

# Foster-Glocester Public Schools

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BOARD OF REGENTS FOR  
ELEMENTARY AND SECONDARY EDUCATION

AUG 13 2009

OFFICE OF THE  
COMMISSIONER

July 23, 2009

The Rhode Island Department of Education  
255 Westminster Street  
Providence, Rhode Island 02903

Dear Commissioner Gist,

The Foster-Glocester Regional School District is writing to request a variance from Section IV (G) of *The 1990 Regulations of the Board of Regents Governing the Management and Operation of Area Vocational-Technical Centers in Rhode Island*. The attached document provides the specifics of this variance request along with supporting details. Please give this request your full consideration as we view it as essential to promote and protect the access to career and technical education for the students attending Ponaganset High School.

Respectfully submitted,

Ron Cervasio, CoChairperson

Foster-Glocester School Committee

Walter Steere, CoChairperson

Foster-Glocester School Committee

cc: David V. Abbott  
Johan Uvin

The Foster-Glocester Regional School District is writing to request a variance from Section IV (G) of *The 1990 Regulations of the Board of Regents Governing the Management and Operation of Area Vocational-Technical Centers in Rhode Island*. This variance is being sought pending a Board of Regents' policy review of the 1990 regulations.

### **Context for the Variance Request**

Foster-Glocester Regional School District currently adheres to all terms of the 1990 Vocational-Technical Education regulations. The 1990 Regulations require districts to cover the full tuition and transportation costs for every student that requests transfer to a regional career and technical education center. In the nearly 20 years since its promulgation, this requirement now impairs the school district's ability to provide the services it was once intended to promote and protect: student access to career and technical education.

To that end, the Foster-Glocester Regional School District seeks a variance from three areas of the 1990 Career and Technical Education regulations: section IV-G, IV-C(7) and section IV-B(1). These three regulatory sections jointly cover two critical areas:

1. The requirement that sending districts cover the full and unrestricted cost of tuition and transportation for students to attend regional career and technical centers without collaboration, input, or reasonable avenue for appeal; and
2. Language that functionally prevents a comprehensive high school from establishing an in-house career and technical pathway that could serve as a viable alternative to enrollment in a regional center.<sup>1</sup>

The Foster-Glocester Regional School District is seeking this variance to improve the scope, breadth, and quality of in-district career and technical education within the district, thus enabling more students to engage in both exploratory and intensive, sequenced technical coursework. This variance will not result in net savings at either the school or district level. Rather, savings realized will be reinvested back into career and technical education within the Foster-Glocester Regional School District to maintain and expand career and technical opportunities for students.

Through this variance, the Foster-Glocester Regional School District makes the following commitments:

- (1) Annual investment of no less than 100% of the average regional school district costs of out-of-district Career and Technical Education tuition and transportation between the years of 2006-2009 in maintaining and expanding the range of exploratory and sequenced career and technical educational coursework. This is to ensure that students are being served in a manner that is equitable, rigorous, relevant and meets the needs of the maximum number of students;
- (2) Through the increased local investment, the maintenance and expansion of an array of career and technical education offerings that meet the spirit and intent of the 1990 Regulations and RIGL 16.45.1.1 and RIGL 16.45.6.1;
- (3) Supporting the uninterrupted technical education of all Foster-Glocester students *currently* attending regional career and technical education centers; and

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<sup>1</sup> Current regulations require a high school to offer no fewer than two periods of technical coursework per day to qualify for inclusion as a technical center. This threshold is impracticable for a comprehensive high school with a full academic and college preparatory program of study.

- (4) Submission to RIDE of an annual report summarizing the number of students served, funds invested in career and technical education, and the nature of the investment.

This variance request is grounded in two important educational and policy considerations.

**Consideration One:** Ensuring LEA compliance with RIGL 16.45.1.1 and RIGL 16.45.6.1, which defines the nature and purpose of career and technical education and establishes the requirement that all LEAs actively work toward a minimum threshold of 40% student participation.

**Consideration Two:** The creation of a more equitable and efficient system for funding and supporting career and technical education pathways for all students in order to create career and technical education opportunities of the maximum number of students.

**Consideration One:** Ensuring LEA compliance with RIGL 16.45.1.1 and RIGL 16.45.6.1, which defines the nature and purpose of career and technical education and establishes the requirement that all LEAs actively work toward a minimum threshold of 40% student participation.

The Foster-Glocester Regional School district is seeking a variance to the Regent's Regulations Governing the Management and Operation of Vocational Technical Centers in RI. As outlined in RIGL 16.45.1.1 - the overall mission of vocational education in RI is to develop programs and services from elementary level through post-secondary and adult levels to prepare students for productive employment or additional education without prematurely limiting them to a particular occupation or educational choice." As outlined in RIGL 16.45.6.1, the general assembly finds that the proportion of students now enrolled in such programs is inadequate and that all districts must devise a plan that allows them to enroll at least 40% of the students within their districts in career and technical programs.

To that end Foster-Glocester Schools is seeking a variance to redirect the resources that have been used to sustain students sent out of district to attend our local area career and technical center and use those funds to support the career and technical education pursuits of students who attend our local high school. Specifically, we are seeking a variance of the Regent's Regulations that would enable us to maintain, expand and enhance our technical educational programming within our recently renovated school-based facility.

**Consideration Two:** The creation of a more equitable and efficient system for funding and supporting career and technical education pathways for all students in order to create career and technical education opportunities of the maximum number of students.

Over the past three years, the worsening fiscal climate throughout the state has forced the Foster-Glocester Regional School District make ongoing reductions to educational programs offered at Ponaganset High School, especially in the areas of technical education. The 1990 Vocational-Technical regulations make student tuition and transportation to regional career and technical education centers a non-discretionary expense for participating districts. Consequently, during the same four-year period that Ponaganset was forced to reduce educational opportunities for all students, the budget for student placement at the regional career and technical education center increased. Unfortunately, the net effect of this is that substantially fewer students have opportunities to enroll in career and technical education courses while overall career and technical education tuition spending has increased.

Table 1 summarizes the tuition costs that Foster-Glocester must provide in order for students to enroll at the Cranston Career and Technical Center

**Table 1**

Academic year	2005-2006	2006-2007	2007-2008	2008-2009
Regional Center Costs	\$124,194	\$311,946	\$210,860	\$284,521
Number of Students Served	10	18	15	16
<b>\$ 269,109</b>	Total proposed amount for annual reinvestment into career and technical education in the Foster-Glocester School District. This number was determined by averaging the regional district costs over the past three years.			

Note: If this variance is implemented immediately for all students then the amount proposed above could be redirected immediately. If students currently attending the Cranston Career and Technical Center are allowed to continue attending until graduation then the annual amount proposed for reinvestment would need to be phased in over three years. As students graduate from the Career and Technical center and new students are not enrolled there will be a savings, equivalent to the number of seniors who graduated, that the Foster-Glocester Regional School District will reinvest into career and technical education locally. Our commitment, under this variance, is to investing the total average annual savings of \$269,109 into career and technical education programs within our school district.

The 1990 regulations originally intended to *protect* and *advance* technical education have gradually become one of many fiscal pressures contributing to its steady erosion in comprehensive high school. Since the 2005-2006 school year, Ponaganset High School's Career and Technical Education courses have been reduced significantly. We eliminated an entire technology education teacher and 1.2 business teachers. We have eliminated additional career and technical education course sections depriving hundreds of students the opportunity to enroll in courses that they selected through our guidance department during the scheduling process. This reduction in courses has also applied to our music program and foreign language. To illustrate this point, Ponaganset High School has been phasing out its second foreign language. Next year, with great regret our high school will only offer one foreign language. Similarly, in our middle school we have redesigned our school from 5 person teams where each student received 2 English language arts classes to 4 person teams where every student will now receive only 1 English language arts class—essentially cutting literacy instruction in half.

The net effect of these changes is a serious and demonstrable negative impact on the quality of our education program and an inability of the school to sufficiently meet the academic and career and technical needs of over 800 students. Simply stated, due to the elimination of courses in technology education, business, and other program offerings many students no longer have access to high quality career and technical education within their local high school. This variance, if granted, will enable Foster-Glocester Regional School District educators to both protect and expand career and technical courses that will be available to all students, thereby supporting and promoting the overall mission of career and technical education set forth in the 1990 regulations:

The overall mission of vocational-technical education in Rhode Island is to develop quality programs and services...to prepare all vocational-technical students with entry level skills in vocational-technical areas as well as academic and life skills necessary for employment or further education without prematurely limiting them to particular occupational or educational choice.

The Foster-Glocester Regional School District has adhered to RIDE's variance request protocols. This variance was discussed in public meeting held on April 7, 2009 and May 5, 2009. The meeting notices and agendas were advertised and the public was provided an opportunity to comment. The Foster-Glocester School Committee voted in support of this variance request.

The Foster-Glocester Regional School District is committed to providing a high quality career and technical education for all students. To that end we have hired a consultant, who has done extensive work in Providence, to work with us to reorganize our curriculum experiences into multi-year pathways. This consultant will be working with our career and technical education teachers, administrators, and school-based coordinator throughout the 2009-2010 school year to help us generate curriculum, organize partnerships, and tighten our overall career and technical education program pathways. Appendix A provides examples of pathways that were developed in conjunction with this consultant and reflects the initial stages of our work around career and technical education program enhancement. While we are proud of our programs, they, like all facets of our school system, are engaged in a process of continuous improvement.

In summary, the course reductions referenced above do not reflect our educational priorities. They reflect fiscal realities. We are firmly committed to providing our students with a comprehensive education that includes a rigorous career and technical education program of studies. Accordingly, we are seeking this variance of the *Regulations of the Board of Regents Governing the Management and Operation of Area Vocational-Technical Centers* so that we can redirect 100% of the resources spent on career and technical tuitions for a few students and invest them in the maintenance and enhancement of our local career and technical education programs thereby meeting the educational needs of hundreds of students.

Thank you for your careful consideration of this important educational matter. We are confident that you will find this request is reasonable, educationally sound, and privileges student needs.

**Initial organization of Career Pathways within Ponaganset High School**  
*(We are in the process of aligning our curriculum and establishing post-secondary partnerships)*

## Ponaganset High School Career Pathway One: Horticulture and Agriscience

The horticulture and natural resource development program is designed to introduce students to a range of scientific concepts applied within agricultural commerce, including agriscience, horticulture, aquaculture and floriculture, agricultural production, landscape design, and greenhouse production and management. In addition to providing students with rigorous instruction in applied agricultural theory, the program provides students with hands-on training, field-based experiences, and an upper-level practicum, all of which ensure that program graduates have both theoretical and technical proficiency in the field.

	Pathway Elements	Description	Alignment to Standards
Curricular and Instructional Design (RIDE Approval Standard 2)	<b>BE 850: Basic Horticulture and Resource Technology</b>	Introduces students to the basic elements of horticulture and resource technology (no prerequisites).	(1) RI Math, ELA and Science GSEs (as appropriate)  (2) States' Career Cluster (Agriculture, Food & Natural Resources) AGC01, AGC02, AGC03, AGC05, AGC06, AGC09, AGC10  (3) RI Applied Learning Standards  (4) Ponaganset Performance Graduation Expectations 1, 2, 3, 5, 6, 7, and 9
	<b>BE 854: Introduction to Horticulture and Agriscience</b>	Entry-level course that moves beyond basic horticulture and introduces the diverse field of agriscience including plant and soil science, livestock production, resource management, horticulture and floriculture, etc (no prerequisites).	
	<b>BE 872/873/874: Foundations of Aquaculture and Production (concurrent semesterized offerings)</b>	Introduces students to the entry level and intermediate skills in area of applied aquaculture, including principles, water quality and testing, and water, marine, and specialty crop cultivation (prerequisites: BE 850 and 872)	
	<b>BE 882/883/885 Landscaping Design, Fundamentals, and Application (concurrent semesterized offerings)</b>	Introduction to landscaping fundamentals and design, with an emphasis on site evaluation, plant identification and selection, drawing and drafting, arboriculture, and client interactions (prerequisites BE 850 and 882)	
	<b>BE 886: Greenhouse and Nursery Production</b>	Intermediate level course in a concentration in greenhouse management and production, including propagation, management and marketing, and greenhouse structures and maintenance (prerequisites BE 854)	
	<b>BE 887/BE 889: Fall Greenhouse Crops and Spring Greenhouse Crops (concurrent semesterized offerings)</b>	Course running simultaneous to BE 886 that introduces students to seasonal crop planning, propagation and marketing through the establishment and management of seasonal greenhouse crops (prerequisite BE 854 and 887)	
	<b>BE 896 and 898: Horticulture and Resource Development Practicum</b>	Advanced horticulture and/or aquaculture field experience through approved and supervised job placement in the horticultural industry for 1-2 hours per day (prerequisites BE 854, 872, 886 or equivalent)	
Instructional & Organizational Support (Approval Standard 3)	<b>Staff Training and Certification</b>	All staff are certified teachers with specialized training and background in horticulture and aquaculture.	RI Vocational Teacher Certification Standards
	<b>Extra and Co-Curricular Linkages</b>	(1) Supplementary course offerings in field, including Floriculture (BE 892/893/ 895), Animal Science (BE 862/863/865), and Environmental Management (BE 856) (2) Student opportunity to participate in Future Farmers of America at local, state, and national levels	
	<b>Career Readiness and Post-Secondary Linkages</b>	(1) Supported placement in field experiences, employment, and internships (2) Articulation agreement with URI in development	

## Ponaganset High School Career Pathway Two: Food Science, Preparation, and Service

*The food science, preparation and service pathway is intended to prepare students for post-secondary education or a career in the field of culinary arts and hospitality. The pathway emphasizes safety and hygiene in culinary settings, the science of food preparation, nutritional analysis, menu production, and the professional expectations of the food service industry.*

	Pathway Elements	Description	Alignment to Standards
Curricular and Instructional Design (RIDE Approval Standard 2)	<b>BE 830: Food Technology I</b>	Lab and theory based course that introduces to career opportunities within the food service and culinary field, basic technical skills relevant to food production, and food safety and hygiene standards within the industry.	(1) RI Math, ELA and Science GSEs (as appropriate)
	<b>BE 832: Food Technology II</b>	Intermediate course that moves into more advanced theoretical and technical skill instruction including nutritional analysis, cooking methods, menu production, and culinary budgeting. Includes instruction in Serv-Safe standards (requisite BE 830)	(2) States' Career Cluster (Hospitality and Tourism) HTC01, HTC02, HTC03, HTC05, HTC06, HTC07, HTC09, HTC10
	<b>BE 834: Food Technology III</b>	Advanced course that utilizes daily theory and lab instruction around food production at various levels, advanced menu design, and comprehensive nutritional analysis. Introduces students to the demands of the hospitality industry including both production and service skills (prerequisite BE 830 and BE 832)	(3) RI Applied Learning Standards  (4) Ponaganset Performance Graduation Expectations 1, 2, 3, 4, 5, 6, 7, and 9
Instructional & Organizational Support (Approval Standard 3)	<b>Staff Training and Certification</b>	All staff are certified teachers with specialized training and background in food service, preparation, and safety.	RI Vocational Teacher Certification Standards
	<b>Extra and Co-Curricular Linkages</b>	TBD Clubs, extra-curricular groups, systematized process for placing students in internships,	
	<b>Career Readiness and Post-Secondary Linkages</b>	(1) Supported placement in field experiences, employment, and internships (2) In process of embedding Serv-Safe curriculum and certification into BE832, yielding industry-recognized certification for all students completing the program	

# Ponaganset High School Career Pathway Three: Computer-Aided Drafting and Architectural Design

The computer-aided drafting and architectural design pathway is designed to introduce students to the mathematical, technical, theoretical, and practical fundamentals of CAD and its role within building design, renovation, and fabrication. The program teaches students orthographic projection, multi-view drawings, basic architectural design, and digital manipulation of drawings and design. Students will emerge with proficiency in the use of common CAD software including AutoCAD 2000 and Solid Works. Students that complete the program will be prepared for post-secondary enrollment or a career within the field of design and construction.

	Pathway Elements	Description	Alignment to Standards
Curricular and Instructional Design (RI DE Approval Standard 2)	<b>BE 950: Computer-Aided Design and Drafting, with Technical Drawing</b>	Introduction of the fundamentals of freehand sketching, technical drawing, and computer assisted drafting, Students will work in both practical and theory-based setting using individual workstations to apply their skills to solve basic problems using AutoCAD 2000. Students will complete introductory design problems, draw three-dimensional houses, and be introduced to the basics of architecture.	<p>(1) RI Math, ELA and Science GSEs (as appropriate)</p> <p>(2) States' Career Cluster (Architecture and Construction) ACC01, ACC02, ACC03, ACC05, ACC06, ACC07, ACC09, ACC10</p> <p>(3) RI Applied Learning Standards</p> <p>(4) Ponaganset Performance Graduation Expectations 1, 2, 3, 5, 6, 7, and 9</p>
	<b>BE 952: Computer Aided Design and Drafting III</b>	Students will build upon the principles introduced in CAD I while familiarizing themselves with common requirements of the industry. Sectional views, dimensioning, and the ability to create working drawings will be emphasized. Students will be exposed to Solid Works to complete detailed 3D mechanical drawings. All students will be required to complete a capstone project (prerequisite BE 950)	
	<b>BE 956: Computer Aided Design and Drafting III</b>	This course encompasses the latest technological advanced in the field and requires students to intensively apply the computer as a tool to solve a variety of real-life design problems. Students will generate photorealistic renderings on the computer using both AutoCAD 2000 and Solid Works (prerequisites BE 950 and 956, no less than a C-)	
	<b>BE 960: Architectural Design Engineering</b>	Students are introduced to the basics of home design and drafting by building upon the skills introduced in previous CAD courses. Students will learn to draw floor plans, calculate elevation, create pictorial drawings, site plans, foundation plans, and structural drawings. Students will also learn about building codes, cost analysis, legal and environmental, and other factors relevant to home design and construction (prerequisites BE 952, 956)	
	<b>EEP: Computer Aided Design</b>	An honors level early enrollment CAD class that yields college credits at Rhode Island College (perquisites BE 952 and 956)	
Instructional & Organizational Support (Approval Standard 3)	<b>Staff Training and Certification</b>	All staff are certified teachers with specialized training in engineering and CAD	RI Vocational Teacher Certification Standards
	<b>Extra and Co-Curricular Linkages</b>	<p>(1) Supplementary course offerings in field, including Aerospace Engineering (BE 985), Principles of Engineering (BE 986), and Robotics (BE 983)</p> <p>(2) Student opportunity to participate robotics club and related extra-curricular programs that support program success</p>	
	<b>Career Readiness and Post-Secondary Linkages</b>	<p>(1) Supported placement in field experiences, employment, and internships</p> <p>(2) College credit yielded through RIC's Early Enrollment Program</p>	

APPENDIX A

**Initial organization of Career Pathways within Ponaganset High School**  
*(We are in the process of aligning our curriculum and establishing post-secondary partnerships)*

## Ponaganset High School Career Pathway One: Horticulture and Agriscience

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	Pathway Elements	Description	Alignment to Standards
Curricular and Instructional Design (RI DE Approval Standard 2)	<b>BE 850: Basic Horticulture and Resource Technology</b>	Introduces students to the basic elements of horticulture and resource technology (no prerequisites).	(1) RI Math, ELA and Science GSEs (as appropriate)  (2) States' Career Cluster (Agriculture, Food & Natural Resources) AGC01, AGC02, AGC03, AGC05, AGC06, AGC09, AGC10  (3) RI Applied Learning Standards  (4) Ponaganset Performance Graduation Expectations 1, 2, 3, 5, 6, 7, and 9
	<b>BE 854: Introduction to Horticulture and Agriscience</b>	Entry-level course that moves beyond basic horticulture and introduces the diverse field of agriscience including plant and soil science, livestock production, resource management, horticulture and floriculture, etc (no prerequisites).	
	<b>BE 872/873/874: Foundations of Aquaculture and Production (concurrent semesterized offerings)</b>	Introduces students to the entry level and intermediate skills in area of applied aquaculture, including principles, water quality and testing, and water, marine, and specialty crop cultivation (prerequisites: BE 850 and 872)	
	<b>BE 882/883/885 Landscaping Design, Fundamentals, and Application (concurrent semesterized offerings)</b>	Introduction to landscaping fundamentals and design, with an emphasis on site evaluation, plant identification and selection, drawing and drafting, arboriculture, and client interactions (prerequisites BE 850 and 882)	
	<b>BE 886: Greenhouse and Nursery Production</b>	Intermediate level course in a concentration in greenhouse management and production, including propagation, management and marketing, and greenhouse structures and maintenance (prerequisites BE 854)	
	<b>BE 887/BE 889: Fall Greenhouse Crops and Spring Greenhouse Crops (concurrent semesterized offerings)</b>	Course running simultaneous to BE 886 that introduces students to seasonal crop planning, propagation and marketing through the establishment and management of seasonal greenhouse crops (prerequisite BE 854 and 887)	
	<b>BE 896 and 898: Horticulture and Resource Development Practicum</b>	Advanced horticulture and/or aquaculture field experience through approved and supervised job placement in the horticultural industry for 1-2 hours per day (prerequisites BE 854, 872, 886 or equivalent)	
Instructional & Organizational Support (Approval Standard 3)	<b>Staff Training and Certification</b>	All staff are certified teachers with specialized training and background in horticulture and aquaculture.	RI Vocational Teacher Certification Standards
	<b>Extra and Co-Curricular Linkages</b>	(1) Supplementary course offerings in field, including Floriculture (BE 892/893/ 895), Animal Science (BE 862/863/865), and Environmental Management (BE 856) (2) Student opportunity to participate in Future Farmers of America at local, state, and national levels	
	<b>Career Readiness and Post-Secondary Linkages</b>	(1) Supported placement in field experiences, employment, and internships (2) Articulation agreement with URI in development	

## Ponaganset High School Career Pathway Two: Food Science, Preparation, and Service

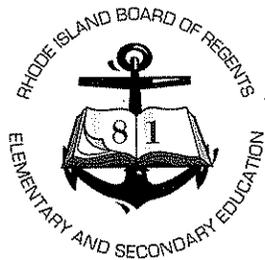
*The food science, preparation and service pathway is intended to prepare students for post-secondary education or a career in the field of culinary arts and hospitality. The pathway emphasizes safety and hygiene in culinary settings, the science of food preparation, nutritional analysis, menu production, and the professional expectations of the food service industry.*

	Pathway Elements	Description	Alignment to Standards
<b>Curricular and Instructional Design</b> (RIDE Approval Standard 2)	<b>BE 830: Food Technology I</b>	Lab and theory based course that introduces to career opportunities within the food service and culinary field, basic technical skills relevant to food production, and food safety and hygiene standards within the industry.	(1) RI Math, ELA and Science GSEs (as appropriate)
	<b>BE 832: Food Technology II</b>	Intermediate course that moves into more advanced theoretical and technical skill instruction including nutritional analysis, cooking methods, menu production, and culinary budgeting. Includes instruction in Serv-Safe standards (prerequisite BE 830)	(2) States' Career Cluster (Hospitality and Tourism) HTC01, HTC02, HTC03, HTC05, HTC06, HTC07, HTC09, HTC10
	<b>BE 834: Food Technology III</b>	Advanced course that utilizes daily theory and lab instruction around food production at various levels, advanced menu design, and comprehensive nutritional analysis. Introduces students to the demands of the hospitality industry including both production and service skills (prerequisite BE 830 and BE 832)	(3) RI Applied Learning Standards  (4) Ponaganset Performance Graduation Expectations 1, 2, 3, 4, 5, 6, 7, and 9
<b>Instructional &amp; Organizational Support</b> (Approval Standard 3)	<b>Staff Training and Certification</b>	All staff are certified teachers with specialized training and background in food service, preparation, and safety.	RI Vocational Teacher Certification Standards
	<b>Extra and Co-Curricular Linkages</b>	TBD Clubs, extra-curricular groups, systematized process for placing students in internships,	
	<b>Career Readiness and Post-Secondary Linkages</b>	(1) Supported placement in field experiences, employment, and internships (2) In process of embedding Serv-Safe curriculum and certification into BE832, yielding industry-recognized certification for all students completing the program	

## Ponaganset High School Career Pathway Three: Computer-Aided Drafting and Architectural Design

The computer-aided drafting and architectural design pathway is designed to introduce students to the mathematical, technical, theoretical, and practical fundamentals of CAD and its role within building design, renovation, and fabrication. The program teaches students orthographic projection, multi-view drawings, basic architectural design, and digital manipulation of drawings and design. Students will emerge with proficiency in the use of common CAD software including AutoCAD 2000 and Solid Works. Students that complete the program will be prepared for post-secondary enrollment or a career within the field of design and construction.

	Pathway Elements	Description	Alignment to Standards
Curricular and Instructional Design (RIDE Approval Standard 2)	<b>BE 950: Computer-Aided Design and Drafting, with Technical Drawing</b>	Introduction of the fundamentals of freehand sketching, technical drawing, and computer assisted drafting. Students will work in both practical and theory-based setting using individual workstations to apply their skills to solve basic problems using AutoCAD 2000. Students will complete introductory design problems, draw three-dimensional houses, and be introduced to the basics of architecture.	
	<b>BE 952: Computer Aided Design and Drafting III</b>	Students will build upon the principles introduced in CAD I while familiarizing themselves with common requirements of the industry. Sectional views, dimensioning, and the ability to create working drawings will be emphasized. Students will be exposed to Solid Works to complete detailed 3D mechanical drawings. All students will be required to complete a capstone project (prerequisite BE 950)	(1) RI Math, ELA and Science GSEs (as appropriate)  (2) States' Career Cluster (Architecture and Construction) ACC01, ACC02, ACC03, ACC05, ACC06, ACC07, ACC09, ACC10
	<b>BE 956: Computer Aided Design and Drafting III</b>	This course encompasses the latest technological advanced in the field and requires students to intensively apply the computer as a tool to solve a variety of real-life design problems. Students will generate photorealistic renderings on the computer using both AutoCAD 2000 and Solid Works (prerequisites BE 950 and 956, no less than a C-)	(3) RI Applied Learning Standards
	<b>BE 960: Architectural Design Engineering</b>	Students are introduced to the basics of home design and drafting by building upon the skills introduced in previous CAD courses. Students will learn to draw floor plans, calculate elevation, create pictorial drawings, site plans, foundation plans, and structural drawings. Students will also learn about building codes, cost analysis, legal and environmental, and other factors relevant to home design and construction (prerequisites BE 952, 956)	(4) Ponaganset Performance Graduation Expectations 1, 2, 3, 5, 6, 7, and 9
	<b>EED: Computer Aided Design</b>	An honors level early enrollment CAD class that yields college credits at Rhode Island College (perquisites BE 952 and 956)	
Instructional & Organizational Support (Approval Standard 3)	<b>Staff Training and Certification</b>	All staff are certified teachers with specialized training in engineering and CAD	RI Vocational Teacher Certification Standards
	<b>Extra and Co-Curricular Linkages</b>	(1) Supplementary course offerings in field, including Aerospace Engineering (BE 985), Principles of Engineering (BE 986), and Robotics (BE 983) (2) Student opportunity to participate robotics club and related extra-curricular programs that support program success	
	<b>Career Readiness and Post-Secondary Linkages</b>	(1) Supported placement in field experiences, employment, and internships (2) College credit yielded through RIC's Early Enrollment Program	



**State of Rhode Island and Providence Plantations  
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

255 Westminster Street  
Providence, Rhode Island 02903-3400

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Deborah A. Gist  
Commissioner

October 5, 2009

Mr. Ron Cervasio  
Mr. Walter Steere  
Foster-Glocester School Committee  
Central Office PO Box D  
Chepachet, RI 02814

Dear Messrs. Cervasio and Steere:

I am writing in response to your request for a variance to Section IV(G) of the Regulations of the Board of Regents Governing the Management & Operation of Area Vocational-Technical Centers in Rhode Island. Section IV(G) of the regulations concerns student admissions into career and technical education programs, and the obligation of school committees to pay tuition and provide transportation for students attending regional career and technical centers.

Career and technical education is addressed in chapter 45 of title 16 of the Rhode Island General Laws. According to the statute, career and technical education programs are to be approved by the Department of Education and taught by properly certified educators. These programs are to prepare students "for direct placement into the world of work consistent with economic development needs and/or preparation for postsecondary education." The statute further requires that all students who choose career and technical education "shall have access to those programs."

While the statute and the Board of Regents regulations provide for a system of regional career and technical schools, a school district is not prohibited from developing its own career and technical education programs. Per the statute, district programs must be approved by the Department of Education, taught by properly certified educators, and accessible to students. To the extent that students residing within the district choose to enroll in a Department-approved district career and technical education program, the district can avoid the tuition and transportation costs that would otherwise apply if the students were enrolled in a regional career and technical center.

As I interpret the Board of Regents' regulations, a school district does not need a variance to develop its own career and technical education programs. Under the access provision of R.I.G.L. 16-45-1.1, however, a school district which offers its own career and technical education programs may not limit the career and technical education choices of its students to those programs.

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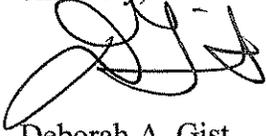
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Messrs. Ron Cervasio and Walter Steere  
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R.I.G.L. 16-45-1 authorizes a system of regional career and technical schools. R.I.G.L. 16-45-1.1 requires that students have access to career and technical programs. Students who desire career and technical education therefore must have programming choices, and those choices must include the programs that are offered by the statutorily-based regional career and technical system. These programs effectuate the statutory directive that students be prepared for employment in areas of economic development. District programs can supplement regional programs, but they cannot supplant them except where the district program is comparable to the regional program. Because a student's entitlement of access to career and technical education is based in statute, a school district cannot eliminate regional programming as an educational choice. For the same reason, I do not have authority to grant a variance in this area.

Therefore, under existing law and regulations, the Foster-Glocester Regional School District may develop and operate its own career and technical education programs provided that they are approved by the Department of Education. Foster-Glocester students' choices in career and technical education may not be limited to district programs because R.I.G.L. 16-45-1.1 grants students the right of access to regional career and technical education programs.

Sincerely,



Deborah A. Gist  
Commissioner of Education

c: Dr. Michael S. Barnes, Superintendent