



**Prince George's County Public Schools**

**High School Performance**

# **Vocational High School Program Application**

**Grades 11 and 12**

**Application Deadline**

**First Semester: July 15**

**Second Semester: December 1**

**Croom Vocational High School  
9400 Surratts Road  
Cheltenham, MD 20623  
301-372-8846**

**Tall Oaks Vocational High School  
2112 Church Road  
Bowie, MD 20716  
301-390-0230**

**Kevin M. Maxwell, Ph.D., Chief Executive Officer**

# General Program Information

**Program Description:** The Vocational High School Program is designed to provide an alternative school program for students interested in career and technical education in grades 11 and 12. Students are transferred into the school with all student data and state assessment testing information credited back to their base school. The program affords students an opportunity to earn core and elective course credits and complete technical course requirements and career technical certifications. Essential components include Positive behavioral Intervention and Supports (PBIS) behavioral management model, strict attendance guidelines, and small class sizes which are primarily designed to enhance positive student skill development.

Recognizing the need for school and family to work together in the education of children, the program requires that parents agree to participate in monthly meetings where they participate in activities designed to help them better assist their children. In addition, we encourage regular communication between the home and the school as we seek to help our students prepare for the future.

**Student Profile:** The best candidates for the program are students who would benefit from a highly structured and supportive environment.

- The primary focus is on 11th and 12th grade students identified by their base school for enrollment in the Vocational High School Program.
- Certificate and licensure programs are within the Business Education, Family and Consumer Science, Technology Education and Technical Academy departments.
- Expelled students are admitted in grades 11 and 12 on a short term academic enrollment basis.

**Curriculum:** The program has a term-length schedule, with each campus making the adjustments needed to support all of their course offerings. The curriculum is composed of core subjects with selected electives. Class sizes are generally 15 students or less.

**Applications:** To apply for admission into one of the Vocational High Schools, the attached application must be completed by the base school with the principal's and parent/guardians' signatures. Copies of the following required documents for each student must be attached to the application:

Required	Required (If Applicable)
Application, with required signatures	Individual Evaluation Plan (IEP)
Latest Report Card	Prior Written Notices
Current Performance Data Summary cards	Section 504 Plan
Suspension and Notifications and/or Expulsion Reports	IDT Summary Notices
Attendance report	Psychological Report
SIT/SST Notes	Educational Testing Report
Shot Record	
PDS Cards	
PGC New Custom Transcript	
Functional Behavior Assessment Intervention Plan (FBA/BIP)	
Discipline Referrals for Past Three Years	
Past Intervention Statements	

A Student Documentation Checklist is in Part II of the application. Completed applications must be sent to Croom Vocational High School for the southern area (students living South of Central Avenue) and to Tall Oaks Vocational High School for the northern area (students living North of Central Avenue) for the county.

**Student Enrollment Contract Requirement:** As a condition of enrollment in the Vocational High School Program, students must agree to meet the expectations, guidelines, and standards of the school program. All students must sign the Student Enrollment Contract committing to:

- ◆ Follow the Student Rights and Responsibilities, school dress code, and the rules of the Vocational High School Program;
- ◆ Earn at least a grade "C" or better in each class;
- ◆ Attend school regularly.

# General Program Information

**Admission Process:** All applications for admission must be completed by the base school with the parent's signed consent and forwarded to the appropriate Vocational High School for student screening.

Applications for expelled 11th and 12th grade students are accepted on a rolling basis.

**Screening:** A school system panel reviews student applications and recommends transfer into the program for appropriate students or referral to another alternative educational option.

**Orientation:** Students and parents must attend a mandatory program overview meeting at the selected Vocational High School Program site.

**Interview:** Students and parents participate in a required interview prior to admission into the program.

**Acceptance:** Parents/guardians, students, and their base school are notified in writing of the student's acceptance into the Vocational School Program.

**Registration:** If accepted, students will be transferred to the Vocational High School Program.

**Transportation:** Transportation is arranged for students accepted into a Vocational High School. Transportation must be provided by the parent until a bus is assigned.

**Career and Technology Educational Course Offerings:** Croom and Tall Oaks Vocational High Schools seek to provide students with technical skills and knowledge that add value to their traditional academic program. The Career and Technical Education (CTE) Program serves students in grades 11 and 12. The CTE course offerings are in addition to the general college preparatory programs. Each site features several programs when available:

Accounting	Computer Graphics
Automotive Technician	Financial Literacy
Business Administration	Electrical
Services	Horticulture
Business Management	Pro Start
Carpentry	Tech Essentials
Child Growth Development	Cisco

Detailed program information is available at each loca-

tion.

**Parent Involvement Contract Requirement:** The active involvement of the parent/guardian is a critical element in helping students to be successful in school and beyond. By establishing a strong home/school relationship, school staff and parents can work to provide the maximum opportunity for students to reach their potential.

Active parental involvement means parents will:

- ◇ Attend conferences for academic, attendance and behavior reasons;
- ◇ Encourage and enforce regular school participation;
- ◇ Check and monitor homework, classwork and supplies, and support academic and behavioral goals; and
- ◇ Attend scheduled meetings and conferences.



# Prince George's County Public Schools

## High School Performance

### Vocational High School Application

Submit Parts 1 and II of this application along with all other required student documents listed in the Documentation Check-list section in Part II. Submit the completed application packet to the appropriate Vocational High School. Place an "X" in the box next to the school you would like to attend.

Croom

Tall Oaks

#### Part 1

(To be completed by the base school)

Student Name \_\_\_\_\_ Student ID # \_\_\_\_\_

Base/Home School \_\_\_\_\_ Cluster \_\_\_\_\_ Current Grade \_\_\_\_\_ DOB \_\_\_\_\_

Principal \_\_\_\_\_ Guidance Counselor \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_

Home Address \_\_\_\_\_

Home Phone Number \_\_\_\_\_ Work Phone Number \_\_\_\_\_

Cell Phone Number \_\_\_\_\_ E-mail Address \_\_\_\_\_

Reason for Application : (Check All that apply)

\_\_\_\_\_ Academic Problems

\_\_\_\_\_ Repeated Suspensions

\_\_\_\_\_ Behavior Problems

\_\_\_\_\_ Attendance Problems

\_\_\_\_\_ Expulsion Date of Incident \_\_\_\_\_

Give reason for expulsion/comments: \_\_\_\_\_

Does the student have an I.E.P.? \_\_\_\_\_ Yes \_\_\_\_\_ No

Does the student have a Section 504 Plan? \_\_\_\_\_ Yes \_\_\_\_\_ No

(if yes to questions above, be sure to attach to this application)

Has the school begun the special education screening process for this student? \_\_\_\_\_ Yes \_\_\_\_\_ No

Does the student receive ELL/ESOL services? \_\_\_\_\_ Yes \_\_\_\_\_ No

Has the student ever received EEL/ESOL services? Indicate date of withdrawal \_\_\_\_\_

Does the student receive free/reduced lunch? \_\_\_\_\_ Yes \_\_\_\_\_ No

#### Required signatures:

\_\_\_\_\_  
Parent/Guardian Date

\_\_\_\_\_  
Principal Date

\_\_\_\_\_  
Special Education Assistant Supervisor Date

\_\_\_\_\_  
Compliance Office Date

(if needed)

(if needed)

**Part II**

Student Name \_\_\_\_\_

Student ID # \_\_\_\_\_

Student Documentation Checklist: (Put a check mark for all attached documents)

Required Documents

- \_\_\_ Latest Report Card
- \_\_\_ PDS Cards
- \_\_\_ Latest attendance report
- \_\_\_ Discipline referrals
- \_\_\_ Suspension and/or expulsion reports
- \_\_\_ School past interventions statement
- \_\_\_ PGC New Custom Transcript
- \_\_\_ Shot Record

- \_\_\_ FBA/BIP
- \_\_\_ SIT/SST notes

Required Documents (if applicable)

- \_\_\_ Current IEP
- \_\_\_ Current 504 Plan
- \_\_\_ Psychological report
- \_\_\_ IDT Summary Notices
- \_\_\_ Prior Written Notes
- \_\_\_ Educational Testing Report

**Academic Skill Levels:** (Place score/level in appropriate box)

Math Score:	Math Assessment Instrument	Reading Score:	Reading Assessment Instrument
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**High School Assessment:** (List the highest score for each test)

Algebra Score:	English Score:	Government Score:	Biology Score:
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**Special Services:**

Indicate disability level of service provided, how often, and why? \_\_\_\_\_

Indicate related services (i.e., speech, OT, PT) and hours of service (If appropriate) \_\_\_\_\_

Have special education, Section 504, or ESOL services been discontinued? \_\_\_ Yes \_\_\_ No. **If yes, include the Prior Written Notice or Section 504 IDT Summary Notice showing withdraw from services.**

**Attendance and Conduct Record:**

	Unexcused	Excused	Tardies	Comments/Reasons/Attendance Follow-Up Steps
Attendance				

**Has the student ever been:**

	Yes	No	How many Suspensions?	How many days?	Reason
Suspended (in school)					
Suspended (out of school)					
Expelled					

**Health:**

Does the student have a pre-existing health condition that might impact attendance or academic progress?

\_\_\_ Yes \_\_\_ No      Medication: \_\_\_ Yes \_\_\_ No      Given at School: \_\_\_ Yes \_\_\_ No

**Past Interventions:**

Attach a brief statement about the student's academic performance, social adjustment, and behavior which includes past strategies and interventions that the school implemented to assist the student.

Signature of Person Completing Form

Position

Date

Phone Number

Filing: Cum Record