

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

Board of Trustees

Minutes of the Regular Meeting
October 16, 2013

Minutes were accepted at the November 13, 2013 Board meeting.

I. Routine

A. Call Meeting to Order

At 8:08 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: Harold Burns; Raymond Chartier; Larry Gemma; Robert Halkyard;
David Marquis; John Quinn, *Vice-Chairperson*; James Segovis, Ph. D.

Members Absent: James Bone; Andrew Brown; Carolyn Kyle, *Chairperson*; Paul Ouellette;
Robin Smith

Others Present: Victoria A. Gailliard-Garrick; Joanne Andrews; Cheryl Carroll;
Bernie Blumenthal; Gerry Manning; Susan Paquin

C. Approval of Minutes

Mr. Quinn asked for a motion to approve the September 9, 2013 minutes. Mr. Burns made the motion; Mr. Chartier 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

At 8:09 a.m., Mr. Quinn asked for a motion to recess into Executive Session pursuant to R.I.G.L. 42.46-5 (A) (1) and (2) to Discuss Pending Litigation and Personnel Issues. Dr. Segovis made the motion; Mr. Halkyard seconded the motion, and all were in favor.

E. Return to Regular Session

At 8:09:20 a.m., Mr. Quinn asked for motion to recess out of Executive Session into Regular Session. Dr. Segovis made the motion; Mr. Halkyard seconded the motion; and all were in favor.

There were no agenda items for Executive Session.

G. Opportunity for Audience to Comment

There were no audience comments.

II. Business Agenda

A. Finance Report – Cheryl Carroll, Business Office Coordinator

Ms. Carroll and Mrs. Gailliard-Garrick met with the engineer who is related to the school's fire code project. We are under an order from the Fire Code Board of Appeals now to remedy a list of findings that the Fire Marshall had here at the facility. We got an extension to do these remedies by school opening next Fall; however, the work behind the scenes to get it to a bidding process for the construction to be done, we hired an architect. His contract began several months ago. Part of his

work involves touching base and bringing his drawings and bid specifications to the Dept. of Education so that they can approve and make sure that it meets all of the School Construction Regulations, etc. The project was not moving along because of personnel conflicts and the bid wasn't going anywhere. The E & I met with the architect as we were about to inform him that we needed to suggest that we thought we should parts ways and finish up paying him what was owed to him. Mrs. Gailliard-Garrick never got the chance to suggest this to him because he decided to back out of the contract. He knew that it was in the school's best interest for him to simply not continue with his contract so the school could move forward with someone else who would work well with RIDE.

We initially got two proposals, so Ms. Carroll went back to proposals 2 and 3 and got updated proposals from them. She met with RIDE and carried over the proposals with her. She will be doing an award today to the lower bidder. Fast forwarding, with the track we are on now, she is sure the remedies will be done in time for school opening next year.

This was a huge deal. There was a lot going on behind the scenes. We did need to make this switch. Mr. Quinn asked if there was a lesson learned here before contracts are awarded. From Ms. Carroll's perspective, the lesson she learned wearing a facilities hat, is the grasping of how deeply RIDE needed to be in this mix. From the get go months ago back when the proposals came in, if RIDE had just been brought in from the start of this process, felt they were involved, even had a decision in the A&E, the awarding of the contract would have been different. RIDE's involvement is Ms. Carroll's lesson learned. Unbeknownst to Ms. Carroll and Mrs. Gailliard-Garrick, they did not realize that RIDE was playing such an important part in any of the projects that we have. It was left in the hands of another individual that wasn't staying on top of it, nor was Mrs. Gailliard-Garrick; it wasn't Ms. Carroll's role. They are now staying on top of all the projects and they will let the Board know if they need any help.

Mr. Joe DaSilva, Office of School Construction at RIDE has been wonderful. He has been working very closely with us to make sure these projects get done and done correctly. We are back on track. Over the course of the last three months, a number of projects have been either completed or have been started. There was a laundry list but we have been moving through them quickly.

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

From an employment standpoint, we have had three new people brought in since last month's meeting: Special Educator, Auto Careers Teacher, and an ISP (Intermediary Service Provider) to assist with our teacher evaluation process. There are still two open positions: Facility Operations Coordinator, Math Teacher (limited appt.)

The ISP is trained in the Teacher Evaluation System and is being paid with the Race-to-the-Top money. We hired this person for a number of reasons but mostly because the Director's time last year was consumed with evaluations. She just couldn't do teacher evaluations, the administrators' evaluations, the management team's evaluations, and this year they added the Support Personnel which is the Guidance Dept. It is just too much.

Referring to RIDE's publicized statewide statistics on how many teachers were highly qualified by district, Mr. Quinn asked how did Davies do? We have 32 highly effective; 24-25 are effective, 10 are developing, and 2 are ineffective. Mrs. Gailliard-Garrick feels the number of highly effective was a little high. There is a formula RIDE has put in place that we have to abide by, rubrics, etc. to determine what the ratings are. The rating is comprised of three classroom observations based on professional practices. There are points awarded to each of the categories. Then there is a rubric for professional foundations. Most of the weight is on the Student Learning Objectives (SLO's). They do a score of those areas to determine the final rating. Test scores which are part of the Growth Model is not a part of the formula yet. RIDE was going to implement that in the elementary and middle school levels this year but they put it on hold because it is controversial.

They are going to do it, but when is not known yet. Mrs. Gailliard-Garrick feels once the PARC's kinks are ironed out and implemented, test scores will be a part of the evaluation.

The two teachers that are ineffective are from Math and Science. Mr. Halkyard asked what happens next with them. Those that are developing and ineffective go on a Performance Plan. Each district is required to have a District Evaluation Committee (DEC) and last year we put together our by-laws, protocols, and designed a Performance Improvement Plan. These two teachers as well as those who are developing will sit down with their supervisors and come up with a performance plan based on what is in the DEC's Performance Improvement Plan. It consists of different strategies and the supervisors will monitor them. They will probably tie it into their Professional Growth Plan which is another part of the evaluation system. Then they will report out to the committee where these teachers are. The two that are ineffective, if they get another ineffective, she can let them go. They can move on if another district will hire them. If they get ineffective five years in a row, they will lose their certification.

It is a very comprehensive system. Mrs. Gailliard-Garrick will do a presentation on it. It is very controversial but most of the administrators across the state feel it is worthwhile. Of course you are going to have some glitches along the way, but once they are ironed out, it will be a worthwhile tool.

Mr. Burns asked who is on the DEC. It is made up of three people from administration and three people from the teachers' union. The teachers are made up of a union leadership representative, a support person, and an everyday educator. Changes have been made to the SLO's for this year because they were the reasons why some of the ratings were inflated. The score for the SLO's outweighed the classroom observations and of course, for example, the 9th graders in an Algebra class who never had Algebra before, showed great gains each quarter. The supervisors will decide if the SLOs are rigorous enough and if they are not, they get sent back. The targets can get adjusted during the mid-year observation. Because the state is struggling in Math, we picked what the Math Dept.'s SLO is going to be. They instituted a new course this year called Math Support. We have many students in it, too many. Anyone teaching that course, their SLO is written for them. Once they do an assessment of these students, then the targets will be looked at.

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) Update – 2013 Graduate Placement Report – Bernie Blumenthal, Partnerships in Education Coordinator

(Refer to the supplemental material: "Davies Graduates: 2013 Placement Data [as of 9/24/13] and "Davies Graduate Plans by Technical Program 2009-2013")

Mr. Blumenthal presented the Board with two reports: 1) an update of the Class of 2013 senior survey that was given in June and 2) a five year report of graduate plans by each technical area.

School-to-Career personnel contacted the graduates over the summer to see if their plans they had back in June had changed. There were a few changes. 57% of the students are going to a four-year college or advance technical training. That is consistent with what we have been seeing over the last several years. We would like to set a goal of at least 60%. An interesting figure that is very encouraging is for the first time there are 63% of the students going to college are pursuing something in their field.

For employment, we still have a number of students who are just generally working and as many in their field which is at 8% where last year it was 14%. There are about 16 graduates who said they are still looking in the field. We are trying to help them find positions and if we are successful that number will increase to 18%. The areas where we usually have the work are the automotive field, electrical, health, and machine. Those are the fields where they can go right in and work. We tend to have another 5% in military service. For college, we still have most of our students stay in state, roughly 81% and half of them are going to CCRI.

Overall, it is a pretty good class, not a great one, but there is still some pursuing work in their field.

As we start looking at the technical programs' return on investment, Mr. Blumenthal was asked to generate a placement report broken down by technical area over the past five years. What he saw, the programs with the highest college percentage are Biomanufacturing, Health Careers, Hospitality, Electronics. These are the areas where the students are going in their related fields. There are very few opportunities in the workforce for our students to leave our technical programs and go right into the workforce without that advanced training. That is why we are seeing higher numbers going onto college and into their related field. Those from Electrical going into college are definitely engineering bent including our Electronics students. Programs with a higher related employment are Machine, Hospitality, Electrical but mostly in Massachusetts, a little less in Automotive, Graphics, Cosmetology, and zero in Biomanufacturing. The programs with the higher "undecided" are Machine, Automotive, Graphics, and Electronics and a little bit in Electrical. Machine and Cosmetology are a little interesting when you look back the five years when we had a veteran teacher. We will start to see improved numbers because the new teachers are bringing in new excitement. These programs are going to build.

The industry is looking for advance skills that are only acquired by going to college or onto other advanced training institutions. The printing presses no longer exist and now everything is going digital in the Graphics world. Students in our Health Careers program want to go into radiology, or want to be doctors or physician assistants. In Biomanufacturing, they want people with at least a bachelor's degree.

All of our programs are reinventing and aligning themselves with the information coming out of the Governor's Workforce Board and the opportunities that are available not only locally but also globally. A lot of that alignment is taking place. The cyber security would be a part of the CIS program that closed a couple of years ago. As we think about how the opportunities that are out there best fit into our programs, we have to continue to reinvent ourselves. Since Mr. Chartier has been on the board, he sees the students are expanding their horizons just based on the names of the colleges that are on the placement report list. It takes us back to how to best market our school as both college and career ready. Mr. Marquis said that we need to start looking at it being a privilege to come here. Years ago the vocational schools were a dumping ground for those who couldn't go to college for whatever reason, but now we should be looking at it as this is the future. If you look at the programs that many Europeans use especially in Germany, their apprenticeship programs, they are the best in the world. Look at what Germany was able to do after two world wars and bounce back. It is amazing what they have been able to do as a society. They have the highest paid employees in the world.

Dr. Segovis shifted the discussion to the reading and math aptitude of our graduates. They come in reading and math below grade level. Are we still moving them up to where they are almost at the 12th grade level? Have we collected data on that? We don't know about the 12th grade level, but with the NEASC scores we are moving toward proficiency on their grade levels. Probably the majority of our students are at the 10th/11th grade level. We are moving forward; we are seeing more and more students in the reading moving toward proficiency and with distinction, but with the Mathematics, we are struggling. The majority are at the 9th/10th grade level in math. Everything in our future depends on math so what else can we do to help them? The students may

have ambition, but then will get frustrated because they can't get into the good schools because of their math skills. Mr. Burns also added that we talk about changing our admissions criteria which will force the middle schools to send only their students who will be successful here.

Mr. Gemma went down to our Machine Technology shop and noticed the big investment we have to make to get our programs up to that next level in just pure equipment. A lot of it is obsolete. To get to an automated level, we would have to invest millions. We can get partners who might donate equipment. A lot of it is updating the equipment to entice the students to want to come to Davies. We need to start looking for partners to see if they can help us modernize our shops with up-to-date equipment. Mrs. Gailliard-Garrick thinks reorganizing the advisory boards and defining their role, they will help keep us current with the equipment and industry standards.

We are changing our instructional approach and looking at more effective ways to teach kids and targeting the math proficiencies that they have in those classes. In those math classes, it is textbook teaching. You can't do that anymore. You have to target what skills they don't have and those classes are heterogeneously grouped. You have to make it fun and differentiate. You can't stand in front of a room and lecture and give out dittoes. We are trying to move away from that and getting them to do math in different ways. We just purchased an on-line program but it is a struggle to get the teachers to use it because they are so set in their ways. Everyone is doing the same thing and it doesn't matter if Larry is leaps and bounds ahead of everybody. That is what this evaluation system is changing for us. It is more focused instruction on what has to be taught for each student so we will see a change in that over time. With the observations last year, teachers are seeing the need to differentiate what is being done in the classroom, finally; the math teachers, not so much.

Mr. Burns asked if the Board has ever been given a report, briefed on over the last couple of years what the forecast, the predication is on what are the future jobs? We have in the past, but not recently. We need to spend our dollars in the best possible manner. If we understand where we are going as a society then we can shift those dollars. Dr. Segovis added that we have to be careful of what looks hot. You need to find out how long that trend will be.

4) Update – 2013 Senior Certification Report – Gerry Manning, Supervisor of Technical Instruction

(Refer to supplemental material: "William M. Davies, Jr. Career and Technical Industry Certifications" and "William M. Davies, Jr. Career and Technical Industry Certifications 2013")

Mr. Manning gave an updated student certification report from the one he gave back in June. On the 5-year spreadsheet, the changes are in four areas: Building and Construction Trades, Cosmetology, Culinary and Electronics. In BCT, 100% of the students have three certifications but none got certified in NCCER Level 1. He does not think we will ever get there with the present current personnel. We continue to work on it but it just hasn't moved in the last four years like we are expecting. We talked about that program having a stale instructor and needing jazzed up. This is just forensic proof that it isn't working. You should be able to get those students to pass that Level 1 test based on the number of hours they have over the course of the three years. If you look at Electrical, both this program and BCT were told to improve at the same time in meeting Core and Level 1, this is the second year in a row Electrical has 100%. They made great strides and BCT just continues to lag.

Cosmetology the numbers on the practical exam came in and 100% passed. With the written exam, we had two students with IEPs just fell short passing it and they have been scheduled to retake it and hopefully with success and get their license. Mr. Quinn asked if students with IEPs get accommodations, and they do. With Electronics, the IPC's scores came in and only 68.75 % passed it. Previously years they had a higher success rate, but this year they updated the exam and they went from leaded solder to lead-free solder. Most of the industry still uses leaded solder unless they are totally green. This was totally new to our students this year and the teacher

expects as they continue to get practice with the lead-free, the pass rate will improve. The Automation, 13 out of 17 got certified. This is a new certification moving toward engineering. When we talk about reinventing our programs, this is one example of adding another certification that will hopefully be fruitful for our students.

Relative to Hospitality, the ProStart certification revived itself. We had moved away from it because many of our students were not getting certified because they couldn't get the 400 hours in that they need to have. They changed the regulations a little bit to where our students could use the training they get here in school toward the 400 hours and as a result of that, 10 out of 10 of the students were able to get certified in ProStart. With the NOCTI exams in Culinary, the numbers of students changed because 1 left school, and two were added.

Electronics has made great strides over the course of the five years, but in Business Technology, what is going on in there when the certifications are on Excel, PowerPoint and Word. There are only five students left in the program that is closing at the end of this year and the group of students is a pretty poor group.

Cosmetology numbers are growing. This senior group was the last group with the teacher who retired. With the two new teachers, the numbers are increasing. Dr. Segovis added you could sense the energy when the teacher presented the program that was declining over many years. Now the juice is back with the excitement around it. This is one of the things we look at very critically in terms of how we are making these programs inviting to the students. You have 50 students drawn into Health Careers but there are some programs that don't do a very effective job in selling their program and making sure the 9th grade students that come in know what the opportunities are.

5) National Blue Ribbon School Award – Victoria Gailliard-Garrick, Director

Davies received the Blue Ribbon Award. It was announced on Sept. 24th with some press coverage the following day from all of the television networks, Providence Journal, and GoLocal Prov. On October 7th, we were recognized by RIDE with a certificate presented by the Board of Education. Commissioner Gist read a statement about the schools, the improvements we made over the last five years, and the leadership in the building. We are the first career and technical school in the state to get this award. We also received a recognition certificate from Congressman Langevin. On November 17-20th, Mrs. Gailliard-Garrick, Mr. Slemmon and Mr. Flynn will be traveling to Washington, D. C. to the National Blue Ribbon Schools Award Ceremony. They have a long agenda of activities, presentations, guest speakers, workshops all planned out. We will be purchasing some marketing materials. We are already using the logo on our letterhead and brochures. Everything we send out will have the Blue Ribbon logo and hopefully it will help our outreach and awareness.

This award has proven that we are no longer that old vocational school where students went because they couldn't do anything else or they were good with their hands. This award demonstrates the improvement and achievement throughout the whole school with all the sub-groups. We have been able to bring kids in who are academically deficient and move them forward. We are all very proud of it. Mrs. Gailliard-Garrick would like to have a big party like something we did with NEASC on opening night with a piano player sometime in the spring around March for the current staff, current Board, former Board members, and former staff members who helped make this happen. She tells people all the time who congratulates her that it isn't about her. It is about the people she works with in collaboration with the board of trustees, her administrators, her teachers and of course her students. Then at another time in the spring, she would like to have an Alumni Day with a barbecue out in the field.

6) State Electrical Program Report – Victoria Gailliard-Garrick, Director

Chairperson Kyle asked Mrs. Gailliard-Garrick to report on the other electrical programs in the state at the secondary level. There are only two, one in Warwick and one in Providence. She got interesting views from the two directors. She talked to them about the number of hours in

the program over the course of a single year and how they are scheduled. All three programs, Davies, Warwick and Providence, have the same number of hours, 400 per year. So you are looking at over 1200 over the three years. Then she spoke to the directors about the instructional time. Warwick feels as though that too much time is spent on the technical knowledge, the NEC Code Book. All the teachers in all three programs are IBEW members as well as in the teachers' union. The teachers in Warwick are staunch union folks. They teach strictly from the national and local code books. There is no creativity in the program. The director feels the students do not get enough time hands-on experience and because of that the only certification they are completing is the Core Curricula which is 45 hours that they can probably do in a quarter or a semester. They will never get to Level 1 because of the instructors. The best practice for these students would be more hands-on but they are limited because of the types of work they can do which is basically project-oriented. They had partnered with NEIT and the students can go out to their lab four days a week to get that hands-on experience but it isn't enough. They are seeing a decrease in their electrical program enrollment in Warwick. Their curriculum is residential wiring. That is all they are doing similar to what we do here.

The certifications in Providence are Core Curricula, Level 1, almost getting through Level 2 with NCCER. Their hours for juniors and seniors are 604 for the two years. They also get the OSHA 10 related to the shop area and the SP2 Certification which is the safety construction type of certification. So Providence is getting 5 or 6 certifications vs. Davies getting Core Curricula and Level 1. We are reaching toward Level 2. Providence spends most of the time on the hands-on piece. They can't go out on site so they do in-house projects. They also do a little site visit to Habitat of Humanity so they can get some exposure to what is going on out in the field.

Mrs. Gailliard-Garrick asked the two directors about looking at other career paths. They talked a little about cabling. It is a big industry in Telecommunications. In our senior year, we do a lot with them so we have to expand our sophomore and junior curriculum. Providence invited us to look at their electrical shop. It sounds like they are doing an excellent job there. Their teachers, even though they are IBEW, they are different than the ones in Warwick and here. They are more creative. They want the kids to be exposed to more and they are doing whatever it takes to get them some hands-on experience. IBEW doesn't want kids out in the field.

We need to see what Providence is doing so that we can expand our programming. Our enrollment went down last year but it went up a little bit this year. One of the teachers is split now between the BTC and Electrical. If they don't make changes in there other than the residential wiring in the 10th and 11th grade, those numbers will decrease again. It all depends on the teacher who is standing in front of that class and making it fun for the students. Mrs. Gailliard will be contacting Frank Gill at NEIT and set up some time our students can go into their labs.

7) Restructuring Technical Advisory Boards – Victoria Gailliard-Garrick, Director

There are ten technical areas. Mrs. Gailliard is assigning the three people in Mr. Blumenthal's department and Mr. Manning to these advisory boards. Mr. Manning's boards will be Auto, Etron, and Machine's. Mr. Blumenthal's boards will be BCT and Graphics, Mrs. Murphy with Cosmo and Health Careers, and Ms. Robberson with Hospitality and Electrical. She is looking at having the boards meet two or three times a year. She is looking at two year terms, increasing the memberships partnering with Northern RI Chambers to get more community-based members to sit on them. She is also looking at work-based learning opportunities within those communities. As part of the senior curriculum, we are requiring seniors to do a work-based learning experience if they are eligible meaning they have to be passing academic and technical courses as well as good behavior. It is also going to be a part of the grading policy. If we can get members on the advisory boards to offer site visits within those communities, it will help with the transportation issues. They can use the bus. Perkins will pay for RIPTA tickets to do work-based learning. Also, the role of the advisory board members would be what we talked

about, the changes in the industry and the changes in the career-paths, and making sure our teachers go out on externships.

Mr. Burns asked who is the accountable leader with these advisory boards? Right now it is the technical teacher but with this shift, Mrs. Gailliard-Garrick wants it to be a collaboration between those staff members who are assigned to the advisory boards and the technical area teachers. Mr. Quinn suggested that if we are going to rekindle these boards, then Mr. Blumenthal and his staff along with Mr. Manning should get together and decide a standard agenda across all ten, agree on what is going to be agreed, have a strong statement on what their roles and responsibilities are going to be and get their buy-in. The energetic ones are going to race forward and the lackadaisical ones are going to wither, but if we drive that with this core team of folks, then he feels we will have shot in getting those that are lagging to pull forward. It doesn't mean that each advisory board can't take an individual flavor on how they are going to implement but they all will be working within the same framework. Mr. Burns asked if the Board of Trustees should give them some pressure. As a paradigm, that will make a lot of sense. It shows the board is very interested in the technical side of the school. It gives them an added layer of responsibility.

8) Admissions Policy (on hold until Nov. 13th)

This agenda item is on hold. The Guidance Dept. personnel were asked to work on this but with the PSAT's and the NEASC testing, they asked if it could be postponed.

V. Adjournment – Meeting adjourned at 9:45 a.m.