



219 North Main Street, Suite 402
Barre, VT 05641 (p) 802-479-1030 | (f) 802-479-1835

Career and Technical Education Center Admissions Decision Tree

Non-Regulatory Guidance

It is a violation of federal law for a program to enroll a disproportionate amount of, among other things, disabled students. It could be considered discriminatory if a disproportionate amount of a school's disabled students are encouraged (or discouraged) to enroll at a CTE center. Centers should carefully examine admission and academic criteria to ensure that they do not have the unintended effect of discriminating against disabled students, or any other protected group.

PRE-APPLICATION STAGE

Collaborative Process

CTE Center Process

- CTE center develops admissions criteria and academic requirements and provides them to sending school counselors.
- CTE center conducts promotional activity at/for the sending school(s).
- Sending school IEP team members review requirements and promotional materials.
- IEP team meets BEFORE student applies to CTE center to determine if the center can provide appropriate learning opportunities for the student.
- Parents and/or adult students should be informed when a representative from the center will be in attendance to provide information.
- A representative from the CTE center shall be available with information about the program to assist the IEP team in deciding whether the student is an appropriate referral based on criteria and requirements established by the center (See box 1 in the next column).
- IEP team decides whether or not the CTE center is an appropriate educational setting for the student based on information provided from the CTE center.

APPLICATION STAGE

CTE Center Process

- Student applies to CTE center on their own.
- CTE center reviews applications and makes an admissions decision based on available, objective information:
 - Does student meet established admissions criteria (i.e. entering appropriate grade level, credits, grade history, technical requirements, academic

requirements, attendance, discipline history, tour of the center, meet with the program instructor, recommendations, etc.)?

- The practice of “pre-acceptance” is potentially discriminatory and therefore is NOT a viable part of this process.
- If, during the application process, it is discovered that the student is disabled, the center may not deny admission based solely on that information. Admission may be denied for other, objective reasons (see box 1 above).
- If the CTE center accepts the student then the Center Director or Special Education Coordinator share pertinent information about the student with instructors.

ACCEPTANCE STAGE

Collaborative Process

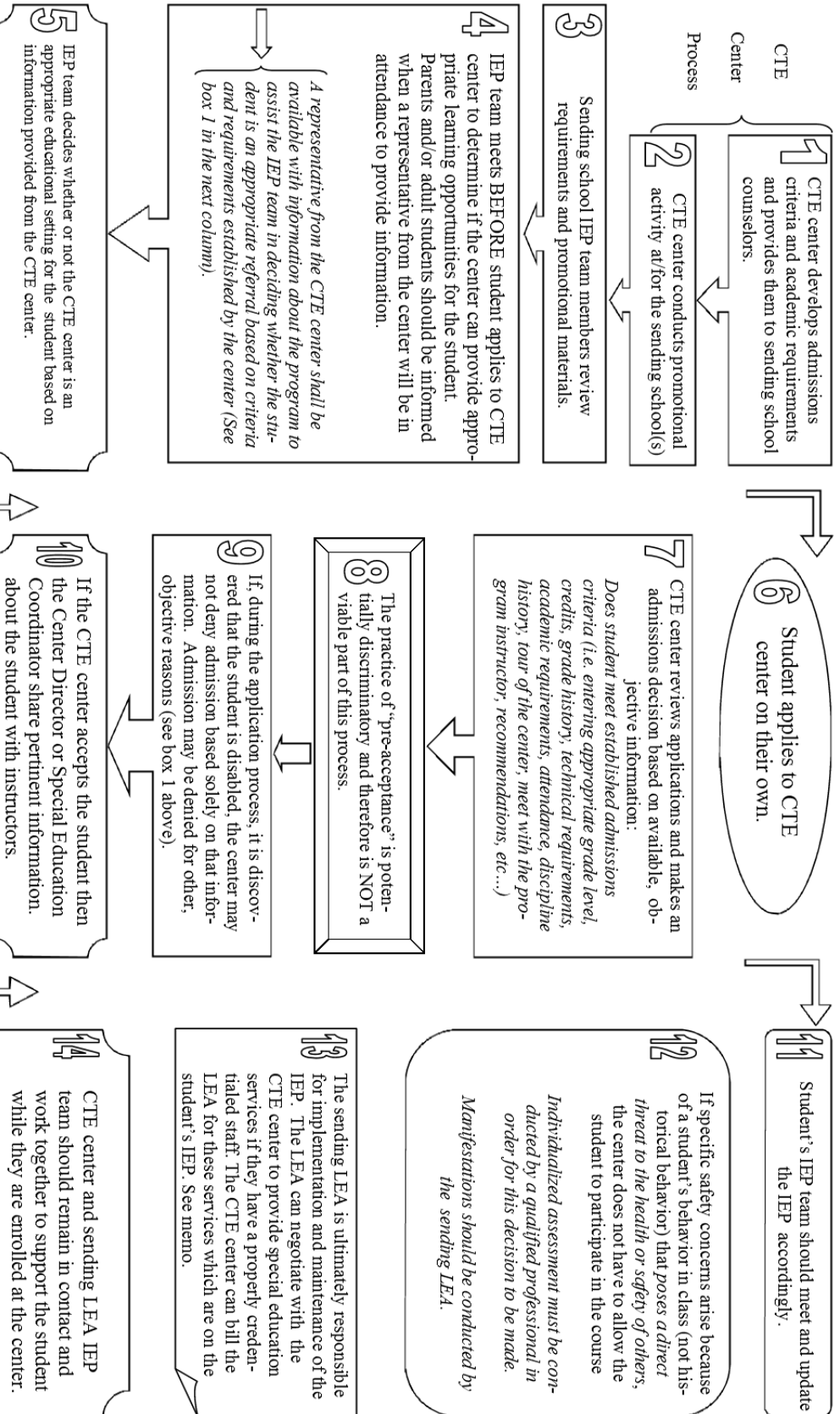
- Student’s IEP team should meet and update the IEP accordingly.
- If specific safety concerns arise because of a student’s behavior in class (not historical behavior) that poses a direct threat to the health or safety of others, the center does not have to allow the student to participate in the course.
- Individualized assessment must be conducted by a qualified professional in order for this decision to be made.
- Manifestations should be conducted by the sending LEA.
- The sending LEA is ultimately responsible for implementation and maintenance of the IEP. The LEA can negotiate with the CTE center to provide special education services if they have a properly credentialed staff. The CTE center can bill the LEA for these services which are on the student’s IEP. See memo.
- CTE center and sending LEA IEP team should remain in contact and work together to support the student while they are enrolled at the center.

NON-REGULATORY GUIDANCE

PRE-APPLICATION STAGE:
Collaborative Process

APPLICATION STAGE:
CTE Center Process

ACCEPTANCE STAGE:
Collaborative Process



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