

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

Board of Trustees

Minutes of the Regular Meeting

September 9, 2011

(Minutes were approved at the Dec. 12, 2011 meeting.)

I. Routine

A. **Call Meeting to Order**

At 8:23 a.m., Mrs. Kyle, Vice-chairperson, called the meeting to order. Mrs. Kyle welcomed everyone back after the summer hiatus and looking forward to another season at Davies.

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 Hebert; Carolyn Kyle, *Vice-Chairperson*; Robin Smith

Members Absent: Robert Boisselle; Paul Ouellette; John Quinn; James Segovis, *Chairperson*

Others Present: Victoria A. Gailliard-Garrick; Joanne Andrews; Cheryl Carroll; Bernie Blumenthal; Susan Paquin, Ann Palmer, William Okerholm, Adam Flynn

C. **Approval of Minutes**

Mrs. Kyle asked for a motion to accept the June 2, 2011 meeting minutes. Mr. Beaupre asked that there be an addendum to the minutes listing all the acronyms and what they mean. Mr. Chartier made a motion to accept the minutes; Mr. Beaupre seconded the motion and all were in favor.

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**

A motion to recess into Executive Session was deferred until later on the agenda.

E. **Return to Regular Session**

Did not recess out of Regular Session at this point on the agenda.

F. **Opportunity for Audience to Comment**

No comments from the audience.

II. Business Agenda

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

Report was given in Executive Session.

- B. **Human Resources Report** – *Joanne Andrews, H.R. Coordinator*
Report was given in Executive Session.

III. *Informational Time/Program Updates*

A. **Director's Report**

- 1) **Davies Teachers' Association**
No representation present.
- 2) **Davies Teacher Assistants' Association**
No representation present.
- 3) **Opening of the 2011-2012 School Year**— *V. Gailliard-Garrick, Director*
It was a rocky start for most of the communities because of the hurricane. Many of the schools started on Sept. 6th; however, Davies started on August 30th. The teachers reported that day; she provided opening remarks and they had the opportunity to get their classrooms ready. On the 31st, we had a Professional Development Day. A report on the workshops will follow which will include how they tie into some of the upcoming, future work that has been laid out for Davies.

On September 1st, all the freshmen reported to school. There was no bus transportation that day and on the 2nd. Surprisingly though, we have 267 ninth graders and all but 21 of them attended school that first day. On Friday, the 2nd, which included the upperclassmen (Grs 9-12) with a total enrollment of 860, all but 100 showed up. We pretty much had a full house in spite of no bus transportation. The parking lot was a little chaotic because all the parents dropped them off and picked them up.

The school had power by Monday, Aug. 29th, at 7:00 am.

- 4) **Professional Development Day – 8/31/11** – *V. Gailliard-Garrick, Director*
Joanne Andrews, HR Coordinator, coordinates the workshops. There were three sessions. Three speakers were present to give the Board a report on each session.

—**PBIS (Positive Behavior Interventions & Supports)** – *Adam Flynn, Science Teacher and PBIS co-Coach*

(Supplemental Material: "PBIS at Davies, Kick-off and Implementation of Tier I Systems)

The handout gives an idea of what PBIS is and why we are spending so much human resources in putting it into place. PBIS stands for *Positive Behavior Interventions & Supports*. There are four components:

- Clear, Universal, and Explicitly Taught Expectations
- Acknowledgement of Positive Behaviors
- Data Based Decision Making
- Effective Handling of Problem Behaviors

Relative to the first component, we are currently working on Tier 1 of the three-tiered system. Tier 1 is to target behavior in all students around the building. We have established clear, universal expectations throughout the building. Every single location in the building now has an expectation poster linked to three core values: Respect, Responsibility, and Ready to

Succeed. We chose those three core values because our discipline data shows there is a lack of respect in the building to a degree and a lack of responsibility as identified by the teachers.

Relative to the second component, we then developed a system to acknowledge positive behavior which is the main tenant of PBIS. To do that, we are using something called “Davies Dollars” basically making a token economy in the building for the first two years and then the students can be weaned off of it. We have school-wide incentives that we are doing such as we did one for our Senior Project last year. If the seniors had 95% attendance or higher on project day, there was a teacher vs. student volleyball game and the kids met that expectation. We also established a school store that is open in the Cafetorium so the students can redeem those Davies Dollars.

Relative to the third component, we are now going to use something called SWIS software (*School-wide Information Systems*) to manage all of our discipline data and it provides some great reports such as time of day when negative behaviors spike, locations where negative behaviors occur more often so we can use that for staffing those areas and making a lot of different decisions.

Relative to the fourth component, we are working on effective handling of problem behaviors. We have established common language for negative behaviors so it will no longer be teachers’ subjectivity and what inappropriate language is; it is going to be the same for all teachers. We discussed this at the training which included the introduction of a new disciplinary referral form that will streamline the process as well.

This year’s goals are listed in the handout. Mr. Flynn is not the school’s disciplinary manager; Mr. Champagne is. He and V. Gailliard-Garrick sit on the leadership team. They wanted involvement from the administration, buy-in; commitment to it. The teachers, Mr. Flynn and Ms. Musco, are actively leading this initiative.

Mrs. Hebert asked where she can find more information on this. If you search “PBIS” on-line, there is a ton of information on it especially if you go to any site associated with Illinois. This all came out of Illinois. We actually have a tab on the school’s new website; it is just not up and running right now.

Mrs. Kyle mentioned that some of Gateway’s schools have been using PBIS for the last five years now. Their kids are behavior challenged and it has worked wonderfully well. They had a very similar group to convince but it is working really well.

Mrs. Gailliard-Garrick added that both Mr. Flynn and Ms. Musco are doing an excellent job. At one of the board meetings, she will show examples of some 3-4 minute videos they are using during Advisories in homeroom. They are so funny but they send good messages.

Mr. Flynn and Ms. Musco did the training at one of the workshops during Professional Development Day (*PDD*). At the previous PPD, they did training on the first two components. The training on 8/31/11 focused on what do you do when they don't work and how do you effectively handle problem behaviors. All the teachers have been training on all four components and now we are working on implementation.

How is this being communicated down to the students? We did school opening orientations for every grade. We also, every Wednesday or Friday in Advisories, do a PBIS mini-lesson. We show a video and there is a brief discussion with the students, something for them to interact with. The team then collects that data back and they look at the buy-in from the students as well as with the staff. They know what is expected of them.

We do not have students sit on the PBIS team, yet. This will happen after the Tier II training. They want us to try to bring in some students. So now that the students know what it is, we are going to try to bring in a couple of them from all different walks of life in the building to get a good representation. There has been a lot of buy-in from the students.

—**Schooling by Design** – A. Palmer, Supervisor of Academic Instruction (*Supplemental Material: "School by Design, Part One"*)

V. Gailliard-Garrick gave a brief overview of Schooling by Design to the Board back in May. We are now rolling it out to the staff in a series of presentations regarding looking at and assessing the school, the recommendations made by the Board at the strategic retreat, the recommendations made by NEASC (*New England Association of Schools and Colleges*) and the upcoming changes in the BEP (*Basic Education Program*) and High School Regulations that are required at the secondary level. V. Gailliard-Garrick and A. Palmer gave an introduction to the staff during PDD on 8/31/11.

V. Gailliard-Garrick and A. Palmer attended the ASCD Conference (*Association of Supervision and Curriculum Development*) in San Francisco. There were a number of different workshops they attended and heard a great deal about Schooling by Design. J. McBride and Grant Wiggins are two men who have been assisting in the restructuring of schools by design. What they do is they replicate the structure of business. When a business or a corporation has to restructure because things are not working that well, what are the elements that they look at? So School Redesign is one of the most critical developments to come along in educational initiatives in a long time. What it does is it assesses the structure of the school and basically helps to redesign the different approaches that are being used.

One of the most important things that Ms. Palmer is trying to do, along with V. Gailliard-Garrick and A. Flynn, is help to standardize processes in the school so that all students have a similar experience in their different classes. That is what Schooling by Design is basically about. It starts with the school mission which we are now in the process in of redefining as a group. During the PDD workshop, we talked about the

school mission and where school mission comes from. It comes from the grassroots of the school, the teachers, the students, and the community around us. All of these different people and stakeholders basically assert their needs and then the school's mission is derived from that.

The handout is the PowerPoint presentation that was given to the teachers at the PDD workshop. Basically, on the pyramid, the mission and the learning principles are the bottom tier and that is what was worked on at the first meeting. Ms. Palmer has been doing a great deal of work with the teachers about things like plan books and making sure that the portals that the parents can access are extremely understandable, having them do homework sheets, working on these standardization processes that should make to the students and to the parents, a much more easy segue as they go through their vertical progression as well as their horizontal progression. For instance, she is working a lot with teachers about math classes and pacing so that any student who takes Algebra I finishes "X" amount of work by the end of the year. Any student, who takes US History, is going to be able to progress to another kind of discipline the following year. These do spring from a lot of the initiatives that are coming from RIDE, from NEASC, and from all of the different kinds of evaluation processes that we are now in the process of re-examining. What is it that forms good instruction? How does a school continue to move itself forward in the 21st century so that it actually is answering the needs of the students and not just having some principles that are way high up in the sky that no one understands.

By looking at a number of different principles such as "backward design," which means that the teacher looks at the end product, what is it that he or she is supposed to be achieving by the end of the year, and then you pace it out throughout the year. You do this in a vertical sort of way from grade to grade, and then you also do it in the horizontal form so that everyone is not doing the same thing, but enough of it is a standardize process so that the students understand. The national data as well as RIDE (*Rhode Island Department of Education*), the Race-to-the-Top, these groups are telling us that the students have to be able to have reasonable expectations when they go from one class to another of some kind of a process that looks consistent. The teachers have to realize that the kids have to have some sort of standard approaches. This will assist the parents. The questions just go away. Everybody knows what to expect, everybody knows what they are doing, and everybody knows that what you said you were going to do is consistent with what other people are doing. This design process springs from the evaluation procedure the teachers are going to be going through, the accountability they are going to be held to, the types of ___ we are looking at in the NECAP (*New England Common Assessment Program*) and eventually the PARCC (*Partnership for Assessment of Readiness for College and Careers*) kinds of scoring. There are many, many kinds of feedback that we will be looking for to give us the future direction.

Basically we will design how the school is supposed to look, and then we slowly implement the processes as we go through it. Mrs. Kyle asked if

she sees the PBIS initiative as a good vehicle to test out these processes. Yes, they completely support each other and will be interfaced. Many of the things Mr. Flynn talked about with PBIS, she is talking about and the teachers are saying, “Oh that is what he just said.”

We gathered some feedback from the teachers and we are now looking at the theme of what they think a mission statement should look like, philosophy and goals, what the long term goals are. When that information is gathered along with what the theme was at the Board retreat, we will come back and report out to the Board. They are all tying in. Then we will establish a new mission statement and philosophy and goals. We will then move on to the “Learning Principles.”

—**Policy and Procedure Manual** – *J. Andrews, HR Coordinator*

Mrs. Andrews and Mr. Champagne did the last workshop presentation. The policy and procedure manual was one of the recommendations from the NEASC 2008 visit which the board will be seeing shortly at the October meeting. It is pretty lengthy. We wanted to introduce some of the new policies to the teachers on opening day and highlighted some of the policies that they must respect and abide by.

This presentation was just informational that ties into that whole theme of “consistency” again with teachers and the rest of the school’s staff. All staff attended this workshop because it affects every employee. The manual is consistent in the formatting of the written policies, the font size, etc. It is a very large volume and it will eventually be on-line so that all of our staff members can easily access it as they need to. We reiterated some policies that need to be reiterated on a regular basis each year, i.e., “Request for Leave.” Everyone needs to understand what needs to happen when they do make a request to be absent for a particular day whether it is for vacation, a sick day that they know about ahead of time. They did go over some newer policy and procedures, i.e., medical accommodation, so that people understand what needs to happen should they have the need for a medical accommodation here at the school. Then we had a Q and A session.

S. Paquin, Executive Assistant, reported based on the Board’s recommendation at the Strategic Planning Retreat the school now has a new website. A website committee worked with School Fusion, a website company that produces websites specifically for education at any level and keep current with national regulations, initiatives, etc. What is different about this website is it is more interactive; teachers now will be able to have classroom pages. We also have the ability to control what the public will have access to. The website has been designed but we are currently transferring information from the old one; so it is still under construction at this time.

5) **5-Year NEASC Focus Visit – 10/3-5/11 – V. Gailliard-Garrick, Director**
(*Supplemental Material: “NEASC”*)

We have a team of three people coming to the school for a 2.5-day visit from Oct. 3rd through the 5th. Two are technical area teachers one from Connecticut and one from Massachusetts. The third is a former administrator who is the chair, Charles Salerno. V. Gailliard-Garrick is going to be meeting with him on Sept. 16th along with members of our committee, S. Paquin and C. Carroll. They pretty much coordinated this whole process for the upcoming visit. This pre-meeting is to discuss preparations, expectations, answer any questions regarding the information that was provided to them at the end of August, and to give him a tour of the building. The information sent to them included the five-year report. S. Paquin and C. Carroll did an exceptional job coordinating this working with the management team members. There were 11 standards and each administrator had their standards to cover, making sure the recommendations were met and teachers responded to the academic and technical standards.

The Five-year Focus Visit is based on the Decennial Visit that happened in 2006. At that time, they gave us eight school-wide recommendations and 165 department/program specific recommendations. We ended up with 172 because some teachers broke some recommendations down into sub-topics. During the Two-Year Progress Report, we completed three of the eight school-wide recommendations and we completed six as of this five-year visit. Two of them are on-going: curriculum, integrating academic and technical curriculum. We are moving away from the Grade Span Expectations and using the Common Core Standards instead. That is why it is in progress. We are just beginning this work. The second recommendation has to do with the technical advisory committees. There is a big push to get business and industry involved in all the CTE programs across the state to provide feedback and insight into what the industries are doing currently and what is emerging. So these two areas are always going to be in progress.

The handout shows the recommendation status categories: completed, in progress, planned for the future, rejected and no action. Recently the commission eliminated the “rejected” category because of the negative connotation people got from using it. The handout shows a comparison of the status between the two-year progress report and the five-year progress report. As of this year, we completed 92 (53%) of our recommendations compared to 33% by the time of the two year progress report. We are doing extremely well.

We are obligated to have dinner with the chair and the other two team members off site so V. Gailliard-Garrick is inviting one or two board members to join us. It is on October 3rd, at the Trattoria Romana, at 5:30 pm, in Lincoln, across from Lincoln Mall. If Dr. Segovis can't go, Mrs. Kyle will attend. Mrs. Smith also volunteered if no is able to go.

6) **Security System Update – W. Okerholm, Facilities Coordinator**

The security system is being installed in phases. The first phase was in 2009 when the electric door locks were installed on the front doors by the Main Office, the back doors at the Guidance Ramp and the Modular Building. The locks are set according to the bells; there is a seven minute delay when the

bells ring so that the students can come and go through them between classes. After seven minutes, they have to be buzzed in. The receptionist buzzes people through the front doors. The Guidance clerks let people in through the back door, and a teacher buzzes people into the Modular Building. Because CCRI uses the building at night, the doors are unlocked at 4:00 pm and get locked at 9:00 pm when they leave. We also had 29 360 degree-external cameras installed. He caught one person on camera when he knocked down one of our light poles with his truck which he had denied doing.

Right now we are currently in Phase Two. An RFP (Request for Proposal) is being written for internal cameras. Night Security Cameras in Coventry, RI were awarded the job. They came in and presented their plans; what they are doing, how many cameras, how it is going to interface with everything else. We are going to have 61 internal cameras throughout hallways, staircases. It is against the law to put them in classrooms, restrooms, and locker rooms. We will have coverage in all the areas where we have problems. The bid specs have been written and it will soon go out to bid.

Eventually, sometime in the future, we are looking at ID card entry into the school instead of being buzzed in for staff only. Mr. Gemma asked if we were going to have remote access because it is a very good idea to have it. Some do come with it. Being web-based, it should be very doable. Mr. Halkyard asked why it is against the law to have cameras in the classroom. It is because the students are minors and you can't film them and it is a contract issue with the teachers. J. Andrews also added that there is an employment law that says you cannot actually photograph or monitor someone without their permission. There is signage posted around the school that says video monitoring is being used. The classrooms are more personalized space.

- 7) **Freshmen Welcome** - *B. Blumenthal, Partnerships in Educ. Coordinator*
A week before school started we had an opportunity to invite our freshmen to come in and get a little comfortable before high school started for them. In the past, we had approximately 125 -150. This year we had over 200 students come, which set a tone for this eagerness to come to Davies, perhaps more from the parents' point of view. We had an opportunity for the freshmen to get their schedules ahead of time and tour where their classes were. It worked very well. We offered them some ice cream; had a chance to give brief overviews on academics from A. Palmer and greetings from V. Gailliard-Garrick.
- 8) **Parent Visitation Night** - *B. Blumenthal, Partnerships in Educ. Coordinator*
This night is going to be held on September 15th, from 6-8:00 pm. The parents have an opportunity to follow their child's schedule in ten-minute blocks where they go visit their student's teacher and get an overview of what will be discuss during the year; what is the grading structure; how to communicate. This night is not parent/teacher conferences; it's too early. We have two dates in November and February when we entertain those conferences.
- 9) **Other**
Mrs. Smith asked if there is anything new about the revamping from RIDE on career and tech education. Mrs. Gailliard-Garrick said around the end of August RIDE gave out the three principles. They are being

reviewed; looking at how to prioritize the regs; and looking at how we are going to reinvent some of our technical programs. There hasn't been much guidance from RIDE. They send them out to you and that is it. In the regulations, there is a lot more accountability and a lot more of looking at measureable outcomes in the programs approved by the state. It is just interesting to see where this is going to go; how these regulations are going to be rolled out. Are they the regulations or are they just the principles at this point, but as far as the actual regulations, V. Gailliard-Garrick hasn't seen them. Everything is very secretive.

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 9:11 a.m., Mrs. Kyle asked for a motion to recess into Executive Session. Mr. Beaupre made the 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; Mr. Chartier seconded the motion; and all were in favor.

Return to Regular Session

At 9:30 a.m., Mrs. Kyle asked for a motion to recess out of Execution Session. Mr. Beaupre made the motion to recess back into Regular Session; Mr. Gemma seconded the motion; and all were in favor.

V. Adjournment

At 9:22 a.m., Mrs. Kyle asked for a motion to adjourn and all were in favor.