Adult Education has a state minimum of 20 credits and if you are 17 years old you have time to get a job during the day and go to school at night which is a more viable option and something we are currently addressing trying to make these programs more attractive to these students to educate them and make them become more productive as students.

Neil Cavallaro wanted to address some of the concerns about Stiles tonight and feels this is a perfect opportunity to say that one of the reasons we need to create a much broader program and house it at WHHS is exactly for that reason. Most of you have heard us talk about the same data that is showing us right now why Stiles isn’t working. While I understand those kids are in a nurturing atmosphere right now and they feel close to the building and that group of teachers, I think we need to make a broader program so we can address the needs of all of the kids not just 20 or 30 kids who are fortunate enough to be at Stiles but to catch some of those kids maybe prior to adult education and make a broader program that encompasses a Tech Ed, a Business Ed, Lab Science, and make that high school experience much more meaningful. I will leave it at that for now. I think you have heard some of our data. Anybody who wants to discuss this I have asked the coordinators to stick around a little but I think it is important that we create more opportunities for kids. My fear is that while Stiles does have some pockets of success we need to make that open to more students and I think that is really our goal with an alternate program. Is there a need for an alternate program in West Haven? You are not going to get an argument from us because there are kids that are in freshman academy and are currently not addressing and they are not going to address. I think the question was right on the mark because I think those kids that are failing once, twice, and three times are not getting the opportunity to go over to Stiles and to see that there is a program that we can isolate and create classes where kids come out with a trade or a skill or better to take the CAPT test. These are the same kids that are taking the CAPT test two or three
times and are not making the grade. Remember the requirements for all kids is to be proficient on a CAPT test or on a CMT and those kids are not making it. I was going to address this in my report but the timing here was too good to pass up.

Rob Saley asked out of the 330 true freshman how many are going to their sophomore year? Probably 290 with our projected grades based on 1st, 2nd, and 3rd marking period and mid terms and finals not calculated in yet. Rob asked how we did last year with true freshman, that were in the Freshman Academy with all the nurturing, are they going into sophomore year much better prepared and are there more entering their sophomore year than the year before? Scott said he would look at the numbers for him but right now he is saying they have more going into the sophomore year.

Neil Cavallaro said as kids complete their freshman year academically there is a 50% more likelihood they will receive a high school diploma? That is a pretty general number but once you complete your freshman year the likelihood of you getting a high school diploma increases by 50%.

Eric Murillo asked if you said there are 426 kids in everyone of those subjects? No just in English (I use English as the largest portion because we have more students repeating 9th grade English than any other subject). Roughly we do have somewhere around 400 ninth grade students and I gave you English as an area where we see the most improvement where we see 27.3% of students failed last year and 14% this year. How many in Math? Dr Druzolowski stated there are 438 freshman and within this there are 426 students that are taking Freshman (9th grade) English.

Jerry Calabritto said doesn’t everyone have to take English? Yes, it could be kids who are repeating and have already passed English and also kids in the honors course.

Rob asked for a copy of the report and Scott said he would give it to him with all the detailed numbers. This information was also requested to be put in the minutes.

The board gave thanks.

Neil Cavallaro said we have shared a lot of information and stated he thinks we can do a better job for the kids at Stiles. Yes it is a comfortable place to be but I want to leave it that we can do better. I remember 2002 and I don’t disagree with what Nancy said and the enthusiasm of the kids that went over there. Prior to that there was some apprehension about actually leaving the high school. Change is difficult but I feel confident that nobody wants to fail anyone’s child. We have been meeting – there are several parents that have called and emailed that have appointments with us. We will do our best to not let anyone down should the board decide to close Stiles. Maybe $150,000 doesn’t seem like a lot of money and if we felt it was being successful I really believe the money is worth it. Given what we are spending here and how we can better use the resources at the high school for more of the general population as well as those in the Alternate Program I feel we can spend the money better and do better things for kids. Is it going to be perfect the first year; no it is not going to be. It is going to be like the
Freshman Academy; we are going to spend the entire year looking at what we are offering and what we are doing right and how we can make it better. If you have any questions I think we have been about as open and honest as we can about the Alternate Program. We still see a high number of truancy and failures and I believe we can get those numbers down. The coordinators and Kathy Cassell from the Special Ed department is still here if you have questions tonight. We have spent a lot of time studying and looking at data and have made our case and continue to make our case and we will work with kids because we want to make the transition as smooth as possible if we do move the building. It is ultimately a decision the board has to make but we are not going to have you make a recommendation that is going to intentionally hurt a kid.

B.1.a. Status of Schools

Dr. Druzolowski said that regardless of your decision I want you to know that in terms of alternative provisions of services for kids we have not done as good a job as we could do. There are different needs for different kids and we will be spending all of next year extending the opportunities we can legally give student. There are now services we are providing that are not meeting the statutory requirements of providing a free and equitable education to all students. That would be an alternative 2 program as well as alternative 1 and instructional hours are sadly lacking. Regardless of where we go the program will change from that perspective so we are in line with the law. Most importantly there are many other research based models that we need to explore as a group and I look forward to taking that on next year and looking at it from a continual six – twelve. I welcome any ideas or suggestions you have.

I do want to say that I don’t want the impression to be that the teachers at Stiles are the only good teachers. The teachers in this system are phenomenal they have embraced every change and that is not the norm. I would put up any of the high school teachers now against any Stiles teachers with the exception as we have in life with bosses there are always those people that may be not the most endearing. I would have to say that I would put the high school teachers up against anybody.

B.1.b. Student Representatives

Nothing

B.1.c. Board

Eric Murillo said you have brought it up about Stiles School and the budget tonight and I understand. The point that most annoys me is that you put a dollar value on those kids. I found out that you aren’t going to put the $150,000.00 back into the Alternative Program at the high school. You are not going to spend $150,000 on the Alternate Program in the high school itself when you move those children.

Neil Cavallaro said there is an operational cost to build plus remember that by moving the teachers back to the high school we are not decreasing any salaries we are moving them and they are servicing more kids so that drops the per pupil amount that we are spending drastically. The point is the way it was presented to us it was because you
wanted to save money. We can save money in other ways if we were looking to save Stiles. I think the way you presented it to us is how you were going to improve the program itself. I don’t think everybody knows much about that I think they need to get a little more education and present it a little better; what you are going to do in the high school as an alternative program in there. There are still children that are going to fall through the cracks and every child counts regardless of how much the dollar amount is. We need more details of what will be done.

Neil said that Eric made a real good point and maybe I didn’t do a job in the way I said it. If it were $150,000 and it was working it would be very, very well spent. I’m not sure we are getting our money’s worth where it is; I think we can do better by moving it but I wouldn’t disagree with you. Your point is well taken.

Andy DePalma said as most of you know I have a special interest in Stiles through personal experience. My main concern was peer pressure that can be put on children that sometimes can’t make a rationale decision as quickly as other children. That was my main concern about moving to the high school. Now, if Dr. Druzolowski and Superintendent Cavallaro elaborate on the hours it will be held and things of that nature, it will kind of put me at a little ease not 100% but enough to make me think about it even more. I don’t think there are a lot of people that know all these answers.

Dr. Druzolowski said the hours will be later in the day because a lot of these students and other students in the high school who have attendance problems don’t come to school because of peer pressure or they don’t get up in time. Research shows that providing an alternating environment that starts later in the day is conducive to some people. We will start the program in a certain wing of the building where there will be two classrooms side by side with independent access and then access also to the Tech Ed Center. Kids would come at 11:00 if they chose to have lunch and would start on the 6th bell to go to their first class. They have a choice of rotating through three different types of classes and this will give them the electives that they normally don’t have in their current setting. They will have access to Tech Ed, a Social Studies content area class and a business oriented type class whether it be Web Design or something more sophisticated not keyboarding. Some kids might transition at some point to a different classroom with other kids because the whole idea is to make kids get to a point where they feel comfortable in their space and environment. During that period of time they will also have access to, which they do not have now continual psych support, guidance support, counseling support, and any of the attendance piece that we have in place. They will be in small group settings again with certified teachers that they will develop a bond to; some of the same that they have right now. When school ends and everybody else leaves they have three other classes that they must take in order to meet the law which is 900 instructional hours; not offered but we must abide and they must attend. They would then have science with a lab in a lab setting and mathematics appropriate to their class. Now instead of being in a classroom where they had different kids being offered geometry, pre algebra, business math – too many in one class and not getting enough of any one class – this will be resolved because they will have an option of taking these courses after school. The other class offered during this time will be English. In the Alternate 2 program which is
also at Stiles they only go to school for 2 ½ hours a day so if you gave me that option as a student I’d grab it in a minute. I’d get a degree and I would only go to school for 2 ½ hours. The problem is they are getting instruction not necessarily from all certified staff. Right now there is not an English certified person teaching there and they are drastically short the 900 instructional hours that we by law are supposed to be giving. Within that setting we can serve more students, counsel them, stay with them and the principal and assistant principal would be under the principal in that building and would be forced to monitor that for that period of time.

Neil Cavallaro said there could be a transition if need be. The other opportunity would become Adult Education and by housing the program at the high school and overlapping the day school with the night school this would create a natural transition should a student say this program is not for me and want to change to Adult Ed.

Dr. Druzolowski said the other piece they must have access to on a more regular basis is Special Education which I don’t feel they are getting as much as they probably should. We have been revamping our Special Ed and following up on every IEP in that school. This has been a big audit year at the high school. The high school is getting a lot of support right now to make changes and as a group to start implementing consistently the rules that they have had in the building for awhile. Name tags are a result of the Freshman Academy. I think the Freshman Academy will nurture a lot of these kids that as freshman got lost and if not they will have alternatives. We can not however force a kid to go into Adult Education; nor would I want to. I would want to say to a kid that has to work let talk about what is real what can we do to help you get better educated because you need in this world that high school degree and going to Tech Ed is not going to give you a job when you get out if you don’t have your degree.

This is basically what we see for next year. We want to access more resources for these kids, we want to give them the smallness of the community, and we want to be able to give them support – different types of support. Right now at Stiles the attendance is terrible of the 37 kids we have at any one time you will see 19 to 22 kids. There should have been denial of credit. Kids are still getting good grades even though they are not coming every day. I can’t tolerate that for any kid we have to have the same expectations because this is life. How we get there may be different for every kid and that is what we have to explore.

Jerry Calabritto is sorry that the Stiles people left even more so that the Register reporter left because, especially for the report on the Freshman Academy, but it is obvious that up until right now; this moment, this board has kind of not given the information to the people out there as to why Stiles is being closed. Because of this there is so much misinformation out there and people are concerned and justifiably so because there is nothing more precious to a parent than there child. It is not the building; it is that those children are not being serviced as best as they can be in this district. What you just said explained that and this is the first time that this information has been made public and the reporter and the Stiles people aren’t even here.
Neil said he wanted to reiterate that there is a larger group that we are not even able to hit and that is the other key to the whole thing.

Jerry said he is glad that this finally came out and thanked Mr. DePalma for asking the question because he was going to ask it.

Eric Murillo said he didn’t want to take anything away from Mr. Hawley because he has done a phenomenal job. If this is the year of data at the high school what happened to the previous year’s of data there. It should have been there to help these kids. They should have been in a better program five or six years ago; they should have had it. This is the year of the data fine I understand the data and I understand where you are coming from but I’m not taking anything away from Mr. Hawley because he has done a phenomenal job with those kids. Those kids that have graduated and the ones that are doing well are doing well because the system had been working for them.

Dr. Druzolowski said certainly and Mr. Hawley will be following the kids to the high school. If that was something that was insinuated in no way should it have been. It is just because it is an alternative program. Kids automatically will get around any way they can to get around what they want and that is the way it is. It has nothing to do with the big people; it has to do with little people. It is an emotional topic. What I am passionate about is making sure kids have success.

Neil said when we met with everyone we certainly wanted to go out of our way to say we didn’t believe it was anyone’s fault. Mr. Hawley has done a good job keeping kids in school and we will expect him to play a big role in this transition. I have had some discussion with him regarding his role.

B.1.d. Committee

D.1. Approval of Minutes D.1.a

D.1.a. West Haven Board of Education Regular Meeting  
May 18, 2009 at 7:00 p.m. at the Blake Building (enclosure)

Andy DePalma made a motion to approve the Board of Education minutes D.1.a.  
Jerry Calabritto seconded the motion  
Discussion: None  
All board members were in favor  
D.1.a. Minutes are approved

D.2. Resignations: (Certified)

09-40 Barbara Bunnell-DeFlumeri, Civic Awareness Teacher - Bailey  
Effective: July 1, 2009  
Reason: Retirement
09-41 Ilona Robertson, School Psychologist  
Effective: July 1, 2009  
Reason: Retirement

D.3. Resignations: (Non-Certified)

09-42 Patricia Usarzewicz, 10 Month Security Guard, WHHS  
Effective: June 25, 2009  
Reason: Retirement

Toni Paine made a motion to approve D.2. – D.3. inclusive  
Patrick Egolum seconded the motion  
Discussion: None  
All board members were in favor  
D.2. – D.3. inclusive are approved

D.4. Leave of Absence: (Certified)  
D.5. New Hire: (Certified)  
D.6. New Hire: (Non-Certified)  
D.7. New Business:

09-43 Approval of the 2009 – 2012 Technology Plan  
Toni Paine made a motion to approve item 09-43  
Jerry Calabritto seconded the motion  
Discussion: Eric Murillo is abstaining as he has several questions and will discuss them with Patti during the week. He really wants to vote for it but will abstain.  
Eric Murillo abstained  
All remaining board members were in favor  
Item 09-43 is approved

F. Informational:  
Nothing to add

Mark Palmieri asked for a motion to adjourn the meeting.  
Toni Paine made a motion to adjourn  
Jerry Calabritto seconded the motion  
All members were in agreement  
The meeting adjourned at 9:05 PM

Respectfully submitted,  
Marylou Amendola  
Board Secretary