

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

Board of Trustees

**Minutes of the Regular Meeting**  
January 13, 2014

**I. Routine**

**A. Call Meeting to Order**

At 8:06 a.m., Mrs. Kyle, Chairperson, called the meeting to order.

**B. Roll Call of the Board**

Davies' Executive Assistant called the roll of the Board.

*Members Present:* Andrew Brown; Harold Burns; Raymond Chartier;  
Carolyn Kyle, *Chairperson*; Paul Ouellette; John Quinn, *Vice-Chairperson*;  
Robin Smith

*Members Absent:* James Bone; Larry Gemma; Robert Halkyard; David Marquis;  
James Segovis, Ph. D.

*Others Present:* Victoria A. Gailliard-Garrick; Joanne Andrews; Cheryl Carroll;  
Bernie Blumenthal; Gerry Manning; Adam Flynn; Susan Paquin;  
Susan Tierney, Anthony Zullo, Jessica Plumer, Scott Conley

*Audience:* Mr. Brian Kelly

A quorum was present.

**C. Approval of Minutes**

*Mrs. Kyle asked for a motion to approve the December 9, 2013 minutes. 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 Pending Litigation and Personnel Issues**

There were no agenda items for Executive Session.

**E. Return to Regular Session**

Did not recess out of Regular Session.

**F. Opportunity for Audience to Comment**

No comments

**II. Business Agenda**

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

Ms. Carroll has not received any feedback from RIDE yet on the 10-year projection report. There has been no feedback on the purpose of the report either nor on the ROI piece.

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

We have a new hire, Michael Strongy, Automotive Careers teacher.

### III. Informational Time/Program Updates

#### A. Director's Report

##### 1) Davies Teachers' Association - Scott Conley, President

Last month Karen Jenkins from NEA came in to do a story on the Blue Ribbon Award for the NEA Newslite. She spoke to Mrs. Gailliard-Garrett and him for about 45 minutes to an hour. The basis of the article was the Blue Ribbon but we really highlighted the academics because our technical education is well known throughout the state. It was really important why we got the Blue Ribbon and the good things that Davies does with our students especially with closing the achievement gap. It was a very positive story. The circulation is about 30,000 among the teachers and the retired teachers. It is decent number about a 1/3 of the size of the Journal right now.

##### 2) Davies Teacher Assistants' Association

No representation present.

##### 3) Technical Area Report – Electrical & Health Careers – Gerry Manning, Supervisor of Technical Instruction

(See supplemental material: "Health Careers Skill Room")

In regards to Health Careers, we have made a number of significant changes. It has a washer and dryer and an enclosure/closet was built to house them. The area is now neat and clean. The skills rooms use to be two individual classrooms. The wall petition was taken down to open up the room to replicate a hospital/healthcare facility where the students practice the CNA, First-aid/CPR AED and Pharmacy Tech skills within that room. They have a new CVS Mock Pharmacy that Mr. Blumenthal will talk about later in the agenda. When you look at it you get the feel that you are in an actual CVS pharmacy where the students practice those skills that would lead to a Pharmacy Tech Assistant certification. (The students are unable to take the national certification exam until after graduation.) The students know the opportunity is there but not until they are 18 years old. They get all of the CVS training that they use for their employees and go through all of those modules as well. Besides using our facility, they go out to CVS as well for either a half year or a full year. What was added to the Health Careers program is the Electronic Health Records. We are in our second year.

In regards to Electrical, Mr. Manning looked at Diman Regional and Worcester Technical H. S.'s programs. They are very similar to ours. In order for these students to become electricians, they have to go through the residential/industrial/commercial aspects that we have here. The senior curriculum has expanded and they have some green technology, some studies of geothermal, wind, and photovoltaic. When the state representatives came to the school, we met with them. We asked them what they felt was the significant components that were hindering us from moving forward in getting more hours and getting our kids out to some industry practical experiences. They said the main obstacle is protectionism. When they have journeymen sitting on the benches at the hall, the last thing they want to do is bring in more apprentices to take jobs away from the journeymen.

We are expanding our program to incorporate telecommunications component that has been missing for over the last four or five years. One is with Surtex and one with Cignet. Surtex builds infrastructure for telecommunications, electrical utility industries, and municipalities throughout the northeast. Cignet provides complete integration solutions including design, build, installation training tech support etc. At the sophomore level, we are looking to add home automation. The national certification that goes along with this module has been eliminated so now the teachers are researching to see if there are other certifications attached to them. Mr. Manning has been telling them that with or without the certification, home automation is a major part of the industry today and we need to include it in the curriculum. If a certification should surface at some point, then we can add it. With the hurricanes we have been having over the last

few years, they are looking at a generator component. The industry seems to be booming in this area right now. Many homeowners are adding generators built right in the homes.

Mrs. Kyle asked that when she looks at the instruments that will be used for the instruction, are they best practices? Are other C & T centers using them; are they the standard? We are using SynapseEHR software for the Electronic Health Records program and she does not recognize that instrument. With the electrical program he did look at Diman and Worcester Technical. They do not have anything beyond the scope of NCCER. NCCER is the driver. When people go into the apprenticeship program, the NCCER is the program they use to become a journeyman. There is no gold standard with the additional components over and beyond what those other two schools offer. With EHR, the software they are using is a national-recognized software. One of our new instructors was in the industry for quite a while and is very immersed in the EHR component and she is the one who recommended moving into one of those nationally recognized software. Davies is the only school that offer EHR program at the high school level in the state. With the SynapseEHR software, it is an introductory program. We are currently looking at eClinical that is used at most of the hospitals in the state and outside of the state. Mrs. Kyle said that LifeSpan and Care New England are changing over to Epic. It is a huge, very expensive undertaking, but they are vested in the process. Southcoast Healthcare System in Massachusetts has identified a couple of their programs that are going over to Epic. What is favorable about e-Clinical is that they are providing at free of cost to us and providing free training for one instructor. Mrs. Kyle added that there is so much we don't know about the Affordable Care Act except that workforce is a big piece of it. On our side it would be workforce development as it relates to EHR and students being trained for the future in EHR.

Mr. Burns asked if the biggest obstacle for the Electrical is the students getting the experience in RI. Yes, they end up going to Massachusetts to get their experience. One of the things we are trying to include in the experience in RI is working for some of the supply houses. That wouldn't violate any of the issues that we have sending them out in the field doing electrical work.

**4) Admission Policy – Jessica Plumer and Tony Zullo, Guidance co-Chairs**  
(See supplemental material: “Davies Admission Policy”)

Mr. Zullo and Mrs. Plumer presented the draft a couple of times and the Board asked them to give them a draft that showed the old language and the new language. There were some language changes and some added sections. The biggest addition was the sibling policy since the last presentation. The Board agreed to change the Math level to Grade 6 and they will change that once the policy is approved. The next step in this process is this document will go to the RI Department of Education. They ultimately have to accept it.

Mrs. Kyle added that Mr. Zullo and Mrs. Plumer did a fine job with this. It reflects how important it is to accept the right students. Mr. Burns asked if there is any controversy over any of its elements. “No” not what anyone is aware of; it is pretty straight forward. They looked at other admission policies to make sure we replicated them in the appropriate manners and it is based on the updated CTE Regulations. We covered all of the bases. There are a number of career and tech directors who are asking to have a copy of our policy so they can use it as a model for their own admission policies. We are the only Career and Tech Center that has an admissions policy. The C & T Education Regulations require that we all have one.

*Mrs. Kyle asked for a motion to accept the Davies Admission Policy. Mr. Quinn made the motion with the provision that we increase the Math level requirement to 6<sup>th</sup> Grade Math. Mr. Burns seconded the motion and all were in favor.*

**5) CVS Mock Pharmacy Ribbon Cutting – Bernie Blumenthal, Partnerships in Education Coordinator**

On December 11<sup>th</sup>, we held a very successfully CVS Mock Pharmacy celebration. To give the board a history of how we got to this point, Mr. Blumenthal continued that Davies Health Career

Program and CVS have had a strong partnership for over 10-11 years in creating, what we think, might be a very viable Pharmacy Technician training program at the high school level primarily to introduce students to the world of pharmacy and then push them into pharmaceutical studies. Over the years, the program developed into some in-house training at the site to some sort of computerized book training in the classroom. We were fortunate over the last several years with Rick LaFeriére, the workforce initiatives director with CVS, to develop a really comprehensive program where we were the first to get access to their on-line training program. The students could study through the computerized program and then be able to go into the stores.

Last spring, we thought it would be possible to develop a mock pharmacy here so that the students could go from training through the computer to actually training in the classroom before they go out to the stores. In effect we would have a strong student who is ready to go in and be successful right away; hit the ground running. Can we make this happen and Mr. LaFeriére said it was if he could scrounge up the parts. He went ahead throughout the summer and found all of the components. We spent a couple of days putting it together and now we have a viable mock pharmacy training program that duplicates what it would be to actually go into a CVS.

We wanted to celebrate and kick it off by the December 11<sup>th</sup> program. We were very fortunate to have the Governor, members of the Board of Education and RIDE come. It was quite a collaborative effort: Mr. Manning, the technical programs, Mrs. Thibeault, Mrs. Murphy, and CVS personnel. It was covered by the Valley Breeze and Channel 12. Davies now has the first mock pharmacy in the country; an opportunity for students to actually train in-house through the computer, through the technical aspects working with a Pharmacy Technician, training here at our school, and then going out working in the CVS program. Students get really involved in the program in their Junior and Senior years and become interested in going onto Pharmacy Studies like at URI and Massachusetts School of Pharmacy. URI is a tough nut to crack because of the competition but we are trying to get our students in a little earlier. In terms of the rigor of the program at URI, it is the strong Science foundation. Mrs. Smith added that it is a very competitive 5-year program. CCRI has a Pharmacy Technician program that is a little more advanced and they have very few students who can get into URI. CCRI's students take the national exam and have a high success rate. The Governor was concerned that with our program in place, we should be able to send our students to URI and not have to send them to Massachusetts. That conversation did take place at the opening. Mr. Manning thanked Mr. Ouellette and Mr. Halkyard who represented the Board of Trustees. Colleen Callahan, a Board of Education member, is a URI alum and she said that she would sit with us and help us come up with a plan to get our students into the URI Pharmacy program. Mrs. Gailliard-Garrick will be taking her up on her offer. Mrs. Kyle would like to see their admission criteria and look at the science track here, because they can be as helpful as they want to be, but if we don't have the right courses, it isn't going to happen. Mr. Blumenthal did have a discussion with the dean, Cynthia Bond, the competition throughout New England much less the country is so keen, that it is very challenging. We would have to ramp up Science and Math and the students would have to be committed and focused to start early.

Mr. Ouellette spoke to the students in that course. They are very, very enthusiastic. There was one young lady who isn't taking this just to take a course. She definitely wants to move forward with pharmacy. It was a pleasure to be there and see the excitement from these students.

**6) RI's Teacher Evaluation and Support System – Adam Flynn, Supervisor of Academic Instruction**

*(See supplemental material, "RI Teacher Evaluation and Support System at-a-Glance")*

Mrs. Gailliard-Garrick asked Mr. Flynn to give the board some information about it because there has been a great deal of discussion throughout the state about this evaluation system, the pros, the cons, etc.

There are a lot of details you could get into and it could go on for hours, so he provided an overview of the major three components: 1) the evidence sources we look at during the teacher evaluation process; 2) what supports are in place for teachers; and 3) what are some of the goals? Really, they are statewide goals but we made them Davies-specific as well.

How are teachers evaluated? They are evaluated each year and we look at three sources of evidence:

- *Professional Practices* – one to four classroom observations; the number depends on how they performed in the previous year. They are rated in two domains, the classroom environment and instruction
- *Professional Foundations* – these are summative in that they have the whole year to collect evidence that either the teacher submits to the evaluator or the evaluator may just see an action. They are scored in “School Responsibilities and Communication,” “Professionalism,” and “Planning.”
- *Student Learning Objectives* – this piece is the most contentious and you hear the most about in the media. Teachers are required to build two SLO’s. The most challenging part is setting targets that are rigorous yet are attainable for the students and for the teacher, and they have to be measured by high quality assessments. Just from this student learning objective, you have some huge tie-ins of other initiatives. You have to look at your curriculum; you have to be able to use data; and you have to be able to develop and utilize high quality assessments. Those are in of themselves a huge undertaking. The student learning objectives ties all of that together.

To support teachers through the process:

- *Evaluation Conferences*: What the system has in place is three evaluation conferences, beginning-of-the-year, middle-of-the-year, and end-of-the-year. They are supposed to provide a formal opportunity for the teacher and evaluator to communicate concerns. At the mid-year, that is your checkpoint to decide if there needs to be any adjustments made to the SLO’s, targets, etc. Also, the teacher can request a post-conference after their observation if they want to discuss the ratings.
- *Professional Growth Goal*: All teachers also have a professional growth goal. We try to streamline that here at Davies by writing some preapproved ones so the teacher’s goal would integrate into work that we are already doing school-wide. At a lot of schools, teachers are writing their own goals and they just become an add-on to everything else they are doing at the school. Probably about 90% of our teachers chose one of these preapproved goals which is nice because you have everyone on the same page.
- *Performance Improvement Plans*: This support is for teachers that were rated as “developing” or “ineffective” last year. This is an individualized plan that is developed between the evaluator and the teacher to give them the extra support to try to ensure they have a higher rating this year.

The goals that are statewide but we also have them here at Davies are:

- We are trying to ensure that the Student Learning Objectives are rigorous. Statewide where it was very new and everyone was mainly concerned with the nuts and bolts of the system last year, it is fair to say that most of the SLO’s statewide were not rigorous. About 95% of the teachers were either “effective” or “highly effective” statewide because of those SLO’s. So we are trying to raise the level of rigor but not too rigorous where they are unattainable.
- We are focused on assessments that we use school-wide particularly for SLO purposes because they are high-stakes for the teachers.
- Continually looking at calibration between evaluators. We have four RIDE-sponsored calibration sessions where they are coming in and working with us around all of our

ratings: SLO's, observations, foundations, to make sure we are all on the same page as much as possible.

- Support the faculty through this. It is a huge change that requires them to make a lot of changes in daily practice. It creates a lot of stress as in any major system so we are trying to support them; trying to keep the positive message of all of the good things that could come out of it. It is a little hard to see when you are in the trenches and have all of this flying at you.

The final rating is arrived at by combining the Professional Practice score and the Professional Foundations score and taking that combined score and matching it up with the SLO score in a matrix to come up with the rating Highly Effective, Effective, Developing, or Ineffective.

Mrs. Kyle asked if you identify that there is a performance proven track of a particular teacher and this teacher may need training, as well as other teachers that may fall into that same category, what is the training budget at Davies and are there robust training opportunities for the teachers. Mrs. Gailliard-Garrick mentioned that the professional growth goals tie into our professional development and it also ties into our school priorities for teaching and learning. Mr. Flynn created all of the professional development this year surrounding the school priorities for teaching and learning. Mr. Flynn added that we do the vast majority of our professional development in-house either by the members of the Management team and our teachers are starting to step forward with different plans as well. Any teacher that is on an improvement plan, when we sit down with them we ask them what they feel they need. We look at the data at the past observation and we come up with a plan. Sometimes that does require specific professional development which we had pretty good alignment with what he planned for this year for them to participate in that. If they need something outside, we would send them to that and find the funds somehow. We had five preapproved professional growth goals this year that focuses on technology integration which increases student engagement. This is something some people struggled with. We had formative assessment groups using assessments and instructions in the major component of the evaluation system. If some struggled with that, then we recommended them to attend those workshops. We have a lot of professional development going on locally that the teacher can participate in. It seems to cover a wide spectrum of what is evaluated in the system.

For funding, we have Title II funds. Under the Consolidated Resource Plan grant, we are to provide professional development for our teachers as well as the state operating costs. There are also funds in The Race-to-the-Top to be used for support systems. We make do with whatever we have, but the majority is offered in-house. Mr. Flynn feels that one of the things that we have to plan for next year, the people on improvement plans, their main request was assistance with looking at data. There is a need for that school-wide so for next year we will look at some professional development around looking at data, setting targets and making assessments.

Mrs. Smith asked in terms of their contract, is the professional development done during their work day or is it release time? We have four professional development days. Other than that, everything is done after school. Last year we did 4 sessions of PD on formative assessment and had some substitutes come in for two hours at the end of the school day, but the majority is done after school and it is tied to our SIPE (School Improvement or Professional Enhancement).

Mr. Burns asked what a Student Learning Objective looks like. The teachers have to set two of them. The first thing they do is come up with the objective. They look at their entire curriculum. Then they have to pick what is the most important piece of learning that if at the end of the year the student leaves without that knowledge, you would be upset. That is how Mr. Flynn tells the teachers to think about it. They identify what that objective is. They look at some kind of baseline data to figure out where the kids are now. This could be a pre-test, a performance last year, and then they set a target where they want the students to be at the end of the year. Then they have to choose some assessment that will measure whether or not the students got there.

There are three main pieces: what is your objective; what is your target; how are you going to assess it.

Mr. Burns then asked how are the assessments done. They are administered by the classroom teacher. Most of them are departmental assessments; some are using ones they developed on their own; and then there are few that are using commercial assessments. Sometimes it is an exam; it might be an oral presentation; some are using software to measure. There is a huge variation of types of assessments that they use.

**V. Adjournment** – Meeting adjourned at 8:54 a.m.