



Division of Schools
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bostonpublicschools.org

Boston Public Schools

Career & Technical Education Recruitment, Admission, and Retention Policy

Introduction

Massachusetts state regulations (603 CMR 4.00) require all state-designated Career Technical Education (CTE) schools and programs to develop and implement admission, recruitment, and retention policies that comply with state and federal law, as well as relevant guidelines issued by the Massachusetts Department of Elementary and Secondary Education (DESE) and the U.S. Department of Education.

Equal Educational Opportunity

Boston Public Schools 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, immigration or citizenship status, sexual orientation, or disability.

If a student's primary home language is not English, Boston Public Schools will provide them with an application form in their home language. Please contact Boston Public School's Director of Language Access, Allen Dowling, at adowling@bostonpublicschools.org with any questions.

Boston Public Schools is committed to providing educational opportunities to students experiencing homelessness. Please contact Boston Public Schools' Senior Director of Opportunity Youth, Brian Marques, bmarques@bostonpublicschools.org with any questions.

Students with disabilities may voluntarily identify themselves to Boston Public Schools 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 Boston Public Schools. Consistent with Massachusetts regulations, Boston Public Schools has created a plan with "deliberate, specific strategies to promote equal educational opportunities." Please contact Boston Public Schools' Chief of Specialized Services, Kay Seale, kseale@bostonpublicschools.org with any questions.

District Organizational Structure

The Superintendent of Boston Public Schools is Mary Skipper. It is the responsibility of the Superintendent to supervise the administration of the policies and procedures used to admit and enroll students, consistent with all applicable laws, regulations, and guidance.

The Boston Public Schools Assistant Superintendent of College, Career, and Life Readiness is Brett Dickens, bdickens@bostonpublicschools.org.

Boston Public Schools offers Ch. 74 Programming at three BPS Secondary Schools and two In-District Horace Mann Charter Schools.

1. Madison Park Technical Vocational High School – School admissions process
2. The English High School -_ Ch. 74 exploratory admissions process
3. Boston Arts Academy – Ch. 74 program admissions process
4. Boston Green Academy – see <https://www.bostongreenacademy.org/> for Horace Mann Charter School Admissions Processes
5. Edward M. Kennedy Health Career Academy – see <https://kennedyacademy.org/> for Horace Mann Charter School Admissions Processes

District Career and Technical Education Eligibility

Any rising or current 8th, 9th, 10th, or 11th grade student who is a resident of Boston may apply for admission to state designated CTE. Students may only be admitted 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 meet the minimum requirements for admission shall be admitted prior to acceptance of any non-resident students. Residency is determined by Welcome Services. See *BPS Residency Policy* at

<https://www.bostonpublicschools.org/enrollment/bps-welcome-services/enroll-ff/bps-welcome-services/bps-residency-policy>

Non-Resident Students

Students who are not residents of Boston are eligible to apply for admission to state designated CTE. Residents of Boston who meet the minimum admission requirements will be admitted before any non-resident students. Students and families can find information on the [CTE Nonresident Student Tuition Program](#) online.

Homeschooled Students

Students who are homeschooled may apply to attend state designated CTE full-time and will be subject to the same admissions standards as other applicants. Students who enroll in Boston Public School's Ch. 74 programming must enroll full-time.

Transfer Students

Students already participating in state-designated CTE programs at another school may apply at any time for admission to Boston Public School's Ch. 74 programming and will be subject to the same admissions standards as other applicants.

School Choice

Boston Public Schools does not participate in the inter-district school choice program. 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.

District Recruitment Policies

Boston Public Schools maintains a calendar of events on its website, <https://www.bostonpublicschools.org>, where it provides information on the admission process, as well as other information about its programs. Students and their families can request hard copies of the calendar by calling or emailing the appropriate contact at each school.

BPS also shares recruitment information with potential applicants in the following ways:

1. Open Houses and Information Sessions
 - Each school will host at least one in-person open house and at least two virtual information sessions each admissions cycle.
 - Sessions will include an overview of programs, opportunities to meet instructors and current students, and Q&A for families.
2. School Tours
 - Each school will provide one scheduled school-day tours between October and February for interested students and families.
 - Madison Park Technical Vocational High School will commit to conducting a presentation at BPS schools with 8th-grade students each admissions cycle. Presentations may be delivered through assemblies, classroom visits, or cafeteria tabling to ensure that all students have equitable access to CTE awareness opportunities.
 - To request a tour, please call or email the school's point of contact.
 - If the agreed-upon time slot for a tour occurs during the applicant's school day, the Admissions Office will provide confirmation to the applicant's current school that the applicant attended a tour during this time. Such tours may not be counted as unexcused absences by sending districts/schools.
3. CTE Awareness Video
 - Each school will provide an online video overview of Career and Technical Education.
 - School videos are accessible via the district and school websites.

District CTE Retention Strategies

Each CTE school maintains a Student Support Team, which includes school counselors, special educators, academic interventionists, wellness staff, and tutoring services. Retention is further strengthened by our Multi-Tiered System of Supports (MTSS) and MyCAP models. Student progress toward promotion and graduation is monitored along with, identify early warning signs, and coordinate targeted interventions.

Inclusion Specialists provide ongoing professional development and coaching to teachers, ensuring that instructional practices are responsive to the diverse needs of students in inclusion classrooms. Accommodations and modifications are offered, as needed, for students with disabilities, 504 plans, and Limited English Proficiency.

Students are supported to access career awareness, career exploration and training opportunities, and work-based learning placements that connect classroom learning to real-world experiences. Students

also benefit from consistent exposure to industry professionals through guest speakers, site visits, and internships, while technical instruction is closely aligned with industry-recognized credentials and practical applications. To foster a sense of community and belonging, we highlight student achievements in school-wide communications, promoting both pride and recognition.

Through these intentional structures and relationships, Boston Public Schools ensures that CTE students are not only retained but are fully supported to achieve college, career, and life readiness.

MADISON PARK TECHNICAL VOCATIONAL HIGH SCHOOL: SCHOOL ADMISSION POLICY

School Organizational Structure

The Madison Park Technical Vocational High School Head of School is Paul Neal, pneal@bostonpublicschools.org, (617) 635-8970 x 101

The Madison Park Technical Vocational High School Admissions Manager is Shakeen Stewart, sstewart@bostonpublicschools.org, (617) 635-8970 x 163

School Application Process

Students interested in applying to Madison Park Technical Vocation High School for fall admission to Ch. 74 programming in the 9th, 10th, and 11th grades must follow the timeline below:

- Application available: October 1st
- Application deadline: February 13th
- Completed applications received by February 13th will be entered into the lottery, if needed.
- Applications received after February 13th may be drawn from a lottery if additional seats become available.

In order to have a completed application, each applicant must complete one student awareness opportunity and will be notified by the school if that requirement is missing.

Prospective students may demonstrate awareness through any one of the following:

- attendance at an open house or in-person or virtual student information session;
- participation in a tour of a CTE school or program;
- completion of a video module regarding CTE, created either by the CTE school or program or by DESE; or
- another measure proposed by the school in order to meet the requirement.

Madison Park also partially integrates its enrollment process into the existing structure for enrollment in the Boston Public Schools (BPS). Families must register for BPS at a Welcome Center prior to beginning the application process for Madison Park admissions. Students must also fill out the BPS school choice form when applying to Madison Park so that students receiving multiple offers to BPS special admissions schools can be properly placed according to the BPS enrollment dispute resolution process.

When Madison Park Technical Vocation High School receives more applications by February 13 than seats it has available for grade 9, Madison Park Technical Vocation High School applies a weighted lottery to determine which students it will admit. The lottery will admit resident students before admitting any non-residents.

All students who submit completed applications by the deadline will be eligible for the

lottery. With the new DESE regulation (603 CMR 4.03), applicants may earn up to three positive weights, each of which increases a student's chances of selection in the randomized lottery. Madison Park will not score or rank students on these criteria — only award a weight if the criterion is met. Students receive one additional weight for each of the following criterion met:

1. Attendance

Eligibility: Students receive this weight if they have fewer than 27 unexcused full-day absences during the 270 school days prior to the application date. **No data prior to the applicant's seventh grade may be considered.** Receiving weight in the lottery is contingent upon Madison Park receiving official records from students' sending schools. Students with attendance records unconfirmed before the lottery date will not receive additional weights.

2. Discipline

Eligibility: Students receive this weight if they have not been suspended or expelled pursuant to M.G.L. c.71 §37H or §37H1/2 for either of the following on school premises or at school-sponsored or school-related events over the 270 school days prior to the date of their application: possession of a dangerous weapon or assault of educational staff, provided that such suspensions or expulsions were in connection with felonies that have been adjudicated or in which the student has made an admission of guilt in court. **No data prior to the applicant's seventh grade may be considered.** Receiving weight in the lottery is contingent upon Madison Park receiving official records from students' sending schools. Students with discipline records unconfirmed before the lottery date will not receive additional weights.

3. Student Interest

Eligibility: Students receive this weight if they have demonstrated their interest in pursuing Career and Technical Education (CTE), as reflected in the student's submitted statement of interest or participation in career interest activities.

The entire Freshman class will be selected through the weighted lottery process if applications exceed seats. The remaining students will be placed on a waitlist and offered acceptance consistent as seats become available until the maximum number of students have accepted enrollment.

Program-Specific Admission

Students who have been admitted to Madison Park Technical Vocational High School apply to one or more specific programs during the first semester using the following system.

During the first half of Grade 9, the Exploratory Program guides students through exploring all of the vocational programs at Madison Park. The program meets every other week for a three-hour block.

Phase 1: Discovery

During September, students visit each program for a 3-hour introductory class. Students learn about the pathway and hear about what they can expect in that pathway, such as class projects, co-ops and internships, and opportunities after high school. In each program, students see and try out some of the projects, equipment, tools or materials in the shop, such as braiding hair on a mannequin in a cosmetology class, designing a logo in a design class, wiring a simple circuit in an electricity class, or making a simple item from metal in a metal fabrication class. Students keep an online journal to remember what they learned about each program.

Phase 2: Exploration

After phase one is completed, students review their reflections and career interests, decide which programs interest them most, and fill out a form with these top choices. From these choices, each student is assigned a schedule, with five five-day rotations in the classes they chose.

During this second phase, students have a more in-depth experience in these pathways. They learn more about how to safely handle the tools in the program and work on hands-on projects.

Students learn about how their academic skills fit into each program, such as learning about the math used in construction programs; or about the biology learned in the health and dental programs; or the physics that is important in plumbing or auto technology. During this time, students might meet some of the upperclass students in the program and hear about their experiences. Students continue to keep an online reflection journal, and reflect about which program is the best fit for their personal interests, personality and skills.

Career Interest Assessments / MyCAP Activities

During the Exploratory Program, students meet with their teachers to complete career interest assessments and talk about their career interests and possible program choices. Throughout the Exploratory Program, students learn that every program at Madison Park opens up many different future opportunities, including apprenticeships, two-year and four-year college programs, and a variety of high school internship, co-op, and future employment opportunities.

Program Choice

At the end of the Exploratory Program, students review their reflections and career interests, and fill out a form with their top program choices. Program assignments are made based on these choices, and based on points earned and space available.

Exploratory Points

Throughout these two phases, students earn points for their positive participation in each rotation. Teachers use a scoring rubric, with a 5-point scale, based on engagement, quality of work, and professionalism/workplace safety. Students are not expected to be expert or proficient in their work, but simply to try out the various projects and to participate, listen and ask questions to learn about each program. The overall exploratory score is based on 4 base points plus up to 5 points for the rubric score plus up to 1 point for the reflection journal entries, for a total of up to 10 points.

Program Assignment

Program assignments are made based on program choices, points earned, and space available in the programs. The program assignment routine generates a list of students, with their four top choice programs, sorted from highest scoring to lowest scoring, based on the overall program score. Starting with the highest scoring student, the routine assigns the student to the first choice program if there is space available. If not, the routine assigns the student to the second choice program if there is space available. If not, the routine assigns the student to the third choice program if there is space available,

or, if not, to the fourth choice program. The routine loops through the list until all students have an assignment.

This system is designed with the goal of placing as many students as possible in their first choice, or into one of their top choices. A lottery may be activated if student interest exceeds program seats.

THE ENGLISH HIGH SCHOOL: CH 74 EXPLORATORY AND PROGRAM ADMISSION POLICY

School Organizational Structure

The Head of School of The English High School is Caitlin Murphy, cmurphy3@bostonpublicschools.org, 617-635-8979 x 30005

The CTE Director of The English High School is Andreina Ferreira, afferreira2@bostonpublicschools.org, 617-635-8979 x 30029

Chapter 74 Exploratory Application and Admission Process

Application Process for Fall Admission to the Ninth Grade Exploratory

Students interested in applying to The English High School Ch. 74 programming must participate in a year-long grade 9 Ch. 74 Exploratory.

- Application available: July 1st
- Application deadline: August 1st
- Completed applications received by August 1st will be entered into the lottery.
- Applications received after August 1st may be drawn from a lottery if additional seats become available.

Application Process for Fall Admission to the Tenth or Eleventh Grade Ch. 74 programming

After completion of the Ch. 74 Exploratory, students will complete an application ranking the program of their choice. Students interested in applying to The English High School Ch. 74 programming for the tenth or eleventh grade who did not participate in grade 9 exploratory must meet with the CTE Director to discuss program interest and complete an application. The student is then placed into their program choice, if seats are available.

BOSTON ARTS ACADEMY: CH 74 PROGRAM ADMISSION POLICY

School Organizational Structure

The Head of School of Boston Arts Academy is Tyrone Sutton tsutton@bostonpublicschools.org, 617-635-6470

The CTE Director of Boston Arts Academy is Kathleen Marsh, kmarsh2@bostonpublicschools.org, 617-635-6470

The Admissions Manager of Boston Arts Academy is Christina Rodríguez, crodriguez11@bostonpublicschools.org, 617-635-6470

Chapter 74 Program Application and Admission Process

Application Process for Fall Admission to the Ninth, Tenth, and Eleventh Grades

Students interested in applying to Boston Arts Academy for fall admission to Ch. 74 programming in the 9th, 10th, and 11th grades must follow the timeline below:

- Ch. 74 Program Application available: Sept 1st
- Ch. 74 Program Application deadline: October 1st
- Once students have been accepted to the school, CTE applications received by October 1 during the exploratory process may be drawn from a lottery, only if additional seats become available.

Grade 9 students admitted to Boston Arts Academy will enroll in a four week department-level exploratory. If student applications exceed seats, students will be entered into a lottery until all seats are filled.

1. Visual Arts and Design: At the end of exploratory, students apply to be admitted to Ch. 74 Fashion Technology, Ch. 74 Design & Visual Communications, or Studio Art (a school-based career pathway).
2. Theater Arts and Media: At the end of exploratory, students apply to be admitted to Ch. 74 Multimedia Entertainment Production or Theater (a school-based career pathway).

DISTRICT LOTTERY PROCESS

When Boston Public Schools receives more applications than it has available seats in its Ch. 74 school/programs, it applies a lottery to determine which students it will admit according to each school’s admission policy. The lottery will admit students who are residents of Boston before admitting non-residents. The lottery is conducted publicly, with at least one week’s public notice. Lotteries will be conducted electronically, in a method that is transparent, fair, and random. A waitlist is maintained through the end of the school year for applicants not admitted through the initial lottery. Students on the waitlist may be offered admission if seats become available, in the order determined by the lottery.

District CTE Admissions Appeals Process

If an applicant is not accepted into the CTE placement they applied for, or is placed on a waitlist, the applicant or their parent/guardian may request that Brett Dickens, Assistant Superintendent of College, Career, and Life Readiness, review that decision within 7 days. These requests can be made in the following ways:

By e-mail	By hard-copy mail or hand delivery
bdickens@bostonpublicschools.org	Boston Public Schools, Office of the Superintendent 2300 Washington Street, Boston MA 02119

The Assistant Superintendent of College, Career, and Life Readiness will respond to these requests for review in writing 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 Assistant Superintendent of College, Career, and Life Readiness will review the following information:

- Student’s application packet
- Student’s appeal letter
- Additional documentation provided by the student or parent/guardian

The Superintendent or their designee shall maintain documentation as to the specific admissions requirements used for waitlist applicants or to deny admission; and shall provide the documentation to DESE or the student’s parent/guardian upon request.

District Maintenance of Records

Boston Public Schools maintains records of all applicants, admissions decisions, lottery results, waitlists, and any weighted criteria used to facilitate analysis of its admissions system and compliance with applicable laws and regulations. These records support annual review and compliance monitoring and are provided to DESE upon request.