



**Haverhill Public School
Career Vocational Technical Education
Admissions Policy**

I ADMISSIONS

When Haverhill High School receives more Career Technical Education applications than it has available seats, Haverhill High School applies selection criteria to determine which students it will admit. The criteria Haverhill High School applies have been approved by its School Committee, and the School Committee will approve the use of these criteria annually. The Haverhill School Committee approved this policy 9/8/22 (*Per DESE requirements, this policy will be approved annually by the Haverhill Public School Committee.*) Haverhill High School's admission policy is on file at the Department of Elementary and Secondary Education.

II EQUAL EDUCATIONAL OPPORTUNITY

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

If a student's primary home language is not English, Haverhill High School will provide them with an application form in their home language. Please contact our Supervisor of Career Technical Education 5-12 at (978-374-5700) or cte@haverhill-ps.org if you have questions or need help filling out the application form.

Haverhill High School is committed to providing educational opportunities to students experiencing homelessness. Please contact Zoraida Lopez Haverhill Public Schools McKinney Vento Homeless Liaison/Foster Care Point of Contact at Phone: (978)-420-1967 Fax: (978) 469-8730 zoraida.lopez@haverhill-ps.org with any questions.

Students with disabilities may voluntarily identify themselves to Haverhill High School to request reasonable accommodations during the application and admission process.

Neither a student's disability nor the primary language of their home will have any effect on their admission to Haverhill High School's CTE/CVTE programs.

Consistent with Massachusetts 603 CMR 4.03, Haverhill High School's plan includes "deliberate, specific strategies to promote equal educational opportunities and attract, enroll, and retain a student population that, when compared to students in similar grades in sending districts, has a comparable academic and demographic profile."

We are Hillies, working together to build a stronger community. Haverhill is a large ethnically diverse gateway city. The Northeast Regional Blueprint identifies large labor gaps in the STEM workforce. Businesses are reporting that minorities and those in nontraditional gender roles are underrepresented in the STEM workforce. Currently our community and education system are not meeting these regional employment demands leaving businesses and organizations struggling to fill positions. Our scholars need the STEM and workplace readiness skills necessary to take advantage of these livable wage employment opportunities.

In order to meet the diverse needs of our scholars, families, and the broader community, Haverhill High School worked with parents, guardians, students, faculty, Career Technical Education (CTE) Program Advisory

Committees, post-secondary institutions and community organizations to develop a mission where all students can succeed. Stakeholders identified the following priorities: to provide equitable access to options and opportunities; to create a welcoming and supportive environment and provide academic, language, social emotional, peer and family support.

Haverhill High School's mission is to ensure that each learner meets or exceeds rigorous academic standards to become a citizen with the skills necessary to solve problems and meet 21st century academic, social, and civic expectations. Creating a culture that celebrates individual success is imperative for engaging all scholars in accessible, equitable, and meaningful learning experiences. As Hillies, we value inclusivity, achievement, and authentic learning that promotes pride in ourselves and in our community. Our main goal is to ensure that each student develops integrity, motivation, and self-confidence to succeed in the global community. In order to achieve this mission, it is important that we share a commitment to a common set of expectations. In order to fulfill our mission and the expectations of our school by the Commonwealth of Massachusetts and the City of Haverhill, a safe, orderly, and welcoming school environment will be necessary. Creating this environment requires the efforts of every member of our community - our families, staff, faculty, administration and, most importantly, our students.

Haverhill High School's CTE Equity Plan follows the mission of Haverhill High School. The community is in need of a skilled, ethnically diverse and gender balanced STEM workforce. Scholars are in need of the skills necessary to succeed in livable wage STEM careers. In response to these needs Haverhill High School, in collaboration with community partners, developed five STEM Career Technical Education Programs. These programs will provide students with the foundational skills and certifications to pursue careers in high demand livable wage professions.

In support of equitable access and retention in CTE programming:

- 1. In support of non-traditional gender enrollment and ethnic diversity in CTE programs, Haverhill High School brings student representatives reflective of the district's demographic profile to the middle schools for recruiting events. Ethnically diverse and non-traditional gender students are reflected in recruiting materials such as posters, mailers, and videos.*
- 2. HHS actively seeks out opportunities for diverse representation in our CTE curriculum, welcoming and awareness events, guest speakers, internships, job opportunities, and partnerships with community organizations. Students see themselves reflected in their community, in real-time, print and media.*
- 3. In order to maximize student retention, HHS provides wrap around services and academic support to all students.*
- 4. Haverhill High School employs bilingual staff who work closely with ELL CTE students, families, teachers, and administrators to create a welcoming and supportive environment, assist with recruiting, translate documents, support students throughout the application process, provide classroom support for struggling learners and after school academic assistance, and prepare students for work based learning opportunities. HHS implements targeted recruiting strategies and supports struggling learners and their families throughout their CTE experience and beyond (CTE application, program completion and post-secondary planning). Staff coordinates academic, language, social emotional and peer support. HHS also works closely with middle school guidance counselors, ELL parent liaisons and ETFs to create High School CTE Transition Plans for struggling learners including English Language Learners and students on IEPs.*

As outcomes, this equity plan will provide:

- students and families a welcoming and supportive environment*
- an ethnically diverse and gender balanced CTE program enrollment reflective of the HHS student body*
- workplace readiness and industry skills and certifications*
- academic, language, social emotional and peer support*
- pathways to post-secondary training, education and or employment in livable wage careers*

- a more diverse and gender balanced STEM workforce

Per DESE requirements, this policy will be approved annually by the Haverhill Public School Committee.

III ELIGIBILITY

Any current 8th or 9th grade student who is a resident of Haverhill may apply for fall admission or admissions during the school year to one of Haverhill High School's CTE Programs subject to availability of openings. Students may only be admitted to one of HHS's CTE programs if they have been promoted to the grade they are seeking to enter, so students should be aware that their admission is conditional—if they are not ultimately promoted to enter the grade they have applied for, their admission will be rescinded. Resident students who apply for admission shall be admitted prior to acceptance of any non-resident students seeking the same program.

NON-RESIDENT STUDENTS:

Non-resident students are eligible to apply for fall admission or admission during the school year, provided they apply for and are accepted for inter-district school choice and are entering grade 9 or 10. Both resident and non-resident students will be evaluated using the selection criteria contained in this Admissions Policy. Haverhill High School shall admit resident students who meet the minimum requirements for admissions prior to acceptance of any non-resident students.

HOMESCHOOLED STUDENTS:

Homeschool applicants may apply to attend Haverhill High School full-time and will be subject to the same admissions standards as other applicants.

TRANSFER STUDENTS:

Students already participating in Chapter 74 programs at another school may apply for admission to Haverhill High School and will be subject to the same admissions standards as other applicants.

SCHOOL CHOICE:

Haverhill High School will follow the School Committee decision regarding school choice for the 2022/23 school year. The inter-district school choice program, [M.G.L. c. 76, § 12B](#), allows parents/guardians to send their children to schools in communities other than the city or town in which they reside.

If the School Committee decides that Haverhill High School is participating in school choice program then:

Students applying to Haverhill High School under the school choice program should contact our Superintendent's office at 978-374-3400 with any questions. More information on school choice can be found on the Department of Education's [website](#).

IV ORGANIZATIONAL STRUCTURE

Haverhill High School is a comprehensive high school located in Haverhill, Massachusetts.

The Superintendent of Haverhill Public Schools is: *Margaret Marotta-Smith*,
margaret.marotta@haverhill-ps.org

The Principal of Haverhill High School is: *Kevin Soraghan*, kevin.soraghan@haverhill-ps.org

The HPS Supervisor of Career and Technical Education 5-12 is: *Victoria Kelley*, vkelly@haverhill-ps.org

It is the responsibility of Haverhill Public School District Superintendent to supervise the administration of the policies and procedures used to admit and enroll students, consistent with all applicable laws, regulations, and guidance.

V ADMISSIONS COMMUNICATION POLICIES

Haverhill High School maintains a calendar of events on the HHS website where it provides information on the admissions process, as well as other information about its programs. Students and their families can request hard copies of the calendar by emailing the CTE Office at cte@haverhill-ps.org.

Haverhill High School also shares recruitment information with potential applicants in the following ways:

- Informational slide presentations will be provided to eighth grade classes in local schools. Recruiting materials and presentations will be provided to students and families in their native language.
- Prospective students and their parent(s)/guardian(s) have an opportunity (depending on COVID restrictions) to attend a virtual or in person information session to learn about all Career Technical Education programs and speak with teachers and administrators.
- During the fall, eighth-grade students are provided tours of Haverhill High School facilities including the CTE programs.
- Eighth grade students have the opportunity to participate in a shadow day with an HHS CTE student. Shadow days will not be counted as unexcused absences.
- Brochures, which describe Career Technical Education programs including academic courses, and work-based learning, are distributed to all eighth students and their parents/guardians.
- Students and their Parent(s)/guardian(s) may schedule individual visits at a mutually convenient time. To request a tour, please email our CTE Office at cte@haverhill-ps.org. Transportation assistance is available upon request. If the agreed-upon time slot for a tour occurs during the applicant's school day, the CTE Office will provide confirmation to the applicant's current school that the applicant attended a tour during this time. Such tours will not be counted as unexcused absences.

VI APPLICATION PROCESS

APPLICATION PROCESS - FOR FALL ADMISSION TO THE NINTH OR TENTH GRADE PROGRAMS

1. Students interested in applying for admission to the ninth or tenth grade Career Technical Education programs for fall admission must:
 - a. Fill out the online application at <https://haverhill.go2cte.com> by February 25, 2022.
 - b. Paper applications are available upon request in the student's native language through the student's middle/high school guidance counselor or the HHS CTE office. Completed paper applications need to be returned to the middle school guidance counselor or the Haverhill High School guidance counselor by February 25, 2022.
 - c. If incomplete applications are received, the following procedures will be followed:
 - i. The applicant's parent(s)/guardian(s) will be notified by mail or email by the Haverhill High School CTE Office.
 - ii. If the application remains incomplete for ten school days after notifying the parent(s)/guardian(s), the application may be voided.
2. It is the responsibility of the sending school counselor (or other school personnel, if applicable) to: fill out the guidance counselor recommendation form and supply grades, attendance and discipline records.

Sending schools will have one week from the close of applications to submit the required application information.

LATE APPLICATIONS

Applications received after the deadline 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.

TRANSFER STUDENTS

Students already enrolled in a Chapter 74 state-approved program in another school may apply for admission to Haverhill High School. Please contact the CTE Office at cte@haverhill-ps.org with any questions or to request an application form. These applications will be evaluated according to the selection criteria contained in this Admissions Policy.

WITHDRAWN STUDENTS

Students who have previously withdrawn from an HHS CTE program may reapply for admission. Please contact the CTE Office at cte@haverhill-ps.org with any questions or to request an application form. These applications will be evaluated according to the selection criteria contained in this Admissions Policy. Decisions will be based on availability of slots.

VII SELECTION PROCESS

Haverhill High School's CTE Office will examine, discuss and make recommendations for action on the applicants based on the criteria in the Admissions Policy.

The CTE Office considers academics, attendance, discipline/conduct, guidance recommendation and interview results. Applications are reviewed, processed and assigned points by grade level.

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

All applicants whose applications are received by the Haverhill High School CTE Office by the application deadline will be notified of their status by email to their parents/guardians and their local school guidance counselor by March 31, 2022.

CRITERIA

The CTE Office uses weighted admissions criteria to process completed applications. Each applicant will be assigned a score derived from the sum of the sub scores of the following criteria:

A. Academic: Maximum 15%

Academic Record Scoring Rubric (15 %)					
Grade Range	83 - 100 (B, B+, A-, A, A+)	73 - 82 (C, C+, B-)	70 -72 (C-)	60 - 69 (D)	0 - 59 (F)
Points	4	3	2	1	0

Academic Record Score		
Subject	Previous Grade Level	Current Grade Level
English Language Arts (or its equivalent)		
Social Studies		

Mathematics		
Science		
Total Points = _____ / 32 = _____ %	Academic Score (% x 15) =	

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

B. Attendance: Maximum 10 %

Attendance Record Scoring Rubric (10 %)					
Number of Unexcused	0 - 5	6 - 10	11 - 15	16 - 20	21+
Points	4	3	2	1	0

Attendance Record Score	Previous Grade Level	Current Grade Level
Unexcused Absences Score		
Total Points = _____ / 8 = _____ %	Attendance Score (% x 10) =	

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 (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 and 10 (admission during the school year) the sum of unexcused absences of the previous school year and current school year to the date of the application from the local school report card/transcript are used.

C. Discipline/Conduct Record: Maximum 10 %

Discipline/Conduct Record Scoring Rubric (10 %)					
# of Days Suspended	0	1-4	5 - 10	11 - 15	16+
Points	4	3	2	1	0

Discipline/Conduct Record Score	Previous Grade Level	Current Grade Level
Discipline/Conduct Score		

Total Points = _____ / 8 = _____ %	Discipline/Conduct Score (% x 10) =
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For applications to grade 9 (fall admission), the number of suspensions from grade 7 and terms 1 & 2 grade 8 records from the local school report card/transcript or from the local school Guidance Counselor's assessment are used. For applications to grades 10 (fall admission), the number of suspensions 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 and 10 (admission during the school year), the number of suspensions from the previous school year and 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.

An official school record of student discipline must be submitted as part of the application process. Points will be deducted only for infractions that resulted in suspensions or expulsion pursuant to M.G.L. c.71, § 37H or M.G.L. c.71, § 37H-½, or resulted in suspension or expulsion for more than 10 days for a single infraction or cumulatively pursuant to M.G.L. c.71, § 37H-¾.

D. Guidance Recommendation: Maximum 25%

Guidance Recommendation Scoring Rubric (25 %)				
Excellent	Above Average	Average	Below Average	Poor
4	3	2	1	0

Question #1	Question #2	Question #3	Question #4	Total Points= _____ / 16 = _____ %	Guidance Score (% x 25)

E. Student Interview: Maximum 40%

Interview Scoring Rubric (40 %)			
Clearly Evident	Somewhat Evident	Minimally Evident	Not Evident
3	2	1	0

Question #1	Question #2	Question #3	Total Points = _____ / 9 = _____ %	Interview Score (% x 40)

After scores are given in each area, the points will be calculated according to the weighted percentage for that area. The points are totaled for each applicant. A maximum total of one hundred (100) percent can be earned.

VIII REVIEW and APPEALS PROCESS

If Haverhill High School does not accept an applicant, or places them on a waitlist, the applicant or their parent/guardian may request within thirty days of the receipt of the rejection/waitlist letter that the Principal of Haverhill High School review that decision. These requests can be made in the following ways:

By e-mail	By hard-copy mail or hand delivery
kevin.soraghan@haverhill-ps.org	Kevin Soraghan, 137 Monument Street, Haverhill, MA 01832

The Principal will respond to these requests for review in writing within thirty days and indicate whether the decision to deny admission to the student, or waitlist the student, will stand or be overturned. In making this determination, the Principal will review the following information:

Date the application was received, the applicant's academics, attendance, discipline/conduct, guidance recommendation and interview results. If deemed necessary the Principal will re-interview the student using the application interview questions.

IX MAINTENANCE OF RECORDS

Haverhill High School maintains records of all students who apply, enroll, or are waitlisted, as well as their score on admission criteria, to facilitate analysis of its admissions system and compliance with applicable laws and regulations. Haverhill High School will provide this information to the Department upon request.