

**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 10, 2012

*Minutes were approved at the Oct. 1, 2012 Board of Trustees Meeting.*

**I. Routine**

**A. Call Meeting to Order**

At 8:13 am, 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;  
James Segovis, Ph.d., *Chairperson*; Robin Smith

Members Absent: John Quinn

Others Present: Victoria A. Gailliard-Garrick; Joanne Andrews; Cheryl Carroll;  
Bernie Blumenthal; Gerry Manning, Adam Flynn, William Foley,  
Anita McGuire-Forcier

**C. Approval of Minutes**

*Dr. Segovis asked for a motion to accept the minutes of the June 4, 2012 meeting.*

*Mr. Ouellette made the motion; Mrs. Smith 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 Litigation and Personnel Issues Pending**

Recessing into Executive Session was postponed until the end of the agenda.

**E. Return to Regular Session**

N/A at this time on the agenda.

**F. Opportunity for Audience to Comment**

1) Mrs. Gailliard-Garrick introduced Davies' new Supervisor of Academic Instruction, Adam Flynn. He has been in front of the Board a few times over the past year presenting some new policies and initiatives we have in place. He was her administrative intern last year. She worked very closely with him and he is extremely knowledgeable and articulate. The teachers have already contacted him regarding the teacher evaluation initiatives, in particular our pre-assessments where we have to determine base-line for the evaluation system amongst some other things.

She welcomed Mr. Flynn. He has been at Davies for six years. She hired him as a Science teacher. He was the Science Department Coordinator. He headed up the Grading Policy, a Comprehensive Assessment System required by RIDE, he co-chaired our PBIS program (*Positive Behavior Intervention Program*) and over the summer he was an ISP (*Intermediary Support Person*) for RIDE doing the training to administrators, superintendents, assistant principals, and principals. That is quite an audience to do a presentation with on the new Teacher Evaluation System. She

feels he is extremely equipped to handle this job. She is truly thrilled and she has no doubts in her mind that the right choice was made.

- 2) A parent was in the audience, Anita McGuire-Forcier. Her daughter is in the Cosmetology Program. Mrs. Gailliard-Garrick asked her during the orientation event if she would be interested in being a board member as a parent representative. She sits on the Woonsocket's School Committee so she has some good experience. Dr. Segovis saw her at Bryant's Leadership Conference where they were trying to get school boards and the administrations to talk to each other. The premise was to get town councils to talk to the school committees and vice versa. Many of them have never talked to each other except to yell at each other. Bryant's role was to mediate and it went very well.

## II. Business Agenda

A. **Finance Report** – Cheryl Carroll, Business Office Coordinator  
No report.

B. **Human Resources Report** – Joanne Andrews, Human Resources Coordinator  
No report.

## III. Informational Time/Program Updates

A. Director's Report

1) **Davies Teachers' Association-** *William Foley, President*

We came to a contract resolution last Thursday. It was not enthusiastic at times, but he is glad to say that we have a very good respectful working relationship here between the union and the administration; and more and more of those administration people are ex-union people, which is always a nice thing to do also. On the record, Mr. Foley congratulated Mr. Flynn for getting the Supervisor of Academic Instruction job.

At this time, so far, the school year started well. The union will be holding the contract ratification meeting a week from today. He does not anticipate any problems. Once it passes, it will go to print. The length of the contract is three years.

Dr. Segovis added that Mr. Foley did a great job leading his group. He feels the administration respects him more than his own troops do. It was very different than previous negotiations. It was a good give-and-take; a lot of open discussion, and it went very well thanks to Mr. Foley's leadership. He took charge of it and it went very nicely.

One of the reasons why Mr. Foley had to take charge is because of the uniserv. Mr. Eagan was a very experienced uniserv who was with us forever, but sadly he had to retire for medical reasons in June and he isn't doing very well. The uniserv that replaced him is new to NEARI. He was previously with Council 94 and AFL-CIO. He did a good job; he did everything Mr. Foley asked him to do because they work for us. He is developing experience on-the-job in the teacher/education area. Going forward, the union will be in good hands with him. In addition, Mr. Conley, the vice-president of the Davies Association was new to negotiations as well.

The relationship between the union and management should continue the way it has been.

2) **Davies Teacher Assistants' Association**

No representation present.

**3) Opening of 2012-2013 School Year – V. Gailliard-Garrick, Director**

Teachers began on Monday, August 27<sup>th</sup>. It was a great opening. On Wednesday when the 9<sup>th</sup> graders were here, a visitor asked when school was starting; that is how quiet it was here in the building. Mrs. Gailliard-Garrick gave opening remarks to the teachers on opening day and introduced the new staff members. Then they sat through a work session on the new grading policy.

We started the school-year with 885 as of August 1<sup>st</sup>. To date we are at 859. This always happens because they move out of district and some decide on returning to their sending district to avoid repeating the grade. If you fail shop here, you automatically repeat the grade. We are trying to look at ways of providing a summer program for them so they won't leave, but our enrollment has been pretty steady over the last few years. This is different from the past and a lot of it has to do with the support programs we have in place that are in their third year of operation so we are now seeing these programs are very effective in retaining our students considering the funding formula with the money following the student.

What do we do to circumvent these students from leaving Davies? Does the Director get involved; does the administration get involved? Mrs. Gailliard-Garrick gets involved only when she looks at the reasons for withdrawal. She will have the Guidance Dept. contact them to find out the reason why they are returning to their district. Are we not providing the services they need? She has a meeting scheduled with Guidance to go over the 26 students who left. 17 of them were returning to their district. Those that are repeaters, she isn't concerned about because she knows why they are leaving, but those who are on tract why are they leaving. Is there a district that has a trend? It is always Pawtucket.

There are also some course changes going, i.e., the math courses because we have to improve our proficiency scores there. They are struggling with some of the coursework. In addition, we have a 70 grade passing policy and our sending districts have a 60. In Pawtucket, if the students are absent "x" amount of days, they automatically give them 50 points so they could be eligible for summer school. When the students find out it is easier there; they will leave. They don't have Senior Project requirement like we do. To meet the graduation proficiency requirement, you have to have two multiple measures. We have the portfolio, the senior research paper, and oral presentations. Pawtucket does something different; end of the course exams and a portfolio. Our senior project has three elements which are quite a bit of work.

Davies has set the bar higher than some of the sending districts and there are going to be students that can't reach that bar. Does Davies have some sort of prep program so that we can reach these kids before they come through the door in August/September? It is mostly the Senior Project and the academic coursework itself. We give them preparation for that in the 9<sup>th</sup> year especially those students who are not on grade level. We have a lot of built-in remedial courses to try to bring them to level to meet the proficiency requirements and as they move up the sequence of courses so they can meet those challenges in the classroom.

We are doing something different this year with the Senior Projects. In the past, we use to have a mini rotation for incoming 9<sup>th</sup> graders to help them begin to understand what is involved and the steps that need to be taken when doing the research paper. It hasn't been working; they struggle. Some of the research papers that Mrs. Gailliard-Garrick has read are not quality. This year the Librarian and the English Dept. are doing a course together on what it takes to do a research project and what the steps are so by the time they become juniors and seniors they will have a better

handle on how to do research; what the MLA process looks like; what the writing steps are that need to be taken to have a solid, good research paper. There is a change there so hopefully as they move through the years, they will be able to handle it because it is difficult. They have to write a research paper; they have to do an oral presentation; and they have to do a product related to their technical area in addition to a portfolio of their academic and CTE work.

Mr. Halkyard was under the impression that all the schools had to do the same thing. No, they were able to pick and choose as long as you have two.

Dr. Segovis thanked Mr. Blumenthal for the video. It is a great video and hopefully everyone went on line to see it. He also thanked Mr. Gemma for starring in it. It will represent us well by explaining what we do, the modernization and how things have changed. The video did a good job showing all of that. For everyone who worked on it, “good job.”

#### **4) Professional Development Days – 8/30/12 & 8/31/12 – Adam Flynn, Supervisor of Academic Instruction**

##### **New Grading Policy**

We had two great PD (Professional Development) days to start off the year. Both of the days began with Mrs. Gailliard-Garrick doing opening remarks welcoming everyone back. Traditionally, teachers had the day to set up their classrooms for the year, but this year we had four people, Adolfo Costa (the Director’s current intern), the heads of the two technical clusters and him, take the teachers to various computer labs to review the grading policy that he had presented to the Board last year. They ensured that everyone set up their on-line categories correctly so that we can avoid the issues that we had that led to the development of this policy. Everyone had time to go on, set up their categories in a uniform, clear way, checked by the people running the various sessions, and it created a nice, easy way for any supervisor, evaluator to quickly pull up the teacher’s grade book and see that they are following the grading policy. We are using the color-coding system so it easily pops up and if you see seven red, then they have seven summative assessments. It is very easy and transparent for us to always know they are following that policy.

##### **Teacher Evaluation System**

The second day of Professional Development was a full day of PD. Mr. Flynn ran a session on the Teacher Evaluation System. He gave a broad level review of the system; going over the ways they will be evaluated; and spent a good portion of the time on SLOs (*Student Learning Objectives*) because that is the part that holds the most weight in the system and it is also the piece that is most anxiety-provoking for the teachers.

Building on this, we scheduled a 5-day Professional Development Series in October after school. It is voluntary but it is already receiving feedback that they want to attend. This series will focus on the SLOs.

##### **Schooling by Design – Curriculum Framework**

This session was run by Adolfo Costa that was built on a training that Mr. Flynn did in June with a cohort of teachers. It was a voluntary training that had about 30 people. It had two goals. It was to start the conversation around transitioning to the Common Core Standards and also looking at a new method of developing curriculum using the Schooling by Design method. Mr. Costa didn’t get to the depth that Mr. Flynn was able to because

he had 16 hours to train and Mr. Costa only had two hours. This session was just to set the stage for a 6-day PD series that will occur in December. After this training we will have two cohorts of teachers who will be able to write curriculum. A third training will be offered maybe in the summer, but he is hoping by the end of this school year we will have the majority of the teachers trained.

**5) Security System Update** — *V. Gailliard-Garrick, Director*

We are in the second phase of our security system. We have about 60 internal cameras installed throughout the building. There are a couple of things that need to be completed within the wiring closets, but hopefully by the end of the month both the internal and external cameras will be running and recording. The third phase is going to be card entry. Once we get the funding to install the equipment, she is hoping that all she will have to do is an MOA (Memorandum of Agreement) with the union because it will be a change in their working conditions. CCRI had the same issue with card access into the parking lot. The Director needs to ensure everyone is safe and secured in the building. We have a lot of outside visitors coming in: contractors working on the building; delivery people. With the state of the society today especially with schools and businesses, we have to be very careful. It isn't about tracking because there are five supervisors in the building who can do that. She already has identified those staff members who do not come in on time. **All** staff will be required to have a card.

**6) Freshmen Welcome – 8/22/12** — *Bernard Blumenthal*

This event took place a week before school started. The purpose of this welcome is help the freshmen have a smooth transition the first days of school. They get a chance to connect with another freshman and a chance to see how the school is laid out. Three quarters of the freshman class (approx. 180) attended. They went down to the Gymnasium and participated in a “Getting Acquainted” exercise. They learned a little about SkillsUSA and the student government, and they had a scavenger hunt going through the school and find where their classrooms were. Mr. Flynn helped with the students and Ms. St. Pierre, SkillsUSA Advisor, did a good job giving the students information on that program. We are under good leadership there.

We had the parents in the Cafetorium. We talked about some basic issues that we were facing with busing, an overview of some policies, what PBIS is all about, and the Director did a brief greeting. The questions seemed to be directed toward the busing because it is always a challenge. One problem is the state thought we weren't starting until Thursday instead of Wednesday so we had to ensure there was busing for our freshmen.

The goals of the welcome were achieved. It appeared that the students were more comfortable and they had a chance to come in on that first day and have a good opening.

**7) Building and Construction Trades Program** – *Gerry Manning, Supervisor of Technical Instruction*

In June we had a discussion about our Building and Construction Trades Program because of the enrollment numbers. The Director asked the Board if she could do another redesign of the program and try to get someone in there who will really excite these students. She did talk to one of our Electrical teachers who was on lay-off and she added him into the Building and Construction Trades Program, John Almeida. She did meet with him a couple of times over the summer and recently Mr. Manning has been meeting with them. Mrs. Gailliard-Garrick asked Mr.

Manning to present to the Board this morning a new design of the program, where we are going, and what we added to help build that program.

Mr. Manning started with a brief overview. Focusing on the freshmen because they are key to moving this program forward, two years ago they did a CAD design program in which the students learned to design a house. They would print out their drawings, cut out the different pieces, and then they would cut out pieces of plywood and glue the roofing membrane to the roof pieces. The pieces that looked like windows and doors are on each of the sides and they would hot melt this together and create this small house. This didn't do anything to draw any attention to the program or attract anybody in. At that time we talked about the need to do something with these students that was going to engage and attract them. We talked about the possibility of a skateboarding ramp. Something that many of the kids would be interested in and it would still involve all of the types of skills that they would be using in the Carpentry program.

Last year, they changed the whole design of the freshmen program. They set up eight stations for the students to rotate through. One of them was framing, another was roofing, skill saw work, driving screws with a drill gun, using a reciprocating saw, cutting holes in sheetrock. It was an 8-day rotation and if they went through all those competencies, their names would go into a pool for a lottery. Mr. Manning thought that would attract more attention. He thought the layout was much better. The one component that was missing thought was they still didn't have some type of project that the kids could contribute to such as a skateboarding ramp. He threw out the skateboarding ramp as an idea, but to him it didn't matter what the project was, i.e., shed, gazebo, ramp. Something that they would have a little bit of involvement in; they wouldn't see the whole thing through fruition, but by the end of the year the project would be complete and it could be raffled or whatever.

When they went through the entire rotation, it did very little to attract students in so student enrollment and student certifications are still a major, major issue. There has been constant communication and dialogue over the last four years but particularly in the last two years with Mr. Esser who was brought on to try to redirect the program.

We changed the program from Carpentry to Building and Construction Trades. As such, with BCT, it involves much more than just Carpentry so the new design of the program actually is still dealing with Core and Level 1 Carpentry, but it is also dealing with Construction Technology which has about 15 modules in of itself. With the additional modules, there is a lot of overlap between what Carpentry offers and what BCT offers, but will be adding some concrete work, masonry, electrical, HVAC, drain/waste/venting systems, plastic/copper pipe and fittings. The BCT is more designed as an overall introduction; no one is going to be an HVAC expert but they will be introduced to many of the components that make up BCT as a whole. From there they will be eligible to go into an apprenticeship in many different areas as opposed to just Carpentry.

The program has been redesigned to incorporate those other career paths. What they were asked to do was to determine where the gaps are because Mr. Manning's main concern is at the end of last year we were still walking away with zero certifications. They were asked to map out all of the Core modules and Level 1 modules and see where the gaps are so we can focus on the seniors to make sure they finish with the certifications they need. As they design this with the freshmen in mind, they will be getting the Core, Level 1 and the Construction Technology modules. By senior year

they will be able to focus more on one particular area they would like to receive more specialized training in.

Last year we did do three shed structures: one temporary and two others. The students did actually go on site and did this work for a teacher who just retired. The kids did get some off-site experience. We also moved the gazebo so there could be construction site out in front of the school because one of the recommendations from RIDE was that we need more visibility here. The teachers told him that they are going to do the skateboard ramp this year, so with that in mind, the freshmen students will be contributing a small component in each of those 8-day rotations and they will be given an invite by both of those teachers to be able to come by periodically and see how the project is progressing and at the end of the year, the project will be raffled off or just sold outright.

This is something that we are going to keep a close eye on. Mr. Esser understands that this is a make-it-or-break-it year. It has to happen this year. Mr. Gemma asked if he thought about getting some industry leaders to come in and speak to them. The building trades are a great opportunity and financially, the students who go into it do very well in life and become great contributors. Get someone to show them where the future is going with all of the newest technology out there, getting them excited. They have had some people in and they have done some reaching out. It's been difficult to get some people in. They have made themselves available for students to go to a site, e.g., One House Construction, and were able to see floor systems, windows, stairwells, three different phases of construction going on. Yes, we need to make advantage of those opportunities. Mr. Gemma is willing to help set up contacts. They have been told that they have a great asset having Mr. Gemma on the board and that they need to take advantage of some of the people on the board that could be beneficial in bringing people in. Mrs. Kyle asked if Mr. Gemma could map out a plan so that we can be proactive. It's all about finding a good mentor so they can say, "Hey, that person changed my life." "This person hired me or hooked me up to the industry." Mr. Chartier added that NEIT would probably be more than happy to help us out. When a student leaves Davies, they are not going to be able to go right into the industry. They are going to need more training. Not just NEIT but all of the unions could help us out now that we have that basic footing in place and heading in that direction. There is Habitat for Humanity that has all of these different phases and we could probably work with them. They have to leave the building. They need to witness what is going on out there. We can talk and show them everything in the book what the building trades are, but they need to get out there and actually see how many different trades that are involved. This school is setting up for great academics. You send your child here not only for a trade but for superior academics compared to the sending districts. These kids can go on to college very easily and top colleges. What happens is some of those in the building trades could go into architecture, engineering. There are all of these fields opened up for these students and that is what we really need to do. We could partnership with NEIT or RISD. Some of these kids have talent, artistic talent and with the unions, it would be hands-on. The pipefitting will really take off in the building trades. Electrical always brings in big numbers but HVAC and Plumbing will as well.

Dr. Segovis ended this discussion with a thank you for the great suggestions and that he would like to make this an on-going agenda item. Every month we are to get a report on where we are going so that this doesn't disappear. We cannot lose this because this is an important part of our future especially with modernization in the engineering, architecture, and the other areas. And the money is very good as we know when we pay the bill. He is hoping we can add business training on running

your own business because most of these people will be ultimately doing that. Weaving this training into another set of modules would make the program more attractive. They not only will learn these things but they will learn to become a small business person with their own operation.

**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 8:57 a.m., Dr. Segovis asked for a motion to recess into Executive Session; Mrs. Smith made a motion to recess into Executive 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 9:35 a. m., Dr. Segovis asked for a motion to return to Regular Session; Mr. Halkyard made the motion; Mrs. Smith seconded the motion and all were in favor.*

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

**V. Adjournment**

*At 9:36 a.m., Dr. Segovis asked for a motion to adjourn and all were in favor.*