

CAREER AND TECHNICAL EDUCATION

- I. **PURPOSE:** To provide steps for students to enroll and the criteria and procedures for exiting Career and Technical Education Programs.

- II. **POLICY:** The Prince George’s County Board of Education firmly believes that the academic achievement of all students is paramount. Student academic achievement is supported by providing equitable access to high-quality education and resources to guarantee that every child graduating from the Prince George’s County Public Schools (PGCPS) System is college and career ready. (Board Policy 0118.)

- III. **BACKGROUND:** The Board of Education is dedicated to supporting programs of choice that offer a unique or specialized curriculum or instructional approach. These programs are designed to meet the needs of a diverse student population. Entry into Career and Technical Education programs is generally managed through a lottery system.

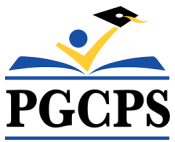
- IV. **DEFINITIONS:**
 - A. **Blind Equity Lottery** - Space limitations require that admission to the program be governed by a random placement lottery. This blind lottery placement provides the most equitable and efficient means of access to specialty programs. The procedure is created to ensure equal access and equity for admission into CTE Specialty Programs.

 - B. **Boundary** – A school that resides inside of the school system’s defined boundaries for a residential address.

 - C. **Career and Technical Education (CTE)** – Career Technical Education (CTE) provides students of all ages with the academic and technical skills, career-oriented exposure, and the knowledge and training necessary to succeed in future careers and to become lifelong learners. Students may also gain work experience through internships, job shadowing, on-the-job training, and industry certification opportunities. Students in CTE programs may opt to enter the workforce upon graduating from high school or they may matriculate to a college or university

 - D. **Out of Boundary** – A school that resides outside of the school system’s defined boundaries for a residential address.

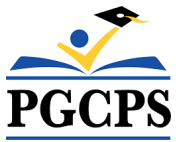
 - E. **Professional School Counselor (PSC)** – A staff member who delivers comprehensive school counseling services to address the academic, career, personal/social development of all students. The counseling programs are structured to be an integral part of a student's daily educational environment. The Professional School Counseling Office collaborates with other offices, teachers, administrators, and the overall community to benefit students and parents.

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- F. **Reciprocity** – Entrance granted upon a space-available basis when a student first enters PGCPS from outside the county after attending four consecutive quarters and/or two consecutive semesters at a public, charter, or private school CTE program.
- G. **Specialty Program** – A program that provides options in addition to the broad spectrum of programs in each comprehensive school. Designed to address the needs and interests of students and parents/guardians, these programs allow for exploration and development of interests and needs, while following state and school system mandates.
- H. **Student Intervention Team (SIT)** – SIT is a school-based, problem-solving team composed of faculty members (usually general educators) who meet to help teachers identify and implement appropriate interventions for students who need support so that they are ready and able to learn, as well as students who need academic acceleration. Most often, the team will discuss a student who is having academic or behavioral difficulties. Challenges with attendance/tardiness or emotional/health issues may also be addressed.
- I. **Student Support Team (SST)** – SST is a multidisciplinary team with expertise in teaching and learning, problem-solving, and interventions. It is used when strategies and/or interventions for a student have proven unsuccessful. Additionally, the collaborative problem-solving processes followed by SST promote shared ownership for student, school, and system success, and help to reduce the disproportionate identification of certain student groups for special education services.
- J. **Technical Skills Assessment (TSA)** - TSAs incorporate academic and technical skill attainment measurements and assessments that are designed to meet or exceed state-adjusted levels of performance. Assessments must meet the state criteria for external, valid, and reliable assessments that are recognized by the Maryland State Department of Education (MSDE) and lead to students earning college credit or industry-recognized license or certification.
- K. **Transfers** – A permission to attend a school that is not within the defined boundaries for a residential address.

V. PROCEDURES:**A. Application**

1. The online window for students to apply typically opens during the fall and closes in the winter of the same academic year.
2. During this time, eligible students have the option of applying to all interested programs. Please see the distinction between boundary and out-of-boundary students to determine eligibility for various programs. This distinction helps to determine which three-year and four-year program students are eligible to attend.



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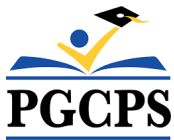
3. The updated applications can be found on the PGCPS Career and Technical Education Program website (“CTE”).

B. Eligibility

1. Eligibility Requirements – To participate in CTE programs, students must be enrolled in PGCPS, including PGCPS Charter Schools, or live in Prince George’s County and meet the following criteria:
 - a. Have a class status of rising 9th, rising 10th, or rising 11th grader.
 - b. Have at least a 94% attendance rate.
 - c. Meet all additional eligibility requirements for the program into which they are applying.
2. Any student who is not enrolled in a PGCPS school, but lives in Prince George’s County can apply to these programs via the following steps:
 - a. Complete the enrollment process at your neighborhood school to get a student ID number.
 - b. Once a student ID number is received, students can follow the normal CTE application process.

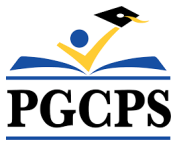
C. Selection and Lottery Procedures

1. Eligible students for the various programs are selected as follows:
 - a. Two-Year Programs - Rising 11th-grade students who apply to the two-year programs will be selected via a blind equity lottery conducted by CTE staff. Enrollment into your selected program is subject to current enrollment numbers and seat availability.
 - b. Three-Year Programs - Rising 10th-grade students who are applying to the three-year programs must attend or be eligible to attend the boundary school that houses the program for which they are interested. A blind equity lottery will be conducted by CTE staff. Enrollment into your selected program is subject to current enrollment numbers and seat availability.
 - c. Four-Year Programs - Rising 9th-grade students who are applying to the four-year programs must attend or be eligible to attend the boundary school that houses the program for which they are interested. A blind equity lottery will be conducted by CTE staff. Enrollment into your selected program is subject to current enrollment numbers and seat availability.



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2. Students who are accepted into their first-choice program must complete one of the following steps:
 - a. Students who wish to accept placement - Accept placement via the link contained with the congratulatory letter and a PGCPS web-based platform sent by the CTE Department. Students who accept placement should follow all directives listed in the congratulatory letter and web-based platform. Failure to follow all directives may result in the inability to participate in selected CTE programming.
 - i. Students and parents will be notified of their acceptance via a congratulatory letter and web-based platform for students to complete.
 - ii. Students should make a selection on the web-based platform within the designated time limit listed on the form.
 - iii. If students accept placement into a program outside of their boundary zone, they must complete a Transfer Request.
 - b. Students who wish to decline placement - Decline placement via the link contained in the congratulatory letter and web-based platform sent by the CTE Department. Students who decline placement will have no further actions on their part.
3. Students who are not accepted into their first-choice program have the following option:
 - a. Waitlist - If the program is at capacity, then students who meet all eligibility requirements, may be placed on the waitlist for their selected program(s). If this is the case, then students will be assigned a waitlist number.
 - b. If students who were selected via the blind equity lottery decline their offer of acceptance, then students from the waitlist will be offered placement based on capacity and their assigned waitlist number.
 - c. Waitlisted students will be offered acceptance in consecutive order.
 - i. Students and parents will be notified of their waitlist options via a waitlist letter and web-based platform for students to complete.
 - ii. Students should make a selection on the waitlist form and web-based platform within the designated time limit listed on the form.
 - iii. Students who are selected from the waitlist will be notified of their acceptance from the CTE Department.

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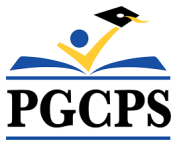
- iv. Students who accept placement should follow all directives listed in the congratulatory letter and web-based platform. Failure to follow all directives may result in the inability to participate in selected CTE programming.
- v. If students accept placement into a program outside of their boundary zone, then they must complete a Transfer Request.

D. Enrollment

1. Parents and/or guardians should consult the assigned CTE school for the registration procedures. Parents and/or guardians must register students using the current registration process.
2. The CTE Department will send the list of accepted students to the Departments of Pupil Accounting and Transportation.
3. The list of accepted and waitlisted students is sent by the CTE Department to the assigned CTE schools, including the professional school counselor, school administrators, and CTE teachers. The waitlist will be used to fill any outstanding vacant seats.
4. School administration, the PSC, or designee, will inform the Departments of Pupil Accounting, Transportation, and CTE of any changes or updates within 48 hours so that available seats can be assessed.
5. CTE Department designees collaborate with school teams to organize and plan orientation in the spring for the following school year, notify parents and/or guardians and students of orientation and invite parents and/or guardians and students to attend orientation.

E. Reciprocity – When a student first enters PGCPS from outside the county after attending four consecutive quarters and/or two consecutive semesters at a public, charter, or private school CTE program in the jurisdiction where the parent/guardian was a resident, the student may receive reciprocity placement in a PGCPS CTE program. The student must have current CTE enrollment before seeking reciprocity. No lapse in CTE instruction will be accepted. Placement via reciprocity is made on a space basis only and does not offer guaranteed placement.

1. In order to request reciprocity, the parent/guardian must submit a written request to the Department of Pupil Accounting within thirty days of establishing residency in the county. The written request must include the following:
 - a. current written program description from the school that the student previously attended;



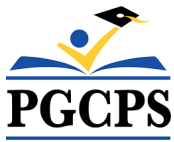
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- b. most recent report card and/or transcript for the student;
 - c. contact information and website for the school previously attended; and
 - d. documentation validating the recent establishment of a Prince George's County residence.
2. The Department of Pupil Accounting will send a request to the Division of Academics to determine if a student meets eligibility requirements. A determination that eligibility criteria have been met does not guarantee placement.
 3. If the Division of Academics determines that programs are not comparable, no offer of reciprocity will be extended.
 4. The decision to offer reciprocity will be made on a case-by-case basis jointly by the Department of Pupil Accounting and Division of Academics considering pending requests and relevant factors. There is no assurance that reciprocity will be made available.

VI. CONTINUOUS ENROLLMENT:

A. Attendance

1. Refer to AP 5113, Student Attendance, Absence and Truancy regarding attendance policies.
2. Whenever it is determined that a student's attendance requires intervention, written/electronic notification of that determination will be provided to the parent(s)/guardian(s).
3. Notification to Parents/Guardians regarding consecutive or chronic absence is provided if the student has missed three (3) school days in a quarter, the parent(s)/guardian(s) should be called or emailed by the teacher.
4. School administrators, coordinators, and teachers may request a review of student's attendance in PGCPS courses if a student has eight (8) unlawful absences from a class in a quarter, fifteen (15) unlawful days in a semester or twenty (20) or more unlawful absences from school in a year.
5. Attendance interventions initiated by administrators, PSC, and/or teacher(s) will include a parent conference(s) and strategic intervention(s) provided by the SIT. Notification must be sent to the appropriate CTE Department designee.



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B. Attendance Withdrawal

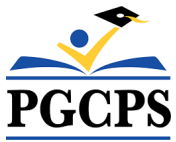
1. Students who have received attendance interventions and were unsuccessful in consistently improving attendance will be referred to the principal and CTE department designee for a final decision.
2. If withdrawal is the recommendation of the school team, the student will be withdrawn from the program and be forwarded to the Chief of School Support and Leadership or designee, Associate Superintendent, and Instructional Director for review.
3. Withdrawal supporting documentation must include:
 - a. The student's withdrawal letter
 - b. The student's action plan
 - c. Any other documentation pertaining to the student's withdrawal (e.g., report card, behavioral plan, attendance record, etc.)
4. The principal will send a copy of the withdrawal letter to the Department of Pupil Accounting. A copy will be in the student's program file inside the cumulative folder.

C. Transfers

1. Students enrolled in a two-year CTE program will be transferred to the designated school where the program exists if they move out of the boundary for their current placement.
2. Students in a "boundary only" program and/or three-, four-year programs: If the student moves out of the boundary, and the program is not offered at the new boundary school, the student is removed from the program. Students may retain a seat in the program at their new school ONLY IF there is space available.
3. Failure to meet time and attendance expectations may lead to removal from the program.

D. Academic Expectations

1. While enrolled in a CTE program, students must remain in good academic standing and complete the requisite coursework in preparation for the Technical Skills Assessments.
 - a. All CTE students must take the appropriate Technical Skills Assessments.



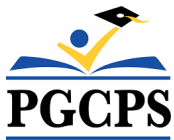
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- b. Failure to adhere to these requirements may be grounds for removal from the program.
2. Those students who fail to remain in good academic standing in their CTE program course(s), in any marking period, will be given academic support.
3. If a student fails to maintain a passing grade in their CTE program course(s), in any marking period in a program of study (i.e., pass a course and/or TSA/certification requirements) needed as a prerequisite to continue to the next course, the student may be removed from the program at the end of the course/school year.

VII. REMOVAL:

A. Academic Withdrawal

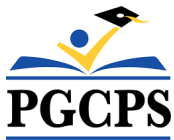
1. Students who have received academic interventions for a minimum of four (4) weeks and were unsuccessful in consistently improving academic achievement will be referred to the administrator or designee, PSC, and CTE Department designee for withdrawal from the CTE program.
2. If a withdrawal is the recommendation of the above-referenced team, documentation must accompany the written request for removal from the program and be forwarded to the Chief of School Support and Leadership or designee, Associate Superintendent, Instructional Director, the Chief of Academics, Director of Career and Technical Education or designee for review. Withdrawal supporting documentation must include:
 - a. the student's withdrawal letter;
 - b. the student's action plan, including a description of unsuccessful intervention efforts; and
 - c. any other documentation about the student's withdrawal (e.g., report card, behavioral plan, attendance record, etc.).
3. If applicable, a student will be returned to his/her boundary school after the first semester or the start of the next academic school year. Should the quarter be the fourth grading period, the student will begin their school year in regular attendance at the boundary school at the beginning of the next school year. The student's withdrawal papers are to be sent to the student's boundary school.
4. The principal will send a copy of the withdrawal letter to the Department of Pupil Accounting if applicable. A copy will be in the student's program file inside the cumulative folder.

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1. A student, with parent/guardian approval, may voluntarily withdraw from a CTE Program.
2. Prior to approving the withdrawal, the PSC should verify the student has the opportunity to successfully graduate with a different “completer” program.
3. If applicable, upon withdrawal, a student will be returned to his/her boundary school. The student’s withdrawal papers are to be sent to the student’s boundary school.

C. Behavioral Difficulties

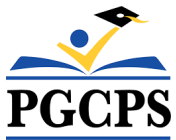
1. A student is considered to be experiencing behavioral difficulty when exhibiting disciplinary conduct that significantly disrupts the educational environment, indicating their unwillingness to continue participation in the CTE program; or causing actual or potential harm to other students, staff, or him/herself.
2. Behavioral support initiated by administrators, and or school counselors will include a parent conference, strategic intervention provided by the SIT/SST, and a written action plan.
3. Whenever it is determined that a student needs behavioral intervention, notification of that determination will be provided to the parents/guardians.
4. At any time, parents/guardians, teachers, counselors, administrators/coordinators may request a behavioral review of a student's conduct.
5. CTE programs often have specific additional safety procedures and protocols. Failure to adhere to safety regulations in the classroom, including but not limited to the following may result in removal from a program:
 - a. Proper uniform - including safety equipment;
 - b. Failure to follow safety protocols with dangerous/hazardous materials and equipment; and/or
 - c. Failure to procure the required equipment/materials for the program as outlined in the program acceptance letter.
6. Documented notification to the student and parent/guardian, and an adequate amount of time to address the issue, must be given before dismissal from the program for any of these reasons.
7. The school SIT/SST will reconvene as appropriate to discuss students’ progress.

**D. Behavioral Withdrawal**

1. Due to the unique settings in which CTE students are taught, certain behaviors may be grounds for a student forfeiting their placement in the program. The SIT/SST and school principal will weigh the unique factors of each case and the range of interventions, management strategies, and responses needed in accordance with the Code of Student Conduct in the Student Rights and Responsibilities Handbook.
2. The school SIT/SST and CTE Department designee(s) will convene as appropriate to discuss students' progress. If applicable, a student will be returned to his/her boundary school between the first and third quarter. Should the quarter be the fourth grading period, the student will begin their school year in regular attendance at the boundary school at the beginning of the next school year. The student's withdrawal papers are to be sent to the student's boundary school.
3. If applicable, the principal will send a copy of the withdrawal letter to the Department of Pupil Accounting. A copy will be in the student's program file inside the cumulative folder.

E. Appeals

1. The Chief of School Support and Leadership or designee shall make determinations regarding removal from the program under this administrative procedure. If the parent or guardian requests further review, the Office of Appeals serves as the Chief Executive Officer's (CEO) designee.
2. A parent/guardian who wishes to appeal a withdrawal decision must submit a written appeal to the Office of Appeals within ten (10) calendar days of receiving the decision.
3. The parent/guardian should indicate the reason for seeking a review of the decision and may include additional information for consideration.
4. The student is enrolled at their boundary school pending the decision of the appeal.
5. The Office of Appeals will determine if there was a material departure from the policies and procedures by the program coordinator, principal or Instructional Director which adversely impacted the appellant.
6. An appeal from the decision by the Office of Appeals to the Board of Education must be made in writing and received by the Board Office within ten (10) days of the date on the decision letter by the Office of Appeals, acting as the CEO's designee.

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7. If there is additional information in the appeal to the Board of Education, the Office of Appeals will be given an opportunity to respond in writing and shall provide a copy of its response to the appellant before the Board of Education considers the appeal.
8. The Board of Education's decision shall be final and rendered in writing.

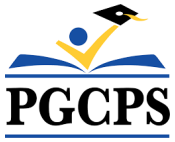
VIII. MONITORING AND COMPLIANCE: In an effort to ensure that the enrollment and appeals processes are implemented, the following monitoring tools and processes will be utilized annually.

- A. The school administrator, CTE Assistant Principal, or designee will review the enrollment file and appeals process by September 30 of each school year. A record containing the staff signature to signify completion of this task will be kept on file in the principal's office for four years and made available for review.
- B. Grades and attendance reports for all CTE students will be pulled quarterly for review by the assigned assistant principal or principal's designee to inform the CTE Department of their standing for monitoring purposes. At the beginning of each quarter, the designee shall provide the reports, summaries, and plans of action to the CTE Department.

IX. RELATED PROCEDURES:

- Administrative Procedure 5010 - Homeless Children and Youth- School Access and Services
- Administrative Procedure 5062 - Student Behavior Interventions
- Administrative Procedure 5110.3 - Student Transfers
- Administrative Procedure 5111- Registration and Withdrawal of Students
- Administrative Procedure 5113 - Student Attendance, Absence, and Truancy
- Administrative Procedure 5121.3 - Grading and Reporting High School
- Administrative Procedure 5123.2 - General Procedures Pertaining to Promotion, Retention, and Acceleration of Students
- Administrative Procedure 6140.1- High School Cadet Fire Fighter Program
- Administrative Procedure 6150 - Educational Requirements and Options in Secondary Schools;
- Administrative Procedures 6158 - Articulation
- Administrative Procedure 5124 - Student Intervention Team (SIT) and Student Support Team (SST)
- Administrative Procedure 5166 - Personal Care and Toileting
- Administrative Procedure 6148 - Lottery and Audition Administration and Selection Procedures
- Administrative Procedure 10101 - Students Rights and Responsibilities Handbook

X. MAINTENANCE AND UPDATE OF THESE PROCEDURES: This Administrative Procedure originates with the Division of Academics and will be updated as needed.



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- XI. **CANCELLATIONS AND SUPERSEDURES:** This Administrative Procedure cancels and supersedes Administrative Procedure 6142.1, dated January 1, 2007.
 - XII. **EFFECTIVE DATE:** September 7, 2021