

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

Board of Trustees

Minutes of the Regular Meeting
May 07, 2012

The minutes were accepted at the June 4, 2012 Board meeting.

I. Routine

A. Call Meeting to Order

At 8:10 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*;

Members Absent: Robert Boisselle; John Quinn; Robin Smith

Others Present: Victoria A. Gailliard-Garrick; Joanne Andrews; Cheryl Carroll;
Bernie Blumenthal; Susan Paquin; Adam Flynn; Adolfo Costa

C. Approval of Minutes

Dr. Segovis asked for a motion to accept the minutes of the April 2, 2012 meeting.

Mr. Ouellette made the motion; Mr. Gemma 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

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

No comments made.

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** – *Adolfo Costa, Representative*

On the two pieces of funding legislation that is at the General Assembly right now, approximately 180 e-mails were sent out to the senators and representatives, 400 postcards were mailed, and the house or the senate will be voting on one of the bills either this week or next week.

Mr. Ouellette and Dr. Segovis had a talk with Betsy Shimberg, a Regent, regarding the new CTE regulations. She listened very carefully and asked questions.

Mr. Blumenthal is scheduling a tour of Davies for Rep. Ferri who sits on the Finance Committee. He will contact the board should he need a trustee to attend.

2) **Davies Teacher Assistants' Association**

No representation present.

3) **Partners in Education Breakfast** – *Mr. Bernie Blumenthal, Partners in Education*

This breakfast was on May 2nd. It was very well attended which included several trustees, some Board of Regents, Governor Chafee, and 45 business partners who work closely with our technical programs in providing work-based learning experiences. They targeted two companies as Partners of the Year: CVS Pharmacy for their good work with the CVS Pharmacy Technician Program and Supercuts who have been with us for many, many years and helped us with the transitioning process of our new Cosmetology teacher. They wanted to specifically target CVS because they have been a great partner and it also led hopefully to some future work because their head of their Workforce Development came to the breakfast. We are meeting with him in a couple of weeks to discuss future work and partnership opportunities. Health Careers is one of our strongest programs and we feel CVS will be a strong partner.

With Supercuts, they have gone through a regional transition with new leadership that is questioning why they should work at the high school level instead of at the college level. Based on the breakfast, we were able to influence their decision.

It was really remarkable with the electricity that was in the air when the Governor went around shaking the hands of every student that attended. Then it became a photo session.

It was a successful breakfast. Mr. Blumenthal wants to continue to work harder with our partners. Some came up to him to ask what it takes to become Partner of the Year. Mr. Blumenthal thanked Dr. Segovis for the opening remarks.

Mr. Gemma added that the students were very impressive with their show of professionalism well beyond their years.

4) Davies' Grading Policy —*Mr. Adam Flynn, Science Teacher, and Mr. Adolfo Costa, Social Studies Teacher*

(See supplemental material: "Davies Academic & Technical Area Grading Policy")

Mr. Flynn and Mr. Costa are administrative interns this semester. Mr. Flynn is working with Mrs. Gailliard-Garrick, and Mr. Costa is working with Ms. Palmer, Supervisor of Academic Instruction. Over the last year, we identified some concerns with our grading policy. It was inconsistent across the board in both the academic and technical classes, and these two interns were asked, as a project, to come up with a standardized, consistent grading policy that reflects more of a standards-based grading policy and that gives a true reading of what the students know and what they have been learning in their coursework.

They have come up with this policy with the involvement and feedback from the Department Coordinators. A lot of work has gone into writing this policy and they did an excellent job. Mrs. Gailliard-Garrick is very pleased with it. She spoke with someone from the Department of Education and he would love to see it because they are heading in the same direction looking at schools and looking at proficiencies. Any policies that are created in the school have to be approved by the Board so Mr. Flynn and Mr. Costa continued to present the policy to the trustees.

They began with an overview of the rationale and the expected outcomes. One of the things they wanted to do was build some common language among every teacher in the school. Some were grading binders; some were grading portfolios; comes to find out that they are grading basically the same thing so they wanted to develop that commonality just to make it easier for everyone in the school community to know exactly what is being discussed.

Another thing they wanted to do was develop a policy that would have teachers periodically go back and look at the types of assessments that they are using in their classroom to make sure students are learning. They wanted to make sure teachers are giving their students multiple opportunities to demonstrate they have learned a particular content piece or skill in their classroom.

What they are expecting when it is implemented in the fall is increased comprehension with the students because of the common language. Currently, the way they are assessed in Math is different from Science; is different from English and that is very difficult for our students to manage and have an understanding of what their grade means. The teachers will be using all the same percentages so they will know the weight of a summative assessment, etc. and it will help parents as well. Instead of keeping track of seven different grading policies for their child, there will only be one.

Another expectation is an increase in the use of best assessment practices. Teachers are getting training right now on summative, formative and interim assessments as they develop an assessment system for the school. They are not only getting that training, but there is another school policy that requires them to implement that training. It is also going to be easier for the supervisors to make sure the policy is being followed because all they have to do is sign into Pinnacle Principal Viewer and very easily see if the categories are correct and the minimum number of assignments is being entered.

They are also expecting an increase in student achievement. They decided on what is a rational minimum number of assignments that students can be assessed on. It was up to the teacher before this policy so we had teachers with more than 30 assignments per quarter and some teachers didn't have nearly enough so by establishing the minimum based on the typical 9-10 week instructional cycle, you are guaranteed that the students will have "X" number of opportunities to show proficiency. So they are expecting an increase in their grades.

The last expectation and probably the most important is the students' grades will actually be representative of what they know and what they are able to do. It removes the "effort" piece that RIDE is pushing away from. The only place "effort" is still in the grading is in the technical areas, maintaining employability skills, but that was limited to 10%.

The actual grading policy is divided up into Academic and Technical. It has the establish weights. They defined what each of the categories may include giving the teachers some examples of what types of assignments would be in which category, once again, establishing that common language. The heads of the technical departments worked with their teachers to come up with the percentages for theory and practicum, and they have their own definitions as well because they do things slightly different than the academic because they are more practical skills based.

Also in the policy are some uniform exam practices. From some of the feedback they received, they learned of some of the things teachers were doing in terms of exams different from class to class so they wanted to streamline it to make sure every student is given the same opportunity, the same playing field to do well on these exams. So they gave the teachers some guidelines to follow to make sure this happens.

It is important to reiterate that they received tons of feedback on this policy so it was developed with the staff and not just something handed down to them. This policy went through four versions based on this feedback. They think they have now a version that will result in good changes if the Board approves it.

Dr. Segovis asked about "formative assessments." In the past, it meant developmental, now it means basic understanding? They want teachers to start using these quick, informal assessments just to gauge at least twice a

week where the students are. They are usually very brief and it might be something like an exit slip. It's not where you are actually expecting students to show proficiency yet; you are just kind of dipsticking to see where they are. We are trying to hold the teachers accountable to actually use this formative assessment process.

Mr. Beaupre asked if this policy is going to increase or decrease grades or is it neutral. Mr. Flynn sees it as increasing grades. It will remove some of that noise they get from all of these different expectations throughout the school. They will just have one grading policy to follow. It is going to help them because in the past they were assessed on maybe 10 grades and now they will be assessed on a minimum of 24. It gives them more opportunities. One grade is not going to destroy them. There was a concern that students could have been doing very well all quarter long. They would get only one major assessment during that quarter; might not do well on it and in turn not be reflective of where they are at so we want to give these students multiple opportunities to do well. That is why the minimum amount of grades is important here.

Mr. Gemma asked if the students had an opportunity to give any input on the development of this policy. This formative assessment has been demonstrated through the teachers' evaluation process. The students understand the material better. They are getting to look at the process differently, and they are involved and engaged in the classroom more than they have been. It promotes engagement and involvement. Mrs. Gailliard-Garrick does not know if they understand that the grading policy has been changed. It has to be approved by the Board first and then it will be introduced to the students. Without their knowledge, some of this grading policy is already being implemented. As part of Mr. Costa's Professional Growth Plan, he is using more formative assessments. His failure rate has significantly decreased. Students have been expressing their concerns about the different grading policies teacher to teacher and they don't understand it, so having only one to understand will be very beneficial, even with the teachers. Eventually it will be best to get some feedback from the students.

What is an "exit slip?" It's when a new topic is introduced; you've done direct or group instruction, and before they leave you give them one or two simple questions. The teacher jarts down their answers; goes home and looks at the results and then use the results to determine what they are going to do the next day; re-teach, re-group, or move on.

Another expectation of this grading policy is hopefully it will change the way teachers approach their classes. They want them to assess that if the students didn't do well with this exit slip, then they need to go back and re-teach this information before they administer the major assessment to the students.

Mr. Chartier asked if the teachers are going to be monitored to ensure they will follow this policy. He knows that some teachers give 5 assignments for the semester and if you do poorly on one of them, the student is in tears. Yes, it is part of the new teacher evaluation system. You will also be able to see

what is going on in the Pinnacle Grading System. If the teacher is not following it then it will be reflected in their evaluation.

Mr. Ouellette thinks this policy is excellent. The expectations of both the students and the teachers are very clear. He asked if there was any resistance in the feedback they received. Absolutely because we are asking people to change their classroom management style; how they develop lessons; how they assess their students. It's no longer just give a test and move on; give a quiz and move on. They now have to look at the data the different types of assessment will provide them to make sure their students are meeting standards, are meeting the expectations of the classroom. It is key that they look at this data before they move on. In the feedback, some thought the number of assignments were too much; the expectations are too high; so they modified the policy and came up with a version that was pretty much accepted by most. We can't please everyone but they were told it is based on best practice; based on a reasonable instructional cycle for the time period that we have; and as it is implemented reasonable acceptable changes can still be made to it.

Dr. Segovis asked for a motion to accept the Davies Grading Policy; Mr. Gemma made the motion; Mr. Halkyard seconded the motion, and all were in favor.

5) Graduation – June 8th, 6:30 p.m., CCRI-Warwick — Mrs. Gailliard-Garrick

Mrs. Gailliard-Garrick asked for a Board volunteer to give a 5-minute address to the graduates. Mrs. Kyle volunteered if someone who hasn't addressed them yet would like to do it. Dr. Segovis cannot be there this year. Mr. Ouellette may have another commitment. He will have to check his calendar, and Mr. Gemma will just be coming back into town. The ceremony starts exactly at 6:30 and we make sure the speeches are short.

6) Other

—The Board of Trustees ad for the yearbook is \$20.00 from each trustee. Dr. Segovis will accept cash or personal check.

—On Friday, May 11th, we are having a cabaret. It is a fundraising event for our SkillsUSA state gold medal winners to go to Kansas City to compete at the national level. We have 11 of them going this year. We have a number of fundraisers throughout the year, but this one is a lot of fun and exciting. It begins at 5:30 until 9:00 p.m. It will begin with a mini fashion show and then it will go right into the musical portion of the event. Students have been working very hard over the last few months rehearsing. They are each doing a number and we will have a teacher band that will also be playing. We are encouraging our students to bring their families. Admission is \$4.00 and we are selling mini foods for 50 cents to a dollar. It's a fun night showcasing the talents of our students. One student has a self-taught opera voice. Others will be using their voices for more contemporary music. The proceeds go toward SkillsUSA. 11 students going to Kansas City is costly and throughout the year we have had different types of events. We are in Stop

and Shop's A+ Awards Program and we were one of the top 10 schools in the state with fundraising.

We are also getting a stage curtain installed so hopefully we will get more groups to utilize our stage such as a theater group. It is really going to dress up our Cafetorium.

—About three weeks ago, “RI Can” looked at the top 10 schools in RI. They have 4 or 5 categories such as performance, dealing with students, Special Ed students, and students of color. Once again, Davies was in the top five. The teachers were very excited about it.

—Mr. Halkyard has always been impressed by the professionalism of our students and our graduates. Have we ever produced the video of our alumni to show to various people what our students do after they get out and how successful they are? We are in the process of doing that now. We have contracted with Donna Mac videos. We thought it was going to be Mediapiel but we had to go out to bid and Donna Mac came in with the lowest bid with the expected quality. The message we want to portray in the video is when you come to Davies you will be career ready and college ready and we are going to highlight some of our alumni and where they are.

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 8:47 a.m., Dr. Segovis asked for a motion to recess into Executive Session; Mr. Ouellette 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. Gemma seconded the motion and all were in favor.

Return to Regular Session

At 9:31 a. m., Dr. Segovis asked for a motion to return to Regular Session; Mr. Chartier made the motion; Mr. Halkyard seconded the motion and all were in favor. No votes were taken in Executive Session.

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

V. Adjournment

At 9:32 a.m., Dr. Segovis asked for a motion to adjourn and all were in favor.