

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

Board of Trustees

Minutes of the Regular Meeting
March 4, 2013

Minutes were approved at the April 1, 2013 meeting.

I. Routine

A. Call Meeting to Order

At 8:10 a.m., Mr. Quinn, Vice-Chairperson, called the meeting to order.

B. Roll Call of the Board

Davies' Executive Assistant called the roll of the Board.

Members Present: James Bone; Raymond Chartier; Paul Ouellette; John Quinn; *Vice-Chairperson*; Robin Smith

Members Absent: Richard Beaupre; Andrew Brown; Lawrence Gemma; Robert Halkyard; Carolyn Kyle, *Chairperson*; James Segovis, Ph. D.

Others Present: Victoria A. Gailliard-Garrick; Joanne Andrews; Cheryl Carroll, Laurie Dumouchelle, Scott Conley, Briar Dacier, William Esser

C. Approval of Minutes

There was no quorum present; therefore, the approval of the February 4, 2012 minutes was deferred until the April meeting.

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

There was no need to recess into Executive Session.

E. Return to Regular Session

Not applicable at this point in the agenda.N/A

F. Opportunity for Audience to Comment

There were no audience comments.

II. Business Agenda

A. Finance Report – Cheryl Carroll, Business Office Coordinator

Depending on how Congress's sequestration turns out, the federal government may have to cut Title I and IDEA funding and the information from the State is unclear at this time whether it will be a cut in funds that support over 1000 FTE's throughout the state or if it is dollars for materials and supplies. Should it be linked to FTE's and would need to react right away, we own our staff members until June, so we would have to pay them out of the general operating funds.

B. Human Resources Report – Joanne Andrews, Human Resources Coordinator

The Teacher Assistants Association's contract negotiations is Thursday, Mar. 7th, at 10:00 a.m.

III. Informational Time/Program Updates

A. Director's Report

- 1) **Davies Teachers' Association** – *Scott Conley, vice-President of Davies Teachers' Assoc.*
On Saturday, Mar. 2nd, Davies was represented at the NEARI, "Reading Across America," at Warwick Mall. Our booth, in Mr. Conley's opinion, was the best one there, which represented both our academic and technical programs. A number of our teachers either were there all day, or stopped by throughout the day. We had a student representative there who talked about her positive experiences in our Health Careers Program. The political turnout was light since it isn't a voting year, but Senator Reed did come by for about 15 minutes. Overall, it was a very positive day.
- 2) **Davies Teacher Assistants' Association**
No representation present.
- 3) **Strategic Planning/Programming and Business Partnerships** – *V. Gailliard-Garrick, Director*
(See Supplemental Material: "Machine Technology," "Building & Construction Technology Program Revision 2012-2013")

Machine Technology – Briar Dacier, Teacher

(Refer to the supplemental material, "Machine Technology")

Mr. Dacier began with his history in the program. He took it over two years ago upon Mr. Crowley's retirement. He is a former Davies graduate in the Machine Technology Program. In his junior, year he did a job-shadow at Fielding Manufacturing in Cranston. He then was an intern there in his senior year, and ended up getting hired upon graduation. He was an apprentice mold maker when he realized he wanted to go into teaching. He received a degree in Physical Education, began substituting here at Davies in the Machine Shop, and waited for a position to open up while continuing to earn his credentials. Mr. Crowley was a very nice person but was not motivated to do anything with the program. Once he took it over, his goal was to totally revamp it concentrating on what is going on in the industry, CNC Machining (Computer Numerical Controls).

The program is NIMS certified (National Institute for Metalworking Skills). There was just one certification when he took over the program, Measurement, Materials, and Safety. There is no performance project required. It was simply an on-line theory test. He wanted to test his students on actual hands-on skills. He incorporated four more certifications. He has to tweak some things making sure the students will be successful in what they are doing. It is trial and error so he revamps his structure every quarter. He is currently not offering CNC Milling and CNC Turning because he does not have the equipment he needs to properly train his students. He has some, but not quite there yet. It costs approximately \$30,000 installed. One is currently on order. Mrs. Gailliard-Garrick asked if there was more that he needed. Absolutely, there are many machines that are old and are inoperable. He is trying to take out the old and bring in the new. This is his vision. He visited Diman Career and Technical High School, in Fall River, a model school for any career and tech high school. It has an amazing CNC program with probably 3-4 million dollars worth of equipment. Mr. Bone asked if some of our industry partners could help us. Mrs. Smith believes they can. She and CCRI have been having discussions with Mr. Dacier about running an adult education program at night because this would be a way to help with the unemployment issues if people would train to be CNC operators. She would be happy to work with him to try to get a donation. Places like Electric Boat are now using lasers to cut metal. The whole industry is completely different. You can't find a toolmaker. Now a toolmaker is a CNC operator. You can go through these shops in places like Attleboro and the average age of a worker is probably in their 70's. Mrs. Smith would be glad to work on a combined effort. All the members of RIMA came in and took a tour of the shop and they offered their suggestions. They are looking to meet industry and try to find

out where education can pick up the slack. They offered their help in trying to get donations and his advisory board is discussing the same thing. His advisory board members have been very helpful. He received a \$10,000 grant from Grainger and he is using this money to help build the program up. They also offered a donation of a band saw. With the Advisory Board's input, he is seeing progress.

He assessed the program; where is it currently and where does it need to go. With the advice from the Advisory Board members on what machines to remove and what new equipment needs to be acquired, he was able to attain money from the state to help repair some of the old machines worth keeping. With enrollment, it has increased to about 60 students. It was 26 the first year. He is the only teacher in the shop and there are a lot of safety concerns, quality of teaching concerns, so he is looking at getting a second teacher to help.

Mr. Chartier asked him how does he succeed in recruiting these students because they are certainly not interested in machine shop coming out of junior high school. Not that he is getting crazy numbers but it is better than before, he think it is his youth; he is easy to be around; he is relaxed; he has a good time with the kids; he shows them the attention they need on the shop floor. They see the structure; they see the rules in place; they also see the other upper classmen and see their successes so far. He has four seniors out on co-op right now. He has them in the morning with his freshmen and they tell them their success stories. He also plays this video given to him by Bernie Blumenthal which excites the youth in this industry. It's a great, 10-minute video right off of U-tube titled, "The Edge Factor-Metal Flesh." It brings to life two people's perspectives. One is in the military and the other person is a motorcycle rider. They both lost a leg and it shows how through machine technology, manufacturing, and engineering, they engineered this leg that was surgically adhered to their body. The video ties into an actual real life experience. What is it exactly, he doesn't know but he is sure those factors play into it.

Mr. Bone did concur that is a lot of students when considering the safety issues. How does he manage that currently? There are a lot of different areas on the shop floor that he has to keep in charge of so he had to organize it as the best he could with what he has to work with. He did get a full-time teacher assistant this year which has been a huge help. Without her, he probably couldn't do what he does now. If he is in the classroom or the computer room, she polices the shop area as well has helped out a little bit. He utilizes a team structure with an assembly project. He tries to mix in the seniors with the sophomores.

He has three articulation agreements in place right now with CCRI, Central Maine Community College and one with NEIT is in progress. Mr. Ouellette asked if there were any females in the program. Mr. Dacier referred everyone to the picture on the front cover of his handout. He stated that he is the face of the program, but the students are the life of the program. They are what makes the program happen and you will see the two female students in the front bottom of the picture. There are five total and he doesn't know how many yet who are coming in as freshmen.

Building and Construction Trades - William Esser, Teacher

(Refer to the supplemental material, "Building & Construction Technology Program Revision 2012-2013")

The handout is a summary of what has been happening over the last year or two as to what we have intended to do as far as adjustments to the program. In addition, Mr. Esser and Mr. Almeida have been providing Mr. Manning with a monthly report so the handout provides the latest updates. So Mr. Esser began with the monthly report. To summarize the activities for the month of February, they didn't have a whole lot of time to work on much because there were only 12 school days of activity in February along with the preparation for the in-house SkillsUSA competitions.

Relative to Freshmen Exploration, the rotations are complete. He isn't involved in the rotations, John Almeida is. He will know what the numbers are tomorrow. Regarding industry connections,

the last is Mrs. Smith gave him Andrew Cortes from ProvPlan/Building Futures' contact information. He hasn't heard back from him yet. The initial RI Construction Advisory Board met last week. It was a productive meeting. We are going to see more certification requirements from RIDE as a result. There is a push for Lead certification; there is a push for a new certification that is coming, BPI. He isn't sure what RIDE's response will be to that. The teachers in the state received BPI Analyst Certification last year. It is difficult to take kids to that level and it was tough for the teachers to pass the performance and written tests. It was very rigorous but we want to incorporate some of the technology and instruction into to what we can do with our higher level kids. BPI just came out with a new certification that is under investigation. It doesn't require the rigor that the teachers had to go through.

In addition, the ICC, International Code Council, has come up with something else for certification. It lends students to look more at the codes and getting a certification from it. He feels there will be a push for this certification so more and more is probably going to be required of us as a result.

Students are continuing to complete modules required for certification. OSHA 10-Hour Safety is complete. All students have it done and will receive their card. Certifications for NCCER and Core are in addition to OSHA and they work on them all at the same time. Those students who went through the OSHA 10-Hour Safety certification course, this year, have yet to take the Chapter 1-Safety Module for Core. They will be doing it because much of the content for OSHA is the same for the content in Core. Most of the seniors have already passed everything they need to for Core. Those seniors who came into the program late are behind. He is doing everything possible to catch them up.

Mr. Bone asked Mr. Esser to talk a bit about the projects they are working on for customers/clients. There was a large shed and a temporary shed they were going to do last year for a customer in Lincoln. The large shed got revised into two smaller ones because the customer changed her mind.. They were built in kit fashion here at the school and then they were disassembled for transport and put together in kit fashion at the site. The roof was built on site. The customer wanted the second shed installed in Burrillville. He didn't have a problem with it until he learned that there is a lot of travel time, 25 minutes to get there. He will no longer go out to Burrillville. They are down an hour plus set up time leaving an hour and 15 minutes on the job. It is good to get the kids out to a job site, but it is a logistical nightmare as well.

We have a gazebo to build for another client. That floor framing is beginning now. There was a lot to the design. It will be built in front of the school to give us some exposure. There is also another shed for a North Providence client.

After asking if there were any questions about the monthly report, Mr. Esser then went on to present his program and its revisions. With the addition of Mr. Almeida to the program this year, they were hoping to start to get into the building construction technology aspect of what they can do in this program. We have been concentrating on carpentry and cabinetmaking for years. The cabinetmaking has gone away because the needs of the construction industry are greater as far as being out on a job site and putting together buildings or remodeling. The demand isn't there for cabinetmaking and the state is moving away from teaching it in the curriculum.

With the construction aspect, it doesn't allow the students to really hone skills and build competencies. One of the things that came up at the last meeting, Felix Carlone from NEIT and RI Builders Assoc, is seeing it even at NEIT that we are not spending enough time on drill, practice and repetition; the kind of things that build speed. It is because so much is required of us in different areas. Mr. Esser is seeing that in a big way in his program because so much is required of us from RIDE with the curriculum. We don't have time to let our students do it again and again to build proficiency and if we don't build proficiency they won't pass competency-based certifications. We are constantly walking a tightrope with a juggling act between the amount of time a student actually needs to practice something and repeat it so that they can get proficiency and

pass their certifications. Doing the projects and doing the kind of things that are going to be a draw for the program, we need to be out building and out doing projects. When we do get involved in projects that are limited in scope, we don't get to incorporate all of the things that we need to as far as our curriculum is concerned. Case in point, we have one shed door and one window on the current structure we are building. The window isn't even the kind of window that would be installed in a home. As a result, the module in Construction Fundamentals for Windows and Doors, is not going to be accomplished as a result of our project so we have to build some kind of different module, a separate stand-alone module where a student will be able to install a window, flash it properly, trim it out, and do everything that is required for an installation in a house. To say our projects are always going to meet the demands of our curriculum, is a falsehood. Concrete is another. Not every one of our projects has concrete involved. We are trying to do projects that are smaller enough so that we can get everything done as far as the curriculum is concerned. The Coventry teacher hasn't built a large structure since 2006 because of the demands of the curriculum that are placed upon him outside of the carpentry aspect of what he has to do. We are seeing dwindling numbers across the state as well. There are not a lot of kids going into these programs. All the programs throughout the state are suffering. Because of our economy today, there are not a lot of houses being built.

In order to give the students a lot of opportunity for the trade, he is trying to tap into the plumbing, HVAC aspect of it. They spoke to Mr. Gemma about getting some equipment in so that we can at least have kids involved in getting their hands on things that are other than just the carpentry aspect of our program. If we could bring in those other modules like masonry, we will be providing more opportunities for our students to get into the construction trades. Hopefully there will be something that peaks their interest in wanting to get involved. We do not want to sacrifice the carpentry fundamentals in fact we want all of our students to get certified in carpentry fundamentals. Everyone will get Core. Because there is so much overlap between the construction tech program from NCCER and the carpentry fundamentals, we were able to get a lot of those modules covered at the same time because they are almost identical. It makes perfect sense for us to tap into that construction technology program as well.

It is good to have two teachers in the program. He is in the same boat as Mr. Dacier maybe even to a greater extent because we physically get ourselves into hazardous situations. It is the nature of our work because we are working on staging, elevated platforms, working around a construction site. These are dangerous conditions and we really have to be focused on safety. We had hoped as far as getting students out to the job site, is having one teacher out to the site early, and the other teacher transporting students back and forth. Because of the scheduling and because of free periods, that is going to be problematic with requiring the teacher actually utilizing their free periods to transport kids back and forth. He was hoping to have his juniors and seniors together during Period 2 and have them all out to a job site at the same time in the morning. That hasn't happened because of the academic schedule. He would like his seniors and juniors from Periods 2 through 6. It would be very beneficial.

Regarding recruiting, we reinvented ourselves a number of times. He did the rotation for the past two years. We didn't glean a lot of numbers and we are still trying to figure out why. Every year he changed it to get more spark, glamour to what we do and just get the students to have a good time. One of the things that came out of the Advisory Board last year was let's have a project that has some glamour to it. The recommendation was to make a skateboard ramp. That is what we are doing. It is half way done. The kids that come in for the remainder of the year, they will finish it. It will then either be raffled off or sold.

Regarding training and testing, we are on track in getting our students certified in core and carpentry fundamentals. We are making sure that all the students get certified in Core. He is looking at getting the students certified in Construction Technology because what he is doing this year is he is teaching theory to both the seniors and the juniors.

Regarding this year's program revisions, he tried to find out what is happening throughout the rest of the state. Can we team up with some of these other schools to work on these projects? When he asked the question, especially with Woonsocket but they have nothing big going on. They haven't in years because their program is such that there is no freshmen, no exploration. They come in for 10 minutes, one day and that is the only exposure they have to freshmen. They are suffering with numbers as well (*refer to the handout to see what other schools are doing.*) Mr. Bone asked if there is any activity around Green Technology. We had some vendors come in and do a seminar type presentation to the students with some mark-ups so they can get their hands dirty with some green building technology. This is a new certification and he is hoping to incorporate it in what we already do. As we build a frame, he incorporates different green elements into it as far as, what makes a building perform better.

Mrs. Smith asked Mr. Esser a question on lead abatement. Is he incorporating it? Lead certification was done for all construction teachers three years ago. We are coming back around to re-certification. There is going to be a push for students to be certified for lead, paint remodeling, and renovation. He is unsure at this time what is going to be done. He will wait to see what comes out of RIDE; what comes out of the training. They have already been told that NEIT can facilitate the hands-on portion of the certification with 8 individuals at a time. Mrs. Smith added that CCRI does comprehensive lead training. They can do more than 8 people at a time probably for a lot less money. Mr. Esser mentioned that one of the things that has come up as a result of the discussion about lead, lead monitoring of personnel has to take place of people who are involved in lead abatement. If we do things like that it opens a huge can of worms for students to be involved in anything that has to do with lead because of the medical aspect of it. If we do get involved in a remodel situation, we have to go in and do the analysis to see if lead is present, and then the abatement has to take place before the students get involved to make sure they do not get exposed to lead.

Mr. Chartier added that part of that program is not to actually expose the students to the lead. This whole course is really just an overview. When you come out of this course you are not going to a) be a carpenter and b) this is just basically the foundation. He then went on to say that Mr. Esser should have mark-ups of different scenarios of how to put these windows and doors in whether it is wood construction, metal studding, masonry and things on wheels where we can bring these mark-ups out and have the students work on them. He hears gazebos, sheds, it is almost like an award situation where they can start working on those kinds of projects. He looks at the numbers that Mr. Esser has in the program and the problem is if we don't keep those numbers up, we can't justify the program. He looks at Machine Technology. He is sure a lot of these kids had no idea about machine technology when they came out of junior high school. We have to do the same thing with construction. We have to inspire these students to go into the program. Not all of them are going to come out as carpenters. There are so many different directions the construction trade can go into as opposed to just carpentry. You can go into architecture, design. The field is huge. He understands that there needs to be some craft, skills in the core technology, but somehow we have to bring the course to the table that literally infuses some excitement into these students. The students need to be held at a higher standard; this is what we are going to do; this is where I want to be; then go after it. He looks at the sophomore year as getting the basics and the junior and seniors should be expanding and looking at different areas. He knows it is a little difficult to get out to the job sites but it should be opened up to things like Habitat of Humanity. If the students are inspired, they will take time out of the classroom to go to these jobs. Somehow we need to bring up these numbers.

Mr. Ouellette heard Mr. Esser say several times that he is doing the best he can and then cited the other schools that are not doing big projects because the construction industry is kind of on the down-swing. He asked Mr. Esser how he motivates the students to become more engaged; be more excited about what they are doing because he heard a lot of doom and gloom. How does he make it more upbeat or are they just depressed to be in the program because there is no light at the end of the tunnel for them? Mr. Esser answered that as far as the occupational outlook, he doesn't spend a

lot of time on that because it is kind of gloomy right now. The main thing that he tells the students is that the average age of a construction worker is about 55 and considering retirements are around 65 so within 10 years, there is going to be a mass exodus of skilled workers. We have a huge demand for skilled workers right now in the trades even though there isn't a lot of work. That means opportunity for the students. The technology in the industry is growing and young people are adaptive to the new which makes them more employable. Older people do not grab new technology as quickly so they are just waiting to retire. He tells them that it would be beneficial to them to be involved in these new technologies and a career path that has a lot of opportunity in front of them. He is in the trenches with these students; he interacts with them well. A lot of the students in the program do not want it as a career path. They have other motivations so he tells them to learn what they can because minimally they will either be able to work on their own on a house or they will be an educated consumer so when someone comes to work on their house, they will have an understanding of what needs to be done and how it is to be done. They know that he doesn't expect them to pursue this career. He would like them to but he is going to train them as if they are expecting to go into the career after they graduate. He has the expectation placed upon him about certifications that the students must achieve so that is what we do, but at the same time he is in this balancing act on how to make this an enjoyable experience for the students without leaning on them all of the time in getting them to pass the certifications. This is the tightrope we are on.

He has been talking to Mr. Manning about the kinds of things we are doing in the program, the logistics on getting to a job site, one of the things that is under discussion right now is utilizing the common fab area in the shop for what it was originally intended. Have a small house inside that room. The room was split in two some years ago and a wall partition was put up so that Electrical has a portion and BCT has a portion. He would like to see that wall taken down; he would like to see a small house inside that room where we can tear out a wall; put up a new wall; tear out a window; install a new window; do some siding with wood on one side and vinyl on the other. We can use this house as a mark-up where we can do building performance testing. If we had a structure inside that room, we can do big things and then have that draw of students coming into the program. This is something that he is going to continue to pursue. He is hoping that at the Advisory Board level they will listen to that and grab some attention.

4) Strategic Planning – Next Steps– V. Gailliard-Garrick, Director

This report was deferred until next month's meeting.

5) Fall NECAP Testing Scores– V. Gailliard-Garrick, Director

The positive highlights:

91% of our students are proficient in Reading

32% proficient with distinction

59% proficient

8% partially proficient

Only 1 student is substantially below proficient

When they look at our test scores, they also look to see if we closed the achievement gaps with our subgroups, African American, Hispanics, Latinos, Socio-Economic (Free or Reduced Lunch which 67% or 577 students get free or reduced lunch) IEP and ELL students. We have closed the gap with our African American and Socio Economic status subgroups in Reading. We are doing a great job in the Reading.

In Mathematics, we are struggling. We did see an improvement.

30% of our students are proficient

28% are substantially below proficient which means 39 of our students received a "1".

Across the state, they are looking at 4000 students who are in jeopardy of graduating from high school based on the current graduation regulations. Every one of the high schools had to put together a progress plan and we put one together for our 49 kids. We have taken them out of their elective classes and we are putting them in an academic support class which right now is strictly math support. Out of the 49 kids, 37 missed meeting partially proficient by one or two

points so our success rate is going to be great. The teacher schedules had to be changed a little bit. Some were not happy because it was a violation of their contract, a change in their schedule. We closed the achievement gap with the same subgroups as we did with the Reading as well as the IEP group.

In Writing, we closed the achievement gap with the entire population. We always do well in writing. Only three students received a “1”. Everyone is struggling with the math. Mr. Chartier asked if it was just one particular area in Math or is it the fundamentals/foundation. The Math Department is struggling a bit and hopefully with the new data-driven instruction and not textbook driven, the students will do better on the test.

Mr. Quinn asked, “This is the first class that has to pass the test in order to graduate?” “Yes, Class of 2014.” “If they show significant improvement but still score a “1”, that is okay?” “Yes.” That is why Mrs. Gailliard-Garrick feels that those 37 students, who missed getting a “2” by one or two points, will show that significant growth. Mr. Ouellette asked if these test scores are going to affect the school’s NEASC accreditation. This is an interesting question because as NEASC goes out to these schools, they are going to consider this test data. In the past, they hadn’t, but it may be the case in the future. Right now if your school is low performing, RIDE goes in and does a transformation which includes replacing a percentage of the staff.

NEASC testing is administered to 4th, 8th and 11th graders, but in 2015, it will be every grade with the new PARCC Assessment and the dropout age is now at age 18.

6) Blue Ribbon Award Application — V. Gailliard-Garrick, Director

A couple of meetings ago, Mrs. Gailliard-Garrick announced that Davies was nominated based on the 2007-2012 data for this US. Dept. of Education award. We recently submitted our application. It based on closing those achievement gaps. They look at the demographics in those areas in the state assessment and check to see if we are closing those gaps. We have been. Then there are narratives on what we do, what we offer, and then they look at the indicators of academic success. They look at what we are doing with our curriculum; they look at leadership; PD, and instructional methods. Then they look at the data that is submitted to RIDE. Hopefully in September, we will learn if we did well. Just to be nominated is such an honor. The application was completed through a collaborative effort of all the Management Team members. They all sat down together during vacation week to go over each member’s piece to see what needed to be added or deleted. Our resident grammar expert, Mr. Champagne, was put in a room and went over the entire document for accuracy. The Board thought it looked great. The only thing is we have to meet our AYP for 2012-2013, Average Yearly Progress based on this year’s NECAP testing.

7) Other

Cheryl Carroll – Rep. Joy Hearn from Barrington came to visit us. Ms. Carroll’s House Fiscal contact told her that Rep. Hearn was appointed to the new chairmanship of the Education Subcommittee of the House. She is also on House Finance. She has never seen any of the state schools so she came out for an information tour. She was here for 3 hours last Friday. It was a great visit. She toured five of the shops and the students spoke to her about what they were doing. The students were perfect touting what they do. She saw a tiny robotics demonstration. She is an excellent contact, but she did co-sponsor the funding formula. A gentleman from RIDE came with her. He oversees all the school construction projects so we were surprised that he was here. RIDE told him to accompany her when she goes out to these school tours. He whispered on the side, this tour was hands-down phenomenal compared to the other tours she has been on. Mr. Gailliard-Garrick thinks the motivation factor for her coming to Davies is that categorical funding that they are ready to roll out very soon. We still do not know how much we are getting the entire pool for next year is 3.5 million which is spread out to the comprehensive schools as well.

V. Adjournment - Meeting ended at 9:45 a.m.