

WILLIAM M. DAVIES, JR. CAREER AND TECHNICAL HIGH SCHOOL
50 Jenckes Hill Road, Lincoln, RI 02865

Board of Trustees

Minutes of the Regular Meeting

Thursday, May 28, 2009

Minutes were approved at the 9/1/09 Board of Trustees Meeting.

I. Routine

A. **Call Meeting to Order**

At 5:15 pm, Dr. James Segovis, Chairperson, called the meeting to order.

B. **Roll Call of the Board**

Davies' Executive Assistant called the roll of the Board.

Members Present: Richard Beaupre; Raymond Chartier; Lawrence Gemma; Robert Halkyard; Carolyn Kyle, *Vice-Chairperson*; Paul Ouellette; John Quinn
Dr. James Segovis, *Chairperson*; Robin Smith

Members Absent: Robert Boisselle; James Bone; V. Michael Ferdinandi; Carolyn Hebert;
Lori Ann McIntosh; John Nardolillo

Others Present: Victoria A. Gailliard-Garrick, Cheryl Carroll, Gerry Manning, Fred Slemon, Joanne Andrews, Judy Valentine, William Foley, Patricia Rose, William Esser, Vincent Ragosta, Esq.

C. **Approval of Minutes** – April 16, 2009 Regular Session Minutes

Dr. Segovis asked for a motion to accept the April 16, 2009 Regular Session Minutes. Mr. Quinn made the motion, Mrs. Kyle seconded the motion, and all were in favor.

Mr. William Esser, Carpentry teacher, requested a hearing before the Board of Trustees in open session for the reason of his receipt of a non-renewal notice. Mr. Vincent Ragosta, Esq. represented the school board. No counsel was present for Mr. Esser; however, Mr. William Foley, Social Studies teachers and the President of the Davies Teachers' Assoc. represented Mr. Esser. The Chair, Dr. Segovis, turned the meeting over to Mr. Ragosta and Mrs. Gailliard-Garrick to begin the hearing pursuant to 16-13-2.

HEARING: May 28, 2009

William Esser, Carpentry Teacher

vs

William M. Davies, Jr. Career and Technical High School

Mr. Ragosta: You probably know we are here tonight because, in part, five teachers who received non-renewal notices have requested hearings under Title 16, the so called Teacher Tenure Act, as is their right. The Board had previously recommended and approved the non-renewal of the teaching contracts of five teachers: William A. Esser, Joseph A. Fantozzi, Joseph Kiselica, Kathy Musco, and Amy Rivet. Mr. Foley of the teachers' local is here this evening. I have been dealing with John DeCubellis who is the general counsel of the National Education Association. He originally had notified me of his appearance but has indicated to me that he will not be at hearing on behalf of these teachers, nor will Mr. Egan, the Uniserv representative. So Mr. Foley will be acting as the union representative tonight.

At the outset, it should be noted there are only one of the five teachers present this evening to pursue hearing: that is Mr. Esser. So to expedite this process and I would just ask that the record reflect that Mr. Fantozzi, Kiselica, and Ms. Musco and Ms. Rivet have not appeared and by their non-appearance, we construe that to be a waiver of their right to go forward before the board and have a hearing under Title 16. That now leaves us with Mr. Esser. Mr. Esser along with the other four teachers received a notice not only of this hearing and their right to attend and take part in the hearing and cross-examine any witness that would be presented—and the Board only intends to call the director—but they were also notified of their rights under the Open Meetings Act. In particular, they were advised that it had been this board's intention, consistent with historical practice, to conduct hearings of this nature in Executive Session privately; however, the Open Meetings Act has a very interesting provision which allows an individual whose job performance, character, physical or mental health, etc. is at issue, that's not particularly the case here, to have an open hearing. Certainly Mr. Esser's performance is not an issue, but that is the only category under the Open Meetings Act that fits for noticing this meeting. Anyway, that section of the law states that before going into closed session, the body should state for the record that any persons who have been notified, had been informed of their right to have the hearing closed or opened, and it has to be noted in the minutes of the meeting, so I would ask that the minutes of the meeting reflect that the Board of Trustees has complied with 42.46-5 (a) 1. Also, consistent with that statutory provision, the director sent a supplemental notice to Mr. Esser along with all the other teachers advising them that they had the right to ask for an open hearing if they so chose. In fact, Mr. Esser did send a memorandum to Director Gailliard-Garrick on May 26th of 2009 advising that he would prefer to have his hearing during open session at the Board of Trustees meeting.

Did I state that correctly in terms of his intentions?

Mr. Foley: Yes you did.

Mr. Ragosta: Okay. So without further ado and with your permission I would like to put a few questions to the Director and then I will turn it over to Mr. Foley and Mr. Esser for cross-examination or rebuttal.

Dr. Segovis: Yes, Mr. Ragosta. Does any Board member have an objection to that? (There was no objection). Okay Mr. Ragosta, you may proceed.

Mr. Ragosta: Madam Director would you just explain to the Board the rationale for the issuance of a non-renewal notice to Mr. Esser earlier in the year.

Mrs. Gailliard-Garrick: There were two determining factors for lay-off notice for Mr. Esser and the number one factor was the decline in open enrollment for the 09-10 school year based on the current total enrollment program. Numbers for this year—and I will state what they are—current numbers 36 students total: nine seniors, nine juniors, sophomores – 13, freshmen – 5. For the 09-10 year, the graduating seniors are going to be reduced from that number, which gives us a total of 27 students: nine seniors, 13 juniors, and 5 sophomores. That was the number one factor. The second was the redirect of available resources, budget and changes in my redesign plan. The total salary for that particular shop with two teachers is almost a quarter of a million dollars (\$243,637.00); therefore, I just felt that it was not cost effective and that I could redirect those dollars in other places. Those are the primary reasons for a lay-off. And with that said, recently an evaluation or a progress report review done by the RI Department of Education kind of validated some of the concerns that I have as well as his immediate supervisor, Supervisor of Technical Instruction, about the program and some of the concerns and issues that are, have been on-going with the carpentry program, and I have listed some examples of those concerns in the progress report that was done by RIDE. Some of the findings through the factual review process were that students appeared to have a limited understanding of carpentry theory, terminology and application, possibly due to hands-on theory-based learning. There was a concern about proficiency level and certifications. Whether or not the students were acquiring the skills required to be successful in employment after they left the technical area. There are five different standards this evaluation is based on that is the design and evaluation. There is a second one that is curriculum and instructional design. These are the two primary standards that I reviewed, looked at the observations and the recommendations made by the program. With that, coupled with the decline and the cost-saving factors, I just found that having two people in that shop was not cost-effective, and I decided that the best thing to do was to have just one person in that program at that time.

Mr. Ragosta: I would like to show you a document. Can you identify that?

Mrs. Gailliard-Garrick: This is the document for the Carpentry/Woodworking Program and identified in here the salaries of the senior teacher and the least senior teacher based on salary and fringe.

Mrs. Ragosta: Alright, so there are two teachers in this program currently?

Mrs. Gailliard-Garrick: Correct.

Mr. Ragosta: And the first teacher, the senior teacher is whom?

Mrs. Gailliard-Garrick: Mr. Dziok.

Mr. Ragosta: And what is his salary?

Mrs. Gailliard-Garrick: His salary is \$80,331.00.

Mr. Ragosta: And he receives fringe benefits?

Mrs. Gailliard-Garrick: Correct.

Mr. Ragosta: And is there a cost analysis with those benefits?

Mrs. Gailliard-Garrick: Correct. It is \$44,658.00.

Mr. Ragosta: And the total?

Mrs. Gailliard-Garrick: Total: \$124,989.00

Mr. Ragosta: And what is Mr. Esser's current base salary?

Mrs. Gailliard-Garrick: \$75,602.00; fringe: \$42,966.00; total: \$118,648.00.

Mr. Ragosta: And that is how you arrived at the number of approximately two hundred, I think you said, \$247,000.00?

Mrs. Gailliard-Garrick: Yes, it is \$243,637.00.

Mr. Ragosta: And I lastly want to show you this statement of cause pursuant to R.I.G.L 16-13-2, is that a statement under your signature that was sent to Mr. Esser?

Mrs. Gailliard-Garrick: Yes.

Mr. Ragosta: And when was that sent?

Mrs. Gailliard-Garrick: April 28th, 2009.

Mr. Ragosta: Okay. Did you ever receive any response to that particular document?

Mrs. Gailliard-Garrick: No.

Mr. Ragosta: No response from the union attorney, the Uniserv representative, or the Mr. Foley?

Mrs. Gailliard-Garrick: No.

Mr. Ragosta: And would you just read into the record the reasoning that was summarized in that statement?

Mrs. Gailliard-Garrick: Yes, "as you know you were hired as a carpentry teacher on August 28, 2000, period. Each shop is structured to maintain effective instruction to occur based on a significant number of students enrolled in that program, period. The standard in the shop is 20 students per grade level for one instructor. The number in your technical area have continued to decline and not expected to increase for the 2009-2010 school year; therefore, the decision has been made to not renew your employment and to restructure the carpentry program, period.

Mr. Ragosta: Finally, if I understand the rationale you submitted to the Board that justifies this non-renewal, there are cost savings associated with this?

Mrs. Gailliard-Garrick: Yes.

Mr. Ragosta: There are enrollment issues?

Mrs. Gailliard-Garrick: Yes.

Mr. Ragosta: And the program, as a whole, has been evaluated by you and is being restructured?

Mrs. Gailliard-Garrick: It has been evaluated by myself as well as RIDE for restructuring, correct.

Mr. Ragosta: Thank you. At this time I would tender the witness to Mr. Foley and Mr. Esser and they can certainly put any questions to the director.

Mr. Foley: Just to introduce myself to the Board. We met back in March, I believe it was. Some of you I've met in my last tenure as union president. My name is William Foley. I am a social studies teacher here, a department coordinator for social studies, and the current union president. The only question I have Mr. Ragosta I would like to direct to you, is you referenced three documents there if I remember right: the cost analysis, the April, in April, letter.

Mr. Ragosta: Right.

Mr. Foley: And there was a third document you referenced with Mrs. Gailliard. If I could get a copy of those, it might not have to be right now?

Mr. Ragosta: I will give them to you right now.

Mr. Foley: This is my copy?

Mr. Ragosta: You can keep that. That's a summary of the salaries of the two teachers, and this is a document that was sent to Mr. Esser on March 30th, that's the notice of hearing.

Mr. Foley: March 30th, okay.

Mr. Ragosta: That's the notice of hearing and there was a modified.

Mr. Foley: I guess what my question is when you said there was no response to that, I know Mr. DeCubellis has sent correspondence to you in reference to this issue, no?

Mr. Ragosta: No.

Mr. Foley: Okay. Can I get a copy of that so I will know which one you referenced?

Mr. Ragosta: Sure, fine.

Mr. Foley: And what I am going to do now is just turn it over to Mr. Esser so he can make a presentation to the board about his positive influence or impact on the carpentry program, Mr. Esser.

Mr. Esser: Members of the Board, thank you for this opportunity to address you. More than 16 years ago I did some work for a man who had just bought a house and wanted a variety of jobs done to fix and improve before he moved in. That man was Charlie McGarrett who was a math teacher here at Davies and he was so impressed with all that I had done he asked if I had ever considered teaching. That was the seed that began my teaching career. Two years later I got my first position as the property management instructor at the Woonsocket Career Center. After three years a position opened in Warwick at their career center that would be a positive career move for me, and I was able to obtain that position. Two years later this position opened, and here I am. I had only dreamed about here at the mother ship when I first thought of teaching. It was clear to me that I was brought on to help with some safety issues in the shop and I knew that would be a steady uphill climb. I tried to be progressive in my first three years but it proved to be like climbing on a ship in gravel. I had to accept obstacles I could not remove; the things I could not change. So in my last six years I put 110% into the students in front of me and that focus made me a more effective and likable teacher. I also tried to prepare for the future in hope that one day I would be able to grow the program in earnest. I accepted this position knowing that I would be working second to someone who would retire before me, unlike my previous circumstance, and I would just have to hang on until then.

During my years here, I have accomplished much. The atmosphere in the shop is safer; the kind of student coming into the program is less problematic; and I have been the go-to guy whenever anyone wants

something done. Gerry Suggs waited two years for a VICA awards platforms and he came to me a week before the awards ceremony and he got them in time. We had an issue getting motor brakes installed on our equipment that languished for years so it got dumped back on my lap as Ms. Carroll can attest.

When it comes to program documentation, I have always delivered professional results in a timely manner. I have been fortunate to have trained three SkillsUSA State Gold Medal winners in Cabinetmaking, two Silvers and one Bronze. After more than four years of residential carpentry being incorporated back into the program, I was reassigned to teach carpentry framing in the junior year. We competed in carpentry competitions for that year for the first time since I have been here at Davies. The next year we took Silver in the State and that was last year and I have a few who have competed this year that are hopeful for next. The DEM Ticket Booth Project has been a great success for the students, the program, the school and DEM is so pleased, and we have gotten some welcome attention as a result. I have built a great professional relationship and trust with the folks at DEM and I am poised to continue that project for a number of years. I networked with people in trade organizations and have become well know with the RI Builders Association and our advisory board and some people with Green Building Seminars. I have tried to put Davies Woodworking in the best light.

Now I see the program at a crossroad evidenced only by five freshmen signing up and my subsequent lay-off. Each year I started the sophomore class with somewhere around 20 and then with the shifting among programs and other variables, we find out who really wants to be in the program. There is always lots of attrition, but those who move onto the junior year are usually successful. Five freshmen this year is an indication of a problem in the recruiting mechanism on a trend toward decay. Perhaps the question should be polled to the freshmen class when woodworking has no appeal. Polling the current program population will give a pulse of their perception, yet even though the appeal is lacking for whatever reason, the need for skilled workers in the construction industry is huge and growing as noted in a recent news piece about the Construction Career Day.

I understand my lay-off is the result of population and seniority, but this is about more than numbers and dollars. This is about the future of a much needed program. This is about the safety of that program. This lay-off is a result of an issue beyond my immediate control. My position lies in the hands of others, in a sense that I have no impact on recruiting, even so, I have been able to keep this program afloat, but evident by the trend of decay, I believe if I am not here, this program will die. I keep envisioning the mother ship without a woodworking program, and if it does die, it will take years to resurrect assuming I am the one to resurrect it and no one else will be able to restart this program. I submit to you that I am the future of this program. I have the drive and ideas to grow a great program. We should be building a house. I am open to try new and innovated things. I had discussions with our director about things that I would like

to see happen. I have always told my students that if you work hard and you pay attention to quality, people will notice and you will be a value to them. If you consider me valuable, hold on to him. I have demonstrated commitment, professionalism, and excellence in my tenure here. I know that is not in question. I am committed to stay here and work to improve and grow this program. I know there are no guarantees in the future for me or the program. If I leave Davies, I don't know where I will land nor could I speak of return here; there is no guarantee of that. I have always tried to spotlight areas of great concern and I was hoping that the recent change in administration namely Mr. Manning, I would have a fresh start in dealing with them. I would like to stay on board and work with this administration to rectify the problems we have. I hope there is some other way to resolve them instead of laying me off. Again, thank you for this opportunity to speak and for your attention.

Mr. Foley: Are there any questions for Mr. Esser?

Mr. Ragosta: I don't have any questions? Do you have any questions of the Director?

Mr. Foley: Not at this time, no.

Mr. Ragosta: Okay, then I will just turn it over to you Mr. Chairman. To the Board, does the Board have any questions to put to either the Director or to Mr. Esser?

Mr. Beaupre: Yes I have a question. Why is the amount of students decreasing so dramatically? What do you attribute that to?

Mr. Esser: Again, there are issues with recruiting that I think are problematic that lead to the decline in the enrollment. I have talked to only a small number of freshmen and their response to me is that "it's boring." Well that's a quote and that is difficult to swallow, and again that is just from a small number of students that I have spoken to directly.

Mr. Beaupre: Don't they take, when building these cabinets, don't these kids take a lot of pride in what they do and I assume they would?

Mr. Esser: I can only speak about the students I work with directly. Again, the freshmen class, I don't deal with them at all. They are not my assignment; I am not around during the time they are there so I have no impact on them while I am there.

Mr. Foley: Mr. Esser, for the Board, what groups do you instruct?

Mr. Esser: I teach the sophomore and the junior years.

Mr. Beaupre: Okay.

Mr. Esser: Again, I have very little impact on the freshmen. That is my open period.

Mr. Beaupre: And who teaches the freshmen?

Mr. Esser: The senior teacher. Period one is when the freshmen do their rotations and subsequently choose the shop they are going to be in for the last quarter of the year, and that is my open period in the morning and usually I am not in the shop proper; I am somewhere else in the building. I don't have access to those students. In the senior year, I am there as a support more than anything to the kids in the program but by then, like I said, by the junior year, if the kids make it to the junior year, are usually fine. It is other issues building-wide or in their personal lives that lead them to depart the program for whatever reason.

Mr. Beaupre: I am just wondering why this woodworking, cabinetry, whatever you want to call it, has such a low level of interest versus other programs; other programs seem to be taking a higher level of interest; am I correct?

Mrs. Gailliard-Garrick: You are correct.

Mr. Beaupre: Whatever these program are: electronics, machine shop, whatever. That is sad.

Mrs. Gailliard-Garrick: Yes, you are absolutely right; it is.

Mr. Beaupre: It is not technically as proficient, involved as the other problems. That could be one of the reasons, I don't know. We had what 27 students?

Mrs. Gailliard-Garrick: We had 27 from the fall of 09.

Mr. Beaupre: What is the ideal student to teacher ratio?

Mrs. Gailliard-Garrick: It is 1:20 per grade level so if you look at four grade levels, okay; you should have 80 students in that shop.

Mr. Beaupre: You should have 80?

Mrs. Gailliard-Garrick: 80 students with two teachers, correct.

Mr. Beaupre: You now only have 27?

Mrs. Gailliard-Garrick: 27 that is for grades 10, 11, and 12. The 9th grade program is an exploration program for the first 3 quarters of the year and every 9th grader in the schools goes through the rotation in that shop area and then at the end of that 3rd quarter or give or take maybe the beginning of the 4th quarter, they take an election of the shop they are interested in.

Mr. Beaupre: And Mr. Esser, how many students do you actually teach in the sophomore and junior years?

Mr. Esser: Me personally?

Mr. Beaupre: Yes.

Mr. Esser: I have 13 in the sophomore year and there are 9 in the junior currently.

Mr. Beaupre: 13 and 9, 22, okay, thank you.

Dr. Segovis: Other questions of either Mrs. Gailliard-Garrick or Mr. Esser? Yes.

Mr. Halkyard: My question is with only one teacher in the shop, are there any safety issues?

Mrs. Gailliard-Garrick: No not with those numbers and I anticipated you asking that question. For next year, I looked at the scheduling for grade 10, remember their schedule is periods 1, 2, 3, 4, 5, 6, 7, so for instance, in the shop for 10th grade which is 5, 6, 7 there will be five kids and that is not even a guarantee because I don't know with the ninth graders what, hopefully not a lot, but what the percentage of students that is going to repeat the grade so the numbers in the 9th grade always go down. The kids move; they go back to their sending district. There are a lot of different variables that you have to take into consideration when you look at what I had to do and then looking at the scheduling piece of it. In the 11th grade for next year, they'll have 13 students there, and they have shop 2, 3, and 4. So you have 13 kids in there with one teacher, and the seniors will be every other week with nine because there is only nine.

Dr. Segovis: So the statistics is that there should be 80 total?

Mrs. Gailliard-Garrick: Yes with two teachers.

Dr. Segovis: And each session, each class should be 20 with four classes per day.

Mr. Beaupre: Who is going to step in for this 13 and 9 students that Mr. Esser was teaching?

Mrs. Gailliard-Garrick: Mr. Dziok, he is the senior teacher.

Mr. Beaupre: He is the senior teacher. He will teach all four years is that what you are saying?

Mrs. Gailliard-Garrick: Yes.

Mr. Beaupre: Is that a little bit much for him?

Mrs. Gailliard-Garrick: No, I am doing that now with three shops: Business Technology, Cosmetology and Machine Technology, and Biotechnology but that is different. That is a new program that just started; it will be the first year. The numbers are low enough that those teachers can handle that and if they don't, if they need assistance, I put a teacher assistant in there.

Mr. Beaupre: Well I have a lot of concerns here, I really do.

Mrs. Gailliard-Garrick: Okay.

Mr. Beaupre: I am concerned that the students will be taking the short end of the deal here with only one teacher. I am also concerned that Mr. Esser, being here for 10 years and as proved I have a little heart for this, is something I don't like to see happen and usually I don't allow it to happen in my company. My heart goes out to this man; it really does in a big way and also to the students. So I am not in favor of this to be honest with you, okay?

Mrs. Gailliard-Garrick: Okay.

Dr. Segovis: Thank you Mr. Beaupre. Okay, this ends the board's comments. Vin, at this point?

Mr. Ragosta: At this point, the Board can take this, should take this under advisement in Executive Session and will notify Mr. Esser and the union of the Board's decision after which you have the right to appeal to the Department of Education in the Commissioner's Office.

Dr. Segovis: I want to thank you for your time. Thank you for your presentation. You were very capably going through your strengths and why you feel you are here and the information the Board will find very valuable as it goes into Executive Session. As Vin said, you will be notified, okay? Thank you.

Mr. Foley: Are you going into Executive Session right now?

Mrs. Gailliard-Garrick: Yes.

Dr. Segovis: I will let you know when we are out of Executive Session.

Mr. Foley: Just, there are no other issues as far the Teachers' Association is concerned so just let us know. I will not be waiting in the hallway.

Mr. Ragosta: Do you prefer I notify you in writing?

Mr. Foley: In writing, Sir, with a copy of those documents.

Mr. Ragosta: You should have a copy of those documents.

Mr. Foley: I will go through my files, but with everything that was said tonight, I want to make sure I have the right ones.

D. **Recess to Executive Session Pursuant to R.I.G.L. 42.46-5 (A) (1) and (2) to Discuss Pending Litigation and Personnel Issues**

At 6:15 pm, Mrs. Smith made a motion to recess into Executive Session pursuant to R.I.G.L. 42.46-5 (A) (1) and (2) to discuss pending litigation and personnel issues. Mrs. Kyle seconded the motion and all were in favor.

E. **Return to Regular Session**

At 6:35 pm, Mr. Halkyard made a motion to recess out of Executive Session pursuant to R.I.G.L. 42.46-5 (A) (1) and (2) to discuss pending litigation and personnel issues. Mr. Ouellette seconded the motion and all were in favor.

Mr. Beaupre made a motion to seal the minutes of the Executive Session; Mr. Halkyard seconded the motion and all were in favor.

F. **Opportunity for Audience to Comment**

No comments were made.

II. Business Agenda

A. **Finance Report** –Cheryl Carroll, Business Office Coordinator

No Finance Report/

B. **Human Resources Report** - Joanne Andrews, Human Resources Coordinator

No Human Resources Report

III. Informational Time/Program Updates

A. **Director's Report**

1) **Teachers' Association**—William Foley, President

There were no representatives present.

2) **Teacher Assistants' Association** — Patricia Rose, President

There were no representatives present.

3) **Graduation – June 16, 2009**

All Board members are invited to attend at 6:30 pm. Graduations will be held at the Warwick campus from now on because the president felt it offers better parking and it is just a better place to have a large amount of people.

4) **Revised Graduation and Appeals Process Policy** – Mrs. Gailliard-Garrick, Director

This document was evolved last year, but a revision was made to it due to the implementation of this process this year. We had a number of students this year who were appealing certain components of the graduation requirements. The director read through it again and made some revisions to it that pretty much aligns with the graduation and the implementation process and the follow through with the appeals process. So the document now gives more explanation what the process of the high school diploma system is, what the process actually looks like. The major revisions were made on Page Five. It gives you more of a definition of what the appeals process is, the levels 1-3 are clearly defined, and more definition for what happens with a transfer student, and then the forms that are associated with the different levels of the appeal process, and then what is required to submit an appeal and then the letters that need to go home to parents notifying them of the appeals process, and then the final page about the research paper and the Senior Project.

How many will not be allowed to graduate this year? Based on this year, there were 15 students that did not do their research paper. Those students, if they completed the other components, will graduate but they will not walk across the stage and this is the first year I have done this. They are being held accountable because they were given the opportunity to do it so she sent home certified letters to parents explaining this process and have set dates for them to come in. They will have from September to January following graduation to do the research paper and then they will have a small ceremony.

Dr. Segovis asked for a motion to accept the revised Graduation and Appeals Process Policy. Mr. Beaupre made the motion; Mrs. Smith seconded the motion, and all were in favor.

5) **Emergency Response Plan** – *Mr. Manning, Supervisor of Technical Instruction*

Dr. Segovis asked for any comments about the plan. Mr. Manning reported that this plan was brought together base on legislation, R.I. General Assembly back in 2001 which mandated that all schools needed to come up with an emergency response plan. There are really two different components to the plan, one of them is a school safety plan and the other is the school's crisis intervention plan. The school's safety plan is related to issues around acts of violence or emergencies and the school's crisis intervention plan is related around psychological issues impacted from different situations in the school's community, e.g., the death of a faculty member, the death of a student, a fire or something like that, that would have an impact on the school's community and that would be the school crisis intervention team.

The document is the result of a collaborative effort of support staff, faculty, administration, facilities coordinator, HR, and the community with the police and fire departments as well. The document gives us direction with regard to how will we respond to different emergencies. As you know, we are required by law to run a number of fire drills, evacuations, and lockdowns so that we can prepare for different scenarios. As a result of doing some evacuations and lockdowns at the end of last year, there were some changes that were made just to strengthen and ensure that we are able to keep the entire Davies community safe in the event of an emergency.

Without going into specifics of the plan, we have people strategically placed throughout the building to ensure that no kids are in the hallways, that the lavatories are checked to make sure the students are out of those areas, and then the lockdown procedures take place. When we do the lockdowns, we actually walk through the entire facility to make sure doors are locked, students are in secured areas that are not visible so that everyone is protected, and even visitors are locked down as well.

A simple thing as a fire drill and we had one actually that was not planned and it happened during a strategic time (passing time) which really made us look at again how we do our documentation because the kids were not at a classroom so the teachers had either yellow or red cards up, kids missing or extra kids because the kids did not get to the place they were supposed to be. So even as we go through different drills, it will bring different scenarios that we will have

to reconsider and think about so this plan is definitely going to be a revolving document. As it stands right now, on Page Three, it talks about a lot of different crises; we addressed very clearly what the response needs to be from all staff in order to keep everyone safe.

Need to add page numbers and typos need to be edited.

Mr. Halkyard made a motion to accept the Emergency Response Plan, Mr. Beaupre seconded the motion, and all were in favor.

6) ***Other***

The Director pointed out a couple of articles in the agenda packet on the Partnerships Breakfast and we had the Honorable Judge Flanders, the new Chair of the Board of Regents, here. Mrs. Kyle did a wonderful welcoming remark to the group from the Board of Trustees, and we had Amy Shimberg who is the chair of the Finance Committee there. The Director saw them after at a farewell reception for the Commissioner and they both spoke to her and told her how pleased they were about the work that was going on at Davies and they will be back next year.

Then the Girls' Basketball Team won a good sportsmanship award and she has invited them to a reception. She is to congratulate them on behalf of the board.

IV. Adjournment:

At 7:05 pm, Dr. Segovis asked for a motion to adjourn and all were in favor.