



March 15, 2016

TO THE HONORABLE MEMBERS OF THE SCHOOL COMMITTEE:

Approval of Revisions to Rindge School of Technical Arts Program Admission Policy

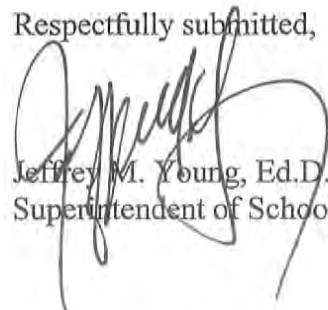
Recommendation: That the School Committee approve the revisions to the admission policy for the Rindge School of Technical Arts Program at Cambridge Rindge and Latin School as detailed in the attached document.

This is a first reading of the proposed revisions to the policy.

Description: In accordance with the provisions of Massachusetts General Laws chapter 74, which governs vocational education, and 603 C.M.R. 4.00 et seq., vocational-technical programs must have an admission policy. The revisions detailed in the attached admissions policy reflect updates and changes in procedures or clarifications in language that align the policy to the Massachusetts Department of Elementary and Secondary Education's current guidance and model policy for vocational technical programs within comprehensive high schools as well as other changes that have occurred within state and federal law. The revisions detailed in the attached policy were approved by the Massachusetts Department of Elementary and Secondary Education on March 1, 2016 and also are required as a part of the school district's corrective action in response to the 2014 Coordinated Program Review of the Rindge School of Technical Arts Program at Cambridge Rindge and Latin School.

Supporting Data: Attached revisions to Admissions Policy for Vocational/Technical Education Programs at the Rindge School of Technical Arts.

Respectfully submitted,


Jeffrey M. Young, Ed.D.
Superintendent of Schools



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ADMISSION POLICY for CAREER/VOCATIONAL TECHNICAL EDUCATION PROGRAMS at the RINDGE SCHOOL OF TECHNICAL ARTS (RSTA)

I. INTRODUCTION

An admission process is necessary for RSTA's career/vocational technical programs when there are more eligible students who want to enroll in any one of RSTA's Chapter 74 state-approved programs than there are openings in that program and when non-Cambridge-resident students wish to enroll in a RSTA career/vocational technical educational course or program. The Mass DESE approved this policy on March 1, 2016 and the Cambridge School Committee approved this policy on _____.

II. EQUAL EDUCATIONAL OPPORTUNITY

- A. Cambridge Rindge and Latin School (CRLS) enrolls students and makes available to them its advantages, privileges, and courses of study without regard to race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness status (McKinney/Vento Act).
- B. If there is a student with limited English proficiency who wishes to enroll in any one of RSTA's Chapter 74 state-approved programs, a qualified CPSD staff member will assist the applicant in completing the necessary forms and assist in interpreting information during the entire application and admission process upon the request of the applicant.
- C. Students with disabilities may voluntarily self-identify for the purpose of requesting reasonable accommodations during the entire application and admission process.
- D. 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 RSTA career/vocational technical education programs.

III. ELIGIBILITY

Cambridge Residents

- A. Enrollment in any of the Chapter 74 state-approved programs offered at the Rindge School of Technical Arts (RSTA) is open to **Cambridge residents** who attend Cambridge Rindge and Latin School (CRLS) or who are Home Schooled. Any **Cambridge resident** who is entering 9th grade at CRLS or who is Home Schooled is eligible to enroll in a RSTA Exploratory career/vocational technical education course starting in the fall semester. Enrollment after the first day of school is subject to the availability of openings. Students entering CRLS need only to complete a course selection form supplied by their Guidance Counselor. Student course selections are entered into a database; no application forms or procedures are used for Cambridge residents who wish to enroll in a 9th grade Exploratory course.
- B. Any **Cambridge resident** who is entering the tenth or eleventh grade at CRLS is eligible to enroll in an appropriate¹ RSTA career/vocational technical education full-year (Fall & Spring semester) course. Enrollment during the school year is subject to the availability of openings. When there are openings in the Cambridge student's program of choice, every student who signs up for the course is admitted.
- C. **Cambridge resident students** who wish to enroll in RSTA career/vocational technical programs in which there are no openings will be evaluated using the selection criteria contained in this Admission Policy. **Priority for enrollment or admission is given to Cambridge residents over non-Cambridge resident students.**

¹Examples of "appropriate" courses: Only 9th graders can enroll in Exploratory courses. Level 1 courses typically begin for students in the 10th grade and are the first course in a three-year sequence of courses CVTE program. Level 2 is the second year in the program sequence and has successful completion of Level 1 or equivalent as a prerequisite, and Level 3 is the third year in the program sequence and has successful completion of Level 2 or equivalent as a prerequisite

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D. **Cambridge resident students** who transfer into CRLS from other Chapter 74 state-approved career/vocational technical programs are eligible for fall enrollment or enrollment during the school year to the RSTA career/vocational technical education programs in grades 9-12 at CRLS provided they expect to be promoted to the grade they seek to enter by their current school. Transfer students will be evaluated and placed in the CVTE program of their choice at the appropriate level using the selection criteria contained in this Admission Policy.

E. **Cambridge resident Twelfth (12th) grade students** who have not been enrolled in any CVTE program or course prior to the start of their 12th grade year are not eligible for admission to a RSTA CVTE program.

F. **Cambridge Residents who have been Home Schooled Students.** Cambridge resident students who are formally being home schooled may enroll in a RSTA career vocational technical education program provided all Admission Policy criteria are followed. The Home School student's RParent(s)/guardian(s) of the applicant must submit a copy of the Home School approval letter from the Superintendent of the Cambridge Public School District.

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G. **McKinney-Vento Students.** Students who are homeless will be accepted to RSTA at CRLS according to the selection criteria contained in this admission policy.

SOLVED¹ and Non-resident-Cambridge Students

(For purposes of this Admissions Policy, students who reside in a SOLVED¹ community are called "SOLVED students," all others who do not live in Cambridge are called "Non-Cambridge resident students." All students who do not reside in Cambridge will be evaluated according to the criteria contained in this admission policy and according to M.G.L. c. 74 s. 8A (please see the "Guidelines for Vocational Technical Education Program Nonresident Student Tuition Process pursuant to M.G.L. c. 74 located at www.doe.mass.edu/cte/admissions/nonres_guidelines). Priority for admission is given to Cambridge school district residents.)

Field Code Changed

G.H. **SOLVED¹ students.** SOLVED students who are entering 9th grade at CRLS are eligible to apply for admission to a RSTA Exploratory career/vocational technical education course starting in the fall semester by completing the Admissions Application Form attached to this Admissions Policy and provide the required documentation described in this Admission Policy.

¹ The Cambridge Public Schools is a member district of the Shore Educational Collaborative's *Shore Occupational Learning and Vocational Educational Division* (SOLVED). SOLVED provides access to exploratory and CVTE experiences for students in member districts so that students may explore the particular program in which they have an expressed interest along with additional areas. The Cambridge Public Schools' Rindge School of Technical Arts provides exploratory and CVTE experiences to SOLVED member school district students at no tuition cost provided that they are enrolled in a SOLVED member school district for this purpose. Likewise, SOLVED member school districts provide these exploratory and CVTE experiences at no tuition cost for Cambridge Public School students for this purpose. Transportation of students is provided at no cost to students by the SOLVED member school district. After the exploratory program, SOLVED member school district students are eligible to apply for admission to schools of member districts in those instances where the student's home school district does not offer the particular career/vocational-technical program that is of interest to the student or if the particular program of interest is over-subscribed. All non-resident SOLVED exploratory students must meet the admission criteria for high school and then the program placement criteria of the member district where the program the student is seeking to enter is located. SOLVED member school district students will be evaluated and ranked using the criteria set forth in this Admissions Policy. Ninth grade SOLVED students may elect to explore specific career/vocational areas that are not offered or are oversubscribed in their home district and participate in the grade nine freshman exploratory program/exploratory programs at the Rindge School of Technical Arts. Such students will be evaluated in exploratory according to the established grading rubric. If SOLVED students are eventually selected for a career/vocational technical program, slots will be held for those students and they will be given the opportunity to transfer to the collaborative school district for enrollment as tenth graders in the first year course of that program. All non-Cambridge resident students must meet the basic requirements of promotion to the grade they seek and have passing grades in English language arts or the equivalent and mathematics. Non-Cambridge resident students may be denied admission to CRLS if their discipline records contain infractions involving weapons, drugs, assault on school staff, or school threats. A non-Cambridge resident student may be denied admission if s/he has been charged with a felony or has had a felony delinquency complaint issued against him/her, or if the student has been convicted, adjudicated, or admitted in court of guilt with respect to a felony or felony delinquency. The sending school district will be responsible for the transportation for all CVTE students.

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SOLVED member school district students are not eligible for first time admission as eleventh or twelfth grade students unless they are transferring from another career/vocational-technical program, and then they must follow the transfer procedures set forth in Section VI.F.

~~SOLVED students have second priority for enrollment or admission after Cambridge resident students.~~

SOLVED students 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. SOLVED students will be evaluated using the selection criteria contained in this Admission Policy.

SOLVED students who are entering the tenth or eleventh grade at CRLS are eligible to enroll in an appropriate RSTA career/vocational technical education full-year (Fall & Spring semester) course. Enrollment during the school year is subject to the availability of openings. When there are openings in the SOLVED student's program of choice, every student who signs up for the course is admitted.

I. ~~Non-resident-Cambridge Students.~~ ~~Non-Cambridge-resident~~ students who are entering 9th grade at CRLS are eligible to apply for admission to a RSTA Exploratory ~~career/vocational~~ technical education course starting in the fall semester by completing the Admissions Application Form attached to this Admissions Policy and provide the required documentation described in this Admission Policy. ~~Non-resident-Cambridge~~ students must also complete in a timely manner the Massachusetts' Chapter 74 Vocational Technical Education Program Nonresident Student Tuition Application.

H. ~~If a Non-resident-Cambridge student is accepted into a RSTA Chapter 74-approved program, the student's sending school district will be responsible for the tuition and transportation for that student.~~

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~~Non-resident-Cambridge~~ students have ~~third~~ priority for enrollment or admission after Cambridge resident students and SOLVED students ~~have priority over non-resident applicants.~~

~~Non-resident-Cambridge~~ students 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. ~~Non-resident-Cambridge~~ students will be evaluated using the selection criteria contained in this Admission Policy.

~~Non-resident-Cambridge~~ students who are entering the tenth or eleventh grade at CRLS are eligible to enroll in an appropriate RSTA career/vocational technical education full-year (Fall & Spring semester) course. Enrollment during the school year is subject to the availability of openings. When there are openings in the ~~Non-resident-Cambridge~~ student's program of choice, every student who signs up for the course is admitted.

McKinney-Vento Students. Students who are homeless will be accepted to RSTA at CRLS according to the selection criteria contained in this admission policy.

IV. ORGANIZATIONAL STRUCTURE

A. Cambridge Rindge and Latin School (CRLS) is a public high school located in Cambridge, Massachusetts, and is a part of the Cambridge Public School District. CRLS is accredited by the New England Association of Schools and Colleges. The Cambridge Public Schools are committed to providing quality ~~career/vocational~~ technical education programs. The Rindge School of Technical Arts is not a separate school *per se* but rather the name given to the department that provides the ~~career/vocational~~ technical programs of study at CRLS.

B. It is the responsibility of the RSTA Executive Director to supervise the administration of the policies and procedures required to admit and enroll students for RSTA ~~career/vocational~~ technical programs and courses in conformity with this Admission Policy and all other applicable laws and regulations.

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- C. The RSTA Executive Director appoints a RSTA Admissions Committee annually. The RSTA Admission Committee consists of one member from each of the following departments: CRLS Administration, CRLS Guidance, CRLS Special Education, RSTA Career Counseling, and RSTA Administration. Responsibilities of the RSTA Admissions Committee include:
 - 1. Review the Admission Policy and when necessary recommend modifications
 - 2. Implement the admission procedures as described in the Admissions Policy
 - 3. collect, process, and review student applications
 - 4. rank students who have applied
 - 5. select students according to the procedure and criteria in the Admission Policy
 - 6. establish and maintain a waiting list of acceptable candidates
- D. The RSTA Executive Director is responsible for disseminating information about RSTA's career/vocational technical education programs through the RSTA website, local school assemblies, and press releases, and for collecting applications from students as needed.
- E. The Cambridge Public School District does not participate in the School Choice Program.

V. RECRUITMENT PROCESS

The RSTA Executive Director and RSTA faculty and staff disseminate information about the RSTA programs through a variety of methods to a variety of audiences.

- A. Visitations by the Director and other CRLS/RSTA staff with an informational presentation about CRLS and RSTA to 8th grade classes in Cambridge schools and/or at CRLS/RSTA from October to January are scheduled.
- B. Parent Information meetings (9th Grade Parent Open House, RSTA Tech Expo Nights) during the fall and/or the winter are scheduled. Prospective students and their parent(s)/guardian(s) have an opportunity to visit all RSTA career/vocational technical programs and speak with RSTA teachers and RSTA students as well as to view a presentation about all RSTA course & program offerings.
- C. Parent(s)/guardian(s) of 8th graders (and students at any grade) are invited to schedule individual visits to the RSTA programs at a mutually convenient time.
- D. Informational materials, which describe RSTA's career/vocational technical programs including exploratory options, sample high school course selections, non-Chapter 74 courses, cooperative education opportunities, articulation agreements with postsecondary institutions, career counseling, and other support resources, are distributed during the 8th grade visitations and the Open House/Tech Expo, and are available at the RSTA office, the Family Resource Center, the offices of the CPSD Family Liaisons, and elsewhere in CRLS and throughout the Cambridge Public School District including Cambridge Youth centers. Informational materials are available in English, Spanish, Haitian-Creole, and Portuguese; these materials are made available through the International Student Center and the CPSD & CRLS Parent Resource Centers. Individuals seeking information about RSTA in languages other than those listed may request that information from the Executive Director of RSTA.
- E. Information about RSTA is also made available on local cable channels (the public, educational, and government channels in Cambridge are Channel 98 and Channel 99) in a variety of formats (example: on Interview programs, Public Service Announcements, recruitment videos about the RSTA offerings, etc.).
- F. All RSTA courses and programs are listed in the CRLS Course catalog and distributed to all students in Cambridge schools in grades 8 through 12; all Guidance Counselors; and all middle grade and high school teachers and administrators; the five Cambridge Youth Centers; all Family Liaisons; and the Family Resource Center.

G. The Administration and staff of the SOLVED schools collaborate to offer CVTE opportunities to the students within the SOLVED collaborative. Information about CVTE programs offered and about academic course requirements at the SOLVED schools are distributed among the SOLVED schools. Students are invited to visit the programs and schools of their choice to explore the opportunities before selecting a course of study.

VI. APPLICATION PROCESS

~~CRLS~~ Students in Grades ~~9~~8 through 11 and ~~8~~8th graders in the Cambridge Public Schools consult with their Guidance Counselors in the late winter/early spring of the year to select courses that will begin on the first day of school of the next fall semester. Students sign up for academic and technical courses at CRLS by ~~completing a course selection sheet and submitting it to the Guidance Counselor~~ entering their course selections into a database.

To enroll in an Exploratory course, ~~incoming~~ Cambridge resident ~~9~~8th graders must sign up with their Guidance Counselor by March 31; SOLVED students and ~~Non-Cambridge resident~~ students must submit completed application material by March ~~31-15~~ to the RSTA Director.

A. APPLICATION PROCESS IN GENERAL.

1. Cambridge students enrolled at CRLS for the coming school year and who wish to enroll in a RSTA Exploratory or Level 1 ~~career-vocational~~ technical education courses do so simply by signing up for their choice of course with their CPSD guidance counselor no later than March 31 of the calendar year in which the student expects to begin the course (at the start of the fall semester). Cambridge students do not need to complete any application forms. Cambridge students are enrolled in their course of choice on a first-come, first-served basis, until March 31 or until the course capacity is reached.²
2. If, prior to March 31, a program is oversubscribed (there are more students who have selected the course than there are openings) the RSTA Director will attempt to add another section of the course to accommodate the additional interest in that course. If the addition of another section of the course is not possible for space or funding reasons, the course in question will be filled (enrolled) by having the RSTA Admissions Committee apply the criteria described in Section VII of the Admissions Policy for all students who select the course.
3. After March 31, if a student wishes to enroll in a RSTA course that is oversubscribed at the time the student notifies his/her Guidance Counselor of interest to take that course, the student is invited to submit an Application for Admission to that course, which application will be considered by the RSTA Admissions Committee as soon as an opening occurs in that course.
4. The Selection Criteria are applied under the following circumstances:
 - a. When, prior to March 31, a Cambridge resident signs up with his/her guidance counselor for fall enrollment in an appropriate³ RSTA course that has already reached the limits of capacity;
 - b. When, after March 31, a Cambridge resident student wishes to enroll in an appropriate,³ RSTA Chapter 74 ~~career/vocational~~ technical program or course that has no openings; and
 - c. Whenever a Non-Cambridge resident student wishes to enroll in a RSTA Chapter 74 program or course.

² The Vocational Technical Education Regulations 603 CMR 4.0 Chapter 74 regulations include includes recommended minimum square footage and maximum teacher-student ratio for shops in Chapter 74-approved Career/Vocational Technical Education Programs. These limits on capacity are observed in all RSTA courses. When enrollment requests exceed regulatory capacity, appropriate sections of the course are added as the CPSD Budget and staffing allows OR the Admission Policy is applied.

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²Examples of “appropriate” courses: Only 9th graders can enroll in Exploratory courses, Level 1 courses are the first course in a three-year sequence of courses CVTE program, Level 2 is the second year in the program sequence and has successful completion of Level 1 or equivalent as a prerequisite, and Level 3 is the third year in the program sequence and has successful completion of Level 2 or equivalent as a prerequisite.

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C. APPLICATION PROCESS - FOR FALL ADMISSION TO NINTH, TENTH, or ELEVENTH GRADE PROGRAMS

1. Cambridge resident students planning to be enrolled at CRLS for the coming school year who are interested in enrolling in ninth, tenth, or eleventh grade RSTA ~~career~~/vocational technical education programs at CRLS for fall admission must:
 - a. Complete course selection forms with their CRLS Guidance Counselor no later than March 31.
2. Non-Cambridge residents who are interested in enrolling in ninth, tenth, or eleventh grade RSTA ~~career~~/vocational technical education programs at CRLS for fall admission must submit by March 15 a completed Application Form and the Admissions Recommendation Form that are part of this Admissions Policy and a Chapter 74 Nonresident Tuition Application must have been submitted to their district Superintendent by April 1.
3. 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 RSTA Executive Director.
 - b. If after notifying the parent(s)/guardian(s), the application remains incomplete for ten school days, the application will be voided.

D. APPLICATION PROCESS - FOR ADMISSION TO TENTH AND ELEVENTH GRADE PROGRAMS FOR THE CURRENT SCHOOL YEAR

1. Students interested in applying for admission to the RSTA ~~career~~/vocational technical education programs at CRLS for admission to a second semester course in the current school year must:
 - a. Obtain an application from the RSTA Executive Director. No application for admission to a RSTA program will be considered after January 1.
 - b. Return the completed application form to the RSTA Executive Director by the deadline set by the RSTA Executive 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 RSTA Executive Director.
 - b. If after notifying the parent(s)/guardian(s), the application remains incomplete for ten school days, the application will be voided.

E. LATE APPLICATIONS

Applications received after the deadline may not be accepted. If openings in a program remain and an application arrives after the deadline and is not complete, the application will not be considered. If a complete application arrives after the deadline and there remain openings in the program, the application will be accepted. Late applications will be will be evaluated using the same criteria as other applications and their score will be computed. They will be placed in rank order on a waiting list with other late applications. The wait list is valid for the current school year.

F. TRANSFER STUDENTS

A students who was enrolled in a state-approved (Chapter 74) ~~career~~/vocational technical education high school-program in another school and transfers to CRLS will be considered for enrollment (including enrollment during the school year) if s/he wishes to pursue the same program of study at RSTA. All transfer students who seek enrollment in a Chapter 74 program at RSTA must attend an informational meeting with the RSTA Executive Director and possibly other RSTA faculty and staff. If the applicant or parent/guardian cannot provide transportation for the meeting at RSTA, an official from RSTA will go to the student's school to meet with the applicant and parent/guardian. Transfer students who wish to enroll

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in RSTA courses that have no openings must complete Course Selection Sheet for Guidance and will be evaluated according to the selection criteria contained in this Admission Policy.

G. WITHDRAWN STUDENTS

Students who withdraw from a RSTA career/vocational technical education program and remain enrolled at CRLS may re-enroll in another RSTA career/vocational technical education program following the procedures contained in this Admission Policy and will be evaluated using the selection criteria contained in this Admission Policy.

VII. SELECTION

Ninth graders at CRLS usually have one elective; the ONLY RSTA course a 9th grader may take is Exploratory. RSTA offers a choice ~~two of two~~ Exploratory courses for incoming 9th graders, both of which are scheduled for one Block period in the fall semester, and both offer students the chance to explore careers that are nontraditional for their gender. One course is called T120 Technical Exploratory and includes scheduled activities in all RSTA Chapter 74 approved programs plus Business Education and Computer Courses, as well as a Career Guidance and Workplace Safety component. The second Exploratory course is called T121 BE-IT, which is an acronym for "Biotechnology, Engineering, and Information Technology," and provides students with the opportunity to explore these three Chapter 74 programs, as well as Health Assisting and to learn about Career Guidance and Workplace Safety.

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A. For students who have completed a ninth grade Exploratory at RSTA

1. Ninth graders at CRLS who enroll in a RSTA career/vocational technical education Exploratory program participate in a one block, half school year (one semester, beginning on the first day of school and ending on the last day of the first semester) course designed to help them learn about their talents and interests relative to a variety of career/vocational technical programs available at RSTA.
2. During the exploratory course, RSTA teachers evaluate students according to a common rubric for the period of time the students are assigned to their particular program.
3. The Exploratory Rubric is used to assess and document student performance in the following areas: Arrival and Preparedness; Conduct and Safety; Participation; and Quality of Work.⁴
4. Students explore career/vocational technical programs and other subject areas for several days, called a "rotation." At the end of each rotation, Exploratory teachers submit a record of each student's performance as assessed by the Exploratory Rubric to the RSTA Director.

5. At the end of the exploratory course the first semester of the 9th grade year, all students have, each student has the opportunity to select courses of study for their study beginning in September of their 10th grade year, including any of the first year (Level 1) RSTA career/vocational technical courses, subject to the availability of openings.

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6. Students are admitted to career/vocational technical education program (Sept. grade 10? At the start of the Second Semester (grade 9) ? as outlined below in Section D. CRITERIA for SELECTION to LEVEL 1 COURSES (for Exploratory completers)

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5. (scores received from Exploratory?, etc. Course Selection Process based on ??

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If the number of students seeking to enroll in the first course (Level 1) of a particular program exceeds the number of openings in that course, the RSTA Admissions Committee will consider the criteria described in this Admissions Policy (Total exploratory grade, Exploratory Program Grade, unexcused absences

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during the previous semester, and a school official's recommendation) to determine which students are placed in the particular course.

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6.7. Course selection of RSTA Level 1 Courses must be done by March 31.

7.8. Priority for enrollment in a Level 1 Course is given to 10th graders; second priority is given to 11th graders.

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B. For students who have NOT completed ninth grade Exploratory at RSTA

1. Cambridge students who have not completed a RSTA Exploratory course or students who enroll in CRLS after grade nine may individually explore RSTA career/vocational technical programs that have openings for a limited time before making a program selection.
2. Students are evaluated individually by the RSTA teacher in the RSTA program of their choice during a period of individual exploration.
3. If the number of students seeking to enroll in the first course (Level 1) of a particular program exceeds the number of openings in that program/course, the RSTA Admissions Committee will consider the criteria described in this Admissions Policy (teachers' individual exploratory evaluation, school attendance/unexcused absences during the previous semester, core subject area academic grades, and a school official's recommendation) to determine which students are placed in the particular program/course.
4. Priority for enrollment in a Level 1 Course is given to 10th graders; second priority is given to 11th graders.

C. For Non-Cambridge-resident students

Non-Cambridge-resident students must complete the Application Process (Section VI) and, if not a resident of a city or town that is a part of the SOLVED Collaborative, must also apply in accordance with the MA Department of Elementary & Secondary Education *Guidelines for the Vocational Technical Education Program Nonresident Student Tuition Process* located at: http://www.doe.mass.edu/cte/admissions/nonres_guidelines.

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In all cases, non-resident applicants must file a Chapter 74 Vocational Technical Nonresident Student Tuition Application (located at: www.doe.mass.edu/cte/admissions). M.G.L. c. 74 Section 8A requires that the municipality of residence provide transportation to students admitted to CRLS as non-residents under M.G.L. c.74, Sections 7 and 7C.

It is recommended that non-resident applicants contact the to the Principal of CRLS for additional permission to enroll as a CRLS student information.

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⁴ See APPENDIX A for the Exploratory Rubric

D. CRITERIA for SELECTION to LEVEL 1 COURSES (for Exploratory completers)

When called upon to act, the RSTA Admissions Committee uses the weighted admissions criteria described in this section to determine which students who have completed an Exploratory Program course will be selected for placement in the first year (Level 1) course of a particular CVTE program. Each applicant for a particular Level 1 program course will be assigned a score derived from the sum of the sub-scores of the following criteria:

- RSTA Exploratory (Total Grade) – 30%:** A RSTA teacher evaluates students during the exploratory time the student spends in the his/her program; this is done in each program (rotation). Students are evaluated and scored (for a maximum total of 100 points) using the Exploratory Rubric⁴ on program-related quality of work (0 to 25 points), arrival and preparedness (0 to 25 points), conduct and safety (0 to 25 points), and participation (0 to 25 points). Upon completion of the entire exploratory course, the average (mean) score that the student receives for all programs is recorded.

Example: A student receives scores in each of the 14 programs he explored; the scores are: 80, 85, 85, 90, 80, 85, 90, 75, 90, 90, 80, 85, 90, and 75. These scores are totaled (1180) and then divided by 14 (84.3). The student's "Total Grade" score is 84.3. This is weighted at 30% as a selection criterion. The student's Total Grade sub-score is the product of his Total Grade Score multiplied by the weight, $(84.3 \times .30 = 25.29)$
- RSTA Exploratory (Program Grade) – 35%:** Each RSTA teacher evaluates students during the exploratory time in each program (rotation). Students are evaluated and scored (for a maximum total of 100 points) using the Exploratory Rubric⁴ on program-related quality of work (0 to 25 points), arrival and preparedness (0 to 25 points), conduct and safety (0 to 25 points), and participation (0 to 25 points). A student's score in the program to which s/he is seeking admission is used for this criterion.

Example: A student applies to Carpentry and his Carpentry Exploratory score was 80. His "Program Grade" score is 80. This is weighted at 35% as a selection criterion. The student's Program Grade sub-score is the product of his Program Grade Score multiplied by the weight, $(80 \times .35 = 28.0)$.
- School Attendance Unexcused Absences during the Exploratory semester – 20%:** The number of unexcused absences from the first day of school to the last day of the first semester is taken from the school's official transcript and is used to determine a student's "Attendance Points" as per the table below.

Number of Unexcused Absences	Points
0	100
1–2	80
3–4	60
5–6	40
6 plus	20

Example: A student had 2 unexcused absences during the Exploratory semester, yielding 80 "Attendance Points." This is weighted at 20% as a selection criterion. The student's Attendance sub-score is the product of his Attendance Points multiplied by the weight, $(80 \times .20 = 16.0)$.

- School Official Recommendation – 15%:** A school official from the school where the student is enrolled when he/she applies completes the Recommendation Form (Part of the Admission Application) which yields a maximum score of 100 points. This score is multiplied by 15% for the "Recommendation Score."

Example: A student receives a score of 90 on the Recommendation Form. This is weighted at 15% as a selection criterion. The student's Recommendation sub-score is the product of the his Recommendation Points multiplied by the weight, $(90 \times .15 = 13.5)$.

The fictitious student used in the above examples of the criteria would have received a score that is the sum of the sub-scores on the four criteria; $25.29 + 28.0 + 16.0 + 13.5 = 80.79$. This score would be listed and compared with the scores of all other applicants who took an Exploratory course for the Level 1 course in question. Enrollment priority in Level 1 courses is given to 10th graders.

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⁴See APPENDIX A for the Exploratory Rubric

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E. CRITERIA for SELECTION to LEVEL 1 COURSES (for those who did NOT take Exploratory)

When called upon to act, the RSTA Admissions Committee uses the weighted admissions criteria described in this section to determine which students who have not completed Exploratory will be selected for placement in the first year (Level 1) course of a particular CVTE program. Each applicant for a particular Level 1 program will be assigned a score derived from the sum of the sub-scores of the following criteria:

- **Academic Courses (Total Grades) – 30%:** Students are graded for each of the core academic courses (English, Math, Science, and Social Studies) they take in the first semester. Upon completion of the semester, the average (mean) score that the student receives core academic courses is recorded.
Example: A student receives grades in each of the 4 academic courses he took in the first semester of the current year; the grades are: 80, 85, 90, and 75. These grades are totaled (330) and then divided by 4 (82.5). The student's "Total Grade" score is 82.5. This is weighted at 30% as a selection criterion. The student's Total Grade sub-score is the product of his Total Grade Score multiplied by the weight, $(82.5 \times .30 = 24.75)$

- **School Attendance/Unexcused Absences during the previous semester – 20%:**

Number of Unexcused Absences	Points
0	100
1 – 2	80
3 – 4	60
5 – 6	40
6 plus	20

The number of unexcused absences for the previous semester is taken from the school's official transcript and is used to determine a student's "Attendance Points" as per the table above.

Example: A student had 2 unexcused absences during the previous semester, yielding 80 "Attendance Points." This is weighted at 20% as a selection criterion. The student's Attendance sub-score is the product of his Attendance Points multiplied by the weight, $(80 \times .20 = 16.0)$.

- **RSTA Teacher Individual Exploration Score – 35%:** A student who has not taken a 9th grade RSTA Exploratory course and who wishes to enroll in a RSTA Chapter 74 Level 1 course as a 10th or 11th grader arranges with his/her Guidance Counselor and the RSTA Director to complete an Individual Exploration in that program, usually lasting two to six days. The RSTA teacher in that program evaluates the student during the Individual Exploratory time the student spends in his/her program. Students are evaluated and scored (for a maximum total of 100 points) using the Exploratory Rubric⁴ on program-related quality of work (0 to 25 points), arrival and preparedness (0 to 25 points), conduct and safety (0 to 25 points), and participation (0 to 25 points). Upon completion of the Individual Exploratory period, the average (mean) score that the student receives for the Exploration period is recorded.

Example: A student receives a score of 85 in the program he explored. This is weighted at 35% as a selection criterion. The student's sub-score is the product of his Individual Exploration Score multiplied by the weight, $(85 \times .35 = 29.75)$

- **School Official Recommendation – 15%:** A school official from the school where the student is enrolled when he/she applies completes the Recommendation Form (Part of the Admission Application) which yields a maximum score of 100 points. This score is multiplied by 15% for the "Recommendation Score."

Example: A student receives a score of 90 on the Recommendation Form. This is weighted at 15% as a selection criterion. The student's Recommendation sub-score is the product of his Recommendation Points multiplied by the weight, $(90 \times .15 = 13.5)$.

The fictitious student used as the above examples of the criteria would have received a score that is the sum of the sub-scores on the three criteria; $24.75 + 16.0 + 29.75 + 13.5 = 82.0$. This score would be listed and compared with the scores of all other applicants who had not taken an Exploratory course for the Level 1 course in question. Enrollment priority in Level 1 courses is given to 10th graders.

⁴See APPENDIX A for Exploratory Rubric

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F. SELECTION PROCESS

Students who have taken an Exploratory course as 9th graders are admitted into the first year course (Level 1) of the RSTA program of their choice for the start of their 10th grade year by completing their course selection form with their CRLS Guidance Counselor, subject to the availability of openings, and if necessary (more applicants than openings) based on the criteria contained in this Admissions Policy.

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For example, in the situation where there are more incoming 10th grade students wishing to enroll in a particular Level 1 course than there are openings available, a student with a point total of 90 would be admitted before a student with a point total of 70. In this situation, if spaces in a particular oversubscribed program are filled based on point total – students with highest total points are admitted first before students with lower total points – before a student gets his/her first choice, the RSTA Admissions Committee then considers the student for admission to his or her second or third choice depending upon whether there is an opening in the program. Again, the student is admitted based upon point total. If a student’s point total is so low that he/she is not placed in the second or third choice program because the programs were filled by students with higher point totals, the RSTA Admissions Committee will meet with the student and present a list of the programs with openings that the student explored and ask if the student wants to choose one of them. Again, students selecting programs from among the programs with openings, which the student explored, will be admitted based on their point totals. The process continues until all students are placed or decline enrollment in the CVTE course. Only after all qualified 10th grade students are enrolled in the Level 1 course will enrollment for 11th graders be considered for that course.

G. TRANSFER PROCESS

Students who wish to transfer from one RSTA CVTE program to another may apply for transfer. Transfer requests will be considered subject to the availability of openings in the requested program. Each transfer applicant will be interviewed by the RSTA Director, the RSTA Career Counselor, and the RSTA Instructor of the RSTA program into which the student is requesting a transfer. Each student will be counseled individually to determine the appropriateness of the transfer for the particular student.

H. WAITING LIST

Applicants who are not selected for enrollment in the RSTA CVTE program of their choice are placed on a waiting list; these students are notified by the RSTA Director by letter to their home. Students remain on the Waiting List for the program to which they applied until they are enrolled in the program or until they request to be taken off the Waiting List.

VIII. REVIEW

The applicant's parent(s)/guardian(s), upon receipt of a letter from the RSTA Executive Director indicating that the applicant was placed on a Waiting List for a particular program, may request a review of the decision by sending a letter requesting a review to the Superintendent of the Cambridge Public Schools within thirty days of the receipt of the Waiting List letter. The Superintendent will respond in writing to the letter with the findings of the review within thirty days.

Students who are denied admission to Cambridge Rindge and Latin School by the CRLS Principal, may request a review of the decision by sending a letter requesting a review to the Superintendent of the Cambridge Public Schools within thirty days of the receipt of the denial of admission letter. The Superintendent will respond in writing to the letter with the findings of the review within thirty days.

APPENDIX A

Exploratory Rubric

<i>Categories</i>	<i>25 points</i>	<i>20 points</i>	<i>15 points</i>	<i>10 point</i>	<i>0 points</i>
Arrival and Preparedness	Comes to class on time with all (100%) needed materials (i.e.: tools, proper clothes, pencil, notebook...).	Comes to class up to 5 minutes late with an excused note and with all/most materials needed for class.	Comes to class more than 5 minutes late with an excused note and/or with less than half of the materials needed for class.	Comes to class more than 5 minutes late without an excused note or with less than half of the materials needed for class.	Comes to class late without an excused note and without the needed materials for class.
Conduct And Safety	Follows all rules of respectful, acceptable, & safe behavior at all times.	Needs to be reminded of the rules of respectful, acceptable, & safe behavior 1 or 2x per day.	Needs to be reminded of the rules of respectful, acceptable, & safe behavior 3 or 4x per day.	Needs to be reminded of the rules of respectful, acceptable, & safe behavior 5 or 6x per day.	Demonstrates little or no regard for the rules of behavior and safety and little or no respect towards others.
Participation	Performs all (100%) activities and tasks assigned in class with appropriate timeliness.	Performs most (99-85%) activities and tasks assigned in class in a timely manner.	Performs some (84-70%) of the activities and assigned tasks.	Performs few (69-50%) of the assigned activities and tasks.	Performs very few to none (50-0%) of the assigned activities and tasks.
Quality Of Work	Exhibits a high level of skill and craftsmanship; demonstrates a proper use of tools and materials. (Equivalent to an "A" or 90-100%)	Exhibits a moderate level of skill and craftsmanship; demonstrates a consistent level of success with tools and materials. (Equivalent to a "B" or 80 -89%)	Exhibits uneven skill and craftsmanship; demonstrates an inconsistent use of tools and materials; technique is not fully developed. (Equivalent to a "C" or 70 -79%)	Exhibits many errors, improper and/or incorrect use of tools and materials; little or no understanding of technique. (Equivalent to a "D" or 60-69%)	Has produced no work to be evaluated. (Equivalent to an "E" or below 60%)

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ADMISSION APPLICATION FORM for Non-Cambridge Residents

Rindge School of Technical Arts

459 Broadway—Cambridge, MA 02138-4198

Telephone (617) 349-7782 FAX (617) 349-6770

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The Cambridge Public Schools enrolls students and makes available to them its advantages, privileges, and courses of study without regard to race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness status.

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The Cambridge Public Schools has a published Admission Policy for Career/Vocational Technical Education Programs at the Rindge School of Technical Arts at Cambridge Rindge and Latin School that is made available to all applicants and their parent(s)/guardian(s) as part of the admission process. The policy gives the admission criteria, as well as a description of the entire admission process, and is available online at www.rindgetech.com http://rsta.cpsd.us or by request at the RSTA Office or by contacting the RSTA Director at (617) 349-7782.

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Students who are not residents of Cambridge must first notify the principal of their sending (home) school of their intent to apply for admission to a RSTA program. By March 31-15 of the calendar year in which the student intends to enroll, this application form must be completed and submitted to the Executive Director of the Rindge School of Technical Arts. In addition to this application form, the applicant must submit from an appropriate official (usually the Principal, Assistant Principal, or Guidance Counselor) of their sending school a copy of the official transcript showing the cumulative average of the previous school year and terms 1 and 2 of the current school year of grades in English language arts, mathematics, social studies, and science; the sum of unexcused absences from the previous school year and terms 1 and 2 of the current year; and, the assessment of the student's conduct in the previous school year and terms 1 and 2 of the current school year. An Admissions Recommendation Form, completed by a school counselor, must also be included with the application material. APPLICATION IS VALID FOR THE SCHOOL YEAR IN WHICH IT IS MADE.

APPLICANT SECTION

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

Home Address: Street and Number: _____

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

Home Phone #: _____ CTE Program: _____

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: _____

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SENDING SCHOOL SECTION

Please submit the transcripts of grades, attendance, and discipline/conduct as required by the Rindge School of Technical Arts Admission Policy. In addition, submit a recommendation for this applicant from a school counselor must be submitted using on the Admission Recommendation Form. The Rindge School of Technical Arts provides this form, as well as the Rindge School of Technical Arts Admission Policy.

Name of School Official: _____ Phone Number : _____

I will submit the required information by March 31~~15~~. 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 including grades and attendance as required by the Rindge School of Technical Arts for the purpose of admission.

THIS APPLICATION IS FOR THE SCHOOL YEAR: _____

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 EQUAL EDUCATIONAL OPPORTUNITY 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, is to be used for monitoring equal educational opportunity in the school district, and in the case of disability and English language learner status, for providing the applicant with accommodations and interpretive services if requested. 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 may voluntarily self-identify for the purpose of receiving interpretive services during the entire application and admission process.

Gender identification: Female Male

Racial/ethnic identification: Black Hispanic/Latino/A Asian or Pacific Islander Native American

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: Yes If yes, do you need language assistance during the application for admission process? Yes If yes, please describe the assistance needed.

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ADMISSIONS RECOMMENDATION FORM for Non-Cambridge resident Students

Directions to the Sending School ~~counselor~~ Personnel: This form must be used by an appropriate official of the sending school for each applicant for admission to the Rindge School of Technical Arts (RSTA) at Cambridge Rindge and Latin School in order to help determine which applicants may most benefit from the career/vocational technical education programs at RSTA. Per the RSTA Admission Policy, a total of 100 points maximum can be given to an applicant, based on the cumulative responses to the five questions below, 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 career/vocational technical education at RSTA? Strong Benefit ____ (20), Above Average Benefit ____ (15), Average Benefit ____ (10), Below Average Benefit ____ (5), (No Benefit) ____ (0).

Comments:

2. In your opinion, what level of interest do you believe that the applicant has for at least one major (Career Vocational Technical Education program) at RSTA? Strong Interest ____ (20), Above Average Interest ____ (15), Average Interest ____ (10), Below Average Interest ____ (5), Poor Interest (No Interest) ____ (0).

Comments:

3. In your opinion, what level of alignment is there between the applicant's career goals and the career/vocational technical education he/she would receive at RSTA? Strongly align with a career/vocational technical major ____ (20), Above Average alignment with a career/vocational technical major ____ (15), Average alignment with a career/vocational technical major ____ (10), Below average alignment with a career/vocational technical major ____ (5), No alignment with a career/vocational technical major ____ (0).

Comments:

4. In your opinion, how supportive are the applicant's parents/guardians about the applicant attending RSTA? Strongly supportive ____ (20), Above Average supportive ____ (15), Average supportive ____ (10), Below Average supportive ____ (5), Poor Support (No support) ____ (0).

Comments:

5. In your opinion, how motivated is the applicant to do school work including academics and career/vocational technical education shop/lab work? Strong Interest ____ (20), Above Average Interest ____ (15), Average Interest ____ (10), Below Average Interest ____ (5), Poor Interest (No Interest) ____ (0).

Comments:

Applicant's Name _____ Sending School: _____

Total Points: _____ (100 max.) _____ Sending School Personnel-Counselor Name: _____

_____ Sending school Sending School Personnel-Position-counselor email: _____

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Date: _____ Sending School Personnel-Counselor Phone: _____

ADMISSIONS RECOMMENDATION FORM for RSTA CVTE Program Placement

Directions for School Personnel-Counselor: This form must be used by an appropriate official of the student's school for each applicant for placement in the first year of a RSTA CVTE Program. This Recommendation will be used to help determine which applicants may most benefit from the career/vocational technical education programs at RSTA. Per the RSTA Admission Policy, a total of 100 points maximum can be given to an applicant, based on the cumulative responses to the five questions below, as follows:

Rating on each question	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 this student will receive from this RSTA CVTE Program?
Strong Benefit _____ (20) **Above Average Benefit** _____ (15) **Average Benefit** _____ (10)
Below Average Benefit _____ (5) **(No Benefit)** _____ (0)

Comments:

2. In your opinion, what level of interest do you believe that this student has for this RSTA CVTE Program?
Strong Interest _____ (20) **Above Average Interest** _____ (15) **Average Interest** _____ (10)
Below Average Interest _____ (5) **Poor Interest (No Interest)** _____ (0)

Comments:

3. In your opinion, what level of alignment is there between this student's career goals and the career/vocational technical education he/she would receive in this RSTA CVTE Program?
Strongly align with this program _____ (20) **Above Average alignment with this program** _____ (15)
Average alignment with this program _____ (10) **Below average alignment with this program** _____ (5)
No alignment with this program _____ (0)

Comments:

4. In your opinion, how supportive are this student's parents/guardians about his/her enrollment in this RSTA Program?
Strongly supportive _____ (20) **Above Average supportive** _____ (15) **Average supportive** _____ (10)
Below Average supportive _____ (5) **Poor Support (No support)** _____ (0)

Comments:

5. In your opinion, how motivated is this student to do school work including academics and career/vocational technical education shop/lab work in this CVTE Program? **Strong Interest** _____ (20) **Above Average Interest** _____ (15)
Average Interest _____ (10) **Below Average Interest** _____ (5) **Poor Interest (No Interest)** _____ (0)

Comments:

Student's Name _____ CVTE Program: _____

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Total Points: _____ (100 max.) School Personnel Counselor Name: _____
School Personnel Position: _____
Date: _____ School Personnel Counselor Phone: _____