



Chapter 74 Manual

for Vocational Technical Education

Admission Policies

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INTRODUCTION

Disclaimer: Sections of regulations and guidelines are reprinted in this manual in order to help with their interpretation and use. The official copies of the regulations and guidelines as filed with the Secretary of State are implemented by the Department of Elementary and Secondary Education. The Department does not represent this manual as a replacement for the official regulations and guidelines.

This manual was last updated on September 17, 2010 by adding clarification to Q & A 5.

The law (M.G.L.c.74) and the regulations (603 CMR 4.00) governing vocational technical education are available at the Career and Technical Education website at <http://www.doe.mass.edu/cte/>. They should be reviewed in conjunction with the review of this Manual.

This manual contains the Guidelines for Admission Policies of Vocational Technical Secondary Schools and Comprehensive Secondary Schools. Sample admission policies, sample interview and recommendation forms, as well as Q's & A's are included. An Office for Career/Vocational Technical Education staff person may be contacted for additional information. Call (781) 338-3910 or e-mail careervoctech@doe.mass.edu.

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9-17-10

GUIDELINES FOR ADMISSION POLICIES OF VOCATIONAL TECHNICAL SECONDARY SCHOOLS AND COMPREHENSIVE SECONDARY SCHOOLS

for Implementation September 1, 2003 - Filed with the Secretary of State August 2003

These guidelines were prepared by the Massachusetts Department of Elementary and Secondary Education to serve as a guide for developing admission policies and as a standard for evaluating admission policies in accordance with Massachusetts General Law Chapter 74 (M.G.L.c.74) and the Vocational Technical Education Regulations (CMR 603 4.00). It is important to review the law and regulations in conjunction with the review of these guidelines.

These guidelines are intended for schools that are selective in terms of admission to the school and the individual programs e.g., "shops" or "majors." The guidelines are also intended for comprehensive secondary schools that are selective in terms of admission to their vocational technical programs.

The guidelines are divided into eleven sections. Each section defines and establishes standards for a corresponding required section in the admission policy. All eleven sections apply to selective vocational technical schools. Given that comprehensive secondary schools are not selective in terms of admission to the school, only sections I, II, X, and XI apply to these schools.

In order for an admission policy to be approved by the Department, it must conform to the standards established in the guidelines. In addition, the admission policy, because it is an official school document, must be on official school stationery and must receive the approval of the school committee or board of trustees. The date of approval must be included in the Introductory Statement.

The admission policy must be clear and concise. It must be capable of being understood by prospective students and their parents/guardians. The Department may also review admission instruments and documents such as the application, interview guides and rating sheets as part of the admission policy review and approval process.

A sample admission policy conforming to the standards contained in these guidelines is available as a reference. School personnel should feel free to adopt language in the sample admission policy.

I. INTRODUCTORY STATEMENT

Definition: A written statement explaining why an admission policy is necessary and the date of approval by the school committee or board of trustees.

Requirements:

1. The admission policy must include an acceptable introductory statement with the date of approval by the school committee or board of trustees.

II. EQUAL EDUCATIONAL OPPORTUNITY

Definition: Written statements affirming the school's compliance with state and federal laws guaranteeing equal access to public educational institutions and affirming the policy of providing equal educational opportunity to individuals with disabilities and those with limited English proficiency.

Requirements:

1. The admission policy must include an acceptable EEO statement. The statement must also appear on the Application for Admission. The EEO statement must include all protected categories: race, color, sex, religion, national origin, sexual orientation and disability.
2. The admission policy must provide a statement of assurance that applicants with disabilities and those applicants with limited English proficiency will be provided with the full range of assistance during the entire application and admission process.
 - If there is a student with limited English proficiency, a qualified representative from the school must assist the applicant in completing the necessary forms and assist in interpreting during the entire application and admission process if requested by the applicant.
 - Students with disabilities may voluntarily self-identify for the purpose of requesting reasonable accommodations during the entire application and admission process.
 - Information on limited English proficiency and disability submitted voluntarily by the applicant for the purpose of receiving assistance and accommodations during the entire application and admission process must not affect the applicant's admission to the school.

III. ELIGIBILITY STATEMENT

Definition: An explicit statement of the requirements that must be met by students in order to be eligible to **apply** to the school.

Requirements:

1. The admission policy must present a clear and complete list of eligibility requirements.
2. Requirements for eligibility to apply for admission to the 9th, 10th, 11th and 12th (if applicable) grades must be stated.
3. Students who actually reside (i.e., live) in a town or city, whether with their parents/guardians or other relatives, by themselves, or in a foster or group home, or in virtually any other living situation, are legally entitled to attend the town or city's public schools including the regional vocational technical school.

IV. ORGANIZATIONAL STRUCTURE

Definition: A description of the statutory and/or contractual obligations that define and/or limit the school's ability to select among applicants.

Requirements:

1. Each school must identify its organizational category as one of the following:
 - Local Public School
 - Regional School (vocational-technical or academic)
 - County Agricultural School
 - Independent Vocational School

2. Each school must define and describe the region it is obliged to serve.
3. Each school must explain how seats within the school are allotted. If there are quotas for member districts, list the member districts, the formula or method used to apportion seats and the current quotas.
4. Each school must explain the conditions under which students from outside the service region will be accepted; that is, under what conditions, tuitioned-in (non-resident) students will be accepted.
5. Each school of choice should describe when and how school choice students are admitted. [Note: The school cannot apply any separate or individual criterion to “school choice” students.]

V. RECRUITMENT PROCESS

Definition: A clear description of the procedures followed by the school to inform and recruit students.

Requirements:

1. The admission policy must contain a description of the procedures followed by the school to recruit applicants for the 9th, 10th, 11th and 12th (if applicable) grades.
 - The description must be clear and presented in logical order.
 - The school personnel responsible for each procedure must be identified by position title.

VI. APPLICATION PROCESS

Definition: A clear, step-by-step description of how 8th, 9th, 10th, 11th and 12th (if applicable) grade students actually apply to the school. This section should be presented as a set of instructions that can be used by student applicants. This section should not include specific dates that will vary from year to year. Instead, general dates should be used (i.e., early spring), and the reader should be referred to the school’s annual calendar or schedule for specific dates.

Requirements:

1. The admission policy must contain a description of how students apply to the school.
2. The description must be clearly presented and capable of being understood by student applicants.
3. Where to obtain the application, where to return the completed application, etc. must be included.
4. The policy must include the identification by position title of the person(s) responsible for submitting the names of applicants and/or completed applications to the school.
5. The school’s procedure for collecting applications from sending schools and/or students must be included.
6. Transportation arrangements: If the school requires student applicants to attend interviews or functions outside regular school hours or away from their current school of attendance, a description of the arrangements made by the vocational-technical school to transport applicants must be included.

VII. SELECTION CRITERIA

Definition of Selection Criteria: The factors used by the school to evaluate applicants for the 9th, 10th, 11th and 12th (if applicable) grades. Each selective school in Massachusetts, which is selective in terms of admission, must use a combination of selection criteria to determine which applicants have an ability to benefit, and

therefore, be admitted to the school, unless the school opts to use first come-first serve or a lottery for admissions. The criteria used shall include academic grades, attendance record, discipline/conduct record, and recommendations from sending-school personnel and may include student interview. However, no one criterion shall exceed fifty percent of the total. Schools may condition admission on a student having passed courses in English language arts (or the equivalent) and mathematics for the school year immediately preceding their enrollment in a selective vocational technical school or program. The criteria to be used by these schools are listed in this section, accompanied by the standards pertaining to them.

General Requirements that pertain to all criteria have been established to ensure that all applicants are evaluated uniformly. These general requirements are listed in Part A below.

Specific Requirements that pertain to only one criterion have been established to ensure that the school's use of each criterion conforms to state and federal laws. These specific requirements are listed in Part B below and include:

Criteria:

Academic grades

Attendance record

Discipline/conduct record

Recommendations from sending-school personnel

Students interviews (Optional)

Recommendation: All schools are required to develop a rating sheet to use when evaluating each applicant. Such rating sheets protect the interest of the school and the applicant.

All schools should adopt a standard system for defining and using admission criteria. Most schools have paid attention to the following principles for sound admission practice.

Part A - General Requirements:

1. The school must list and describe all the criteria used to evaluate applicants.
2. The school must assign a numerical/percentage weight to each criterion.
3. The school must describe, for each criterion, the specific factors it uses to assign scores to individual applicants.
4. No one criterion may be given a weight of over 50%.
5. No one criterion may have a minimum score required.

Part B - Specific Requirements for each Selection Criterion:

1. **Academic Grades:**

- a. Identify the overall numerical/percentage weight to be accorded for academic grades. A minimum score cannot be required.
- b. Identify the specific factors that will be used to assign scores to the applicant's academic-grade record.
- c. Identify by name the academic courses that are evaluated for applications to each grade.
- d. Identify by grade level the school years that are evaluated for applications to each grade.

2. **Attendance Record:**

- a. Identify the overall numerical/percentage weight to be accorded for the applicant's attendance record. A minimum score cannot be required.
- b. Identify the specific factors that will be used to assign scores to the applicant's attendance record.
- c. Identify by grade level the school years that are to be evaluated for application to each grade.
- d. Consider only unexcused absences (and only unexcused tardies, if applicable). As in the case with grades, the procedures for calculating attendance scores become problematic when attendance records need to be equated across sending schools. Excused versus unexcused absences may be defined differently. Some sending schools simply record absences rather than differentiating excused from unexcused absences. It is important to ask a sending school to define its terms. Is an excused absence recorded only when a student has a doctor's excuse or is it excused if the parent writes a note? How does the school define a legitimate absence? Once you have determined these definitions, you can construct a comparison scale. This means that you need to have a careful and specific definition of what constitutes an excused absence. In conclusion, be sensitive to the justifiable reasons for excessive absence.

3. Discipline/Conduct Record:

- a. Identify the numerical/percentage weight to be accorded to the applicant's discipline/conduct record. A minimum score cannot be required.
- b. Identify the specific factors that will be used to assign scores to the applicant's discipline/conduct record if the sending school did not use grades.
- c. Identify by grade level the school years that are to be evaluated for application to each grade.
- d. Identify all source(s) that will be used to obtain information about the applicant's discipline/conduct record.

4. Recommendation from sending-school personnel:

- a. Identify the numerical/percentage weight to be accorded to the applicant's recommendation(s). A minimum score cannot be required.
- b. Identify the specific factors that will be used to assign scores to the applicant's recommendation(s).
- c. Identify by position/title the sending-school personnel responsible for the recommendations.
- d. All schools should develop rating sheets for applicants that are based on a numerical rating system and contain a clear list of the evaluative factors taken into account and an explanation of the importance of avoiding cultural/racial/gender bias.

5. Student Interviews:

- a. Identify the numerical/percentage weight to be accorded to the applicant's interview. A minimum score cannot be required.
- b. Identify the specific factors that will be used to assign scores to the applicant's interview.
- c. If applicants are required to attend interviews outside normal school hours or away from their school of attendance, describe the accommodations available to applicants lacking their own transportation.
- d. If there are limited English proficient students in the school's service region, describe the

- e. accommodations that will be made for limited English proficient applicants at the interview.
- f. All schools should develop rating sheets that are based on a numerical rating system and contain a clear list of the evaluative factors taken into account.
- g. All schools should develop guidelines for the interviewers, to ensure that the same standards are applied in all interviews. An explanation of the importance of avoiding cultural/racial/gender bias should be included in the guidelines.

VIII. SELECTION PROCESS

Definition: The school's procedure for evaluating applications and accepting/wait listing/rejecting applicants.

Requirements:

1. The school's procedure for evaluating applicants for the 9th, 10th, 11th and 12th (if applicable) grades must be included.
2. The school's procedure for notifying all applicants of acceptance, wait listing or rejection and the date by which students will be notified must be included.
3. The school's procedure for establishing waiting lists, and any other special provisions made by the school to accommodate students not accepted on the first round of applications must be included.

IX. ENROLLMENT AND CONDITIONAL ADMISSION

Definition: The condition that must be met prior to enrollment (commencing classes). Schools shall condition admission on a student having been promoted to the grade that they have been admitted to enter. Schools may condition admission (conditional admission) on a student having passed courses in English language arts or the equivalent and mathematics for the school year immediately preceding their enrollment in a selective vocational technical school or program.

Requirements:

1. The requirement for having been promoted to the grade they have been admitted to enter and passing courses in English language arts or the equivalent and mathematics prior to enrollment (commencing classes) must be stated. If the school will allow makeup of the failed English and/or mathematics courses prior to commencing classes, the policy shall be stated.

X. PROGRAM ADMISSION

Definition: The school's policies and procedures for admitting students to programs.

Requirements:

1. The Admission Policy shall include a description of the process of program selection by students and the process of selecting students for admission to programs. Both processes must be fully described. The selection criteria and process must be fully described.

XI. REVIEW and APPEALS PROCESS

Definition: The process for reviewing and appealing the decision of the school to admit students to the school and its programs must be fully described.

Requirements:

1. Each school must have a published Review and Appeals Process that includes as a minimum the requirements set forth in CMR 4.03 (6).
2. The Review and Appeals process must include complete instructions for students/parents/guardians on how, when and with whom to file appeals on school/program admission.
3. The Review and Appeals process must include the timelines to be followed by the school and the school officials responsible.

GUIDELINES FOR THE APPLICATION FOR ADMISSION

The Application for Admission may be required to be submitted to the Department for review. One of the frequently asked questions regarding the application is whether it is permissible to ask the applicant to voluntarily self-identify as a member of one or more of the equal educational opportunity classifications for the purpose of monitoring the school's civil rights efforts. If the applicant indicates that he/she is a member of one or more of the classifications, no additional information can be requested prior to admission. However, it is advisable to ask for the voluntary submission of information regarding an applicant's need for accommodations during the admissions process. An applicant who is limited English proficient or disabled may request accommodations and the school would be required to provide reasonable accommodations during the process. ***The decision on admission must not be affected by the applicant's voluntary response.***

SAMPLE

MAJESTIC REGIONAL VOCATIONAL TECHNICAL HIGH SCHOOL ADMISSION POLICY

*(Disclaimer: This policy is a **sample** developed by the Department of Elementary and Secondary Education Policies proposed by schools will vary. M.G.L. c. 74, the Vocational Technical Education Regulations 603 CMR 4.00 and the Guidelines for Admission Policies of Vocational Technical Secondary Schools and Comprehensive Secondary Schools provide complete information on admission policies required under M.G.L. c. 74).*

MAJESTIC REGIONAL VOCATIONAL TECHNICAL HIGH SCHOOL ADMISSION POLICY

November 17, 2003

I. INTRODUCTION

An admission process is necessary in vocational technical schools where space is a limiting factor. Vocational technical laboratories (shops) are designed and equipped to serve a specific maximum number of students safely. Consequently, a complex of such laboratories lacks both the space and flexibility to accommodate the possible needs and/or interests of all applicants. Therefore, a selection process is necessary to determine which applicants may most benefit from such educational opportunities. All applicants to grades nine through twelve at Majestic Regional Vocational Technical High School will be evaluated using the criteria contained in this Admission Policy. The Majestic Regional Vocational Technical School District Committee approved this policy on November 17, 2003.

II. EQUAL EDUCATIONAL OPPORTUNITY

Majestic Regional Vocational Technical High School admits students and makes available to them its advantages, privileges and courses of study without regard to race, color, sex, religion, national origin, sexual orientation or disability.

If there is a student with limited English proficiency, a qualified representative from Majestic will assist the applicant in completing the necessary forms and assist in interpreting during the entire application and admission process upon the request of the applicant.

Disabled students may voluntarily self-identify for the purpose of requesting reasonable accommodations during the entire application and admission process.

Information on limited English proficiency and disability submitted voluntarily by the applicant, for the purpose of receiving assistance and accommodations during the entire application and admission process, will not affect the applicant's admission to the school.

III. ELIGIBILITY

Any eighth, ninth, tenth or eleventh grade student who is a resident of the Majestic Regional Vocational Technical School District (Cradle, Marsh, Poe, Sandyview and Sunset) who expects to be promoted to the grade they seek to enter by their local district is eligible to apply for fall admission or admission during the school year subject to the availability of openings to Majestic Regional Vocational Technical High School. Resident students will be evaluated using the criteria contained in this Admission Policy. Priority for admission is given to Majestic Regional Vocational Technical School District residents according to the District Agreement.

Students who are not residents of the Majestic Regional Vocational Technical School District are eligible to apply for fall admission or admission during the school year subject to the availability of openings to Majestic provided they expect to be promoted to the grade they seek to enter by their local district. Nonresident students will be evaluated using the criteria contained in this Admission Policy.

Transfer students from other vocational technical schools are eligible to apply for fall admission or admission during the school year to grades 9-12 at Majestic provided they expect to be promoted to the grade they seek to enter by their current school. Transfer students will be evaluated using the criteria contained in this Admission Policy.

IV. ORGANIZATIONAL STRUCTURE

Majestic is a public regional vocational technical school located on a scenic campus in Forward, Massachusetts. Majestic is a member of the Majestic Regional Vocational Technical School District and is accredited by the New England Association of Schools and Colleges. Majestic is committed to providing quality vocational technical programs.

It is the responsibility of the Majestic Superintendent to supervise the administration of the policies and procedures required to admit and enroll applicants in conformity with this Admission Policy.

Majestic has an Admission Committee appointed by the Superintendent. The committee consists of a member of the Administration, Guidance, Special Needs, Vocational Technical and Academic Departments. Responsibilities of the Admissions Committee include:

- A. determination of standards for admission
- B. development and implementation of admission procedures
- C. processing of applications
- D. ranking of students
- E. acceptance of students according to the procedure and criteria in the admission policy
- F. establishment and maintenance of a waiting list of acceptable candidates

The Majestic Admission Coordinator is responsible for disseminating information about Majestic through local school assemblies and press releases, and for collecting applications from the local schools.

Majestic Regional Vocational Technical School District Agreement:

The Majestic Regional Vocational Technical School District governs the admission of school district residents. The agreement states:

The Majestic Regional Vocational Technical School District Committee shall enroll in the Majestic Regional Vocational Technical High School those students from the various member towns who, in its judgment, are best suited to profit from the instructional program offered; provided, however, that each member town shall have available to it a guaranteed minimum number of enrollees in the day school in any one year, as follows:

Marsh	150
Poe	60
Sandyview	110
Sunset	85

if such students are available and willing to attend. Each member town, through its representatives to the Majestic Regional Vocational Technical School District Committee, shall certify to the District Committee the names of those students who are counted under the provisions of the guaranteed minimum by May 1st. On or before May 15th of any year preceding the opening of the school year, the following September, the District Committee shall determine the number of vacancies remaining unclaimed under the guaranteed minimum, which vacancies shall be known as the surplus enrollment. Each town's quota of surplus enrollment shall be determined each year by multiplying the number representing the surplus enrollment by a fraction; of which the numerator shall be the number of students residing in each member town who are attending all the grades from kindergarten through grade twelve in public, private, and parochial schools wherever located on the previous October 1st and, the denominator shall be the number of students from all the member towns who were attending all the grades from kindergarten through grade twelve in public, private, and parochial schools wherever located on the same date. (reference: District Agreement Section XII). (End of agreement quotation)

Majestic does not participate in the School Choice Program.

V. RECRUITMENT PROCESS

1. Majestic disseminates information about the school through a variety of methods.
 - a. Visitations with an informational slide presentation to 8th grade classes in local schools by Majestic staff from October to January are scheduled.
 - b. An Open House during the fall is scheduled. Prospective students and their parent(s)/guardian(s) have an opportunity to visit all vocational-technical programs and speak with teachers as well as view a presentation about all offerings.
 - c. Parent(s)/guardian(s) may schedule individual visits at a mutually convenient time.
 - d. Brochures, which describe vocational technical programs including academic courses, sports, cooperative education, and special education resources, are distributed during the 8th grade visitations and the Open House.

VI. APPLICATION PROCESS

APPLICATION PROCESS-FOR FALL ADMISSION* TO THE NINTH, TENTH, ELEVENTH AND TWELFTH GRADE

1. Students interested in applying to Majestic for fall admission to the ninth, tenth, eleventh or twelfth grade must:

* applying for admission during the winter and spring to begin classes the following fall

- a. obtain an application from the local school Guidance Counselor as early in the school year as possible.
 - b. return the completed application form to the local school Guidance Counselor by the deadline set by the Guidance Counselor.
2. It is the responsibility of the local school Guidance Counselor to:
- a. complete the designated portion of the application form.
 - b. forward the completed applications to the Admission Coordinator at Majestic by April 1st. Complete applications include:
 - (i) Completed application form (including required signatures).
 - (ii) For applications to grade 9 (fall admission), the average of grade 7 and terms 1 & 2 grade 8 marks in English language arts, social studies, math and science from the local school report card/transcript are required. For applications to grades 10, 11 & 12 (fall admission) the average of the previous school year and terms 1 & 2 of the current school year marks in English language arts, social studies, math and science from the local school report card/transcript is required.

For applications to grade 9 (fall admission), the sum of grade 7 and terms 1 & 2 grade 8 unexcused absences from the local school report card/transcript are required.

For applications to grades 10, 11 & 12 (fall admission) the sum of the previous school year and terms 1 & 2 current school year unexcused absences from the local school report card/transcript is required.

For applications to grade 9 (fall admission), the average of grade 7 and terms 1 & 2 grade 8 assessments of behavior from the local school report card or from the local school Guidance Counselor's assessment are required. For applications to grades 10, 11 & 12 (fall admission) the average of the previous school year and terms 1 & 2 of the current school year assessments of behavior from the local school report card or from the local school Guidance Counselor's assessment are required.

For applications to grade 9, 10, 11 and 12 (fall admission), the local school Guidance Counselor's recommendation is required.
3. If incomplete applications are received, the following procedures will be followed:
- a. The Admission Office at Majestic will notify the local school Guidance Counselor responsible for submitting the application that the application is incomplete and will request completion.
 - b. The applicant's parent(s)/guardian(s) will be notified by the Majestic Admission Office in the event that the problem is not resolved by the local school Guidance Counselor.
 - c. If after notifying the local school Guidance Counselor and parent(s)/guardian(s), the application remains incomplete for ten school days, the application will be voided.

APPLICATION PROCESS - FOR ADMISSION TO THE NINTH, TENTH, ELEVENTH AND TWELFTH GRADES FOR THE CURRENT SCHOOL YEAR*

1. Students interested in applying to Majestic for admission for the current school year must:
 - a. obtain an application from their local school Guidance Counselor.
 - b. return the completed application form to their local school Guidance Counselor by the deadline set by the Guidance Counselor.
 - c. attend an interview at the Majestic. If the applicant or parent/guardian cannot provide transportation, a representative from Majestic will go to the local school to interview the applicant.
2. It is the responsibility of the local school Guidance Counselor to:
 - a. complete their portion of the application form.
 - b. forward the completed applications to the Admission Coordinator at Majestic. Complete applications include:
 - (i) completed application form (including required signatures)
 - (ii) For applications to grades 9, 10, 11 & 12 (admission during the school year) the current school year to the date of the application, marks in English language arts, social studies, math and science from the local school report card/ transcript are required.

For applications to grades 9, 10, 11 & 12 (admission during the school year) the current school year to the date of the application, unexcused absences from the local school report card/transcript are required.

For applications to grades 9, 10, 11 & 12 (admission during the school year) the current school year to the date of the application, assessments of behavior from the local school report card or from the local school Guidance Counselor assessment are required.

For applications to grades 9, 10, 11 and 12 (admission during the school year), the local school Guidance Counselor's recommendation is required.
3. If incomplete applications are received, the following procedures will be followed:
 - a. The Majestic Admission Office will notify the local school Guidance Counselor responsible for submitting the application, that the application is incomplete and will request completion.
 - b. The applicant's parent(s)/guardian(s) will be notified by the Majestic Admission Office in the event the problem is not resolved by the local school Guidance Counselor.
 - c. If after notifying the local school Guidance Counselor and parent(s)/guardian(s), the application remains incomplete for ten school days, the application will be voided.

* applying for admission during the school year to begin classes during the same school year, as opposed to applying for admission one school year to begin classes the next school year in the fall

LATE APPLICATIONS

Applications received after April 1st will be evaluated using the same criteria as other applications and the composite score will be integrated in rank order on the established waiting list.

OR

Applications received after the deadline may not be accepted. If accepted, they will be evaluated using the same criteria as other applications and their composite score will be computed. They will be placed in rank order on a waiting list with other late applications.

OR

Applications received after the deadline may not be accepted. If accepted, they will be evaluated using the same criteria as other applications and the composite score will be computed. They will be placed in rank order on the established waiting list.

TRANSFER STUDENTS

Applications from students who are enrolled in a state-approved (Chapter 74) vocational technical high school program in another school (transfer students) will be considered for admission (including admission during the school year) if they relocate away from their current school and wish to pursue the same program of study at Majestic. All transfer applicants must attend an informational meeting at Majestic. If the applicant or parent/guardian cannot provide transportation, an official from Majestic will go to the local school to meet with the applicant. Such applications will be evaluated according to the provisions of this Admission Policy.

WITHDRAWN STUDENTS

Students who withdraw from Majestic and who are attending or not attending another high school may reapply to Majestic following the procedures contained in this admission policy and will be evaluated using the criteria contained in this Admission Policy.

VII. SELECTION CRITERIA

The Admission Committee using weighted admissions criteria processes completed applications. Each applicant will be assigned a score derived from the sum of the sub scores of the following criteria:

A. Scholastic Achievement: Maximum 20 points

Grade Averages	Points
90 - 100	5
80 - 89	4
70 - 79	3
60 - 69	2
0 - 59	0

For applications to grade 9 (fall admission), the average of grade 7 and terms 1 & 2 grade 8 marks in English, social studies, mathematics and science from the local school report card/transcript are used. For applications to grades 10, 11 and 12 (fall admission) the average of the previous school year and terms 1 & 2 of the current school year marks in English, social studies, mathematics and science from

the local school report card/transcript are used. For applications to grades 9, 10, 11 and 12 (admission during the school year), the current school year to the date of the application marks in English, social studies, mathematics and science from the local school report card/ transcript are used.

B. Attendance: Maximum 20 points

Number of Unexcused Absences	Points
0 – 10	20
11 – 20	15
21 – 30	10
31 – 40	5
41 plus	0

For applications to grade 9 (fall admission), the sum of grade 7 and terms 1 & 2 grade 8 unexcused absences from the local school report card/transcript are used. For applications to grades 10, 11 and 12 (fall admission), the sum of the previous school year and terms 1 & 2 current school year unexcused absences from the local school report card/transcript are used. For applications to grades 9, 10, 11 and 12 (admission during the school year) the current school year to the date of the application, unexcused absences from the local school report card/transcript are used.

C. School Discipline/Conduct: Maximum 20 points

Discipline/Conduct Rating	Points
Excellent	20
Above Average	15
Average	10
Below Average	5
Poor	0

For applications to grade 9 (fall admission), the average of grade 7 and terms 1 & 2 grade 8 assessments from the local school report card/transcript or from the local school Guidance Counselor's assessment are used. For applications to grades 10, 11 and 12 (fall admission), the average of the previous school year and terms 1 & 2 current school year assessments from the local school report card/transcript or from the Guidance Counselor's assessment are used. For applications to grades 9, 10, 11 and 12 (admission during the school year), the current school year to the date of the application assessments from the local school report card/transcript or from the local school Guidance Counselor's assessment are used.

D. Local Guidance Counselor's Recommendation: Maximum 20 points

Rating	Points
Excellent	20
Above Average	15
Average	10
Below Average	5
Poor	0

E. Interview: Maximum 20 points

Rating	Points
Excellent	20
Above Average	15
Average	10
Below Average	5
Poor	0

After points are given in each area, the points are totaled for each applicant. A maximum total of one hundred (100) points can be earned.

VIII. SELECTION PROCESS

The Admission Committee at Majestic will examine, discuss and make recommendations for action on the applicants.

The Admission Committee considers scholastic achievement, attendance, school behavior, local Guidance Counselor's recommendation and interview results.

Applications are reviewed, processed and assigned points by grade level.

After a point total for each resident applicant has been determined, all resident applicants are placed in order of their "point total" and town of residence. Resident applicants are then accepted in order of the point total they have achieved. The resident applicant with the highest point total is accepted first, the resident applicant with the second highest point total is accepted second, and so on until all seats are filled. All resident applicants are accepted, declined, or placed on a waiting list. If openings occur, the seats are filled by accepting resident applicants from the waiting list. These resident applicants, like those accepted earlier, are accepted in order of their place on the waiting list determined by the total points given according to the selection criteria.

Non-resident applicants are evaluated using the criteria in this Admission Policy and will be placed on the waiting list after the resident applicants. Non-resident applicants on the waiting list will only be accepted if all resident applicants on the waiting list have been accepted.

Applications received after April 1st will be evaluated using the same criteria as other applications and their composite score will be integrated in rank order on the established waiting list.

All applicants whose applications are received by Majestic by April 1 are notified of their status by a letter to their parents/guardians and their local school Guidance Counselor by mid-May. Applicants whose applications are not received by Majestic by April 1st will receive a letter each school quarter informing them of their status.

IX. ENROLLMENT

In order to enroll at Majestic Tech for the fall, applicants must have been promoted to the grade they seek to enter by their local school district. In addition, they must have passed courses in English language arts or its equivalent and mathematics for the school year immediately preceding their enrollment at Majestic.

X. VOCATIONAL TECHNICAL PROGRAM PLACEMENT

All ninth graders who enroll in Majestic Tech participate in a half school year vocational technical exploratory program designed to help them learn about their talents and interests relative to a variety of different vocational technical programs. In addition, Vocational technical program (shop) teachers evaluate students during the exploratory program. Students initially explore each vocational technical shop for one day. Then, students list their top 5 exploratory choices and explore each of them for one week. At the end of this exploratory period, each student selects his/her program of choice, as well as a second and third choice from the five explored shops.

Students who enroll in Majestic after grade nine may explore vocational technical programs that have openings, before making a program selection. Students are evaluated and graded by each shop teacher during the period of exploration. If the number of enrollees seeking a particular shop exceeds the number of openings, the evaluative grades received by the students rank ordered would determine the enrollee or enrollees who are placed in the particular shop.

- Each shop teacher evaluates students during the week in each shop. They are evaluated and scored (total of 0-100 points) on shop grades received for the week (25 points), attendance (25 points), discipline/conduct (25 points) and recommendations from vocational technical instructors (25 points). A maximum of 500 points could be earned for the 5 weeks.

Students are admitted into the shop of their choice based on the point total they received in all shops combined during the five-week exploratory period. For example, a student with a point total of 392 would be admitted before a student with a point total of 390. If a shop fills, based on point total, before a student gets his/her first choice, the guidance counselor then moves to the students' second or third choice depending upon whether there is an opening in the shop. Again, the student is admitted based upon overall point total. If a student's point total in all shops combined is so low that they were not placed in their second or third choice shop because the shops were filled by students with higher point totals, the guidance counselor will meet with the student and present a list of the shops with openings which the student explored and ask the student to choose one of them. Again, students selecting shops from among the shops with openings, which the student explored, will be admitted based on their point totals. The process continues until all students are placed.

After placement students continue to explore the shop in which they were placed for the remainder of the half school year in order for them to continue to learn about their talents and interests. Students who wish to transfer from one shop to another may apply for transfer. Transfer requests will be considered subject to the availability of openings in the requested shops. Each transfer applicant will be interviewed and counseled individually to determine the appropriateness of the transfer for the particular student.

XI. REVIEW and APPEALS

The applicant's parent(s)/guardian(s), upon receipt of a letter from Majestic Tech indicating that the applicant was not accepted or was placed on a wait list, may request a review of the decision by sending a letter requesting a review to the Superintendent within thirty days of the receipt of the rejection/wait list letter. The Superintendent will respond in writing to the letter with the findings of the review within thirty days. If after the review, the parent(s)/guardian(s) wish to appeal the findings of the review this may be

done by sending a letter requesting that they be scheduled to appear before the School Committee to appeal the Superintendent's findings. The School Committee will respond in writing to the parent(s)/guardian(s) with a scheduled date for the appeal within thirty days of the receipt of the letter. The School Committee will respond in writing to the letter with their decision on the appeal within thirty days of the School Committee meeting when the appeal was presented.

The applicant's parent(s)/guardian(s), upon receipt of a letter from Majestic Tech indicating that the applicant was not accepted or placed on a wait list for a particular program (shop) (major), may request a review of the decision by sending a letter requesting a review to the Superintendent within thirty days of the receipt of the rejection/wait list letter. The Superintendent will respond in writing to the letter with the findings of the review within thirty days.

SAMPLE

AWESOME COMPREHENSIVE HIGH SCHOOL ADMISSION POLICY for VOCATIONAL TECHNICAL EDUCATION PROGRAMS

*(Disclaimer: This policy is a **sample** developed by the Department of Elementary and Secondary Education. Policies proposed by schools will vary. M.G.L. c. 74, the Vocational Technical Education Regulations 603 CMR 4.00 and the Guidelines for Admission Policies of Vocational Technical Secondary Schools and Comprehensive Secondary Schools provide complete information on admission policies required under M.G.L. c. 74).*

**AWESOME COMPREHENSIVE HIGH SCHOOL
ADMISSION POLICY for VOCATIONAL TECHNICAL
EDUCATION PROGRAMS**

November 17, 2003

I. INTRODUCTION

An admission process is necessary for vocational technical programs in which there are more applicants than openings. A process is necessary to determine which applicants may most benefit from such educational opportunities. All applicants to the vocational technical education programs for grades nine through twelve at Awesome Comprehensive High School will be evaluated using the selection criteria contained in this Admission Policy. The RX School Committee approved this policy on November 17, 2003.

II. EQUAL EDUCATIONAL OPPORTUNITY

Awesome Comprehensive High School admits students and makes available to them its advantages, privileges and courses of study without regard to race, color, sex, religion, national origin, sexual orientation or disability.

If there is a student with limited English proficiency, a qualified staff member from Awesome will assist the applicant in completing the necessary forms and assist in interpreting during the entire application and admission process upon the request of the applicant.

Disabled students may voluntarily self-identify for the purpose of requesting reasonable accommodations during the entire application and admission process.

Information on limited English proficiency and/or disability submitted voluntarily by the applicant, for the purpose of receiving assistance and accommodations during the entire application and admission process, will not affect the applicant's admission to the vocational technical education program.

III. ELIGIBILITY

Any eighth, ninth, tenth or eleventh grade student who is a student in Awesome Comprehensive High School is eligible to apply for fall admission or admission during the school year subject to the availability of openings to the vocational technical education programs at Awesome.

Resident students will be evaluated using the selection criteria contained in this Admission Policy. Priority for admission is given to RX School District residents. Students who are not residents of the Rx School District are eligible to apply for fall admission or admission during the school year provided they expect to be promoted to the grade they seek to enter by their current school. Nonresident students will be evaluated using the selection criteria contained in this Admission Policy.

Transfer students from vocational technical schools are eligible to apply for fall admission or admission during the school year to the vocational technical education programs grades 9-12 at Awesome provided they expect to be promoted to the grade they seek to enter by their current school. Transfer students will be evaluated using the selection criteria contained in this Admission Policy.

IV. ORGANIZATIONAL STRUCTURE

Awesome Comprehensive High School is a public school located in Tree, Massachusetts. Awesome is accredited by the New England Association of Schools and Colleges. Awesome is committed to providing quality vocational technical education programs.

It is the responsibility of the Awesome Principal to supervise the administration of the policies and procedures required to admit and enroll applicants in conformity with this Admission Policy.

Awesome has an Admission Committee appointed by the Principal. The committee consists of a member of the Administration, Guidance, Special Needs, Vocational Technical and Academic Departments. Responsibilities of the Admissions Committee include:

- A. determination of standards for admission
- B. development and implementation of admission procedures
- C. processing of applications
- D. ranking of students
- E. acceptance of students according to the procedure and criteria in the admission policy
- F. establishment and maintenance of a waiting list of acceptable candidates

The Awesome Vocational Technical Education Supervisor/Director is responsible for disseminating information about Awesome's vocational technical education programs through local school assemblies and press releases, and for collecting applications from students.

Awesome does not participate in the School Choice Program.

V. RECRUITMENT PROCESS

1. The Awesome Vocational Technical Education Supervisor/Director disseminates information about the programs through a variety of methods.
 - a. Visitations with an informational slide presentation to 8th grade classes in local schools from October to January are scheduled.
 - b. An Open House during the fall is scheduled. Prospective students and their parent(s)/guardian(s) have an opportunity to visit all vocational technical programs and speak with teachers as well as view a presentation about all offerings.
 - c. Parent(s)/guardian(s) may schedule individual visits at a mutually convenient time.

- d. Brochures, which describe vocational technical programs including academic courses, cooperative education, and special education resources, are distributed during the 8th grade visitations and the Open House.

VI. APPLICATION PROCESS

APPLICATION PROCESS - FOR FALL ADMISSION* TO THE NINTH, TENTH, ELEVENTH AND TWELFTH GRADE PROGRAMS

1. Students interested in applying for admission to the ninth, tenth, eleventh or twelfth grade vocational technical education programs for fall admission must:
 - a. obtain an application from the Awesome Vocational Technical Education Supervisor/Director as early in the school year as possible. One application is all that is needed. It will cover admission to all the vocational technical education programs in the event that a student is interested in more than one program.
 - b. return the completed application form to the Awesome Vocational Technical Education Supervisor/Director by the deadline set by the Awesome Vocational Technical Education Supervisor/Director.
2. If incomplete applications are received, the following procedures will be followed:
 - a. The applicant's parent(s)/guardian(s) will be notified by mail by the Awesome Vocational Technical Education Supervisor/Director.
 - b. If after notifying the parent(s)/guardian(s), the application remains incomplete for ten school days, the application will be voided.

APPLICATION PROCESS - FOR ADMISSION TO THE NINTH, TENTH, ELEVENTH AND TWELTH GRADE PROGRAMS FOR THE CURRENT SCHOOL YEAR*

1. Students interested in applying for admission to the vocational technical education programs at Awesome for admission for the current school year must:
 - a. obtain an application from the Awesome Vocational Technical Education Supervisor/Director. One application is all that is needed. It will cover admission to all the vocational technical education programs in the event that a student is interested in more than one program.
 - b. return the completed application form to the Awesome Vocational Technical Education Supervisor/Director by the deadline set by the Awesome Vocational Technical Education Supervisor/Director.
2. If incomplete applications are received, the following procedures will be followed:
 - a. The applicant's parent(s)/guardian(s) will be notified by mail by the Awesome Vocational Technical Education Supervisor/Director at Awesome.
 - b. If after notifying the parent(s)/guardian(s), the application remains incomplete for ten school days, the application will be voided.

LATE APPLICATIONS

Applications received after April 1st will be evaluated using the same criteria as other applications and their composite score will be integrated in rank order on the established waiting list.

OR

Applications received after the deadline may not be accepted. If accepted, they will be evaluated using the same criteria as other applications and their composite score will be computed. They will be placed in rank order on a waiting list with other late applications.

OR

Applications received after the deadline may not be accepted. If accepted, they will be evaluated using the same criteria as other applications and their composite score will be computed. They will be placed in rank order on the established waiting list.

TRANSFER STUDENTS

Applications from students who are enrolled in a state-approved (Chapter 74) vocational technical high school program in another school (transfer students) will be considered for admission (including admission during the school year) if they relocate from their current school and wish to pursue the same program of study at Awesome. All transfer applicants must attend an informational meeting at Awesome. If the applicant or parent/guardian cannot provide transportation, an official from Awesome will go to the local school to meet with the applicant. Their applications will be evaluated according to the selection criteria contained in this Admission Policy.

WITHDRAWN STUDENTS

Students who withdraw from Awesome's vocational technical education programs may reapply for admission to Awesome's vocational technical education programs following the procedures contained in this admission policy and will be evaluated using the selection criteria contained in this Admission Policy.

VII. SELECTION CRITERIA

Students who complete an application for admission to the vocational technical education programs participate in a half school year vocational technical exploratory program designed to help them learn about their talents and interests relative to a variety of vocational technical programs. In addition, Vocational technical program (shop) teachers evaluate students during the exploratory program. Students initially explore each vocational technical shop for one day. Then, students list their top 5 exploratory choices and explore each for one week. At the end of this exploratory period, each student selects his/her program of choice, as well as a second and third choice from the five explored shops.

Students who enroll in Awesome after grade nine may explore vocational technical programs that have openings, before making a program selection. Students are evaluated and graded by each shop teacher during the period of exploration. If the number of enrollees seeking a particular shop exceeds the number of openings, the evaluative grades received by the students rank order would determine the enrollee or enrollees who are placed in the particular shop.

- Each shop teacher evaluates students during the week in each shop. They are evaluated and scored (total of 0-100 points) on shop grades received for the week (25 points), attendance (25 points), discipline/conduct (25 points) and recommendations from vocational technical instructors (25 points). A maximum of 500 points could be earned for the 5 weeks.

SELECTION PROCESS

Students are admitted into the shop of their choice based on the point total they received in all shops combined during five-week exploratory period. For example, a student with a point total of 392 would be admitted before a student with a point total of 390. If a shop fills, based on point total, before a student gets his/her first choice, the guidance counselor then moves to the student's second or third choice depending upon whether there is an opening in the shop. Again, the student is admitted based upon overall point total. If a students' point total in all shops combined is so low that they were not placed in their second or third choice shop because the shops were filled by students with higher point totals, the guidance counselor will meet with the student and present a list of the shops with openings that the student explored and ask the student to choose one of them. Again, students selecting shops from among the shops with openings, which the student explored, will be admitted based on their point totals. The process continues until all students are placed.

After placement, students continue to explore the shop in which they were placed for the remainder of the half school year exploratory program in order for them to continue to learn about their talents and interests.

TRANSFER PROCESS

Students who wish to transfer from one shop to another may apply for transfer. Transfer requests will be considered subject to the availability of openings in the requested shops. Each transfer applicant will be interviewed and counseled individually to determine the appropriateness of the transfer for the particular student.

VIII. REVIEW

The applicant's parent(s)/guardian(s), upon receipt of a letter from Awesome indicating that the applicant was not accepted or was placed on a wait list for a particular program (shop) (major), may request a review of the decision by sending a letter requesting a review to the Superintendent within thirty days of the receipt of the rejection/wait list letter. The Superintendent will respond in writing to the letter with the findings of the review within thirty days.

QUESTIONS AND ANSWERS

On September 11, 16 & 17, 2003, the Office for Career and Technical Education conducted three identical workshops across the state for school staff on the preparation of admission policies required by the Vocational Technical Education Regulations (603 CMR 4.00) effective September 1, 2003 (603 CMR 4.00). Several questions were raised during the workshops. This document summarizes them in a question and answer format and provides additional questions and answers in order to assist in admission policy development and implementation.

Q1. Must selective vocational technical schools use the same admissions criteria for students who have been home educated that they use for students who attended public or private schools?

A1. Yes, to the extent possible. However, home-educated students may not have an attendance and/or discipline record so the vocational technical school may waive these requirements and readjust the percentages. For example, if the criteria is set by the vocational technical school at 20% academic grades, 20% attendance record, 20% discipline/conduct record, 20% recommendations from sending school personnel and 20% for interview with vocational technical school personnel and both attendance record and discipline/conduct record are waived the result would be 33% academic grades, 33% recommendation from sending (or home) school personnel and 33% for interview conducted by vocational technical school personnel for home-educated students.

Q2. What if a home-educated student does not have grades?

A2. All home-educated students (parents/guardians) are required to submit a home education plan to their local school district for approval. The home education plan shows how the student's progress will be evaluated. The vocational technical school should use the approved home education plan, including the evaluation of the student's progress in lieu of grades for admission purposes.

Q3. Doesn't it make sense to use the optional criterion (student interview), if at all feasible, to have an additional evaluative criterion?

A3. Yes

Q4. Can other courses beside English language arts or the equivalent and mathematics be used for conditional admission?

A4. No

Q5. Once students are admitted to vocational technical school **district** with Chapter 74-approved vocational technical education programs may they be 'terminated,' 'involuntarily transferred' or 'sent back' to their home school district for academic reasons, i.e., academic and/or technical grades?

A5. Vocational technical school districts shall not 'terminate,' 'involuntarily transfer' or 'send back' students to the school district in which they reside for academic reasons, i.e., academic and/or technical grades. Admitted students have the right to remain except as provided in M.G.L.c.71 section 37H, 37H 1/2 or M.G.L. c. 76, § 17 that deals with student behavior.

(One way to view this is to think about the student in the vocational technical school district as a student in his/her home school district - in many cases students are not promoted in the home school district - but they are not terminated - they are held back instead.)

Note: Q&A 5 was clarified on 9-17-10.

Q6. Should we get the school committee to approve the admission policy before or after the State Director approves it?

A6. After the State Director approves it in writing, submit it to the school committee. Once they approve, send the school committee-approved policy to the State Director for the file. The date of the school committee vote should be put in Section I. If the school committee makes changes in the version the State Director approved, the changes should be so noted, as the changes will have to be reviewed for approval.

Q7. May we ever ask for a copy of an IEP during the admission process?

A7. The admission application form shall not request information that does not address the criteria in the regulations*, unless the requested information is voluntarily submitted for equal educational opportunity monitoring, or requesting accommodations in the case of disability, or interpretive services in the case of English language learner status. Such information requests should be in a section titled “Voluntary Equal Educational Opportunity Information.” Please refer to the sample Admission Application Form at the end of this manual.

Q8. If an IEP team states that an eighth grader should be in a vocational program, does that mean that the vocational technical school has some sort of obligation to admit the student?

A8. No

Q9. After a vocational technical school admits a student and requests a copy of the IEP for the student does a team meeting get called?

A9. Most sending schools agree that a team meeting is appropriate for discussing the admitted student goals, plans and needs when a student is admitted to a vocational technical education program. It is advisable for an appropriate representative from the vocational technical school to be invited to the meeting that usually occurs in June preceding the start of the school year.

Q10. Is it the function of the members of the IEP team to decide if the student should be admitted during the “June meeting” based on the information supplied by the vocational technical school representative?

A10. The student has been admitted based on criteria in compliance with the vocational technical education regulations and approved by the school committee so the decision on admission has been reached. The reasonable accommodations necessary for the student to benefit from the vocational technical education program should be discussed at this meeting.

Q11. Is the school is required to translate its admission application into the major languages of the students and families of their feeder or sending districts? For example, what does a school with a significant population of English language learners do?

A11. In the review for civil rights compliance, the Department looks for the availability of written translation of materials. We must ensure that limited English proficient students (LEP)/English language learners (ELL) and their parents/guardians are provided translated materials in this case in order to access the vocational technical school’s informational materials and application.

NOTE: At the Massachusetts Association of Teachers of Second or Other Languages website, www.matsol.org, under emerging programs, there is a link to sample home language surveys in 23 languages that may also be useful to districts in translation to home languages.

Q12. Must a selective vocational technical school use the same admissions criteria for admission to programs/shops/majors that is used for admission to the school?

A12. Each selective vocational technical secondary school in Massachusetts shall use a combination of selection criteria to determine which applicants will be admitted to an individual program/shop/major after being admitted to the school unless the school unless the school opts to use first come-first served or a lottery for admission. No one criterion shall exceed fifty percent of the total. An example/sample would be exploratory grade in shop of choice 25%, exploratory grades in all shops combined 25%, exploratory discipline grades in all shops combined 25%, exploratory interview results with one teacher in the cluster 25%. Note that the criteria must be in the school’s admission policy and must be therefore approved by the State Director of Career/Vocational Technical Education.

Q13. (added 1-14-06) Some regional school districts have an approved admission policy that requires the school to sort applicants by resident and nonresident because their regional school district agreement requires that the regional district accept residents first. May a regional school district with such a policy require proof of residency with the admission application so that the sorting process may take place at the beginning of the admission selection process?

A13. A school district that has a policy of sorting applicants by residency could consider that the applicant’s address on the admission application is sufficient for the purpose of determining residency (i.e. where a student

lives). However, such school districts may request that the applicant provide reasonable documentation of residency in the district with the admission application, because residency is related to admission. A district may opt to incorporate one of the following statements on the admission application form: "proof of residency may be required for applicants residing in the district" or "please enclose one of the following if you are applying as a district resident: (the list would include a number of options that will be used only for district residency verification).

Q14. The Vocational Technical Education Regulations state, "The policy shall be published in the Program of Studies and a copy shall be provided to each student applicant and their parent/guardian." May the school/district publish the Admission Policy in a document, documents, and or school/district website that are accessible to each applicant and their parent/guardian rather than publishing it in the Program of Studies?

A14. Yes. However, note that publishing the Admission Policy on only the school/district website is not acceptable because some folks do not have computers and/or printers. We must at all times be concerned about equal access. The school/district should give a physical copy of the Admission Policy to each potential applicant and his or her parent/guardian as early as possible. The school/district should also publish where the Admission Policy is available. The Department recommends (but does not require) that the district (in addition) publish the Admission Policy on its website in order to be transparent for equal access and good community relations.

SAMPLE
ADMISSION APPLICATION FORM
Majestic Regional Vocational Technical High School
20 Task Lane Skill, MA 00000-0000
Telephone (000) 000-0000 FAX (000) 000-0000

Majestic Regional Vocational Technical High School admits students and makes available to them its advantages, privileges and courses of study without regard to race, color, sex, religion, national origin, sexual orientation or disability.

Majestic has a published admission policy. A copy may be obtained from the Majestic Admission Office. The policy gives the admission criteria, as well as a description of the entire admission process.

This application form must be completed and submitted to the Majestic Admission Office by the date specified in the Majestic school calendar. In addition to this application form, the applicant's current guidance counselor will submit transcripts of the criteria that will be used for admission that includes the applicant's grades, attendance record and discipline/conduct record. For fall admission, this would be terms 1 & 2 of the current school year and terms 1-4 of the previous school year. In addition to grades, attendance and discipline/conduct, the current guidance counselor's recommendation on a form provided by Majestic will be used. A fifth criteria consisting of an interview with the applicant will also be used.

APPLICANT SECTION

Applicant Name: Last: _____ First: _____ Middle: _____

Home Address: Street and Number: _____

City/Town: _____ State: _____ Zip Code: _____

Home Phone #: _____

Current School: _____ Current Guidance Counselor's Name: _____

PARENT/GUARDIAN SECTION

Parent/Guardian Name: Last: _____ First: _____ Middle: _____

Home Address: Street and Number: _____

City/Town: _____ State: _____ Zip Code: _____

Home Phone #: _____ Work Phone #: _____

Home Email: _____ Work Email: _____

GUIDANCE COUNSELOR SECTION

Please submit the transcripts of grades, attendance, and discipline/conduct as required by the Majestic Admission Policy. In addition, submit your recommendation on the Guidance Counselor Recommendation Form. The Majestic Admission Office provides this form, as well as the Majestic Admission Policy.

Name of Guidance Counselor: _____

I will submit the required information by the due date. Yes No If no, please explain.

SIGNATURE SECTION

The statements and information furnished by the undersigned in this application form are true and complete.

The undersigned applicant's parent(s)/guardian(s) give permission for representatives of the sending school to release the applicant's records of grades, attendance, conduct/discipline to the Majestic Admission Office for the purpose of admission.

Our signatures certify that we have read and agree with the above statements.

Signature of Student _____ Date: _____

Signature of Parent/Guardian _____ Date: _____

Signature of Current Guidance Counselor _____ Date: _____

VOLUNTARY INFORMATION SECTION

The information requested in this section is not required for admission. Submission of the information is entirely voluntary. Information submitted voluntarily by the applicant will not affect the applicant's admission to the school. The information, if supplied, will be used for monitoring equal educational opportunity in the school district. In addition, note that applicants with disabilities may voluntarily self-identify for the purpose of requesting reasonable accommodations during the entire application and admission process. Applicants who are English language learners or limited English proficient may voluntarily self-identify for the purpose of receiving interpretive services during the entire application and admission process.

Gender: Female Male

Race: American Indian or Alaskan Native Asian or Pacific Islander Black White Hispanic Combination of two or more races (if checked, supply the code from the attached list) Code: _____

Person with a disability: Yes If yes, do you need accommodations during the application for admission process? Yes If yes, please describe the accommodations needed.

Person who is an English language learner or limited English proficient: Yes If yes, do you need language assistance during the application for admission process? Yes If yes, please describe the assistance needed.

	Not Hispanic or Latino	Hispanic or Latino
One race		
White	01	33
Black or African American	02	34
Asian	03	35
American Indian or Alaska Native	04	36
Native Hawaiian or Other Pacific Islander	05	37
Combination of Two Races		
White & Black or African American	06	38
White & Asian	07	39
White & American Indian or Alaska Native	08	40
White & Native Hawaiian or Other Pacific Islander	09	41
Black or African American & Asian	10	42
Black or African American & American Indian or Alaska Native	11	43
Black or African American & Native Hawaiian or Other Pacific Islander	12	44
Asian & American Indian or Alaska Native	13	45
Asian & Native Hawaiian or Other Pacific Islander	14	46
American Indian or Alaska Native & Native Hawaiian or Other Pacific Islander	15	47
Combination of Three Races		
White & Black or African American & Asian	16	48
White & Black or African American & American Indian or Alaska Native	17	49
White & Black or African American & Native Hawaiian or Other Pacific Islander	18	50
White & Asian & American Indian or Alaska Native	19	51
White & Asian & Native Hawaiian or Other Pacific Islander	20	52
White & American Indian or Alaska Native & Native Hawaiian or Other Pacific Islander	21	53
Black or African American & Asian & Native Hawaiian or Other Pacific Islander	22	54
Black or African American & Asian & American Indian or Alaska Native	23	55
Black or African American & Native Hawaiian or Other Pacific Islander & American Indian or Alaska Native	24	56
Asian & Native Hawaiian or Other Pacific Islander & American Indian or Alaska Native	25	57
Combination of Four Races		
White & Black or African American & Asian & American Indian or Alaska Native	26	58
White & Black or African American & American Indian or Alaska Native & Native Hawaiian or Other Pacific Islander	27	59
White & Asian & American Indian or Alaska Native & Native Hawaiian or Other Pacific Islander	28	60
White & Black or African American & Asian & Native Hawaiian or Other Pacific Islander	29	61
Black or African American & Asian & American Indian or Alaska Native & Native Hawaiian or Other Pacific Islander	30	62
Combination of Five Races		
White & Black or African American & Asian & American Indian or Alaska Native & Native Hawaiian or Other Pacific Islander	31	63

SAMPLE MAJESTIC RVTHS INTERVIEW FORM

Directions to the Interviewer: This form will be used by each interviewer with each applicant for admission to Majestic Regional Vocational Technical High School in order to help determine which applicants may most benefit from the vocational technical education programs at Majestic. Per the Majestic Admission Policy, 20 points maximum can be given to applicants as follows:

Rating	Points
Excellent	20
Above Average	15
Average	10
Below Average	5
Poor	0

Immediately after the live interview, the interviewer will make numerical ratings and comments. The questions below must be used for each applicant.

1. Why do you want to attend Majestic? Strong Interest ____ (4), Above Average Interest ____ (3), Average Interest ____ (2), Below Average Interest ____ (1), Poor Interest (No Interest) ____ (0).
Comments:

2. What program would you like to major in at Majestic? Strong Interest ____ (4), Above Average Interest ____ (3), Average Interest ____ (2), Below Average Interest ____ (1), Poor Interest (No Interest) ____ (0).
Comments:

3. What would you like to have as a career? Strongly align with a vocational technical major ____ (4), Above average alignment with a vocational technical major ____ (3), Average alignment with a vocational technical major ____ (2), Below Average alignment with a vocational technical major ____ (1), No alignment with vocational technical major ____ (0).
Comments:

4. Do you think that you will go to college? Strongly align with a vocational technical major ____ (4), Above average alignment with a vocational technical major ____ (3), Average alignment with a vocational technical major ____ (2), Below average alignment with a vocational technical major ____ (1), No alignment with a vocational technical major ____ (0).
Comments:

5. How motivated are you to do school work including academics and shop? Strong Interest ____ (4), Above Average Interest ____ (3), Average Interest ____ (2), Below Average Interest ____ (1), Poor Interest (No Interest) ____ (0).
Comments:

Applicant's Name: _____

Total Points: _____ (20 max.) **Interviewer's Name:** _____ **Date:** _____

SAMPLE GUIDANCE COUNSELOR RECOMMENDATION FORM for MAJESTIC RVTHS

Directions to Guidance Counselor: This form will be used by each guidance counselor for each applicant for admission to Majestic Regional Vocational Technical High School in order to help determine which applicants may most benefit from the vocational technical education programs at Majestic. Per the Majestic Admission Policy, 20 points maximum can be given to applicants as follows:

Rating	Points
Excellent	20
Above Average	15
Average	10
Below Average	5
Poor	0

1. In your opinion, what level of benefit do you believe that the applicant will receive from a vocational technical education at Majestic? Strong Benefit ____ (4), Above Average Benefit ____ (3), Average Benefit ____ (2), Below Average Benefit ____ (1), (No Benefit) ____ (0).
Comments:

2. In your opinion, what level of interest do you believe that the applicant has for at least one major (shop) at Majestic? Strong Interest ____ (4), Above Average Interest ____ (3), Average Interest ____ (2), Below Average Interest ____ (1), Poor Interest (No Interest) ____ (0).
Comments:

3. In your opinion, how what level of alignment is there between the applicant's career goals and the vocational technical education he/she would receive at Majestic? Strongly align with a vocational technical major ____ (4), Above Average alignment with a vocational technical major ____ (3), Average alignment with a vocational technical major ____ (2), Below average alignment with a vocational technical major ____ (1), No alignment with a vocational technical major ____ (0).
Comments:

4. In your opinion, how supportive are the applicant's parents/guardians about the applicant attending Majestic? Strongly supportive ____ (4), Above Average supportive ____ (3), Average supportive ____ (2), Below Average supportive ____ (1), Poor Support (No support) ____ (0).
Comments:

5. In your opinion, how motivated is the applicant to do school work including academics and shop? Strong Interest ____ (4), Above Average Interest ____ (3), Average Interest ____ (2), Below Average Interest ____ (1), Poor Interest (No Interest) ____ (0).
Comments:

Applicant's Name _____ **Sending School:** _____
Total Points: _____ (20 max.) **Sending School Personnel Name:** _____
Date: _____