



WRCC Admissions Procedure

1. All students must complete a WRCC application. Please use the following link to the WRCC enrollment program: https://wrccvt.schooladminonline.com/users/sign_in. Students are asked to create a login to the portal. This portal allows students to apply, inquire (set up appointments with program instructors) and check the status of application.
2. Students are encouraged to set up an appointment to visit with program instructors via this link: https://wrccvt.schooladminonline.com/portal/new_inquiry. This meeting helps students to determine if they have met program prerequisites and learn about program content to match interests.
3. Students hoping to pursue the second level of a program must pass the level one program with a 75 or better or have the program instructor's recommendation. All required program safety assessments need to be successfully completed prior to moving to level two.
4. Admission decisions are based on
 - a. Program interest. Students are asked to meet with program instructors to learn about prerequisites and program content. They can set up an appointment by visiting this link and setting up a student account.
https://wrccvt.schooladminonline.com/portal/new_inquiry
 - b. Transcript review - grades and courses taken. Applications are scored based on the following rubric: Excellent-GPA 90-100; Good- 80-89, Fair 70-79; Poor 60-9-69: failing below 59 **If there are any extenuating circumstances that affected academic performance, please submit documentation or counselor communication to the WRCC office.**
 - c. Attendance history, Applications are assessed based on the following rubric: Excellent 0-3 absences; good-4-6; fair 7-9 and poor ten or more absences. **If there are extenuating reasons that can be documented for absences, please submit documentation or counselor communication. This can be an important factor in the decision.**
 - d. Behavioral history (focus on safety and ability to participate), This is determined by student;s ability to meet prerequisite skills, ability to work both independently and in groups, ability and willingness to follow safety instructions. Finally respect for self, others and the community and the learning process as demonstrated by positive behavior.
 - e. Sending school counselor recommendations.
 - f. Program instructor recommendation as provided following student visit with instructor
 - g. Program space and availability.
5. Eligible students are 11th & 12th graders. Sophomores will be considered on a space available basis if they exhibit skills and maturity.

6. Applications for year one students will be prioritized based on the following, 12/20/23

- Students who apply by March 31st, 2024 are given priority in the application and placement process
- 11th graders are given first priority for acceptance and placement in programs
- 12th graders are given second priority.
- 10th graders are given third priority.
- Applications received after March 31st will not be reviewed until after applications received on or before March 31st are processed and students are placed.

If a program fills, students can still apply but will be placed on a waiting list. Waiting list students will be placed in the order in which they applied based on the date and time stamp on their application using the above admissions criteria.

7. Students identified as being eligible for services under the Individuals with Disabilities Education Act, and/or reasonable accommodations under Section 504 of the Rehabilitation Act, shall be considered for enrollment in technical education at a (an) IEP/504 Meeting. When an IEP/504 Team determines that the student would benefit from an appropriate placement in technical education, the student may apply for admission to the technical center. Members of the IEP/504 Team shall include the technical education Special Populations Teacher and the instructor of the desired technical education program in the determination process if they need assistance in determining the skills needed to enter the program. Vermont State Board of Education Rules Series 2370 - Career and Technical Education CVR 22-000-007 Page 26 of 35

This means that before a student applies to a career and technical program, the IEP/504 team must examine not only the program of study but also the course expectations including but not limited to the course syllabus, text reading level, writing expectations, math skills needed, safety requirements, and prerequisites to determine if a pathway is an appropriate placement for the student the team is working with. If it is not clear that the student meets the criteria the IEP/504 team must work with the technical education Special Populations Teacher and the instructor of the desired technical education program to assist in determining if the placement is appropriate. The notes from this meeting must be submitted to the WRCC Special Needs Coordinator if the student is accepted to WRCC and final placement will not be completed until they are received. This process does not guarantee that the student will be accepted.

Technical centers shall provide accommodations and other services required by special populations students to complete their technical education program successfully. The Special Populations Teacher shall support instructors in carrying out the accommodations, interpret the results of academic and vocational assessments, and design remedial academic exercises. In addition to meetings and record-keeping, student services shall also include reinforcing employability skills and supervising services for students whose native language is other than English.

This means that the Special Populations Teacher/Special Needs Coordinator supports our instructors in providing IEP/504 accommodations and identifying supports that allow students to access the program or pathway expectations and/or requirements. When appropriate the Special Populations Teacher can work with students to review prior knowledge and pre-teach skills, but cannot offer core instruction for credit (i.e. these services cannot be used to meet the requirements of an English class).

8. All students, parents(s), and a Local Educational Agency Representative or designee (guidance counselor, case manager, or administrator) from the sending school are required to participate in transition meeting with WRCC staff to review the requirements of the program the student has been approved for and to determine what, if any, additional supports the student might need. For a student with either a 504 or an Individual Education Plan, this meeting must be a noticed, legal 504, or IEP meeting so that the team can determine if the student's plan needs to be amended to meet their needs at WRCC.
9. No new students will be approved after the announced add/drop date unless they have started the program at another career center before moving to the WRCC region and approval from the WRCC Director will be required.
10. Students who are not admitted when they apply can appeal the decision and submit additional pertinent information to the admissions team to be reviewed in addition to their original application. The request to appeal a decision and additional information or the request for a meeting to discuss the admissions decision should be submitted to the WRCC school counselor

Admissions applications are available online (www.wrccvt.com) or per request. Contact information (802) 451-3586

**80 Atwood Street, Brattleboro, VT 05301
(802) 451-3586
www.wrccvt.com**

Windham Regional Career Center does not discriminate on the basis of race, color, national origin, creed, sex, disability, sexual orientation, gender identity, marital status, or age in its programs or activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Michael Kelliher, Nondiscrimination Coordinator, email: mkelliher@wsesdvt.org or call WSESU at (802) 254-3730.

12/20/23