

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

**Board of Trustees**

**Minutes of the Regular Meeting**

Wednesday, June 7, 2007

*Minutes were approved at the November 7, 2007 Board Meeting.*

**I. Routine**

A. **Call Meeting to Order**

At 5:22 pm, Dr. Segovis, called the meeting to order.

B. **Roll Call of the Board**

Davies' Executive Assistant called the roll of the Board.

Members Present: Richard Beaupre; James Bone; Robert Halkyard Dr. James Segovis,  
*Chairperson*; Harvey Simms; Robin Smith; Lornette Uthman

Members Absent: V. Michael Ferdinandi; John Gregory; Larry Gemma; Carolyn Kyle;  
*Vice-Chairperson*

Others Present: Victoria A. Gailliard-Garrick, Cheryl Carroll, Judy Valentine, Bernie  
Blumenthal, Susan Paquin, Fred Slemon, Joanne Andrews; Paul Sproul;  
Mr. Van Dexter

C. **Recess to Executive Session Pursuant to R.I.G.L. 42.46-5 (A) (1) and (2) to  
Discuss Pending Litigation and Personnel Issues**

*Cancelled*

D. **Return to Regular Session**

*Did not recess out of Regular Session.*

E. **Approval of Minutes** – May 5, 2007 Regular Session Minutes

*Mr. Simms made a motion to accept the minutes of the May 5, 2007 meeting. Mr.  
Beaupre seconded the motion and all were in favor.*

F. **Opportunity for Audience to Comment**

No comments were made.

**II. Business Agenda**

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

It is that time of year when she still eagerly awaits to hear for some numbers to come out of the General Assembly. She remains surprised that this is the first year she is not being asked any direct questions on any of the specifics regarding our budget that was put forth. Over the past week, she was asked a couple of questions on our Capital Budget. We have requested the same \$954,000 for facility upkeep and improvements that was in the budget last year, and she was

asked to give some further detail on the HVAC upgrade, roofing, and elevator upgrading that are a part of that budget. She does not know if the capital money will be an area where we will potentially be cut, but we have some dire facility needs so we hope our request will be defended and supported by the General Assembly.

- B. **Human Resources Report** - *Joanne Andrews, Human Resources Coordinator*  
We have more recruiting for the 2007-2008 school year and we had some interviews. We successfully gone through some Math interviews and have made one offer. This week we have interviews in Science and next week interviews for our Supervisor of Technical Instruction of which we have some great candidates on paper. We also filled our second shift Senior Janitor position that was delayed at the state level because we had to change the position. We offered the position to someone coming from Slater Hospital who will have supervisory capacity. Mr. Simms asked if this position fills the janitor position for evening school. No, it fills Davies FTE level. He then asked if Davies could charge CCRI and ABC for janitorial costs and the Director said, “no.” She prefers to keep the scholarship agreement for our students. This is more beneficial to them especially when the majority of the programs tie into CCRI’s programs at the post secondary level. Because of ABC scholarships the students learn during Awards Night they are going into these programs at no cost.

- C. **Nominating Committee Report** – *Robert Halkyard*  
*(See Supplemental Material: “Proposed Board Member Recommendations” and three resumes)*  
The above mentioned supplemental material was distributed listing four current board members who the Nominating Committee is recommending to continue their terms of office. The by-laws state the members serve normally two consecutive terms, but time passes very quickly and some of the members have already served those two consecutive terms (Mr. Beaupre and Dr. Segovis). We have to amend the by-laws so these board members can continue to serve with us. The by-law amendment discussion will take place at the June 12<sup>th</sup> meeting that was scheduled for the hearings when at least nine members are present. The four current Board members have verbally agreed to continue to serve.

*Mr. Halkyard made a motion to accept the Nominating Committee’s recommendation to allow Richard Beaupre, Michael Ferdinandi, Carolyn Kyle and James Segovis to continue as members of the Davies Board of Trustees. Mr. Bone seconded the motion and all were in favor.*

Because of the seven vacancies, the committee has been working diligently to try to fill the board so it wouldn’t be such a struggle to get quorums. The sub-committee has spoken to and are now recommending three individuals: Raymond Chartier, current parent, a position which we need represented on the board; John Quinn, executive vice president of Citizens Financial Group, a local finance business representative; and John Nardolillo, Managing Director of Roadside Assistance Call Center of AAA, a technical program representative. All three have expressed interest and until their nominations are accepted by the Board of Regents, they can attend the meetings as advisors, non-voting members.

How are these people selected? The committee first discusses the industry. Where do we have strengths; where do we think we need to merge? Once that is decided then it is basically networking; who do we know? Everyone on the committee had a very good network base: Mr. Gregory, Mr. Blumenthal, Mr. Halkyard, Dr. Segovia, and Mrs. Kyle. The committee is still looking for a former student, maybe Lynn Pise.

*Mr. Bone made a motion to accept the nominations of Mr. Chartier, Mr. Quinn, and Mr. Nardolillo, Mrs. Smith seconded motion, and all were in favor.*

D. **Approval Strategic Plan 2007-2010/School Improvement Plan 06-08** – Victoria A. Gailliard-Garrick, Director

The Strategic Plan [SP] and the School Improvement Plan [SIP] are required by the State of RI. The focus of both of these documents has to do with the teaching and learning environment and the R.I. General Law requires that every school or district must have a School Improvement Team. The charge of that team is to look, assess, and evaluate the teaching and learning environment. These documents are submitted to RIDE for their review to ensure the mandates required by the state are being met (RI Comprehensive Education Strategy Reform, NCLB, and RI High School Regs), and they give us feedback. Each school district has to have a strategic plan (district plan) and because we are a stand alone school/district, Davies has one of its own as well. We were the forerunners of the SP and now RIDE requires each district to submit one. Every school (elementary/middle/high school) has to submit a school improvement plan based on the district plan so there is a crosswalk between the two documents.

**Introduction:** explains why we are doing a Davies Strategic Plan and what we are going to be doing within the school as it relates to improving the teaching and learning environment, student outcomes, performance, etc.

**School Improvement Team:** still in the process of recruiting three students, two parents, community, and business partners for the team. Interviews will be taking place for the students. The students were asked to write a letter telling us why they want to sit on the team and now we will be asking them a set of questions. We have just one name for one parent and one business partner.

*The Board is to forward to the Director some business and community partner recommendations to sit on the School Improvement team who will offer another perspective when giving input/feedback on the school's teaching and learning environment.*

**Mission Statement:** Mrs. Uthman felt that the mission statement (MS) isn't a strong enough statement reflecting what we do here at the school with our diverse student population. The Director wished she spoke up about this long before now because she just went through a long, two-year process revising the MS prior to NEASC coming in. The staff as well as the Board had input these revisions. The staff then accepted it through a voting process. The MS needs to be a simple state and the school's philosophy and goals expands upon this simple statement. The philosophy and goals gives the details that Mrs. Uthman is looking for and maybe we should incorporate them into the Strategic Plan.

We would have to go through the whole, lengthy process again to revise it, but the Director believes just adding the philosophy and goals would be enough.

Mr. Bone's sense is that he does not think we missed the boat. A lot of people have already made a tremendous amount of contribution to get to this point. He asked Mrs. Uthman to describe what is missing in the mission statement because her comment "not strong enough" is not very descriptive. She feels the general public will be interpreting the statement differently, for example, "become life-long learners" sounds like they will become professional students.

Dr. Segovis added that the mission statement is suppose to speak to the outside, "this is our significant purpose; this is what we do." What is probably missing is what distinguishes us from everyone else, but he also understands what the Director had to go through to get to this point. You can debate these statements forever so to make a recommendation going forward, is that maybe we need to state what makes Davies different from everyone else, but he can live with the mission statement as is moving forward as long as some tweaking can emerge over time.

The Director than asked the Board if she needs to define each bullet of the mission statement. Mr. Bone does not look at "life-long learners" as being a perpetual student. It's what we all strive to be in our professional and personal lives, but there will be some who will look at it differently so over time, maybe we should look at it whether we can make it clearer and more distinct.

Mr. Simms added that when we combine the philosophy and goals with the mission statement, we have a really clear picture now of what we have been talking about. He believes just adding the P & G behind the mission statement should be good enough. Dr. Segovis asked if Mr. Simms recommendation was okay with everyone for the time being and tweak the statement down the road. Mr. Simms added that understanding what is involved revising it, the time could be better spent doing other things.

Mrs. Uthman did not agree with this recommendation so Dr. Segovis asked what she specifically wanted changed because no one was clear on what she wanted and the Director will have to go back to her staff and explain it to them. She feels it needs to be worded in such a way that it is attainable for our entire, diverse student population with different abilities/disabilities.

The Director's purpose for adding the SP and the SIP on the agenda was to introduce the documents to the Board, get some input, and come back at the next meeting and vote on them. The majority of the Board who are present is comfortable in applying the philosophy and goals to the mission statement which explicates what the school is trying to do and helps to distinguish Davies vs. other schools. Mrs. Uthman still has strong concerns about the diversity of cultural intelligence, that its inclusiveness is not strongly exhibited in the MS and it should be tweaked to include it. Others disagree in that they feel it is present in one form or another.

Mr. Simms asked the Director if she wants the Board to pick apart the Strategic Plan draft or is it a done document? It is not a done document so Mr. Simms preferred having more time to read through it. Dr. Segovis recommended since the Director wants Board input and it's an evolving document, to continue its discussion at the June. 12<sup>th</sup> meeting. Mr. Bone asked Mrs. Uthman to submit what she thinks is missing in the Mission Statement

so the Board can take a look at it and see if it needs to be incorporated into the statement. Mrs. Uthman believed that would be a waste of time because it sounds like it is already a done deal based on the conversation that it will take a long time to change it. The director disagreed because if Mrs. Uthman has input that is constructive that is going to impact and improve the learning environment in the school, then we should have that input. This document is a living document. It can be amended/changed at any time, and if she could get a clearer idea of what Mrs. Uthman is looking for, she would bring that back to the table. In the meantime, the Director will show her the exemplar mission statements NEASC gave her as examples.

- C. **Wellness Policy** – Cheryl Carroll, Business Office Coordinator  
This agenda item was postponed until the June 12<sup>th</sup> meeting. Policy needs to be placed in by September 1<sup>st</sup>.

### III. ***Informational Time/Program Updates***

#### A. **Director's Report**

- 1) **Teachers' Association**-Frank Barcellos, President  
No report
- 2) **Teacher Assistants' Association**-Lynn Tait-Romano, President  
No report
- 3) **RISD Programs: ADSUM Project, Design Connection**—*RISD's Paul Sproul, Director of the After-school Program, and Mr. Van Dexter, Landscape Architect*

Paul Sproul has been in partnership with Davies for the last four years and he gave the Board a presentation on the Design Connection, an after-school program. Our students are bused to RISD and they get the opportunity to get involved in various disciplines within the Arts. This year they worked on a landscape design with Mr. Van Dexter and video motion picture design with Mr. Sproul. Last year the students, the instructor, Mr. Enriques from RISD, and the program coordinator, Mr. Genco gave a presentation to the Board on the ADSUM model the students worked on here at the school. This system has been built and the presentations were shown on it in the Cafetorium.

Mr. Sproul and Mr. Van Dexter were amazed at how our students worked collaboratively and how creative they are, so much so, that one of the students, Nicholas Harris, was awarded a full scholarship into RISD's six-week pre-college program, which is a very prestigious opportunity because they only offer few scholarships and people are knocking down their doors to get into the program. The Board applauded our special students, their final projects, and Mr. Sproul, Mr. Van Dexter, and RISD for giving our students this opportunity.

- 4) **07 Placements/Certification Reports** – *Bernard Blumenthal, Partnership in Education Coordinator*  
(See Supplemental Material: "Davies Graduates: 2007 Placement Data," "Graduate Survey 2007," and "Technical Industry Certification" Report)

#### **Graduate Placements**

The process is each year when the seniors get ready to depart the School-to-Career Coordinators meet with them individually and ask them to assess where they are headed in the short-term, and that short term can be either a part-time job or full-time job in their field, going to college, or undecided. The two School-to-Career Coordinators and he met individually with

142 seniors over a two week period and asked them to complete the survey with them. The results from that interview are preliminary because they are surveyed again at the end of the summer to firm up their plans to see whether they went ahead with them when first surveyed or did they change their plans since that time.

Of the 142 seniors, 80 or 56% of them said they are going onto a 4-year school. This number is higher than last year and higher than we have seen in the last four years. Again, this is preliminary. 5% is going onto further technical training. Only 7% indicated that they are going to work directly in their field, which is different than a year ago at this time at 16%, but when they were resurveyed it ended up being 21%. This 2007 report represents the lowest figure in this category that he has seen after looking back at previous years' data.

Mr. Bone asked if he knew what was driving this low percentage of students going directly to work in their technical field. He thinks there are a couple of factors but he needs to talk more not only with the students but with the technical teachers. His sense is the students are getting the message from their teachers and from what they read, that they need to go on to further their education before they can actually get into their field. The demands of industry, the skill sets they need, all means higher education whether it is a 2-year specialized program or a 4-year school. Also, it is partly indecision as to what they want. They went through their program; they are not ready to make a commitment to their program, or maybe they learned quite a bit and it is not what they want where they want to go. College is where they want to go right now. However he expects that number to go up at the end of the summer.

We have some students that are in a technical area that is of little interest to them. There are some students that are in a program they chose because they thought they might like it, but maybe they fell out of love with it sometime down the road, didn't feel they could switch into something else so they made that commitment to stay but are veering into another area. An example is our valedictorian. She completed the electrical program but her heart was always set on health. She is going onto Rhode Island College as a Presidential Scholar in the School of Nursing.

Dr. Segovis asked why that happened. She got a false read when she went through the Exploratory Program. She said that she sat through a lot of videos during the program and because she is a hands-on type of person; she did not want to sit at a desk watching videos. This was a false read because that is not what Health Careers is all about, but it is what she saw and projected that this is what three more years of life at Davies was going to be so she chose Electrical. This rotation has changed since then.

There is a little more interest in the military than what was there last year. Then there is that interesting group he calls the unrelated, not working, no pulse group. They are just sitting back not quite sure what to do right now, but some will eventually move to employment in their technical area. You just hope some will find some inspiration out there.

He will report back to the Board either in September or October after the follow-up survey is completed.

Mr. Simms thought the presentation was tremendous with RISD and what we are doing there, but he feels it also ties in really well with what the Nominating Committee tries to do. They try to get some people here on the Board who can offer some real life experiences, AAA for example, where the kids can go out and participate to learn what the options are out there. Mr.

Blumenthal said it will be interesting to see next year how many students will pursue their field of choice after they have completed their senior project and mentoring program.

Mr. Halkyard asked if he knew if there was any correlation between those he calls “no-pulse” and poor performance in school. Mr. Blumenthal didn’t know because he didn’t research their grades. There might very well be a positive correlation. It was definitely because of poor attitude. During the survey interview, some just wanted to get out of here; they didn’t want to say much, so maybe that is how they exhibited their academic experience.

Mr. Bone asked how we use this data moving forward. How do we intervene or counsel the students to give them the opportunity to direct their interest in certain areas? Mrs. Gailliard-Garrick has been looking at this data coupled with the data on industry certifications. With the new high school regulations, this is one type of assessment. We are looking at a whole new system; doing individualizes learning plans for these students when they come in at Grade 9. There are three domains that are looked at and career path is one of them. We have to tie in the career assessment into these ILPs to make sure the kids are going into the programs they are truly interested in. The Exploratory Program has changed because if the students do not grasp what the concept is in each program, then they will select any program because they want to be here at Davies.

This data is telling her that 37% of the population may be misguided. This is a Guidance Dept. issue with the ILP’s, and she is having them focus more on that and ensuring the students are making better choices. So from this data, we have to go back and find out what is going on in the Exploration Program and how the Guidance Dept. is helping these students select the right choice.

**Certifications** – *Victoria Gailliard-Garrick, Director*

This report is basically a snapshot of performance outcomes in the technical areas based on certifications that are a part of the curriculum in the program. The majority of these certifications are national certifications. From these numbers, you can see some of the programs are doing extremely well; some of them are not; and some have students who did not get a certification of which there is no information. She believes after taking over the supervision of the technical programs, the curricula needs to be addressed. They have them but she is not sure if they are using them the way they should be used especially since they are tied into these certifications.

These numbers are not impressive at least not to her satisfaction. She does know that we have to build in a number of failures based on the student population whether it be an ELL student or a student with an IEP. These failures are built into this certification report, and then we have some programs that are certified but haven’t had any in four years. She is doing some investigation with these teachers: Electrical, Carpentry, Machine (this is their first year). Culinary’s test results haven’t come in yet. In the fall, the Board will get an update, but presently, each certification indicated in the report is backed up with written documentation so the numbers are true.

There is work to be done in some of the technical areas and the accountability hasn’t existed in some of them. It is not only coming from her as the director, but it is coming from the state level with the whole new Perkins Program Approval Process. There are quality program standards that these programs have to meet. She has been struggling with some of these technical programs. They do not want to comply with the changes. The state is looking to do a

statewide technical assessment because they are giving out a lot of money and the technical program outcomes are not acceptable to them.

Mr. Beaupre asked if this holds up their graduation at all. No, but it will be to a degree next year. One of the components in the Regents' Diploma System for the technical programs will be proficiency in their technical area so these certifications may be a percentage of that particular component towards a high school diploma. Things are changing in education; it's not status quo; and it's an adjustment for some people.

Mr. Simms asked if carpentry is specifically Woodworking/ Cabinet-making or are we running a broad carpentry program. We have just a carpentry program that has four modules and each of those modules have a competency certificate, which she hopes is being done. Mr. Simms said that he is working on it but it will get done (NCCER). She asked him a question on the Electrical side of the NCCER. She hasn't seen any certifications in this shop area. When she requested some information, it was told to her these students cannot take the competency until they have been involved in the apprenticeship program. She feels this is not true because it has no connection to the apprenticeship program. Mr. Simms answered that the problem he is struggling with is trying to convince the State Apprentice Council to give our kids who have been at Davies and other CTCs learning in this program for four years some advanced credit. They are making them retake the same thing they just finished doing for the last four year. He is having a meeting with the Secretary of Labor and she is all for it. This will help a great deal. They will still have to do the on-the-job training hours, but they don't need the repetitive classroom work. The competencies in both areas will be cleared up. She doesn't think the electrical students took the competencies, but Mr. Simms said they need to take the competencies because if they approve it, they will be certified in any state across the country. Most other states do give those advanced credits. He will be happy to meet with the teachers and work this out with them.

Dr. Segovis wrapped up this discussion by saying there will be an update presented to the Board sometime in the fall to include a status report on what we are doing to ensure the students will select the program of choice their heart is in.

#### 5) **NEASC Report** – *Victoria A. Gailliard-Garrick, Director*

In October we had a site visit, a 10-year NEASC visit and the current focus of that visit is to access the quality of our educational program in terms of the school's philosophy and goals and the teaching and learning environment. They assessed 11 standards at the secondary level: School's Philosophy and Goals, School and Community Relations, Educational Programs, Educational Media Services, Student Services, Student Records, Administration, School Staff, Finance and Business Operations, School Facilities, and School Atmosphere. The results have been received and they are extremely good. Overall, we had five accommodations and eight recommendations. The recommendations are:

- Establish an in-house safety committee to oversee and maintain compliance with OSHA, ADA, and Fire Safety throughout the building. She gave a directive to the Facilities Coordinator to begin working on this immediately.
- Create a Crisis Intervention Team to facilitate proactive implementation of the School's Crisis Intervention Plan. She gave a directive to the Facilities Coordinator to begin working on this immediately.
- Develop a school-wide integrated curriculum among academic and technical areas. We are in the process of doing that by integrating the GSEs into all the technical areas. Most of them are done because the NECAP testing tests the students on these GSEs.

- Develop a technical program advisory committee to recommend program modifications to curriculum, equipment acquisitions, review technical curriculum, and minutes of the meetings are to be maintained. We do not have full advisory committees in some of the shop areas and she knew this was going to be a concern prior to the visit.
- Need to do a school-wide comprehensive policy manual. The Human Resources Coordinator and the Executive Assistant have been gathering information in draft and sometime during the 07-08 school-year bring it to the Board for review because they are the policy makers.

Mr. Bone asked issues did they find causing them to recommend a Health and Safety Committee. The school has problems with the wiring, lighting, and the security of the building. The security building is being address. We are having video cameras put in the non-conspicuous areas of the building, detex-alarmed all the exterior doors except for the main entrance and back entrance by Guidance, and we will be installing a buzzer system at those two entrances. Mr. Simms asked about the possibility of having a resource officer who is in lieu of having a policeman in the building who monitors behavior and discipline issues. She doesn't believe we need one. Mr. Simms felt that was a powerful message because it tells a lot about the school. We have addressed these issues by trying to implement the Academic Enhancement Program and the Afternoon Program, but the union has some concerns with those programs that need to be ironed out. The major discipline problems we deal with here (guns, knives, brass knuckles) are nothing compared to other high schools even middle schools.

Dr. Segovis asked for a copy of the NEASC Report executive report so when we do any planning we will have it as documentation.

A few of the accommodations were:

- Positive school climate creating a close, respectful relationship among all members of the student body.
- Students-to-Staff demonstrate a sensitivity and skill in adapting to the needs of the diverse student body.
- The assessment results have systematically used to improve teaching and learning at the school.

Within the Education Program standard, out of 69 possible questions or assessments they looked at, 21 of them were recommendations. Out of the 21, 14 of them related to technical education so it is pretty much telling us that we have a lot of work to do looking at placements and certifications. One of the recommendations had to do with certifications and the lack of advisory boards.

Dr. Segovis congratulated Mrs. Gailliard-Garrick on the great NEASC report.

#### 6) **Final Commissioner Peer Review** – *Victoria A. Gailliard-Garrick, Director*

We submitted the Commissioners Peer Review, which is part of the High School Diploma System. It looks at five components: PBGRs, proficiency based graduation requirement and they are looking at proficiency in the six core areas: English, Math, Science, Social Studies, Technology, and the Arts. We had to demonstrate how we are going to take our students to proficiency and how we are going to assess that proficiency. This is one component. They look at Support to Student. What are we doing to make sure they have access and the opportunity to courses that we currently offer? There are multiple pathways for various academic courses and what kind of support of services are we going to be able to provide for

them. There are the professional development opportunities looking at the instructional environment; looking at some of the needs of the teachers to do some of these changes in this reform movement. Communication, how are we communicating to the Board? Are they aware of the mandates, the high school diploma system, what we are looking at for proficiency? The external stakeholders, the parents, how are we communicating to parents what we are doing here in the school as it relates to these changes in education across the state. Policy, what policies are in place as it relates to the High School Diploma System. There are going to be some parents that are going to appeal when their child does not get a graduation diploma. We have to put policies in place.

We did very well with the review we submitted the first time in January when we had 4-ones and 1-two as a score on each component. We submitted it for the second time with the revisions/additions in May and we are waiting for the results sometime in June. There will be a face-to-face in October when we will submit any recommendations that come out of the June report. Come January we should know if we become one of the schools that can award the Regents' Diploma.

7) **Graduation – June 12th**

FYI, 6:00 pm, at CCRI, Lincoln Campus.

8) **Other:**

***Academic Enhancement Program and Afternoon Program*** – Victoria Gailliard-Garrick, Director

We want to implement two programs that address the repeaters and some discipline problems: Afternoon Program and the Academic Enhancement Program. We had some problems with the union leadership with the implementation and the design of the program. With the Academic Enhancement Program, they had some concerns about using the teachers that have collateral duty assignments meaning the teachers had less than six instructional periods within their content area. She wanted to use those teachers to do the Academic Enhancement Program. They had concerns about that and how we define a collateral duty. With the Afternoon Program, they had concerns about how we were going to pay the teachers; how we were going to direct them, and they felt as though it was a change in their working conditions.

She met with Mr. Ragosta, Mrs. Andrews, Mr. Slemon, the local union leadership, and the state level union leadership. We ironed out everything. The day program, she just incorporated it into the master schedule. She recruited some teachers who are looking at a Ninth Grade House with two teams and within those two teams we are going to do the Academic Enhancement Program.

With the Afternoon Program, we are going to be doing some hiring through a grant, hopefully, Title I as well as the IDEA grant. This is a program that starts at 11:30 in shop, and then they will have academic instruction from 2:30-5:30. These students will be taken out of the general population and will have to earn their way back into it. Why these programs are being put in place including the Ninth Grade House is because we are trying to retain some of these students we lose back to their sending districts, and also trying to improve our student grades so that they can be promoted to the next grade level.

***Public Relations Articles*** – Victoria Gailliard-Garrick, Director

Articles in the Pawtucket Times: Davies Showcase/Fashion Show, AAA Ford Motor Skills Contest, the Business and Partnership Breakfast, and Connected by Design in the RISD Program. Mr. Blumenthal is doing a wonderful job with the school's PR.

***Vincent Ragosta, Esq. 2007-2008 Contract*** – Dr. Segovis, Chairperson

The Board agreed to renew Mr. Ragosta's contract with the school based on his excellent service to the school and his reasonable fees.

***Blackstone Valley Courthouse*** – Victoria A Gailliard-Garrick, Director

The Director informed the Board that she received a phone call from a Douglas Anderson from the Highland Management Association out of New York. He is a consultant for the Rhode Island judiciary system for the Blackstone Valley Court House. He would like to meet with some of the Board of Trustees. The plan hasn't been approved yet but they are looking to build it on CCRI's land and the president of the college is very against it.

***IV. Adjournment:***

At 7:47 p.m., Dr. Segovis asked for a motion to adjourn and all were in favor.

***V. Next Meeting:***

June 12, 2007