

Tri-County Regional Vocational Technical High School

Policy JF: School Admissions Policy

Admissions Policy (Aligned with 603 CMR 4.03 and DESE Guidance)

I. Purpose

Tri-County Regional Vocational Technical High School (“Tri-County RVTHS”) provides equitable access to a high-quality career technical education (CTE) for all eligible students in its sending districts. This policy is written to comply with 603 CMR 4.03(6) and relevant DESE regulations requiring a lottery-based admissions process with optional weighted criteria, including student interest.

II. Policy Overview

When the number of eligible applicants exceeds available seats, Tri-County RVTHS will admit students through a public, random, weighted lottery. All applicants who have completed the application by the published deadline will be entered into the lottery.

Criteria shall be approved annually by the Tri-County RVTHS School Committee. The superintendent shall submit an annual attestation to the Department that the admissions policy of the school complies with federal and state law, including laws addressing discrimination on the basis of race, color, national origin, sex, gender identity, sexual orientation, religion, or disability.

III. Eligibility

To be eligible for the lottery:

- Students must be residents of Tri-County RVTHS member communities at the time of application submission and throughout enrollment; (Franklin, Medfield, Medway, Millis, Norfolk, North Attleboro, Plainville, Seekonk, Sherborn, Walpole & Wrentham). Students residing in member districts will be admitted before non-resident students. Note: Residency and Occupancy documentation predating the application submission date will be required.
- Students must be promoted to the grade level they seek to enter;
- A completed application must be submitted by the published deadline.
- If necessary, applications received after the published deadline will be drawn from a subsequent lottery if additional seats become available in accordance with the district's published admission, recruitment, and retention policy.
- Tri-County RVTHS will hold an admissions lottery in each member community independently when there are more applicants than allocated seats for each member community.

Tri-County RVTHS does not discriminate on the basis of race, color, national origin, sex, gender identity, religion, disability, sexual orientation, or other characteristics protected by law.

IV. Lottery and Weighted Criteria

1. Initial Lottery Entry

Upon completion and submission of the application for admissions, by the application deadline, each eligible applicant receives one base entry in the lottery.

2. Permitted Additional Weight

Tri-County RVTHS may award additional weights in the lottery consistent with 603 CMR 4.03(6)(d). A student who satisfies an approved criterion shall be assigned one additional weight (i.e., one additional lottery entry) per criterion satisfied. This criterion shall be approved annually by the Tri-County RVTHS School Committee.

For the 2026–2027 admissions year, Tri-County RVTHS will allow ONE additional lottery weight per student provided completion of Demonstration of Interest.

Student Interest in Career Technical Education (CTE)

Students who demonstrate interest in attending Tri-County RVTHS will receive one additional weight. Eligible demonstrations of interest include:

- A non-evaluative interview with school staff. **(Preferred method)**

Students unable to participate in the interview may complete one of the following:

- Submission of an audio or video presentation expressing interest- created by the student applicant.
- Submission of a personal essay describing the student's interest- written by the student applicant without the use of AI or other tools.

Students who complete one of the allowable demonstrations of interest prior to the lottery application deadline will receive one additional lottery entry.

V. Implementation of Lottery

- The weighted lottery shall be conducted in a public setting, with reasonable public notice at least one week before the drawing.
- The weighted lottery may be conducted electronically; provided that the method is shared publicly, the process must be fair, and selection must be random.
- Tri-County RVTHS will hold an admissions lottery in each member community independently when there are more applicants than allocated seats for each member community.
- Tri-County RVTHS shall not assign numerical scores to criteria; weights simply increase the number of chances a student has in the random drawing.
- All lottery procedures, including weight assignments, shall be documented and retained for compliance reporting.

VI. Waitlist

Students not selected in the initial lottery will be placed on a waitlist ordered according to lottery results. The waitlist is maintained for the current school year and seats will be filled as they become available in weighted order.

Waitlists will be maintained for subsequent years in an effort to fill seats if they become vacant.

VII. Policy Publication and Compliance

Tri-County RVTHS will:

- Publish this admissions policy in the school's Program of Studies, on the school website, and in admissions materials;
- Provide copies to applicants and families in both English and the primary home language;
- Submit the policy to DESE by November 1 annually and update as necessary;
- Maintain records of lottery entries, weights, and outcomes for compliance and reporting.

VIII. Appeals

Families will be informed of the number of weights issued to their student applicant at least 10 days prior to the lottery drawing.

Families of applicants can appeal the omission of one additional lottery weight for demonstration of interest. Appeals for lottery weights must be made in writing to the principal within 10 days of notification of the number of lottery weights a student has earned. All decisions are final.

IX. Retention Plan

Tri-County RVTHS is committed to promoting equal educational opportunity and retaining a student population that, when compared to students in similar grades in its sending districts, reflects a comparable academic and demographic profile.

Equity-Centered Retention Framework

Tri-County RVTHS recognizes that equitable retention requires proactive systems that address academic, social-emotional, vocational, and structural barriers to persistence. Retention efforts are integrated across academics, career technical education (CTE) programs, student support services, and are continuously informed by student data.

Data Monitoring and Continuous Improvement

Tri-County RVTHS annually reviews enrollment, retention, withdrawal, and completion data disaggregated by race/ethnicity, gender, disability status, English learner status, socioeconomic status. These data are compared to corresponding cohorts in sending districts to ensure alignment with district-level demographics and academic indicators.

Attendance, discipline, and academic performance data are reviewed at regular intervals to identify early warning signs of disengagement. Findings inform targeted interventions, resource allocation, and programmatic adjustments to ensure equitable outcomes.

Transition and Early Intervention Supports

Tri-County RVTHS implements structured transition support for incoming students, including orientation activities, family engagement sessions, and targeted support for students with disabilities, English learners, and students requiring additional academic or social-emotional assistance.

Students identified as at risk during the first year of enrollment receive timely interventions through counseling, academic support services, and individualized planning.

Academic and Vocational Supports

Tri-County RVTHS provides tiered academic support as part of our MTSS plan, including, structured instructional support aligned with state standards, targeted teacher support, and after school extra help programs. Accommodations and services outlined in IEPs and 504 Plans are implemented consistently.

Within CTE programming, students participate in a structured exploratory experience designed to promote informed decision-making and appropriate program placement. Career guidance, advising, and flexibility during the exploratory phase reduce the likelihood of disengagement and withdrawal due to misalignment. Instructional practices across academic and vocational programs emphasize inclusivity, accessibility, and culturally responsive teaching to ensure equitable participation and success.

Attendance, Engagement, and Behavioral Supports

Tri-County RVTHS maintains early attendance monitoring systems with tiered interventions, including family outreach, counseling referrals, and coordination with sending districts as appropriate. Social-emotional supports, restorative practices, and positive behavioral interventions are implemented to reduce exclusionary discipline and promote a sense of belonging.

Discipline and attendance data are reviewed regularly to identify and address any disproportionality impacting retention.

Family and Community Engagement

Tri-County RVTHS partners with families as critical stakeholders. Communication is provided in accessible formats and languages, and families are engaged through meetings, teacher-led conferences, and regular updates related to student progress, attendance, and career programs. Community partners and Program Advisory Committees support student engagement by reinforcing career relevance and connecting students to real-world learning opportunities.