WEST HAVEN BOARD OF EDUCATION MINUTES
March 16, 2009
Regular Board Meeting

The Regularly Scheduled Meeting of the Board of Education was held at the Blake Building, 25 Ogden Street, West Haven on March 16, 2009. The meeting was called to order by Mark Palmieri, Chairman of the Board of Education at 7:05 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
Howard Horvath Jr.

BOARD MEMBERS ABSENT:
Eric Murillo, Secretary/Treasurer
T. Sean Maher
Patrick Egolum
Andrew DePalma

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

CITY OFFICIALS PRESENT:

STUDENT REPRESENTATIVES PRESENT:

Chairman Palmieri requested a moment of silence for the following people: Stuart Arotsky, Dana Clifford’s dad, Edward Clifford, Larry Frattini’s mom, Johanna, Frederick Mueller the father of Linda Collins who is the mother of Ray Collins a former board member and Terri Shaw’s mother in law. A moment of silence was observed.

Public Portion

Chairman Palmieri asked if anyone wished to address the Board.
Sandy LoRusso, 75 Tuthill Street discussed the incident that occurred last Friday in the neighborhood over by Carrigan School. Carrigan School went into a lockdown that lasted about 3 ½ hours. The teachers, administrators and staff did a wonderful job during this time. When we were told that the children were not going to be released they had the students remain in the classroom. Those teachers who did not have homerooms walked in the hallways and moved the kids through the cafeteria to release them in the back of the school when their bus was called. They bought the kids down a busload at a time so if they called bus A those students were taken from the classrooms and brought down to get on the bus. The students who walked to school were sent to the auditorium and teachers were present there. Some teachers helped in the office with the telephone calls from concerned parents. If anything should ever happen she wanted to let everyone know that Carrigan is prepared to handle it and everyone did a marvelous job.

The board gave thanks.

There were no other speakers. Public portion closed at 7:10 PM.

**C. REPORTS**

**C.1. Administration:**
Neil Cavallaro stated that Jeff Grande’s wife had some surgery and was just released today. Jeff is not able to attend tonight but will be at the next meeting. Chris Everone was supposed to talk about the Carrigan Pool but became the father of a baby girl, Audra, on Friday and is off for the week. Everyone is doing fine at home and we send our congratulations. I will address the pool later tonight.

Chief of Police Ron Quagliani and Captain John Serra from the West Haven Police Department are here to talk about the incident that occurred on Friday near Carrigan School. One of my concerns was should we use CTY and how do we alert the parents. Ron volunteered to come and talk about what happened and how he thought everything went.

Chief Quagliani stated they were asked to assist the Connecticut State Police in regard to a threat made by an individual while at the Mohegan Sun Casino. He threatened the employees there and mentioned he had a high powered weapon in his home which he would take back to the casino. We determined that the individual had the means to carry out the threat and we decided to activate our special response team. This is a regional team highly trained in this type of problem. This team was deployed to the area and a plan was developed. The team consists of members of the West Haven, Milford, Orange, Woodbridge and Ansonia Police Departments. We developed a two stage plan. The first part was to get the necessary individuals in place and telephone the individual and ask him to come out and surrender. The second plan was more detailed incase the first one didn’t work. We wanted to have the first part of the plan in time for the dismissal of Carrigan School. Due to the dynamics of the event the first part of the plan went over
and we felt in was in everyone’s best interest to maintain the students in their safe environment inside Carrigan as the individual’s home is adjacent to Carrigan property. He had a high powered weapon inside the home and we felt it best to keep the students inside the school. Approximately 15 minutes after normal dismissal time we did make contact with the individual who came out of the home and we made the arrest. We then spoke with Superintendent Cavallaro and Principal Libero to begin the dismissal process. We did find multiple weapons in the home. This was a textbook example of how we would handle situations like this. We didn’t use the Connect CTY for two reasons. We originally thought this plan would go with no interruption to the school day and secondly with the dynamic change so close to dismissal if the parents were notified we may have had parents coming to the school to pick up their child or make inquiries as to what was going on. The exercise went very well and we were in touch with the Superintendent and Principal at all times. He asked if anyone had any questions.

Toni Paine had a question about Connect CTY and asked if just the parents of one school could be localized. Yes was the response.

Captain Serra said some of these issues went so well because of some of the problems we had in the past. We have a standard operating procedure when something happens at the schools in order to protect the children and some of this came from answering false alarms at the high school and bomb scares etc. A lot of good came from the bad things that happened. The first thing we did was to make sure that anyone in the house had no way to access the school. The kids were never in danger and that is why we wanted them to be kept safe in the school. There is no way he could have made it from the house to the school with a weapon.

The board gave thanks.

Neil Cavallaro introduced a group of staff members from Thompson School and explained that a second grader actually had a stroke and the staff handled the incident so well we felt it was important to recognize them. He asked the individuals to come up and have the Chairman of the Board recognize you with one of our pins. He thanked them for all their work and asked Frank Paolino, Principal of Thompson School to introduce them and give a brief synopsis of what occurred.

Frank Paolino introduced the following people: Christine Hill the classroom teacher, Charlie Shugrue our custodian, Taryn Driend our teacher in charge and our reading specialist, Sandra McCauley our School Nurse, Cathy Bode our school secretary and Judy Brown our paraprofessional. He stated the young lady was displaying symptoms of shaking and didn’t feel good and went to the nurse and returned to class. Miss Hill was again concerned and sent her back to the office and Mrs. McCauley checked her out again. Miss Brown had come into the office and it was also noted that she was slurring her speech and leaning to one side. Mr. Paolino was called back from a workshop and by the time he returned the situation was under control. Charlie was making sure everyone was where they should be, Cathy was manning the phones calling 911, Judy was overseeing, Sandy was doing all the prep work that a nurse would do. The paramedics
came and they brought her to the hospital and she did have a stroke. Sandy McCauley stated that the student was actually on her way to the doctor’s office when she started seizing. Mrs. McCauley had called the student’s mother and she had come to the school. We decided it would be best if she went to the hospital in the ambulance. She came back to school about a week later and showed symptoms again and we called 911 again but fortunately it was not due to a stroke but to other problems she was having. She is well on the road to recovery and is back at school. We have a great care plan in place and everyone who comes in contact with her is aware of the care plan.

The board Chairman distributed pins to all the people and the board gave thanks.

Anne Druzolowski gave some background on what the mission was on the upcoming presentation by Ron Stancil. There are some characteristics in the schools that I want to pay better attention to and provide a better learning environment for our kids. One of these is the amount of instructional time and the amount of collaborative time that teachers have to be able to talk about students. Some of the things I want to get rid of include non-instructional time spent in large study halls set in the cafeteria. In looking at our curriculum how we can maximize what we have in place already and move forward with it. I needed to get a handle on what types of classes we had in addition to the foundational classes for our freshman and sophomores; otherwise by the time kids hit 12th grade they may not have covered all the material. A work group got together and hammered out the issues. Between central office and the high school there might have been 12 to 15 people involved consistently and I have asked them to present today.

Anne Druzolowski stated we would have smaller class sizes at the sophomore level. We now have up to 30 in a class and kids can’t learn in a classroom with 29 other kids there are too many kids for the amount of content and detail we have to cover. Our goal is to get kids out of the classroom and out of the course mastering those significant prioritized skills. We are working as a district to align the instruction and anticipate that as those kids move up through the grade levels they will be better able to handle the curriculum without having to have classes as small. The small class size is critical now as is the research base that talks about teachers having time in their schedule to sit down and create common assessments in the content areas. Right now we don’t have this in place. As professionals we need to have time to sit down and look at what we are doing wrong and what we have to do to correct it. A further discussion took place.

A slide presentation was presented and at the end of the presentation there was a question and answer period. The slide presentation follows:

West Haven High School is undergoing major changes in curriculum, instruction, and assessment in order to improve student achievement. Effective schools are distinguished by professional leadership motivated by the desire to build a vibrant professional learning community. They are defined by an agreed vision and goals, purposeful teaching and high expectations for student learning. Effective schools have rigorous systems of
accountability, a focus on teaching and learning, and stimulating and secure learning environments. After an analysis of research conducted over a thirty-five year period, Robert Marzano (2003) states that “schools that are highly effective produce more results that almost entirely overcome the effects of student backgrounds.”

In order to achieve this goal, an analysis of the current situation at WHHS had to be made. Currently, the school follows an eight period day of forty-three minute periods. Eighth graders not meeting goal on the Connecticut Mastery Test (CMT) are placed into Freshman Seminars that focus on instruction in the content areas, in order to give them added instruction in deficient areas. The Freshman Academy was implemented where all freshmen were placed into one of four teams. Freshmen travel together in these teams to their science, math, social studies, and English classes, unless they are pulled out for honors courses. Freshman teachers were specially selected to work together as team members and meet four days a week for collaboration. One day a week is slotted for Content Area collaboration, while the other three are used for Freshman Team collaboration. Class sizes were intentionally kept small in the Freshman Academy, so that more personal instruction and assessment could occur. Currently, English courses have an average of nineteen students per class, Science courses have an average of twenty students per class, Social Studies courses have an average of nineteen students per class, and Math courses have an average of eighteen students per class.

It was determined that more changes needed to occur at WHHS in order to improve student achievement throughout the building. A Scheduling Sub-Committee was organized to create a new bell schedule that would accommodate the needed changes. The Sub-Committee was charged with the following tasks:

1. Increase student time in academics
2. Decrease the amount of time students spend in study halls and the cafeteria
3. Increase collaboration time for ALL teachers, not just Freshman Academy Teams
4. Limit course offerings to 9th and 10th graders
5. Continue heterogeneous groupings in the 9th and 10th grades

These reform initiatives were formed from the current research provided by
Breaking Ranks II (2004) and Breaking Ranks-A Field Guide for Leading Change (2009). Tom Sergiovanni stated that these documents “will prove to be the most important work on improving the high school in this decade.” The major initiative focused on in these documents is that student performance will increase when collaborative leadership and professional learning communities are used along with curriculum, instruction, and assessment and also personalization.

**Professional Learning Communities and Collaborative Leadership**

One of the leaders of school reform dealing with professional learning communities (PLC), Richard Dufour (2008), states, “Members of a PLC work together to clarify exactly what each student must learn, monitor each student’s learning on a timely basis, provide systematic interventions that ensure students receive additional time and support for learning when they struggle, and extend and enrich learning when students have already mastered the intended outcomes.” DuFour also advocates that educators must not work in isolation and they must monitor student learning and use evidence of the results (data analysis) to modify instruction and assessment.

Dr. Douglas Reeves (2000), the chairman and founder for the Center for Performance Assessment, an international organization dedicated to improving student achievement and educational equity states, “High achieving schools were found to have five commonalities that are worth reviewing in some detail within our own schools. The five areas are:

1. There is a strong emphasis and focus on achievement.
2. There are clear curricular choices
3. There are frequent assessment and multiple chances for students to show improvement
4. There is a strong emphasis on writing in all academic areas.
5. There is external scoring of student work.”

In order to reach success, Reeves (2000) describes the STAR model, which includes:

1. Ongoing and focused professional development
2. Modeling of effective teaching and assessment practices
3. Outgoing professional collaboration
4. Effective communication between school staff, parents, and students
5. Visible tracking of student progress on a frequent and regular basis

Using this research, a plan was formulated for WHHS. This plan includes collaboration time for all teachers, not just Freshman Teams. All teachers will be able to meet up to five days a week in content or interdisciplinary teams, depending on need. Sophomore teams will focus on forming common assessments, analyzing data from these assessments, and revising instruction and assessment based on student performance. Junior and Senior teachers will focus on unwrapping and prioritizing instructional standards and creating common assessments and analysis of this data.

**Curriculum, Instruction, and Assessment**

Every four years, the Trends in International Mathematics and Science Studies (TIMSS) Report is released. In 2007, it was found that U.S. schools teach more curricular topics in less school days than other countries. For example, the U.S. teaches seventy-eight math topics in 180 days, as compared to Japan, which teaches seventeen math topics in 253 days, and Germany, which teaches twenty-three math topics in 220 days. Not only is there less teaching time and more topics to cover in the U.S. than in other countries, but U.S. textbooks were found to be much longer than other countries’. For example, a U.S. fourth grade math textbook has 530 pages, while an International math textbook has only 10 pages. A U.S. fourth grade science textbook has 397 pages, while an International science textbook has only 125 pages. The amount of information that must be taught to students in the U.S. is staggering.

Heidi Hayes Jacobs (1997), an internationally recognized education leader known for her work in curriculum mapping, curriculum integration, and developing 21st century approaches to teaching and learning, states, “Given the limited time you have with your students, curriculum design has become more and more an issue of deciding what you won’t teach as well as what you will teach. You cannot do it all. As a designer, you must choose the essential.” Douglas Reeves (2003) concurs with Jacobs: “It is better to
have all students proficient at 88% of what will probably be on the state test versus exposure to 100% of what could be on the test without having the corresponding degree of proficiency.”

Teachers and administrators at WHHS have already begun work on the process of deciding what is essential to the curricula. Currently, all major content areas are involved with “Unwrapping the Standards”, led by Larry Ainsworth of The Leadership and Learning Center. Teachers throughout the district have begun learning how to prioritize state standards and are working together to align curriculum and instruction from K-12. The Scheduling Sub-Committee created a new bell schedule for WHHS, which increases instructional time by three hours in every course per year. Teachers are also working on forming common assessments in their content areas. Once these common assessments are used in the classroom, these teachers can then analyze the data and discuss collaboratively any changes needed in their instruction and assessment. All of these changes have been driven by the new curriculum initiative.

Personalization

In October of 2007, the New England Association of Schools and Colleges (NEASC) assessed WHHS on its accreditation status. For the first time since the school opened in 1965, WHHS was given full accreditation status on the initial NEASC visit. The NEASC accreditation report commended the school for many of its policies and programs and also highlighted some recommendation that needed to be dealt with in a Two-Year Progress Report, which is due October 1, 2009. One of the NEASC recommendations was: “Develop and implement a formal, ongoing program through which each student has an adult member of the school community, in addition to the guidance counselor, who personalizes each student’s educational experience, knows the student well, and assists the student in achieving the expectations in the mission.”

In order to meet this recommendation, the proposed schedule for 2009-2010 provides for a built-in Advisory Period that will enable all professional staff to associate and connect with twelve to fifteen students on a more personal level, not as an evaluative teacher, but as a resource within the building. The new schedule will also have collaboration time built into the schedule for all teachers so that teachers can discuss
student work, common students, and student achievement. Smaller class sizes in the freshman and sophomore classes will also lead to more personalization in the classroom.

**Proposed Changes for 2009-2010**

In order to create a highly effective school, WHHS is working on professional learning communities and collaborative leadership, along with changes to the curriculum, instruction, and assessment, and also more personalization. For this to occur, certain changes must be implemented:

1. Increase instruction time by three hours per class per year
2. Start Period One at 7:25 AM
3. Institute four Targeted Academic Seminars for 9th Graders (.5 credit)
4. Have a maximum of one study hall per student per day
5. Increase collaboration time for ALL teachers
6. Raise the minimum amount of credits earned a year from six to six and a half for ALL students
7. Encourage freshmen and sophomores to take seven credits a year
8. Reduce class size in all core Sophomore courses
9. All sophomores will take Integrated Science (1.2) credits in place of General Science (1.0 credits)

Howard Horvath asked if there were stories or examples you would share with us on how you interact with students.

Ron stated it has been a learning year for the teams and they are starting to interact together and the scores are going up and there are less failures.

Raffaela Fronc stated that they analyze common assessments and criticize each other. They are getting organized and are analyzing what they are doing. She looked at the data and analyzed the failures for the science department. There are 69 students failing in science (42 of them have a lot of high absenteeism and are not coming to school.) She said that AJ Palermo and Ann Valanzuolo are looking at these kids and looking at their age.

Ann Valanzuolo said there are a number of freshman who are repeating freshman year who are older than you expect and the traditional school setting does not appear to be working. We are taking a further look at what might better serve their needs. She stated that the Freshman Academy hired a part time social worker to try and track the kids who
are struggling and to try and find out why they aren’t coming to school – do they have other responsibilities; what can be done to try and bring the students back to class.

In the English Department we have a new curriculum and now meet once a week and next year twice a week within the content areas. This allows the teachers to bounce ideas off of each other and see how it is working for all of them. They are able to do common lesson plans. It is more organized and more effective.

Neil stated that the Social Worker grew from the need that we knew had to be addressed. A further discussion ensued.

Anne Druzolowski stated that the percentage of kids that are freshman right now are doing better than their counterpart last year but it is still not where it needs to be. We have been looking at the age of kids, what their academic record has been and analyzing this because we can not have an 18 year old as a sophomore; there is something wrong. When the curriculum gets better aligned we will see differences in the numbers of kids falling into that area but in between we need to provide alternatives for those kids that are different from what we are doing now. A further discussion ensued.

Ron Stancil said that one of the things that has increased with the freshman teams is the amount of parental contact in addition to that from the parent portal. The freshman teams have been contacting the freshman parents.

Toni Paine commented that in the slide the comment from Robert Marzano seemed to say that over a 35 year period the more effective we are neutralizes the background of the student and the group now becomes a group that can learn equally. The more effective we become the better it is for the students. Anne stated absolutely this is leveling the playing field.

Howie Horvath asked if anyone was actually observing their colleagues in their classrooms delivering the same kind of lesson. We have a reading consultant that goes into everyone’s class and she is part of the content area team; she provides input. Raffaela said in Science they share rooms so they pretty much co-teach. Ann Valanzuolo said in English they are teaching the same lessons and then collaborate on them but because they are teaching at the same time they don’t go into each other’s classes. AJ Palermo said that with teacher shadowing we talk a lot about how important it is to do the curriculum work that we have been doing. We have two fifth grade teachers from Molloy who will be visiting a fifth grade class at Pagels on Friday to meet with someone else who teaches the same grade level from another building and the same two fifth grade teachers will be stopping at Bailey to visit a seventh grade math classroom. Teacher shadowing is a very important part.

Rob Saley said that last year there was an article about absenteeism and you are addressing this right now. The reason a lot of kids who didn’t graduate last year was due to high absenteeism so this is not new and the Freshman Academy is really working hard to address a lot of the deficiencies. A certain percentage of the students have a problem in a conventional setting what are we doing for them? What is the percentage of those kids
that actually would do well in a conventional setting but just won’t come to school and how are we addressing this?

Ron Stancil said we are starting to identify those kids and we have looked at other schools to see what they are doing with alternative placements and we are revamping our alternative options.

Rob asked about the kids who don’t do well in a conventional setting is there a percentage of those kids who if pushed a little harder will do well.

Neil said Anne is starting to analyze this. Right now we are identifying the kids and looking at a history because it didn’t just start happening in 9th grade it started happening several years prior to that so we need to do something a lot sooner in order to recognize that this kid is not on the right path and see what we can do to help correct this. Anne said the data shows there is a disconnect between 6th and 9th grade. We have to do a better job with our guidance and support to those kids. We can not allow kids to think it is alright to not come to school. Most of the kids who are failing are not failing because they can’t handle the content but because they choose to come to school for social reasons only - not to do the academics; this is a 10% figure. A further discussion ensued.

Jerry Calabritto requested that Anne discuss the slide that compared the fourth grade math books to books around the world. Many reports you see say that other countries are passing our children in science, math and technology. That slide showed that math books from other countries are hundreds of pages less and we have 78 topics compared to 17 topics. Anne said that education is being taken over by textbook companies. If they can sell a 500 page textbook they will make more money. In reality the amount of content that kids from other countries are getting has been prioritized and focused on. Instead we kind of shoot a gun and hope that it sprays and kids get a little of everything. In other countries the content is really focused. Those priority areas that kids must know in order to be productive is community, at home, in society and school and that is what we have been doing. Jerry said this goes hand in hand with the slide that said the students should be proficient in 88% of what is on the test rather than teaching them 100% of what might be on the test. This is exactly what we are doing with all our curriculum development. As people get more focused in working within this framework (a smaller number of mastery standards that align with the state) I think you will see a tightening up of instruction and people won’t do the types of activities they feel most comfortable doing.

Howie Horvath asked what kind of system is used to get data showing how students are doing by teacher and by section. Power School gives us this information. Fran Lytwinick has passed level II of Power School and is able to maximize the use of Power School and run this data which we were not able to run before because we didn’t have people with this expertise.

Howie Horvath hoped with the focus on the Freshman Academy that in the future the freshman students themselves would have a formal opportunity to report and tell us what
this year has been like and what were the top one or two things they felt might have been
different about their experience. They don’t have a lot to compare it to at the high school
level but just something that gives them a chance to say something about the experience
that might provide additional insight. Anne said absolutely.

Toni Paine asked if you can tell the difference in a score on the CAPT test from a student
educated in the West Haven School System and from a student outside the system who
came in as a freshman or sophomore. We may need to know this because they may need
to take a different assessment test when coming into the school. Anne said we have
access to this information. Fran said that we can pull past information on testing from a
student that is now in our district etc.

Neil Cavallaro said if you take one of the technical high schools they may be feeding
from 25 middle schools she does not control that. Regardless of where they are we know
where they need to be. A further discussion ensued.

The board gave thanks.

Ken Carney from the Building Oversight Committee gave a presentation regarding on-
going projects.

Ice Rink – There was a need for several of the interior doors that divided the locker
rooms to be replaced. We invited a couple of companies in to price the job and they
came in around $30,000. Knowing this and with the extra cost the rules and regulations
of the city add to this number such as the bid and surety bond we figured about $40,000.
This was advertised in four major papers and we had about 12 companies come down
and look at it. Our low bid was $23,000. That job was awarded to J A Rosen
Construction today. They actually added a locking system to the doors and still came in
at that number. Installation will take place on June 3rd and the punch list will be finished
no later than July 15th.

Boilers – Neil said when the stimulus money came out there was about 2 ½ million slated
for construction. We thought boilers would make our buildings run more efficiently.
Unfortunately that money was taken out of the final bill that was signed by the President.
We will have more details tomorrow as to when money will be available and when we
can spend it. Right now it is in the form of Title I Funds and IDEA Funds. We think we
can appropriate our dollars to these two funds and have the money available to do the
boilers.

Ken Carney said typically the money is only available to replace one boiler at a time.
The result is every school has a different boiler manufacturer sometimes mixed within the
same school. You never have consistency and parts are hard to come by. We identified
the oldest boilers in the district. Molloy’s two boilers are 57 years old, Forest has two
boilers 38 years old, Washington School has two steam boilers over 50 years old and
Thompson is in the same situation. The boilers are inefficient and in need of repairs,
maintenance and high service contracts.
We put all eight boilers out to bid in one shot demanding the same manufacturer. We can’t say which manufacturer but we can set standards so that only the companies with the best boilers are represented in the bidding process.

With the new boilers you will have a zero maintenance bill for many years, a large savings on fuel bills and the ability to have consistency with the same product throughout the four schools and the ability to run them with state of the art components.

Mark Palmieri asked if you replace two boilers or are the new boilers so efficient you go to one boiler. You put the two boilers in and run them at 70% capacity which saves money. Mark asked if you can zone the heat since it is high technology. In Thompson we can zone each radiator in the classroom.

A further discussion ensued regarding bids etc.

Turf – Our goal was to get a jump on the design work for the field. The field is basically a mess and should have been replaced about five years ago. There is a grant out which is written specific to utilizing a design person who has dealt with several manufacturers vs. one or two. We put out an advertisement and fielded about 12 requests and immediately eliminated five. We had asked they work with at least four manufacturers and had done at least six artificial grass installations. We narrowed the field to eight companies, interviewed them and Jon Capone, Eric Everone, myself and Joe Yacano scored them. We took the five highest scores and we did a mandatory walk thru. We anticipated an $800,000 project to install the turf. Historically statewide you would see an 8 – 10% design cost - $60,000 - $80,000. Because the competition was so great we actually came in at 2 ½ percent on the soft cost - $23,000 and we think we will get that paid in a grant. We are now deciding on the two low bidders who are $50.00 apart. One out of Massachusetts and one out of Branford, Connecticut. We now have to compare their formal bids (compare apples to apples) and make a final decision.

Washington School Window Projects – We inherited this project long before most of us were here. The normal way this works is you go to the state and say we think this job will be X amount and have some hard numbers to back this up. The State gives a two year process of approving the job for what could be as much as a 77% reimbursement. We asked the State for an extension. We received permission to move ahead with the job. The extension expires on June 30th. In order to qualify for the reimbursement we have to have a contract signed with the manufacturer by June 30th.

Neil Cavallaro said because we had to have a contract signed by June 30th Ken approached me and David and said the City administration is willing to put up half of what is not reimbursable if the BOE would put up the other half. We would put up $60,000 out of this year’s operating budget and $60,000 out of next year’s budget and the City would actually put up $120,000 and the rest of the project would be reimbursable. For a small amount of money we would be able to replace the windows.
Ken Carney said the signed contracts we inherited were for $86,000 to run a half a million dollar job just on the construction side; $60,000 on the architectural side. We went to the construction manager and renegotiated his fee down to $12,000 by the Building Oversight Committee assuming the construction manager role for several key functions. His role was reduced and he let us out of the contract. We capped the architect off at $56,000. He was at $60,000 plus additional fees. We will save approximately $20,000 a year for the cost of fuel. The state wrote the original application for $500,000 for the job and if we wait two years the cost will go up 40%. We are working with the Mayor and are trying to get this on the agenda.

WHHS

The architect for this project has not been chosen. The study and the architect are two different items. The study will cost $60,000. The population now vs. the population for the next ten years is part of the discussion for this project. After the board and city council agree the next stage is to put it out to bid. The two items are separate.

Neil Cavallaro said if the board passes the plan we hope the council will approve it and forward it to the state.

Howie Horvath asked if the site of the new high school will be where the current school is situated. Yes, the current school will be kept in place and kept workable while the new building is being constructed.

Rob Saley was told that Antonuzzi did a phenomenal job in Oxford. When the new administration came in they chose him by a landslide and he did a great job. Anne said his work comes in on time and he has a good group of people working for him.

Neil Cavallaro said there are three different types of projects:

1. all new construction
2. renovate as new
3. 70% new and 30% remodel as new

Comments: Mark Palmieri stated that the foundation is sound. Neil Cavallaro said he is concerned about the possible asbestos. Ken Carney said if you keep the same foundation you keep the windows which don’t meet today’s code for energy efficiency.

Jerry Calabritto thanked Ken for his work and the efforts from all the members of the Oversight Committee. He stated there are a lot of things this board probably would not have been able to do without his help.

Ken Carney stated that they had found invoices that had sales tax included on them which were paid. The board has received a credit for this.

The board gave thanks.
Neil discussed the changes in the school calendar. There are now 185 work days compared to 184. We went to 180 school days as opposed to 182. We added a day in January to do professional development. While there are two less teaching days we will get more use from the time spent on professional development.

C.1.b. Student Representatives

C.1.c. Board

Howie Horvath has some concerns relative to the centralized printer. Sometimes there are instances when people need to print confidential documents and if the printer is no longer near them this presents a problem. Neil said you punch in a code number and when you are ready to print then you can go in and print in private.

Rob Saley questioned the completion of the Washington Window project. If all works out by the start of school 2009.

Neil and the board members had received a letter from Sean McCauley (Wizard Swim Team) complimenting Jon Capone and the great job he and Chris Everone have done with the pool. This was very satisfying.

During the St. Patrick’s Day Parade the Police Color Honor Guard received an award as did the WHHS Band. The band dedicated this year’s performance to Mr. Clifford.

This year the Community House Award went to Tim Van Winkle, Principal of Washington School, as an educator who helped the community.

Jerry Calabritto thanked Dave Cappetta for offering to straighten out the audit. He spent a lot of time doing this and his efforts are appreciated.

Mark Palmieri stated that the WHHS DECA Chapter was voted the outstanding chapter for the State. He also complimented Marisa Mastrisciano, PTA Council President, for the excellent job done for Founders Day.

Mark also commented that he feels that projects should not be given to students to do over the school break time. When the kids have a week off they should have no projects to do. Teachers have the time off from work so should the students. He also feels the cost of the projects are sometimes too costly for some families and this should be taken into consideration. Sometimes it will cost $20 - $30 to get the parts to complete a project. There also is a problem with time constraints for group projects. It is hard to get all members of a group project together during the weekend as everyone is constantly busy with family obligations, work, sports etc. A second look should be given to projects in the curriculum.

Howie Horvath stated that the girl’s basketball team won. Congratulations were extended.
Jerry Calabritto made a motion to Add Item 09-18 under New Business to tonight’s board meeting agenda. The motion follows:

**New Business**

*09-18* Correspondence from John R. McKee, Business Teacher, WHHS requesting Approval for himself and 10 students to attend the DECA International Career Development Conference to be held in Anaheim, California on April 29, 2009 and return home on Sunday, May 3, 2009.

Toni Paine seconded the motion
All in favor
Motion 09-18 is added to tonight’s agenda

Neil Cavallaro stated that two really good employees are retiring. He said he can’t say how he will miss them not only as professionals but also as friends; this is truly a loss to the district.

The Mayor will present his budget on Thursday and our presentation will be April 8th.

Neil gave a brief preview of what Jeff Grande will be presenting at the next board meeting. There was a discussion about the contract and the possibility of City Hall piggybacking with the board on this. More detail will follow during the next meeting.

CHARMES SECURITY HARDWARE located at 886 Campbell Avenue (932-3877) is hosting a Food Drive for the Christian Community. They are requesting rice, beans, macaroni and canned goods. All donations will be appreciated.

**C.1.d. Committee**

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

*D.1.a. West Haven Board of Education Regular Meeting*
February 2, 2009 at 7:00 p.m. at the Blake Building (enclosure)

Toni Paine made a motion to approve the Board of Education D.1.a minutes above
Jerry Calabritto seconded the motion
Discussion: None
All board members voted in favor
Motion Carries
D.1.a. Minutes are approved

**D.2. Resignation: (Certified)**
09-12 Rita H. Pepe, Principal, Seth G. Haley School
   Effective: End of the 2008/2009 School Year
   Reason: Retirement

09-17 Alfred J. Sagnella, Principal, Savin Rock Community School,
   Effective: End of the 2008/2009 School Year
   Reason: Retirement

D.3. Resignations: (Non-Certified)
D.4. Leave of Absence: (Certified)
D.5. New Hire: (Certified)

09-13 Jeffrey T. Charles, 399 Woodlawn Ave. Ext, Bridgeport, CT 06606-2928
   Math Teacher, WHHS
   Effective: February 2, 2009
   Salary: $48,190.46 (Step 6 BS+60)

09-14 Monica L. Thomas, 4 Princess Pine Lane, Clinton, CT 06413
   Special Education Teacher - WHHS
   Effective: March 3, 2009
   Salary: $37,974.28 (Step 4 - BS)

D.6. New Hire: (Non-Certified)

09-15 Winifred Coates, 74 Court Street, West Haven, CT 06516
   6 Hour Production Worker – WHHS
   Effective: March 2, 2009
   Salary: $11,272.68 (AFSME Contract STEP 1)

09-16 Craig Ennever, 7 Bell Circle, West Haven, CT 06516
   5 Hour Custodian – WHHS
   Effective: March 3, 2009
   Salary: $17,212.00 (AFSME Contract STEP 1)

D.7. New Business:

09-18 Correspondence from John R. McKee, Business Teacher, WHHS
   requesting Approval for himself and 10 students to attend the DECA International
   Career Development Conference to be held in Anaheim, California on April 29,

Jerry Calabritto made a motion to approve D.2. through D.7. 09-18 inclusive
Toni Paine seconded the motion
Discussion: It was agreed that this included item 09-18 which was added to the agenda at
   tonight’s Board Meeting
All board members voted in favor
Items D.2. – D.7. are approved

F. Informational:
Nothing was added under informational.

Mark Palmieri asked for a motion to adjourn the meeting.
Jerry Calabritto made a motion to adjourn
Toni Paine seconded the motion
All members were in agreement
The meeting adjourned at 8:45 PM

Respectfully submitted,

Marylou Amendola
Board Secretary