



**2024-2025**

# **Program of Studies**



# Table of Contents

<b>WELCOME LETTER</b>	<b>4</b>
<b>PLAN FOR SUCCESS</b>	<b>5</b>
VISION	5
MISSION STATEMENT	5
CORE VALUES	5
PILLARS OF SUCCESS	5
<b>BLUE HILLS REGIONAL DISTRICT SCHOOL COMMITTEE</b>	<b>6</b>
<b>DISTRICT ADMINISTRATION</b>	<b>6</b>
<b>HIGH SCHOOL ADMINISTRATION</b>	<b>6</b>
<b>GUIDANCE DEPARTMENT</b>	<b>6</b>
<b>PROMOTION - GRADUATION REQUIREMENTS</b>	<b>7</b>
<b>COURSE REQUIREMENTS FOR GRADUATION</b>	<b>9</b>
<b>GRADING/UNWEIGHTED GPA SCALE</b>	<b>9</b>
<b>CLASS RANK</b>	<b>10</b>
<b>HONOR ROLL REQUIREMENTS</b>	<b>10</b>
<b>PHYSICAL EDUCATION REQUIREMENTS</b>	<b>10</b>
<b>INCOMPLETE GRADES</b>	<b>10</b>
<b>FINAL EXAMS</b>	<b>11</b>
<b>PROGRESS REPORTS</b>	<b>11</b>
<b>REPORT CARDS</b>	<b>11</b>
<b>EXTRA HELP/MAKE-UP WORK</b>	<b>11</b>
<b>COURSE SELECTION—ONLINE REGISTRATION</b>	<b>12</b>
<b>COOPERATIVE EDUCATION</b>	<b>12</b>
<b>ROTATING SCHEDULE</b>	<b>12</b>
<b>ODD AND EVEN DAYS ON THE SCHOOL CALENDAR</b>	<b>13</b>
<b>ADD/DROP PERIOD</b>	<b>13</b>
<b>POST-SECONDARY LINKAGE ACTIVITIES and SERVICES</b>	<b>13</b>
<b>DUAL ENROLLMENT</b>	<b>15</b>
<b>SUMMER SCHOOL</b>	<b>15</b>
SUMMER SCHOOL CREDITS	16
CREDIT RECOVERY PROGRAM	16
<b>APPRENTICESHIPS</b>	<b>16</b>
<b>CAREER VOCATIONAL TECHNICAL EDUCATION PROGRAMS</b>	<b>17</b>
NINTH GRADE EXPLORATORY PROGRAM	17
MINI-EXPLORATORY	17

EXPLORATORY	17
SAFETY	18
AUTOMOTIVE COLLISION REPAIR & REFINISHING	19
AUTOMOTIVE TECHNOLOGY	21
COMPUTER INFORMATION SYSTEMS	23
COSMETOLOGY	27
CRIMINAL JUSTICE	29
CULINARY ARTS	31
DESIGN & VISUAL COMMUNICATIONS	33
DRAFTING /CAD	35
EARLY EDUCATION AND CARE	37
ELECTRICAL TECHNOLOGY	39
ELECTRONICS	41
ENGINEERING TECHNOLOGY	43
GRAPHIC COMMUNICATIONS	45
HEALTH ASSISTING	47
HEATING, VENTILATION, AIR CONDITIONING AND REFRIGERATION (HVAC&R)	49
METAL FABRICATION & JOINING TECHNOLOGIES	51
<b>ACADEMIC COURSES &amp; PROGRAMS</b>	<b>53</b>
ENGLISH LANGUAGE ARTS	56
GRADE 9	56
GRADE 10	57
GRADE 11	57
GRADE 12	59
MATHEMATICS	60
GRADE 9	60
GRADE 10	61
GRADE 11	62
GRADE 12	63
SCIENCE	65
GRADE 9	65
GRADE 10	66
GRADE 11	66
GRADE 12	67
SOCIAL STUDIES	70
GRADE 9	70
GRADE 10	70
GRADE 11	72
GRADE 12	72

PHYSICAL/HEALTH EDUCATION	74
SUPPLEMENTAL/REMEDICATION	77
TITLE I SERVICES	77
ENGLISH AS A SECOND LANGUAGE (4000X and 4000Y)	77
ELECTIVES	78
GRADE 11	78
GRADE 12	79
<b>APPENDIX A: MASSACHUSETTS STATE UNIVERSITIES MINIMUM ADMISSION REQUIREMENTS</b>	<b>81</b>
<b>APPENDIX B: BLUE HILLS REGIONAL TECHNICAL SCHOOL ADMISSIONS POLICY</b>	<b>85</b>



## WELCOME LETTER

Dear Parents and Students,

The Program of Studies provides a complete listing of vocational programs and academic course offerings for the upcoming school year. Please take the opportunity to review the Program of Studies. Blue Hills continues to add a variety of academic elective course options. As a result, students and parents are asked to consult with administration, faculty members, guidance counselors and the BHR website ([www.bluehills.org](http://www.bluehills.org)) in order to seek information and/or advice before making course selections.

The Program of Studies, as well as additional forms and procedures, will be available to you through our website (listed above).

Please keep the following in mind:

- The ability to accommodate requests for schedule changes is minimal once the school year begins. Careful consideration should be exercised when selecting courses.
- The determination of which courses will run is based upon the number of students selecting each course, and the constraints of the school's master schedule.
- All students will have their Vocational Program (Exploratory for Freshmen), as well as other programs such as supplementary classes, added to their schedule as needed or as necessitated through testing results and/or IEP requirements.

Blue Hills has a tradition of preparing students for future technical employment and continued education. We invite you to be part of that tradition.

Regards,

Mr. Geoffrey Zini  
Principal

*The Blue Hills Regional Technical School District is an equal opportunity educational institution. All programs, courses of study and activities are open to all students without regard to race, color, gender, gender identity, sexual orientation, religion, national origin or disability. The School District is in full compliance with Massachusetts Law, Chapter 622 of the Acts of 1971, and Title IX of the Education Amendments of 1972 (U.S. Code), and section 504 of the Rehabilitation Act of 1973. Individuals may make inquiries relative to Chapter 622 and Title IX from the coordinator, at the school address or by phoning 781-828-5800.*



## PLAN FOR SUCCESS

### VISION

To continue Blue Hills' history of academic achievement, technical training, and character development through a curriculum which emphasizes the integration of cutting-edge technical programs and challenging academic courses, enabling its students to become competent, caring, and productive people in a diverse and changing world.

### MISSION STATEMENT

To be the premier secondary-level technical training and college-preparatory institution in the state of Massachusetts. In keeping with industry standards and emerging technologies, we aim to increase our leadership in the development of world-class Career and Technical graduates who are highly sought for both employment and higher education.

### CORE VALUES

Blue Hills Regional Technical School is committed to:

#### Community

- Creating an atmosphere of mutual respect through collaboration, inclusion, and relationships.

#### Opportunity

- Offering various diverse opportunities where ALL students can reach their full potential both in and out of the classroom.

#### Relevance

- Providing a relevant, high quality, cutting-edge, and innovative education that promotes individual growth for the future.

#### Employability

- Uniquely preparing our students for the many possible college and career pathways.

### PILLARS OF SUCCESS

- Dynamic and Equitable Teaching and Learning
- Positive and Supportive Climate and Culture
- Proactive and Responsive Communication
- Relevant and Personalized Professional Development

## BLUE HILLS REGIONAL DISTRICT SCHOOL COMMITTEE

<b>AVON</b>	Mr. Carl Walker
<b>BRAINTREE</b>	Mr. Eric C. Erskine, <i>Class of 1981</i>
<b>CANTON</b>	Mr. Mark Driscoll, <i>Vice Chair, Class of 1987</i>
<b>DEDHAM</b>	Mr. Thomas R. Polito, Jr.,
<b>HOLBROOK</b>	Ms. Taryn M. Mohan, <i>Class of 1996</i>
<b>MILTON</b>	Mr. Clinton Graham
<b>NORWOOD</b>	Mr. Kevin L. Connolly, <i>Chair</i>
<b>RANDOLPH</b>	Ms. Karen Graves
<b>WESTWOOD</b>	Ms. Sheila C. Vazquez

### DISTRICT ADMINISTRATION

Jill Rossetti, Superintendent-Director  
Jill Brillhante, Business Manager

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### HIGH SCHOOL ADMINISTRATION

**(781) 828-5800**

<b>Administrator</b>	<b>Position</b>	<b>Administrative Assistant</b>	<b>Ext.</b>
Geoffrey Zini	Principal	Cindy Fama	2256
Mark Aubrey	Assistant Principal	Christine Connolly	2250
Angelo Dimitriou	Student Services Director	Tracey Monti	2240
Paul Bavuso	Academic Director	Courtney Wall	2670
Michelle Sylvia	Vocational Director	Madelyn Kewer	2200
Marybeth Joyce	Director of Admissions	Carole Martins	2270
Kim Polisenio	Co-op Coordinator		2272

### GUIDANCE DEPARTMENT

Emily Burns	Lead Counselor		2264
Laura Serpa	Counselor		2263
John-Henry Davis	Counselor		2261
Sarah Titus	Counselor		2262
Laurie Driscoll	Guidance Secretary		2260

### PROMOTION - GRADUATION REQUIREMENTS

All Blue Hills students will spend approximately half of their time in vocational-technical programs and the other half in academic classes, alternating on a weekly basis. In order to satisfy

our local graduation requirements, students must earn a prescribed number of credits (p. 5-6) in their vocational program and in academic classes. Students and their families will have the opportunity to select courses in English, Mathematics, Science, Social Studies, Physical Education/Health, and Electives. The chosen courses should be interesting, challenging, and should meet the students’ needs and goals for higher education and/or future employment. Guidance counselors, teachers, and administrators all work to help students make well-informed choices regarding which classes will build a strong foundation for college and career readiness.

**Promotion and graduation requirements are as follows:**

- Year-long academic classes that meet for **two** periods each day are worth TWO (2) credits
- Year-long academic classes that meet for **one** period each day are worth ONE (1) credit
- Half-year academic classes that meet for **one** period each day (*or any one-period classes that meet on an alternating day schedule*) are worth HALF (.5) of one credit
- Full participation in the career vocational technical education program, as well as its technical/related class, is worth EIGHT (8) credits.
- **All students must earn a minimum of 17 credits at Blue Hills in order to be promoted to the next grade.**
- **Please refer to the tables below for the MCAS Competency Determination (CD) Mandated by the DESE.**

<b>Classes of 2024 and 2025</b>		
<b>Subject</b>	<b>Option 1</b>	<b>Option 2</b>
<b>ELA</b>	<b>Earn a score of 472 or higher</b>	Earn a score of 455–471 and Fulfill the requirements of an Educational Proficiency Plan
<b>Math</b>	<b>Earn a score of 486 or higher</b>	Earn a score of 469–485 and Fulfill the requirements of an Educational Proficiency Plan
<b>STE</b>	Earn a score of 220 or higher on a legacy STE test, or the interim passing standard for next-generation Biology (467) or Introductory Physics (470)	Not applicable (only one option for STE)



Classes of 2026–2030		
Subject	Option 1	Option 2
ELA	Earn a score of 486 or higher	Earn a score of 470–485 and Fulfill the requirements of an Educational Proficiency Plan (not required to take an MCAS retest or file an appeal)
Math	Earn a score of 486 or higher	Earn a score of 470–485 and Fulfill the requirements of an Educational Proficiency Plan (not required to take an MCAS retest or file an appeal)
Science	Earn a score of 470 or higher on one of the MCAS Science tests	Not applicable (only one option for Science)

- **All students seeking to earn a high school diploma must meet the above Competency Determination (CD), in addition to meeting all local graduation requirements.**

*Please note:*

- A yearly average of a 60 or above is required to pass a course.
- If a student fails a course for the year, they must have a minimum final average in that course of a 49 in order to be eligible for summer school.
- Students who have questions pertaining to these credits and grading requirements should contact their guidance counselor.
- A student will be required to attend summer school upon the accumulation of sixteen (16) absences in order to fulfill BHR attendance requirements. An additional course will be required for every five (5) absences accumulated after sixteen (16). All such courses must be taken at the Blue Hills Regional Summer School. All course subjects must be approved by the (ARB) Academic Review Board.
- An Academic Review Board meets at the end of the school year to review individual students' eligibility for promotion or graduation.

## COURSE REQUIREMENTS FOR GRADUATION

While at Blue Hills, you will have many opportunities to make choices about the academic classes and vocational programs that best meet your needs as a student. However, in order to be eligible for graduation, you must earn the following credits over your four years as a student:

<i>Department/Subject</i>	Maximum Credits Earned Toward Graduation	Required Credits for Graduation
English	8	8
Mathematics	8*	8*
Science	6	6
Social Studies	6**	6**
PE/Health (alternate – P.A.S.S.)	4	4
Electives	4	4
Career Vocational Technical Education Program (9-12, including Exploratory)	32	32
	<b>68</b>	<b>68</b>

- *\*9 credits required if enrolled in Math Skills 2303 during sophomore year*
- *\*\*5 credits required if enrolled in Math Skills 2303 during sophomore year*
- ***Summer Reading and academic enrichment packets are required for all grades. Please see the school website for selections in the spring.***
- ***Additional selections in any of the core academic areas may be taken for elective credit, subject to availability of the course and room in a student's schedule.***

## GRADING/UNWEIGHTED GPA SCALE

The grading system for Blue Hills Regional Technical School consists of numerical grades. Numerical grades are rounded to the nearest whole number. **Grades are converted to letter grades for transcripts.** Blue Hills uses the following system in determining letter grades:

Letter Grade	Numerical Grade	Grade Point Average
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	68-69	1.3
D	63-67	1.0
D-	60-62	0.7
F	Below 60	0.0

## CLASS RANK

**Quality points** are applied to a student's grade point average in order to determine a **Weighted GPA**. Many of the core academic classes are offered at different levels:

AP\* = 4.25QP

Honors\* = 4 QP

College Preparatory and All Vocational = 3 or 3.5 QP

Standard or Team = 2 QP

Resource/Other = 1 QP

*\* Honors level courses (4 Quality Points) may require Lead Teacher approval.*

*\* AP courses require Lead Teacher and Academic Director approval.*

Grade point averages (GPA) and class rank are important to students seeking scholarships, financial assistance, and other post-secondary endeavors. GPA and class rank are calculated using a system of levels and credits.

## HONOR ROLL REQUIREMENTS

Students are placed on the Honor Roll after each quarter, provided they have earned the following grades:

- Students receive **high honors** when they receive As in all subjects listed on the report card.
- Students receive **honors** when they receive As and Bs in all subjects on the report card.
- Honor Roll certificates will be issued electronically through the PowerSchool portal.

## PHYSICAL EDUCATION REQUIREMENTS

Physical education, consisting of gym, wellness, pool and health, is required of all students unless a physician's letter is on file stating that participation in physical education would be injurious to the student's health. One credit towards promotional/graduation requirements will be earned each year for passing physical education/health. Credit adjustments due to special programs may alter some of the above requirements.

## INCOMPLETE GRADES

An INC (incomplete) appearing on a report card in any given subject will indicate that a student has failed to make up missed work by the end of the term due to extended, documented absences. It is expected that students will complete make-up work within three (3) weeks of returning from an extended absence (3 consecutive days) unless other arrangements are made with school

officials. *Instructors must obtain permission prior to giving an incomplete to a student from their appropriate Director.* This applies to all technical classes and academic classes.

A student receiving an incomplete grade is responsible for making arrangements with his/her teacher(s) to make up the work within the next three-week period. Failure to make up work within the prescribed time will result in a grade of zero for the missed work and will be factored in the determination of a numerical grade point average. **Incompletes may not be given fourth term.**

## FINAL EXAMS

Final exams will be given in all academic classes to all students in grades 9, 11, and 12. This will assist in validating that students have demonstrated mastery of key concepts and standards. Final course grades are calculated by factoring in the four marking period grades and the final exam. The final exam is worth 10% of the final grade.

## PROGRESS REPORTS

An academic and a vocational progress report will be issued at the middle of each term for all students. These reports indicate student performance on academic course/technical program assignments, homework and tests. Progress reports will be issued electronically through the PowerSchool portal.

## REPORT CARDS

Report cards will be issued to students four times during the school year on a quarterly basis. Report cards are issued electronically through the PowerSchool portal.

The grades for students who have transferred in from another school will be averaged into the final grade for identical courses. The district will determine grade and *credit* transfer status for students entering the Blue Hills Regional Technical School District from non-identical courses. Credits for vocational-technical classes will be waived. A transfer student must be present for at least four (4) weeks at Blue Hills in order for an instructor to average the grades together for the report card.

## EXTRA HELP/MAKE-UP WORK

Students are encouraged to seek support for their classes by attending extra help sessions after school with their instructor. Instructors are typically available two days per week (Monday–Thursday) after school. It is the student's responsibility to take the initiative in making arrangements to see teachers for extra help or make-up work.

## COURSE SELECTION—ONLINE REGISTRATION

Each spring, instructors make recommendations for students' core subjects in PowerSchool. Following these recommendations, students meet with guidance counselors to select courses.

Students should review course descriptions, as laid out in the Program of Studies, by going to [www.bluehills.org](http://www.bluehills.org), Program of Studies Link, and clicking on Program of Studies (PDF format). Guidance counselors will be visiting technical programs in the spring to guide students through the course selection process. Careful consideration should be exercised when selecting courses. The number of students selecting each course, as well as the constraints of the school's master schedule, determine which courses will run and the number of sections needed to accommodate student requests. **There is no guarantee that students will be assigned to courses that they have selected.**

### Course Selection Process

1. Teacher Recommendations
2. Counselor approves teacher recommendations
3. Students review course descriptions in the Program of Studies found at [www.bluehills.org](http://www.bluehills.org).
4. Students make course selection after meeting with a guidance counselor.
5. Counselors and Special Education liaisons review individual student selections and counselor approves course selection

## COOPERATIVE EDUCATION

The Co-op program provides students the opportunity to apply their technical training and develop additional skills in a paid work environment while earning credit toward their vocational program. The Cooperative Education program is available to eligible students in the third quarter of their junior year and the entire senior year, pending certain requirements. See the Parent/Student Handbook for details.

## ROTATING SCHEDULE

All Blue Hills students will spend approximately half of their time in vocational-technical programs and the other half in academic classes, alternating on a weekly basis. For example, students will spend five days (one week) in academics and five days (one week) in their vocational-technical program. There are nine days in the schedule (Day 1 – Day 9) and eight periods per day (one period is dropped each day). Grades 9 & 11 are in academics during X Week, and grades 10 & 12 are in their vocational program. Grades 10 & 12 are in their academics during Y Week and 9 & 11 are in their vocational program. Please see the rotating academic schedule template below:

**Blue Hills Regional Technical School – Bell Schedule**

Time	Period	Class	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9
7:48-8:35	1	47 min	1	2	3	4	5	6	7	8	9
8:38-9:20	2	42 min	2	3	4	5	6	7	8	9	1
9:23-10:05	3	42 min	3	4	5	6	7	8	9	1	2
10:08-10:50	4	42 min	4	5	6	7	8	9	1	2	3
10:53-11:18 11:22-12:04 10:53-11:35 11:39-12:04	1 <sup>st</sup> lunch * Period 5 * Period 5 2 <sup>nd</sup> lunch	25 min 42 min 42 min 25 min	5	6	7	8	9	1	2	3	4
12:08-12:50	6	42 min	6	7	8	9	1	2	3	4	5
12:53-1:35	7	42 min	7	8	9	1	2	3	4	5	6
1:38-2:20	8	42 min	8	9	1	2	3	4	5	6	7
DROP	9		9	1	2	3	4	5	6	7	8

## ODD AND EVEN DAYS ON THE SCHOOL CALENDAR

Grade 9-12 Special Education students who are enrolled in the P.A.S.S. course will alternate between odd and even calendar days, and will share every other day of their academic week cycles with PE/Health. Therefore, they will receive 0.5 credits for P.A.S.S. and 0.5 credits for PE/Health.

## ADD/DROP PERIOD

The Add/Drop period ensures the District’s compliance and eligibility to meet the Massachusetts curriculum frameworks. Students may only add/drop classes with the permission of their parents, subject instructors, guidance counselors, lead teachers, and the Academic Director before the first Friday in October. Students must see their guidance counselor to obtain a “Class Change Request” form. Course changes for electives are not allowed on the basis of preference once the school year begins. *All signatures are required before any changes are implemented.*

## POST-SECONDARY LINKAGE ACTIVITIES and SERVICES

In accordance with the definition of an articulation agreement found in the Carl D. Perkins Career and Technical Education Improvement Act of 2006, Blue Hills Regional Technical School’s vocational programs are linked with multiple public and private two-and four-year colleges through articulation agreements. The intent of these agreements is to establish and foster the linkages by which admission, college credit and advanced standing may be awarded to vocational students who meet articulation criteria. Students who successfully complete selected vocational programs at the secondary level may be offered advanced standing and/or college credits in these post-secondary schools, seamlessly continuing their education from one level to another without delay or duplication.

ARTICULATION AGREEMENTS (As of March 2017):

<b>BHR Vocational Area</b>	<b>College</b>	<b>Course(s)</b>
Automotive Technology	Mass Bay CC	AB100, AY 100, or AT100, plus TESPAl101
	UTI	Challenge Test (up to 4 courses)
	Central Maine CC	AUT 110, AUT120, AUT200
	UNOH	AU126, AU127
	BFIT	AT-259
	All MA CC	<a href="http://masscc.org/articulation">http://masscc.org/articulation</a>
Auto Collision/Refinishing	UTI	Challenge Test (up to 4 courses)
Construction Technology	Central Maine CC	BCT133, BCT101, BCT134
	All MA CC	<a href="http://masscc.org/articulation">http://masscc.org/articulation</a>
Computer Information Systems	All MA CC	<a href="http://masscc.org/articulation">http://masscc.org/articulation</a>
	BFIT	CT212, CT213
	Quincy College	CSI 101, CSI 116
Culinary Arts	Central Maine CC	CUA 121, CUA 171
	Bristol CC	CUL 113, CUL 140
	CIA	\$2500 grant, \$2000 if SAT>550, ServSafe credits, \$500 alumni referral letter, waive application fee
	Johnson & Wales	CUL1345, CUL1355, CUL1385 (credited via 3 hour practical exam)
	All MA CC	<a href="http://masscc.org/articulation">http://masscc.org/articulation</a>
Drafting/CAD	BFIT	BT110
	All MA CC	<a href="http://masscc.org/articulation">http://masscc.org/articulation</a>
Design & Visual Communications	Quincy College	CSA225, CSA228
	All MA CC	<a href="http://masscc.org/articulation">http://masscc.org/articulation</a>
Early Education & Care	All MA CC	<a href="http://masscc.org/articulation">http://masscc.org/articulation</a>
	Quincy College	EDU101, PSY103

Electrical	Bristol CC	EGR 131, EGR151, EGR190
	BFIT	EL110, EL127, EL129, EL213
	Quincy College	EGR101
Electronics	Bristol CC	EGR131, EGR151, EGR 190
	Massasoit CC	ENGT111, ENGT114, ENGT227
	Quincy College	EGR101, EGR 105
Engineering	All MA CC	<a href="http://masscc.org/articulation">http://masscc.org/articulation</a>
	Bristol CC	ERG190
	Quincy College	EGR101, EGR 105, EGR201
Graphic Communication	Central Maine CC	GRC103, GRC105
	Bristol CC	ART 260 (req. portfolio prereq)
	Quincy College	CSA225
Health Assisting	Quincy College	HSC140
	All MA CC	<a href="http://masscc.org/articulation">http://masscc.org/articulation</a>
Legal and Protective Services	Quincy College	CJS101, CJS202

## DUAL ENROLLMENT

Dual Enrollment is a cooperative program with the Massachusetts Universities and Community Colleges enabling high school students to enroll in tuition-free or reduced-tuition college courses while still in high school. After successful completion of a Dual Enrollment course, students will receive college credit. These credits cannot replace required high school credits. Enrollment is on a space-available basis. Classes may be taken only after regular school hours.

## SUMMER SCHOOL

A student who fails their career/technical program is not eligible for summer school. If a student fails an academic course for the year, he/she must have a minimum final average in that course of at least a 49% in order to be eligible for summer school.



## SUMMER SCHOOL CREDITS

A student must achieve a minimum grade of 60% in summer school in order to receive credit and a recordable grade of 60% on his/her transcript. All summer school or alternate program placement must be pre-approved by the summer school administrator, however, students who have exceeded the annual attendance limit must attend Blue Hills' summer school and they will not receive academic credit for the class.

## CREDIT RECOVERY PROGRAM

Students who fail one term in an academic subject may be eligible to earn credit for that term with the digital curriculum credit recovery program that is aligned with the MA Curriculum Frameworks. This program provides students with the opportunity to recover curriculum knowledge and skills for which they were unsuccessful. Students may be referred to the program by teachers, counselors and administrators. *Credit recovery may run during the school year on an as needed basis. Student eligibility will be determined by the high school administrative team. This program has a registration fee at a cost to the student or family.*

## APPRENTICESHIPS

Registered apprenticeships must be completed for many occupations known as “apprenticeable occupations.” For example, students in Chapter 74-approved vocational technical education programs in electrical must complete an apprenticeship after completion of their Chapter 74-approved vocational technical education program in order to become licensed as journey worker electricians. Students receive credit from the State Board of Examiners of Electricians for their in-school electrical shop and related instruction work as well as for their cooperative education.

It is important for the cooperative education to be aligned with apprenticeship programs so that students will be eligible for credit transferred from the high school vocational technical education program to the apprenticeship program and that non-essential duplication of learning is avoided in favor of new learning.

Many Joint Apprenticeship and Training Committees (JATCs) of apprenticeship programs registered with the Massachusetts Department of Labor and Workforce Development, Division of Apprenticeship Training are developing articulation agreements with Chapter 74-approved vocational technical education programs.

For more information on registered apprenticeship programs the Directory of Joint Apprenticeship Training Centers in MA at <http://massbuildingtrades.org/directory-apprenticeship-programs>.

## CAREER VOCATIONAL TECHNICAL EDUCATION PROGRAMS

All students at the Blue Hills Regional Technical School use half of their time for learning in a specific career vocational technical program. In addition to the practical application education that takes place in the technical area or laboratory, all programs include the updated technology and theory classes, necessary for understanding the operations and functions of the vocational area. SkillsUSA Professional Development Program (PDP) is integrated into the curriculum to develop professional and occupational skills.

### NINTH GRADE EXPLORATORY PROGRAM

The Exploratory Program enables students to gain exposure to a variety of programs and career choices. While exploring the different programs students will obtain valuable career information about the industry represented in the vocational program being explored. Students will complete several projects that give them a sense of what is required should they select the program as a career choice.

### MINI-EXPLORATORY

Two days only (one in September and one in November)

Ninth grade students will be introduced to all of the career vocational technical programs over two separate days. They will visit nine programs in one day at the beginning of the school year and an additional eight programs on a second day at the midpoint of the first semester. These short exploratory sessions give students the opportunity to understand the basic requirements of each program, and to learn the aspects of the many occupations and industries that the program represents.

### EXPLORATORY

4 credits

All ninth grade students will spend the first semester, during each vocational week, exploring a different program weekly. One non-traditional-by-gender program will be assigned if a student has not chosen one that he/she would like to explore. Each Exploratory session typically runs for one week on the vocational schedule. Once the entire Exploratory cycle is completed, students will select three programs (a first choice, second choice, and third choice) in which they would like to enroll. Students will find out within approximately one week where they have been placed. Although we highly discourage a student changing programs after final placement, with counseling and parental permission, a student may change their vocational program only once by the end of Term I of Sophomore year. Any such change is contingent upon space in the desired program.

## SAFETY

BELOW IS AN OUTLINE OF MEASURES TAKEN TO ASSURE THAT STUDENTS LEARN AND MAINTAIN SAFE WORK HABITS.

- During the first mini exploratory, each freshman is given a *General Safety Rules for Vocational Programs* booklet and takes a 27-question test on the information in the booklet. A score of 100% is required, and the completed test sheets are kept in the vocational office.
- Each freshman student is provided a pair of safety glasses. If a student loses this pair of glasses, a replacement pair can be purchased in the Vocational office for a small fee.
- Once the Exploratory Program is over and students are placed in a career vocational technical program, they review safety. In the tenth grade, students take a 10-hour online OSHA course. This course guides students through a series of audio and visual tutorial sessions on general industry safety. At the end of each section, students must take a test on the information. Successful completion of this program results in the student receiving an OSHA 10-hour certification card.
- Students in the construction trades are required to take a 10-hour class given by one of Blue Hills' certified OSHA trainers. This training usually occurs during the sophomore year, and provides each student with an OSHA 10-hour construction safety card, which is a requirement in all construction industries.
- Each of the seventeen vocational technical programs has their own set of safety tests specific to the equipment and materials used in their programs. Students are re-tested annually to assure comprehension and understanding of all safety rules within their program. Vocational technical teachers maintain these safety tests in their own student record folders.
- Each vocational technical program has a *Standard Shop Procedures* manual which covers safety requirements for all vocational technical programs. This manual is revisited annually to assure compliance with any new safety rules and regulations.
- The Cooperative Education Coordinator uses the Massachusetts Department of Elementary & Secondary Education generated safety checklist prior to sending students out on Co-op. This document is entitled *Cooperative Education Site Safety Checklist*, and it assures the worksite is safe.
- Blue Hills has a comprehensive health and safety plan, which outlines the goals and requirements for safety throughout the building.

## **AUTOMOTIVE COLLISION REPAIR & REFINISHING**

*Automotive Collision Repair & Refinishing trains students with the latest technology through hands-on experience in a NATEF (National Automotive Technicians Education Foundation, Inc.) Certified shop. The curriculum is I-Car (Inter-Industry Conference on Automotive Repair) based in accordance with established national standards. Graduates are prepared to take the ASE (Automotive Service Excellence) tests in Auto Body Repair.*

### ***Career Opportunities (Entry Level):***

Collision Repair Technician  
Automotive Detailer  
Automotive Painter/Painter's Helper

### ***With Experience or Advanced Training:***

Auto appraiser  
Auto collision frame specialist  
Auto collision shop manager or owner

### ***Related Occupations:***

Auto salvage person  
Auto supply store salesperson  
Metal Fabrication, Electrical, HVAC, Auto Repair, Frame Repair

### ***AUTOMOTIVE COLLISION REPAIR & REFINISHING I (8141)***

***4 credits***

The first year Collision Repair student is exposed to safety in their program, the safe and proper use of basic hand tools and the phases of metal repair, and the contours of sheet metal. Developing good safety habits is stressed during introduction to soldering and basic fundamentals of plastic filling and refinishing. Students develop the ability to identify, care for and safely use power tools such as the electric and air grinder, electric and air buffer, hydraulic jacks, and electric and air drills. Orientation to paint mixing systems is also covered.

### ***AUTOMOTIVE COLLISION REPAIR & REFINISHING II (8143)***

***8 credits***

In the second year, a Collision Repair student gains experience in different methods of sheet metal repair. Skills are developed in spot welding, grinding and MIG welding, as well as selecting the right refinishing product for a given job, mixing paint, applying paint, spot refinishing a body panel and analyzing paint problems. Removing and filling dents, removing and replacing bumpers, interior and exterior door handles, door glass, hood hinges and door lock cylinders are also included. Students will also complete their OSHA 10 certificates.

### ***AUTOMOTIVE COLLISION REPAIR & REFINISHING III (8145)***

***8 credits***

Building on skills previously developed, the Collision Repair students in grade eleven gain experience in fiberglass methods, plastic repairs, and introduction to conventional and unitized body frame correction. Students remove dents using resistance welding, remove and replace a

door lock assembly, replace a door glass regulator, remove and replace a fender, tailgate and deck lid. Removing and installing a hood panel, a door and a radiator support, including the follow-up replacement of antifreeze, are covered. Also covered are plastic repairs and panel bonding, and an introduction to auto-damage appraisal.

***AUTOMOTIVE COLLISION REPAIR & REFINISHING IV (8147)***

***8 credits***

The senior Collision Repair student masters fundamental skills that include replacing outer door panels, inner and outer rocker panels, and frame rail sections. They also fabricate panels, replace rear body sections and replace rear quarter panels. Students learn to repair fiberglass and SMC panels and install decals. The business aspects of the auto body trade are also part of the curriculum. Students learn about labor relations and how to conduct appropriate customer relations. Emphasis is also placed on the skills required of an auto appraiser as required for licensing as a motor vehicle damage appraiser in the State of Massachusetts. Aluminum dent repair and welding are also covered in this course.

## AUTOMOTIVE TECHNOLOGY

*Students in the Automotive Technology Program will study the eight major automotive categories as outlined in the ASE certification program, enabling them to become Master ASE certified Automotive Technicians. Students will be exposed to a real-world automotive experience working in a live, school automotive shop. Students as freshmen will study small engine repair. Automotive Technology students will have the opportunity to explore industry businesses including automotive museums, automotive restoration companies and car shows. The program goal is to produce graduates who can enter the industry as apprentice technicians in a repair facility or factory dealership upon graduation.*

### ***Career Opportunities (Entry Level):***

Dealership Lot Technician  
Apprentice Small Engine Technician  
Service Appointment Scheduler

### ***With Experience or Advanced Training:***

Race Car Team Manager  
Dealership Owner  
Automotive Museum Curator

### ***Related Fields/Occupations:***

Automobile sales  
Auto parts sales  
Marine technician

### ***AUTOMOTIVE TECHNOLOGY I (8111)***

***4 credits***

The ninth grade student in the Automotive Technology program, after completing the exploratory segment, is introduced to the gasoline engine and its function, design and construction. The student will have working knowledge of various types of engines, shop safety practices, and the proper usage of automotive tools and equipment. During the second half of the ninth grade, students will be introduced to automotive service procedures. These services will include under hood inspection, routine care and maintenance, along with tire, wheel and brake service.

### ***AUTOMOTIVE TECHNOLOGY II (8113)***

***8 credits***

The tenth grade student in the Automotive Technology program gains the needed experience in multicylinder gasoline engine support systems, such as cooling system, minor tune-up procedures and service. The curriculum also includes extensive brake system, steering system and suspension system service.

### ***AUTOMOTIVE TECHNOLOGY III (8115)***

***8 credits***

In the first half of the year the eleventh grade student in the Automotive Technology program becomes experienced in engine diagnosis and repair. In the second half of the year, the course of study includes wheel alignment techniques for front and rear-wheel drive vehicles. Also included

are the diagnosis, servicing and repairing of charging, starting, ignition, lighting, and the accessory systems. Finishing this exciting year is the study and repair of fuel systems, which covers fuel storage, delivery systems, and fuel injection systems.

***AUTOMOTIVE TECHNOLOGY IV (8117)***

***8 credits***

The twelfth grade student in the Automotive Technology program has a chance to build on learned skills and is given the opportunity to develop independent judgment skills while servicing and repairing today's vehicles. The curriculum includes servicing and diagnosis of HVAC systems, transmissions, axles, transaxles, and computer diagnostics. Exhaust pollution control systems will be covered extensively, along with engine tune-up and preventative maintenance. An introduction to all business aspects of the industry is also incorporated into the curriculum and includes ordering and billing, entrepreneurship, employability, and mentoring new technicians.

## COMPUTER INFORMATION SYSTEMS

*Computer Technology trains students in the installation, repair and configuration of computer desktops, laptops, peripherals, mobile devices, and other technology-based equipment in today's constantly changing high-tech environment. Students also receive training in some database, SQL, and HTML programming. During Junior/Senior year, students begin training in advanced networking, Servers and/or will start as a paid Co-op student at various companies. Students become proficient in computer and peripheral repair, hardware and software maintenance, local area network setup and maintenance, client/server setup, configuration, and maintenance. Curriculum and tasks align with the CVTE Frameworks.*

### ***Licensing/Certifications:***

10-hour OSHA Credential  
CompTIA IT Fundamentals +  
CompTIA A+  
CompTIA Network +  
Introduction to Cybersecurity

### ***Career Opportunities (Entry Level):***

Computer Support Technician  
Help Desk Technician

### ***With Experience or Advanced Training:***

Network administrator  
Cybersecurity  
Tier 1 Help Desk Tech  
Technician Team lead  
System Administrator

### ***Related Fields/Occupations:***

Network Engineer

### ***COMPUTER TECHNOLOGY I (8661)***

***4 credits***

Ninth-grade students will be enrolled in the Testout IT Fundamentals + course to obtain a CompTIA IT Fundamentals + certification. Students learn the functionality of hardware and software components, as well as suggested best practices in maintenance and safety issues. Through hands-on activities and labs, students learn how to assemble and configure computers and peripherals, install operating systems, software, and troubleshoot hardware and software problems. In addition, an introduction to networking and computer programming is included. Students will also be introduced to Windows Operating Systems, database management programs, spreadsheet applications, presentation processing applications, and web development using industry standards. The student will learn how to create websites, both manually and with website development software.



**COMPUTER TECHNOLOGY II (8663)****8 credits**

Tenth-grade students will complete the Cisco NetAcad IT Essentials and Testout PC Pro course to study and train for the CompTIA A+ certification. These courses use a blended learning model to integrate face-to-face teaching with challenging web-based curricula, hands-on lab exercises, realistic network simulations, and internet-based assessment tools. Networking basics include Ethernet technologies, wireless technologies, cabling of LANs, TCP/IP, and Ip addressing fundamentals. With the advanced hardware and software training, students will start to troubleshoot and repair hardware and software issues with Faculty and staff personal computers in their in-shop help desk. In this year, students will have an opportunity to gain a small certification in Cybersecurity as well.

**COMPUTER TECHNOLOGY III (8665)****8 credits**

Junior year students will start training and learning to obtain the CompTIA Network+ certification. They will work on Cisco equipment and other manufacturer equipment for many hands-on labs and simulations. Students will learn most everything that they would need to set up and configure a medium-sized business networking needs from start to finish. They will also work on virtual as well as physical servers to aid in learning the curriculum. This training itself will be taught in 2 levels, one being what the students need to know and a higher level for the students that are able to advance. Students will continue to work on real jobs repairing computer equipment and peripherals throughout this Junior year to further improve their troubleshooting and repair skills. Mid-Year, Coop opportunities could arise, and students are encouraged to take advantage of these.

**COMPUTER TECHNOLOGY IV (8667 or 8668)****8 credits**

Senior year students will train and learn as much as possible about Microsoft servers and VMware virtual servers. Students will learn in simulated environments as well as in multiple hands-on labs that they will set up and configure. They will configure DHCP, DNS and Active Directory services on physical and virtual servers that they will use to control a small lab of computer and network equipment. There will be many projects that students will take part in that will include documenting full labs and equipment and network needs in electronic documents, and then testing the configurations in the labs and servers that they will create. They will further enhance their troubleshooting skills to correct any issues that arise. The students will have an opportunity to enhance Cybersecurity skills that they will have learned some parts of in prior school years.

**AP COMPUTER SCIENCE PRINCIPLES (8669)****2 credits**

Seniors in the computer technology program may also take AP Computer Science Principles upon the recommendation of their instructor. (Please note: Students taking this course will receive 6 credits instead of 8 credits for Computer Technology IV, and will be required to pass both courses in order to graduate.)

## CONSTRUCTION TECHNOLOGY

*This course teaches the basics of house carpentry and millwork. Students train in framing, interior carpentry, and finish work. Each year, juniors and seniors participate in outside construction projects which consist of home additions, renovations, and building various other structures within the district.*

### ***Career Opportunities (Entry Level):***

Apprentice carpenter  
CNC Computer Network Machine Operator  
Lumberyard Associate

### ***With Experience or Advanced Training:***

Jobsite Foreman  
Lead Carpenter  
Assistant Building/Construction Inspector

### ***Related Fields/Occupations:***

Structural Engineer  
Facilities Manager  
Occupational Health and Safety Specialist

### ***CONSTRUCTION TECHNOLOGY I (8211)***

***4 credits***

Students will be introduced to the basic fundamentals and principles of the construction trades, with a main focus on safety and general carpentry. Tech theory will cover potential careers within the field, general soft skills necessary to find and maintain or advance a career, safety, and tool identification/function/use. In the program area, students will learn about the properties of specific wood species and what certain types of wood should be used for specific projects. In the program area, learning will primarily be project-based. Projects will include a tool box and a side table. Through these projects, students will learn how to accurately read a tape measure to the nearest 16th of an inch, read and interpret a plan drawing, create a stock list, understand the shop milling procedure, layout, cut and shape pieces with hand tools (tape measure, squares, saws, chisels, etc.). Students will be introduced to the stationary power tools in the program area. Safety procedures will be the primary focus throughout the first year of Construction Technology.

### ***CONSTRUCTION TECHNOLOGY II (8213)***

***8 credits***

In the second year of Construction Technology, students will continue to reinforce the safe use of all of the stationary power tools and advance development and proficiency on each tool. Through project-based learning, students will be given plans for a project with which they will be able to interpret, make a stock list, mill the rough sawn lumber to dimension, cut to size, shape accordingly, then assemble the finished product. Focus will then shift to the fundamentals of wood framing. Students will be given a plan of a wood framed structure (dog house, tool shed, etc.). Framing concepts will be taught in the program area and reinforced in the tech classroom. Proper and safe use of portable power tools will be emphasized throughout the project. Students

will gain knowledge of the different types materials used in home building including framing stock, sheet goods, roofing and siding material, exterior trim, and fasteners. Students will also become proficient in the safe use of circular saws, jigsaws, reciprocating saws, pneumatic nailers, and other tools commonly found in wood framing careers. The majority of the second part of the year is dedicated to students learning the skills necessary to be successful on the outside crew.

***CONSTRUCTION TECHNOLOGY III (8215)***

***8 credits***

Students are introduced to a dynamic educational experience through the off-campus outside projects. Students integrate what they learn in the classroom and directly employ those skills into the live work projects. Students use hand and portable power tools to perform framing, roofing, siding, installation of doors and windows, thermal and moisture protection, and interior finishes on the projects. This concept develops 21<sup>st</sup> century problem solving skills as well as requiring all of the safety skills the students have learned and developed.

***CONSTRUCTION TECHNOLOGY IV (8217)***

***8 credits***

In addition to the experience the students develop as a junior on the outside project, the seniors develop their own stretch learning through their individualized senior project. The instructor mentors and guides them through a self-directed study of their own choosing within the construction trade. The students also learn how to estimate the cost of a project, they develop project management skills through the off-campus project, and develop a better understanding of the building code.

## COSMETOLOGY

The *Cosmetology program is designed to provide comprehensive training in all aspects of hair care, skincare and nail care. The curriculum includes health and safety practices related to cosmetology, technical skills and knowledge of practical applications in cosmetology and related content including customer service, marketing, employability and business finance and management.*

*In addition to gaining proficiency in the MA CVTE frameworks for cosmetology, students will attain 1000 hours of training from the MA Board of Cosmetology. Completion of 1000 hours qualifies a student to sit for the MA State Board of Cosmetology Operator Exam. Students who pass this exam may qualify to participate in The Blue Hills Cooperative Education Program (COOP).*

### ***Career Opportunities (Entry Level):***

Nail Technician  
Hairstylist/Licensed Operator  
Salon Software Sales Representative  
Salon Owner

### ***With Experience or Advanced Training:***

Esthetician  
Massage Therapist  
Hair Extension Specialist

### ***Related Fields/Occupations:***

Beauty Industry Marketing  
Online Beauty Editor  
Dermatologist

### ***COSMETOLOGY I (8621)***

***4 credits***

Students will be introduced to the basic fundamentals of hair care, skin care and nail care. Safety and sanitation will be made a priority and student dexterity and creativity will be enhanced by class assignments. Topics covered will include history and careers in cosmetology, life skills, professional image, and communication. Students will be able to explain how hair grows and falls out and perform basic design and hairstyling techniques.

### ***COSMETOLOGY II (8623)***

***8 credits***

Students will continue to learn fundamentals of hair care, skin care, and nail care, and will review infection control. They will learn salon responsibilities such as receptionist duties and dispensary cleanliness, order, and sanitation. Students will be introduced to basic haircutting techniques, hair removal, electricity, chemistry, anatomy, skin and nail structure and growth, facial makeup, and diseases and disorders of the skin and nails. Students will become OSHA certified in order to be eligible for Co-op at the end of junior year.

***COSMETOLOGY III (8635)******8 credits***

Students will continue with fundamentals branching into entry level of the cosmetology industry. They will continue haircutting, hairstyling, and basic manicuring. Students will learn pedicuring, chemical texture services, and haircoloring. They will do theory work consisting of nail enhancements and the salon business chapters. Students will be introduced to the types of salons, appropriate workplace behaviors, how to get and keep a job, and the basics of salon business. Students will also work on their professional portfolios, and complete a research paper. Students 16 years of age and older will accumulate State Board Hours and begin the process of working on live models in the student salon clinic. Chemical services are practiced after 400 hours.

***COSMETOLOGY IV (8637)******8 credits***

Upon the completion of 1000 hours, students will take their state board exam. Prior to this, students will prepare for and practice state board tests, written and practical. Students will also practice their skills on live models in the student salon clinic. They will continue their training in haircutting, hair color, hairstyling, chemical texture services, nail care, and skin care. Students who pass the state board exam will be encouraged to apply for co-op job positions.

## CRIMINAL JUSTICE

*Through the Criminal Justice program, students learn legal theory and its application in real world scenarios. Students gain insight into the philosophies and disciplines of a variety of criminal justice and protective service areas such as effective communications, crime scene processing, criminal law and procedure, disaster preparedness, ethics, law enforcement, private investigations, and surveillance practices.*

### ***Career Opportunities (Entry Level):***

Corrections Officer/Police Officer  
Federal Emergency Management Agency Worker  
Military

### ***With Experience or Advanced Training:***

Private Investigator  
Court Reporter  
Computer Forensic Specialist

### ***Related Fields/Occupations:***

US Customs and Border Patrol Agent  
Bureau of ATF Agent  
US Marshall Service

### ***Criminal Justice I (8711)***

***4 credits***

Students in ninth grade will gain an understanding of all aspects of the criminal justice industry. The curriculum includes the beginning knowledge and application of the laws, rules, regulations and other influences that govern the operation of our nation's criminal justice system. Students will be introduced to the history of law, bill of rights, process of American justice, corrections, and emergency preparedness. Students will be offered certification by FEMA in "Leadership in Emergency Preparedness". Field trips, guest speakers from law enforcement, class projects, and possible job shadowing will be part of the program. Students will also develop fitness readiness standards as required by the profession to promote employability in the field of criminal justice.

### ***Criminal Justice II (8713)***

***8 credits***

Students in tenth grade will continue to study emergency preparedness, the court system, sentencing, and constitutional law on local, state, and federal level. Students will also be introduced to several new subjects such as civil law, ethics, crimes scene investigation, report writing, crimes against people, and crimes against property throughout the year. Students will have the opportunity to participate in mock trials, field trips, Skills USA, and have several guest speakers from the local, state, and federal law enforcement community to help advance their technical skills and employability. Students will be offered certification by the American Heart Association in adult, child and infant CPR, AED, and First Aid. They will also have the opportunity to earn several FEMA certifications to add to their employability portfolio. Students will use role-playing, reporting, interviewing and communication techniques to help develop their skills. They will also continue developing fitness readiness standards as required by the profession to promote a healthy lifestyle.

***Criminal Justice III (8715)***

***8 credits***

Students in eleventh grade will be introduced to private security, private investigations, technology security, entrepreneurship and environmental safety. Resume and portfolio will be updated for employability. Students can earn a national certification in Emergency Telecommunications (E911) from the National Academies of Emergency Dispatch. Students will continue to have several guest speakers from the law enforcement community to help advance their technical skills and employability. They will also have the opportunity to continue the FEMA independent study certifications to add to their employability portfolio. Students will continue to developing fitness readiness standards as required by the profession to promote a healthy lifestyle.

***Criminal Justice IV (8717)***

***8 credits***

Students in grade 12 will finalize their resume and portfolio for employability. They will learn interviewing techniques to help prepare them for mock interviewing with local law enforcement. Students will develop a “Senior Project” during this year. Seniors may have the opportunity for internships, co-op, or job shadowing as well. They will also have the opportunity to continue the FEMA independent study certifications (NIMS, ICS) to add to their employability portfolio. Students will be recertified by the American Heart Association in Basic Life Support (BLS) adult, child and infant CPR, AED, and First Aid, from the American Heart Association in Basic Life Support (BLS) adult, child and infant CPR, AED, and First Aid. Students will continue to developing fitness readiness standards as required by the profession to promote a healthy lifestyle.

## CULINARY ARTS

*Blue Hills offers a comprehensive cooking and baking program where students become involved in the entire spectrum of the food industry including planning, preparation, and presentation. The Chateau de Bleu restaurant is located within the school where meals and bakery items are served to the public.*

### ***Career Opportunities (Entry Level):***

Cake Decorator  
Restaurant Server  
Prep Cook

### ***With Experience or Advanced Training:***

Executive Chef  
Corporate Culinary Leader  
Cruise Ship Food Staff

### ***Related Fields/Occupations:***

Registered Dietitian  
Nutritionist  
Food Scientist

### ***CULINARY ARTS I (8641)***

***4 credits***

The first year, Culinary Arts students are given full orientation to classroom and program rules and regulations. This includes an introduction to industry standards of safety, personal hygiene and sanitation. They are taught to identify, maintain and safely use hand tools and equipment in the service kitchens, production areas and dining room. They are exposed to all areas of the Culinary Arts department, including the à la carte and prep/catering kitchen, as well as the student operated restaurant/bakery counter. Students are placed on a rotating schedule allowing them to develop the basic food preparation skills of knife handling, soups and basic sauces, vegetables and starches, hot food service and elementary Garde Manger techniques. In the bake shop, students are introduced to basic decorating skills, including the use of a pastry bag. Basic experience in the dining room includes introduction to American, buffet and function service, customer and co-worker relations, and the tasks associated with the safe and sanitary operation of a restaurant.

### ***CULINARY ARTS II (8643)***

***8 credits***

Second year Culinary Arts students are given a review of previous work to firm up basic skills and move on to a broader range of skills and techniques. In the kitchens, students are exposed to breakdown (meat cutting) techniques with wholesale cuts of meat and poultry. They are taught identification and uses of seafood, shellfish, herbs and spices - both fresh and dried. Students acquire more experience on the roasting, broiling and sauté stations. Bakery students begin production of various breads, cakes, and pastries. Culinary students will take part in the production of various catering orders for the school system and general public. Students will also be exposed to the retail area of the industry by working at the bakery counter. In the dining room,



students work more independently in arranging the dining area for service, taking and coordinating food orders, preparing beverages, serving guests and completing side work.

***CULINARY ARTS III (8645)***

***8 credits***

Third year Culinary Arts students move into the advanced phase of culinary arts training. Peer tutoring is introduced to assist with orientation and training of other culinary students. In the kitchens, students begin intermediate techniques of Garde Manger, including creation of fruit and vegetable decorations and centerpieces. Students are given independent responsibility for setting up and running kitchen stations with emphasis on the positions of expediter, sous-chef, and chef. In the production areas, students will produce advanced items such as party platters and catering specials. Bakery students learn advanced techniques such as roll production, bread loaf productions, and braiding. Students also begin to work independently on previously learned skills. In the dining room students take on more responsibility in serving progressively larger numbers of tables/guests, communicating with special customers and handling complaints. They receive training on our point of sale system as cashiers along with the bookkeeping skills of reconciling cash and completion of the daily cash report.

***CULINARY ARTS IV (8647)***

***8 credits***

Fourth year Culinary Arts students are exposed to other industry related facilities and cooperative education. They are given added responsibility and accountability for all phases of restaurant and bakery operations with specific focus on development of management and supervision skills. Emphasis is placed on the development of job procurement skills. Senior bakery students learn advanced laminated dough production including puff pastry, croissants, and Danish dough. In the dining room, students are trained as host/hostess with the direct responsibility for scheduling reservations, inspections of the dining area, seating customers, directing student servers, ensuring quality and speed of service, and maintaining a safe and sanitary environment for guests.

## DESIGN & VISUAL COMMUNICATIONS

*Design & Visual Communications students' training begins with a basic foundation in visual communications. Areas of concentration include drawing with various media, color theory, painting, two and three-dimensional design, photography, digital art and desktop publishing. Skills are taught and practiced manually with paper and pencil, as well as computer-aided design and software competency. Emphasis is placed on conceptualizing ideas and translating them into electronic and digital imaging using industry related software. Weekly portfolio projects are a major part of the curriculum.*

### ***Career Opportunities (Entry Level):***

Graphic Design Assistant  
Web Design Assistant  
Freelance Photographer

### ***With Experience or Advanced Training:***

Photojournalist  
Textile Designer  
Portrait Artist

### ***Related Fields/Occupations:***

Game Designer  
Character Animator  
Advertising Agency Owner

### ***DESIGN & VISUAL COMMUNICATIONS I (8511)***

***4 credits***

In the ninth grade, Design & Visual Communications students' professional training begins with a pre-foundation visual communications program. Areas of concentration include drawing with various media, understanding color theory, painting, two and three-dimensional design, photography and an introduction to digital art and desktop publishing. All skills will be taught and practiced as manual exercises, as well as computer-aided design problems and software. Emphasis will be placed on conceptualizing ideas and translating them into electronic and digital imaging using industry related software. Weekly portfolio projects and written essays are emphasized.

### ***DESIGN & VISUAL COMMUNICATIONS II (8513)***

***8 credits***

In the tenth grade, students are taught a problem-solving approach to the study of drawing, the elements of design, the seven principles of design, the nature and use of color, the structure and logic of pictorial space, the design and function of type, the tools and technique of painting, the design and production of visual communication using computers, and the study of commercial, news and product photography. Visual design and mechanical preparation are an essential part of the course. Creative problem-solving projects will teach students how to resolve consumer communication needs visually and how to prepare creative art for reproduction in all printed

media. Such a diversified background is in direct response to the tendency in industry to hire the well-rounded graduate rather than one trained, however well, in one specified area. Computer-aided design and production of computerized art and digital imaging will be an integral part of this course. Weekly portfolio projects and completed written essays are emphasized.

***DESIGN & VISUAL COMMUNICATIONS III (8515)***

***8 credits***

In the eleventh grade, students continue to build a strong foundation in the traditional studio. Additional disciplines will advance to creating projects such as CD cover design, web development, multimedia design, digital video and marketing strategies. This flexible and contemporary curriculum, coupled with judicious faculty advising, assures artistic growth and self-realization of the individual, thus students are advancing through many skills toward professionalism in visual communications. This is achieved by in-depth involvement in theory and practice, principle and technique, understanding and skill. The student's professionalism is reflected in his/her time management skills, portfolio development and an understanding of employment interviewing skills. To meet the standards of business and industry, each student will continue to add observational drawing examples, websites, and video productions to their portfolios. Weekly portfolio projects and written essays are emphasized.

***DESIGN & VISUAL COMMUNICATIONS IV (8517)***

***8 credits***

By senior year, students are expected to have the maturity, direction and desire to have more choices and control over their lives and career education. With this in mind, we encourage each student to pursue his/her individual career goals and specialize in commercial art, photography, web design, digital video production, computer graphics, desktop publishing, graphic design and illustration, or any combination of these disciplines. Since the students have been designing, preparing mechanicals and maintaining quality control of live jobs for three years, they now possess an array of printed, online and digital pieces for their portfolios as testimony to their professionalism. To meet the increasingly technical demands of the advertising industry, priority has been given to training students in computer-aided design, website development and digital imaging. By mid-year, students are encouraged to write resumes, interview for positions in visual communications, and actually practice their profession under our Cooperative Education Program. By graduation all seniors are required to participate in the Senior Art Show as well as write and design a senior project based on materials and information provided by the instructors.

## DRAFTING /CAD

*The Drafting/CAD program provides students with an overview of the Mechanical and Architectural design industry. Students are introduced to sketching, geometric construction, orthographic projection, 3D solid modeling, shading/rendering, architecture, interior design and the building construction trades. Career paths in design, architectural and mechanical fields are explored throughout the curriculum. Instruction incorporates presentation, demonstration, and hands on performance testing with the opportunity to utilize multiple 3D printers.*

### ***Career Opportunities (Entry Level):***

Civil Drafter  
Detail Draftsperson  
Technical Illustrator

### ***With Experience or Advanced Training:***

Project Cost Estimator  
Urban Planner Designer  
Structural Engineering Technician

### ***Related Fields/Occupations:***

Architectural Engineer  
Research & Development Director  
Electrical Engineer

### ***DRAFTING/CAD I (8771)***

***4 credits***

This half year course provides students with an introduction to the basic skills and theory related to design and drafting technology. Students receive instruction in career opportunities, personal and shop safety, geometric construction, orthographic views, auxiliary views, sectional views, dimensioning, isometrics and an introduction to parametric solid modeling using the latest state of the art computer software. Instruction incorporates presentation, demonstration and hands-on performance testing. Reading, writing and math assignments related to drafting and engineering technology are an integral part of this class.

### ***DRAFTING /CAD II (8773)***

***8 credits***

This course provides students with an introduction to the components and theory relating to mechanical and architectural design. The expansion of basic drawing techniques is continued from the previous year while providing a foundation for mechanical design including an introduction to the product design process. Students will be utilizing both 2D and 3D solid modeling CAD applications and will begin developing model making skills. Presentation drawings such as shading, perspective, and exploded assembly drawings will be used as methods of instruction. An introduction to residential architecture drawing and design will be implemented teaching students the skills required to generate plot plans, floor plans, foundation plans, framing plans and exterior elevations. Instruction incorporates demonstrations and applied performance testing in the areas of drafting and engineering technology utilizing advanced CAD software, mechanical detailing, and design. Reading, writing and math assignments related to the drafting and engineering professions are integrated with academic frameworks during this course.

***DRAFTING/CAD III (8775)***

***8 credits***

This course provides in-depth training in the fields of residential architecture, interior design, landscape design, engineering design and mechanical drawing and design. The first half of the year students gain the skills required in room and space planning, interior elevations, roof plans, wall sections and detail drawings along with landscape development design. The second half of the course focuses on reinforcing the students' skills in mechanical drawing and design and introduces them to the engineering design process. Students will continue to develop their CAD skills throughout the year using the latest 2D and 3D CAD software while utilizing the rapid prototype machines and further developing model making skills.

***DRAFTING /CAD IV (8777)***

***8 credits***

This course is comprised of two half-year segments providing students with advanced studies and theories related to both residential architectural design and mechanical drawing and design. The architectural segment covers a thorough look into the design and configuration of building trades incorporated within residential house construction including plumbing plans, electrical plans, and HVAC plans required for the building permit process. During the second half of the year, students are required to design, draw, engineer and present a complete set of working drawings for a residential house or to design, draw, engineer and present a mechanical project of their choosing. Assistance is provided to help students determine career or college choices after graduation.

## EARLY EDUCATION AND CARE

*Early Education and Care students study child development, teaching methods and educational theory. These technical skills and knowledge are introduced, developed, and put into practice as student teachers conduct practicum hours in community childcare programs and the on-site Early Education Center at Blue Hills. After meeting the requirements set by the Massachusetts Department of Early Education and Care (EEC) along with Blue Hills, students will be recommended for infant/toddler and/or preschool EEC teacher certification.*

### ***Career Opportunities (Entry Level):***

- *Infant/Toddler Teacher*
- *Preschool Teacher*
- *Public School Paraprofessional*

### ***With Experience or Advanced Training:***

- *Massachusetts EEC Lead Teacher*
- *Massachusetts EEC Center Director*
- *Early Intervention Developmental Specialist*

### ***Related Fields/Occupations:***

- *Social Worker*
- *Elementary/Special Education Teacher*
- *Guidance/Adjustment Counselor*

### ***EARLY EDUCATION AND CARE I (8601)***

***4 credits***

Students will be introduced to technical skills and career options in the field of Early Education and Care. Throughout their first year, students will learn about industry health and safety protocols as well as specific Massachusetts Department of Early Education and Care Regulations. Additionally, students will learn about human growth and development from birth to age five and basic infant care using the RealCare Infant Doll simulation. Students will work with peer mentors and instructors to learn professionalism, ethics, and communication in the workplace.

### ***EARLY EDUCATION AND CARE II (8603)***

***8 credits***

Students will study and observe the progression of the four developmental domains (physical, social, emotional, and cognitive). Students will maintain health and safety protocols and receive American Heart Association (AHA) CPR and First Aid Certification. Sophomores also discover and implement classroom design, daily routines, positive guidance skills and supervision techniques. Students begin understanding Massachusetts Guidelines for Preschool Learning Standards, curriculum mapping, and lesson planning.

### ***EARLY EDUCATION AND CARE III (8605)***

***8 credits***

Juniors create and implement Massachusetts Guidelines for Preschool Learning Standards, maintain health and safety protocols, guidance skills and supervision techniques in the on-site Early Education Center at Blue Hills. Knowledge of classroom management expands to include conducting preschool observations, writing progress reports, and engaging in parent-teacher

conferences. Students focus on the daily responsibilities of the classroom teacher by communicating with families, applying administration policies and procedures, and strengthening teamwork skills. Other topics of study include special education and mandated reporter training. Students who qualify may be eligible to participate in the Cooperative Education Program.

***EARLY EDUCATION AND CARE IV (8607)***

***8 credits***

Student teacher's independence and responsibilities increase in off-site practicum experience at community childcare programs. Seniors will focus on applying skills learned in their previous three years to acquire dual licensure. Students will focus on expanding their skill set to include infant/toddler curriculum, infant/toddler guidance skills, and writing infant/toddler progress reports. Students will reinforce their professionalism and communication skills through teacher collaboration with current educators working in industry at off-site community childcare programs. Students who qualify may be eligible to participate in the Cooperative Education Program.

## ELECTRICAL TECHNOLOGY

*Students learn residential, commercial, and industrial wiring in accordance with the Massachusetts Electrical Code and the theory of the trade, plus the basic skills necessary to become an electrician.*

### ***Career Opportunities (Entry Level):***

Electrical Apprentice  
Computer Network Cable Installer  
Security Systems Technician

### ***With Experience or Advanced Training:***

Elevator Repair Technician  
Licensed Electrician  
Electronic Designer

### ***Related Occupations:***

Communications Engineer  
Electrical Design Engineer  
Aircraft Engineer

### ***Apprentice Information***

[IBEW Local 103 JATC](#)

Students earn 1,575 work experience hours and 300 classroom hours toward the requirements of the Commonwealth of Massachusetts Journeyman Electrician License.

### ***ELECTRICAL TECHNOLOGY I (8431)***

***4 credits***

In grade nine, students are introduced to the hand tools and basic manipulative skills required in the electrical industry. Integrated into every lesson is job and program (lab) safety. Students learn essential splicing techniques, device wiring, basic circuitry and common wiring methods in a structured shop environment that allows students to progress at their own pace. Material management and circuit, line and schematic diagrams are taught. Electrical code, DC circuit theory, magnetism and Ohm's Law are included in the related instruction.

### ***ELECTRICAL TECHNOLOGY II (8433)***

***8 credits***

Grade ten electrical is a continuum of the ninth grade program. Safety and the use of safety equipment are emphasized. Building on the basic foundation of the electrical industry previously learned, students are given more complex and challenging circuitry. Raceway wiring methods are expanded to include complex conduit bending, installation of PCV raceways, and surface metal raceways. Related instruction includes a continuation of the electrical code, advanced DC circuit theory, batteries, DC motors and generators. Students will also earn the OSHA ten hour certification.

### ***ELECTRICAL TECHNOLOGY III (8435)***

***8 credits***

Technical program time in the eleventh grade is divided between experiences in the school lab and on construction projects away from school. Students performing wiring away from school



are called the outside crew and are supervised by an outside crew teacher. They do wiring jobs on new houses, residential additions and small commercial projects. They function as an electrical contracting business. School program (lab) experiences include motor and motor control wiring, and telecommunication wiring. Motor control circuit wiring and job management is accomplished using computers. Related instruction includes electrical code, AC theory and AC circuitry.

***ELECTRICAL TECHNOLOGY IV (8437)***

***8 credits***

The outside crew program and school program (lab) experiences are continued in the twelfth grade. School lab experiences include hydraulic and electric conduit bending, transformer wiring and lighting installations. Related instruction includes electrical code, three phase systems and transformers. Students are required to do a senior project that integrates academic and technical learning.

## ELECTRONICS

*The Electronics program is designed to develop students with industry recognized skills necessary for electronics installers, designers, technicians, and for continued study at college and universities to enter into electronic, electrical or computer engineering. Students are educated with professional tools, test equipment, lab experiments, PC based circuit simulations, prototyping, manufacture, troubleshooting, design and construction of a wide variety of electronic projects. Students also study alternative energy systems and are involved in a solar-electric car competition by Electrathon America ([electrathonamerica.org](http://electrathonamerica.org) or [ctelectrathon.org](http://ctelectrathon.org))*

### ***Career Opportunities (Entry Level):***

Wireless Device and Communications Technician  
Smart Home Technology Integrator  
Commercial Audio Technician

### ***With Experience or Advanced Training:***

Instrumentation Technician  
Biomedical Equipment Technician  
Alternative Energy Systems Designer

### ***Related Fields/Occupations:***

Avionics Systems Design Engineer  
Industrial Control Systems Engineer  
Computer Science Engineer

### ***ELECTRONICS I (8411)***

***4 credits***

Upon the completion of the exploratory program, the grade nine curriculum consists chiefly of two sections: DC Circuits and Measurements, and Project Manufacturing. In the Circuits and Measurements area, component identification and specifications, DC circuit construction and testing, diagnostics, test equipment, software, PC based circuit simulation, proper documentation methods, and analyzing electronics diagrams are learned. The Project Manufacturing portion of the program covers the use of appropriate tooling, a variety of soldering techniques, wiring procedures and project construction. These skills are taught in the classroom and prototyped through the construction of many projects. Some include: voice activated lighted systems, portable audio amplifiers and other student constructed projects. Students will become well versed in computer usage and a variety of software critical to this field of study.

### ***ELECTRONICS II (8413)***

***8 credits***

The sophomore program includes AC Circuits and Measurements, and Project Manufacturing and Testing. The circuits and measurements segment consists of construction and testing of AC waveform circuits, reactance, filters, relay, control, and transformer circuits. The students will learn the proper use of technical equipment such as power supplies, function generators, oscilloscopes, and frequency counters. Fabrication consists of circuit board layout, design and manufacture using T-Tech circuit prototyping system, systems testing, technical manuals, and troubleshooting techniques required to completely construct and test projects. Some projects of a

more advanced nature include wireless FM radio transmitter, strobe lights, power supplies, and high output audio amplifiers.

***ELECTRONICS III (8415)***

***8 credits***

The eleventh grade program is divided into Analog Devices and Circuits I, Digital Devices and Circuits I and Project Development. The Analog Devices area covers the testing and troubleshooting of diode circuits, power supplies, SCR, transistor circuits and linear IC circuits. Digital subjects include logic gates, combinational logic and simplification, sequential logic, counters, shift-registers, binary adder/subtractor, Programmable Logic Devices, introduction to microcontrollers, personal computer and laptop, setup and diagnostics towards A+ Certification training, MS Windows OS, Office, computer networks (wired and wireless), introduction to computer-aided design and manufacturing, and spreadsheet software. Projects that demonstrate and reinforce these skills are constructed. Project Development projects include: Electronic Delay Timer, Laser Light show, Digital Electronic Combination Lock, design and assembly; and setup of personal computers, laptops, and Apple products such as iPhone and iPad.

***ELECTRONICS IV (8417)***

***8 credits***

The senior level program consists chiefly of Analog Devices and Circuits II, Digital Devices and Circuits II, and Project Development II. The Analog Devices area covers the testing and troubleshooting of amplifiers, power supplies, oscillators, wave shaping circuits, active filters and operational amplifiers are covered in the Analog Circuits Lab area. These circuits are also studied in systems used in telecommunications, computers, and popular consumer electronic equipment. The digital lab covers D/A and A/D converters, memories, microprocessors, embedded systems, A+ computer support preparation, computer networking and programming language(s). Micro-controller programming is emphasized using Parallax systems BOE Bots and Arduino microcontrollers. These will include Lab and project construction. Students will explore the areas of lasers and fiber optics, advanced circuit design, alternative energy study and consumer electronics servicing. Some of these are enrichment in nature and are offered on a voluntary basis.

## ENGINEERING TECHNOLOGY

*The Engineering Technology program is rigorous and designed for high-achieving, technically oriented students who plan to matriculate to a competitive technical college or university upon graduation from high school. The Engineering program combines national frameworks from NGSS and PLTW to best encourage qualified high school students to continue their college studies in the field of engineering. Students are introduced to Electrical Engineering, Mechanical Engineering, Automated Systems Engineering, and Civil Engineering / Architecture. The Blue Hills Engineering program is designed to push students beyond the rigor of the state's academic and vocational frameworks in Engineering Technology.*

### ***Career Opportunities (Entry Level):***

Quality Control Assistant  
Survey Technician  
Remotely Operated Vehicle (ROV) Operator

### ***With Experience or Advanced Training:***

Electrical, Mechanical, Civil, (etc.) Engineer  
CAD Designer  
Robotics Technician

### ***Related Fields/Occupations:***

Senior Project Manager  
Environmental Engineer  
Automotive Engineer

### ***ENGINEERING I (8221)***

***4 credits***

The second half of freshmen year begins the Engineering Technology program. The beginning stages of the program is meant to develop the student's understanding of the engineering design process primarily through an introduction into engineering design principles and topics. Students also will be introduced to the basic skills and theories related to engineering. They will begin the usage of introductory level CAD (computer-aided drafting) software to develop 2-D and 3-D designs. Upon completion of year one, students will have developed strong problem solving skills through computer simulations and hands-on laboratory work. These components provide a solid foundation as they move into the second year of the Engineering Technology program.

### ***ENGINEERING II (8223)***

***8 credits***

The second year of the Engineering Technology program begins a higher level of understanding of the fields of Electrical Engineering, Mechanical Engineering, Automated Systems Engineering, and Civil Engineering / Architecture. Scientific and mathematical principles that are rooted in engineering design are taught to support academic frameworks. Skills introduced in year one are now being built upon to introduce professional level CAD (computer-aided drafting) software and skills. Civil engineering will introduce the students to architecture and structural design analysis. Electrical engineering covers the fundamentals of analog and digital electronics. Mechanical Engineering and Automated Systems Engineering are begun by introducing students

to basic robotics and computer science. Year two is about getting students comfortable learning how to design and solve open-ended problems, simulate solutions or assemble solutions, analyze and troubleshoot, and present solutions thoughtfully.

***ENGINEERING III (8225)***

***8 credits***

The third year of the Engineering Technology program covers principles of engineering which includes different types of engineering systems: mechanisms, thermodynamics, fluid systems, electrical systems and control systems. These principles are taught through lecture, hands-on activities and projects. Mechanical Engineering and Automated Systems Engineering becomes a larger focus in year three. Introduction to Computer Integrated Manufacturing, 3-D printing and CNC machining and design of the part are all introduced. This course also familiarizes students with the industrial side of engineering. Year three students tackle complex tasks and break problems down to more manageable solutions.

***ENGINEERING IV (8227)***

***8 credits***

The fourth year of the Engineering Technology program introduces the student to Aerospace Engineering (AE) and Engineering Design and Development (EDD). Aerospace engineering will expand horizons by introducing astronautics, systems engineering, space-life sciences and aerodynamics. Engineering Design and Development is the capstone research development course. Students working as individuals or on teams draw from all their previous three years of engineering experiences to solve a yearlong complex project. Students select a problem, design a solution, conduct patent research, build a prototype, conduct testing and present their results to an engineering panel.

Mechatronics III (Mecha III) is a continuation of Mechatronics II with an emphasis on more advance robotic controls. In this course, topics such as vision, GPS, and compass navigational sensors will be introduced and utilized in robot design. Students will design a mobile robotic platform using knowledge gained during the previous three years.

## GRAPHIC COMMUNICATIONS

*Training in Graphic Communications includes skills in the areas of layout, design, printing and binding. Preparation for printing production is learned through the use of desktop publishing software, scanners, and digital as well as analog output devices. Printing, binding and finishing machines convert the pages into books, posters and catalogs etc. Screen printing technology enables students to learn to print multi-color designs on garments.*

### ***Career Opportunities (entry level):***

Copy Center Machine Operator

Screen Printer

Apparel Designer

### ***With Experience or Advanced Training:***

Digital Equipment Repair Technician

Technical Illustrator

Packaging Designer

### ***Related Fields/Occupations:***

3D/Multimedia Designer

Brand Identity Designer

Marketing Manager

### ***GRAPHIC COMMUNICATIONS I (8541)***

***4 credits***

The ninth grade Graphic Communications student explores the various occupational areas that represent the complex printing industry. The student is introduced to the wide variety of printing products used by consumers and industry, and the materials and machines used to manufacture these products. The student prepares and produces individual projects that incorporate all the basic printing and finishing operations available in the Graphics Communications program, using offset, screen printing, dye sublimation, and digital technologies. Students will also learn how to operate bindery machines including paper cutters, folders, drills, and stitchers. Individual and machine safety procedures are strongly emphasized. Economy of materials, quality standards, and school and industrial safety are stressed in all areas.

### ***GRAPHIC COMMUNICATIONS II (8543)***

***8 credits***

In the tenth grade, a Graphic Communications student will learn to develop the knowledge and skills necessary for the graphic communications industry. Electronic composition, digital imaging and desktop systems are utilized to prepare students for printing jobs. Jobs are output directly to plate material with our state-of-the-art digital plate-setter. Production jobs are finished and prepared for delivery through the use of various printing, folding, stitching, cutting and binding machines. Emphasis is placed on the development of quality standards and safe operation procedures. Economy of materials, quality standards, and school and industrial safety are stressed in all areas.

***GRAPHIC COMMUNICATIONS III (8545)***

***8 credits***

Emphasis in the third year is placed on expanded experience with manipulative skills aimed at qualifying the student for entry-level jobs. Skills are developed through work on student projects and actual production jobs that include electronic composition and desktop publishing systems, digital imaging, variable data, scanning, and color printing on high-speed precision offset and screen presses. Bindery and finishing operations such as cutting, folding and stitching are included in the practical curriculum geared to the production of high quality printed products. Emphasis is placed on continuing the development of quality standards and safe operating procedures. Economy of materials, quality standards, and school and industrial safety is stressed in all areas.

***GRAPHIC COMMUNICATIONS IV (8547)***

***8 credits***

Emphasis in the fourth year is placed on advanced technical skills. These skills include, but are not limited to, advanced desktop publishing systems, Internet, cross-platform utilization, computerized color separation techniques with automated film processing, precision electronic image assembly techniques for text, multi-color and full-color reproduction and multi-color and full-color printing on precision offset and screen presses using quality control instrumentation. Economy of materials, quality standards, school and industrial safety are stressed in all areas. Production jobs are prepared and produced using offset, screen printing, and digital technologies. Students will complete printed jobs utilizing bindery machines including paper cutters, folders, drills, stitchers and binders.

## HEALTH ASSISTING

*Students develop specific skills in areas of nursing and medical assisting. Students work toward meeting both classroom and clinical requirements to be eligible for state and/or national certification testing. The Certified Nurse Assistant component focuses on the care of the resident or patient in an in-patient setting. Students sit for the Massachusetts Nurse Aide Certification exam. The Medical Assistant component of the program focuses on clinical procedures needed to work in an outpatient setting such as a doctor's office.*

### ***Career Opportunities (Entry Level):***

Certified Home Health Aide  
Electrocardiograph Technician  
Pharmacy Assistant

### ***With Experience or Advanced Training:***

Licensed Practical Nurse  
X-ray Technician  
Dental Hygienist

### ***Related Fields/Occupations:***

Registered Nurse  
Physician  
Physical/Occupational Therapist

### ***HEALTH ASSISTING I (8611)***

***4 credits***

Students in grade 9 are provided with a variety of basic hands-on skills and theory in areas associated with health and child care careers. Courses include Basic Nursing, Values, and Human Growth and Development. These skills are utilized when the students participate in an externship experience at local hospitals. Related theory includes current health issues and exploring careers in the field of health.

### ***HEALTH ASSISTING II (8613)***

***8 credits***

Students in grade 10 continue to learn theory and develop skills in the field of health. Courses include Basic Nursing II, Health Issues, Foods and Nutrition. The students continue in the externship experience at local hospitals. Related theory includes human growth and development and career planning.

### ***HEALTH ASSISTING III (8615)***

***8 credits***

Students in grade 11 students have the opportunity to increase their medical assistant and home care aide skills as well as medical office skills through classroom work and externship experiences. Students are eligible to meet the Massachusetts Department of Public Health requirements for Nursing Assistant Certification (CNA) by participating in an externship program at a long-term care facility and completing the theoretical requirements. They are able to take the state certification exam at Blue Hills in the spring of their junior year. The exam is administered by an outside agency and includes both a written and skills test. Courses they study



during this year include Advanced Nursing Skills, Medical Terminology, Home Care Aide, Medical Assistant, and Anatomy and Physiology. The students continue with their externship experience at long-term care facilities.

***HEALTH ASSISTING IV (8617)\****

***8 credits***

Health Assisting students in grade twelve enhance and add to the skills for the nursing assistant, medical assistant, medical office and home care aide with course work and externship programs with home care agencies and local health care facilities. Students are eligible to take certification tests for EKG and Home Care Aide. Courses during the 12<sup>th</sup> grade include Medical Assistant, Medical Manager, Anatomy and Physiology, Diet Therapy, Geriatrics, and Home Care Aide. The students who qualify may participate in the Cooperative Education Program

*\*All seniors in Health Assisting will complete a research project that includes a research paper, Power Point, poster, and an oral presentation.*

## HEATING, VENTILATION, AIR CONDITIONING AND REFRIGERATION (HVAC&R)

*The HVAC&R program provides students with the knowledge and entry-level skills in service, installation and maintenance on all types of residential, commercial and industrial heating, ventilation, air conditioning and refrigeration equipment. Air Conditioning and heating technicians who understand the intricate operations of commercial, industrial and residential heating, and air conditioning equipment are needed around the country.*

### ***Career Opportunities (Entry Level):***

Duct Cleaner  
Gas Fitter Mechanic  
Control Systems Installer

### ***With Experience or Advanced Training:***

HVAC & R Mechanic  
Sheet Metal Journeyman  
Home Energy Consultant

### ***Related Fields/Occupations:***

Mechanical Engineer  
Manufacturing Engineer  
Ship Engineer

### ***HVAC&R I (8451)***

***4 credits***

Students are introduced to hand tools, specialized trade tools and the manual skills involved in flaring, swaging and bending copper tubing. The identification and use of brass, copper, steel, plastic, PVC and CPVC, and other piping materials are covered. Soldering, brazing and oxy-acetylene welding and cutting are covered with an emphasis on safety, quality fabrication and bonding of materials. Basic electrical components and wiring of low voltage circuits are introduced.

### ***HVAC&R II (8453)***

***8 credits***

Students advance on to high voltage circuits and learn basic wiring skills. The proper use of electrical testing equipment and troubleshooting procedures as used in the trade are covered. Thermodynamic theory and application are introduced. Detailed wiring assignments are given with an emphasis on residential and small commercial electrical circuitries to ensure the students acquire the knowledge to be able to perform maintenance and service procedures. Proper installation, troubleshooting and servicing techniques for window air conditioners are covered. Students are introduced to basic concepts of refrigerant recovery and management.

### ***HVAC&R III (8455)***

***8 credits***

Electrical, mechanical theory and hands-on skills used with commercial walk-in refrigeration systems and residential air conditioning systems are covered. There is a strong emphasis on electrical wiring diagrams and system mechanical operation. Commercial compressor motor

theory, electro-magnetic controls, safety devices and operational control devices are taught in the technology class as they are worked on in the shop.

***HVAC&R IV (8457)***

***8 credits***

Students complete more complex wiring and piping control system assignments on heat pumps and electric, gas and oil furnaces and boilers. Students are introduced to commercial rooftop package systems, which include heating, air conditioning and ventilation. The designing of HVAC&R systems through the use of software programs that calculate residential and commercial heating, cooling loads and air distribution is covered. Computer-aided instruction in duct sizing, system balancing and psychometric skills are presented. Computer-aided drafting is introduced in drafting classes and utilized on projects in the HVAC&R program shop.

## METAL FABRICATION & JOINING TECHNOLOGIES

*Metal fabrication practices taught include layout, forming, rolling, bending, punching, shearing and inspection using the latest manual and semi-automatic equipment found in today's fabrication facilities. Welding processes taught include SMAW, GTAW, and GMAW welding, as well as Oxy-Fuel Gas Cutting.*

### ***Career Opportunities (Entry Level):***

Sheet Metal Worker  
MIG/TIG Welder  
Plating and Coating Machine Setter

### ***With Experience or Advanced training:***

Recreational Vehicle Service Technician  
Exotic Metals Welder  
Structural Iron and Steel Worker

### ***Related Fields/Occupations:***

Bridge Construction Supervisor  
Commercial/Underwater Diver/Welder  
Oil Pipeline Welder

### ***METAL FABRICATION & JOINING TECHNOLOGIES I (8741)***

***4 credits***

In the first year, students learn the fabrication methods by integrated classroom and shop instruction. Students use basic math to perform project layout. Students learn the differences between metals and alloys and what is necessary to complete a project that meets industry standards. Written communications are used daily to record student activities, teach technical vocabularies and test student progress. Students receive instruction and individual safety tests for nearly every tool or machine in the Metal Fabrication shop. Safe work practices are the main focus in training the first year student. Projects are assigned to steadily challenge and expand the level of student interests and abilities. Students are introduced to AWS Entry Level Welder Phase 1. Students are introduced to GMAW and SMAW through a new Virtual Welding System where students learn the proper techniques in a virtual world.

### ***METAL FABRICATION & JOINING TECHNOLOGIES II (8743)***

***8 credits***

The second year program expands upon and reinforces the lessons taught during the first year. Students perform more complex assignments and apply skills to develop their projects from calculated sketches and blueprints where quality and accuracy are emphasized. Students begin to improve their welding skills. The students are introduced to the OSHA construction safety and health standards, and complete a required OSHA ten-hour safety training course. Students learn to combine measurement and communication lessons in order to accomplish computer programming assignments for machinery used in the shop. Students learn the importance of chemistry in welding and cutting processes. Safe shop practices and lessons are reinforced daily. Projects are assigned to meet the interests and abilities of the individuals and are usually in teamwork with other students. Students continue on AWS Entry Level Welder Phase 1.

***METAL FABRICATION & JOINING TECHNOLOGIES III (8745)***

***8 credits***

In the third year, extensive training and practice is given for all types of welding and cutting to enhance the students' abilities to perform these skills with accomplished, expert results. The students complete AWS Entry Level Welder Phase 1. They are introduced to GTAW, GMAW, and CNC Plasma Arc Cutting. The students are instructed in precision sheet metal layout and making templates. They learn to do their own setup and tool changes on machinery. In the related classroom students learn the mathematical formulas to calculate material waste, project costs and unit conversions. The communication of complex welding information by welding symbols is explained and practiced. Written assignments in a program known as *All Aspects of Industry* teach students the regulatory interests of metalworking trades. Quality, accuracy, safety and work ethics are important objectives expected from each project assignment.

***METAL FABRICATION & JOINING TECHNOLOGIES IV (8747)***

***8 credits***

The fourth year prepares students for the world of work. Students are given more responsibility for the planning, performance, supervision and quality produced by themselves and a team of underclassmen. Students wanting additional training in specific areas such as computer programming, precision metal fabrication or welding are encouraged to work independently in the development, layout and fabrication of projects. Students are taught how to work efficiently with proper tooling and fabrication jigs to make the job easier, more accurate and cost effective. The fourth year is all about learning the rules, economics and management of metalworking. At this time students who have met preparation and training requirements have the opportunity to attempt to pass a welding certification exam in accordance with AWS D1.1 Structural Steel Code and D1.5 Bridge Code.

## ACADEMIC COURSES & PROGRAMS

The academic departments have created a curriculum that is balanced, sequential and planned to meet the needs and goals of a diverse student population. Those students who plan to enter college will find a challenging curriculum available that will prepare them for admission to most competitive universities. Other course requirements ensure that each student takes a thorough program that allows the student to develop a solid background in their chosen vocational/technical field. All students who attend the Blue Hills Regional Technical School will find a course of study that goes beyond skill training to provide each student with a comprehensive education that includes higher level thinking skills, problem-solving capabilities and the theoretical bases for various technologies.

***Please refer to Appendix A, which contains Massachusetts State University admissions requirements and may serve as a helpful guideline for course selection and post-secondary planning.***

- Advanced Placement courses prepare students for a 4-year university program
- Honors courses prepare students for a 4 year university program
- College preparatory courses prepare students for a 2-year community college or 4 year university program.
- Team and standard courses prepare students for a 2-year community college program, continued vocational training, or direct entry into the workforce upon graduation. These courses are NOT designated college preparatory.
- Resource courses render students eligible for a 2-year community college program, continued vocational training, or direct entry into the workforce upon graduation. These courses are NOT designated college preparatory, and require placement by an IEP team.

<b>ACADEMIC COURSE OFFERINGS</b>								
	<b>Grade 9</b>		<b>Grade 10</b>		<b>Grade 11</b>		<b>Grade 12</b>	
<b>English</b>	Honors English I English I-CP English I Reading English I	1341 1331 1321T 1311	Honors English II English II-CP English II Reading English II	1343 1333 1323T 1313	Honors English III English III-CP English III Reading English III	1345 1335 1325T 1315	AP English Lit & Composition* Honors English IV English IV-CP English IV Reading English IV	1357AP 1347 1337 1327T 1317
<b>Math</b>	Honors Algebra II Honors Algebra I Algebra I-CP Algebra I Resource Algebra I	2341 2441 2331 2321T 2311	Honors Geometry Geometry-CP Geometry Res. Geometry Math Skills*	2343 2333 2323T 2313 2303T	Pre-Calculus Honors Algebra II Trigonometry Algebra II-CP Algebra II Resource Algebra II	2345 2535 2435 2335 2325T 2315	Calculus Pre-Calculus Statistics Resource Applied Quantitative Reasoning Applied Quantitative Reasoning Applied Quantitative Reasoning-CP	2347 2437 2537 2617 2627T 2637
<b>Science</b>	Honors Biology I Biology I-CP Biology I	6141 6131 6121T	Honors Biology II Biology II-CP Biology II	6143 6133 6123T	Honors Physics I Physics I - CP Honors Chemistry I Chemistry I Earth Science 11	6845 6835 6445 6435 6635	Honors Physics II Physics II - CP Honors Chemistry II Chemistry II Earth Science 12	6847 6837 6447 6437 6637
<b>Social Studies</b>	U.S. History I-CP U.S. History I	7131 7121T	Honors U.S. His II U.S. History II-CP U.S. History II U.S. History II*	7143 7133 7123T 7103T	Honors World History World History-CP World History	7045 7035 7025	AP U.S. American Gov. & Politics* Honors U.S. American Gov. & Pol U.S. American Gov. & Pol-CP U.S. American Government	7057AP 7047 7037 7027
<b>Physical Education/Health &amp; Electives</b>	PE/Health 9 PE/Health 9P* ESL* P.A.S.S. 9*	9021 9121 4000Y 0101	PE/Health 10 PE/Health 10* ESL* P.A.S.S. 10*	9023 9123 4000X 0103	PE/Health 11 PE/Health 11P Supplemental Biology* ESL* P.A.S.S. 11* Spanish I STEM World Poetry 21 <sup>st</sup> Century Computer Skills Criminology Current Events Art Appreciation Psychology	9025 9125 6005 4000Y 0105 4035 4235 4335 4435 4535 4635 4735 4835	PE/Health 12 PE/Health 12P ESL* P.A.S.S. 12* Spanish II Environmental Science and Ecology College Writing / Public Speaking Cross-Cultural Studies Entrepreneurship Sociology Music Appreciation	9027 9127 4000X 0107 4037 4437 4237 4537 4637 4837 4937

**NOTE:** Please note that some courses described in the Academic sections (including electives) may not run during the school year due to student interest or teacher availability. Courses designated with an (\*) are by assignment only.

## REGARDING COLLEGE AND ACADEMIC COURSES

Students with aspirations to attend competitive four-year colleges should be taking 3QP, 3.5 QP, 4QP honors courses and/or 4.25QP Advanced Placement courses whenever possible. Enrolling in standard and Team 2QP courses will not automatically preclude a student from gaining acceptance into many fine colleges and post-secondary institutions in the Commonwealth and elsewhere. However, it is advised that all students work to their potential and consider higher-level pathways. Given the significance of class rank in college admissions, students should take into consideration the importance of quality points when selecting courses.

## TEAM TEACHING

Sections marked with a “T” are designated as team-taught classes. This instructional method is designed for the regular education classrooms to include students with special needs so they can become successfully integrated into mainstreamed settings. A special education teacher or educational support staff and an academic teacher co-teach classes and provide increased attention, curriculum modifications and varied instructional strategies for students who demonstrate a need for additional support. These classes are not part of a student’s IEP. Strict adherence to the Massachusetts Curriculum Frameworks is maintained.

## SPECIAL EDUCATION INSTRUCTION/P.A.S.S.

The Special Education Resource and Instructional Programs offer specialized instruction and supportive academic tutorial to students who have been identified as being eligible for special education services as a result of a Special Education TEAM Evaluation and who have an Individualized Education Program (IEP). These classes provide individualized and small group instruction in ELA, Mathematics and P.A.S.S, offering IEP-recommended specialized instruction, modifications and accommodations to the general curriculum. Course instructional content is guided by and equivalent to the Massachusetts Curriculum Frameworks.

### *P.A.S.S. (PROMOTING ACHIEVEMENT: STRATEGIES AND SKILLS)*

<i>GRADE 9 (0101) paired with PE on alternating days</i>	<i>.5 credit</i>
<i>GRADE 10 (0103) paired with PE on alternating days</i>	<i>.5 credit</i>
<i>GRADE 11 (0105) paired with PE on alternating days</i>	<i>.5credit</i>
<i>GRADE 12 (0107) paired with PE on alternating days</i>	<i>.5credit</i>

This course is designed to offer specialized instruction in the areas of a student’s identified disability. Students will gain a greater understanding of their primary learning style and will develop an inventory of strategies to utilize in the completion and understanding of content area assignments and materials. These strategies will encourage greater independence in the management of academic responsibilities. The student should be prepared to actively participate in this program with necessary materials and a willingness to improve skills (1 QP).



## ENGLISH LANGUAGE ARTS

*The goal of the English Language Arts program is to provide a literature-based program founded on intensive reading, writing, speaking and listening. Using the Massachusetts Language Arts Curriculum Frameworks as its core, the program will provide students with a solid body of knowledge derived from the following: reading high quality works of literature; experience in confronting human issues and conflicts; developing a strong sense of values including personal, social, and aesthetic; and attaining critical language competencies and thinking skills. Students should select courses that they will find challenging and that best meet their educational objectives.*

### GRADE 9

#### ***READING ENGLISH I (1311)***

***2 credits***

Reading English classes assist special needs students in improving the receptive and expressive language skills that will result in the development of effective reading and communication abilities. Instruction is guided by the Massachusetts Curriculum Frameworks and includes comprehensive literature, grammar, vocabulary and written expression components (1QP).

#### ***ENGLISH I (1321T)***

***2 credits***

This course is designed to develop a foundation in English language arts through reading classic and contemporary works, applying reading strategies, and the development of writing skills with the aid of additional supports that allow for modifications that meet students' specific needs. Through close reading and discussion of major literary genres including short stories, non-fiction, poetry, drama and the novel, students will foster the thinking and writing skills necessary for the 21st Century student (2QP). ***Please refer to the earlier description of Team Teaching.***

#### ***ENGLISH I-CP (1331)***

***2 credits***

This is a course dedicated to college preparation which will build on skills students have acquired in previous years of ELA study. This course focuses on short stories, non-fiction, poetry, drama, the novel, vocabulary development, as well as writing, listening, and speaking skills while developing strong formal writing skills. Students will also be preparing for rigorous standardized state exams. Students taking this course should anticipate a steady pace of instruction (3QP).

#### ***HONORS ENGLISH I (1341)***

***2 credits***

This is a faster-paced, college preparatory course that will refine the skills already acquired in previous years of language study. It will focus on short stories, several novels and plays, college-bound vocabulary development, as well as writing, speaking and listening skills developing strong formal writing skills. Students will be exposed to materials not only in preparation for the MCAS, but for the PSAT/SAT as well. Students taking this course should anticipate more intensive and independent work (4QP). ***Students must have a 90 or higher to move from College Prep to Honors.***

## GRADE 10

### ***READING ENGLISH II (1313)***

***2 credits***

Reading English classes assist special needs students in improving the receptive and expressive language skills that will result in the development of effective reading and communication abilities. Instruction is guided by the Massachusetts Curriculum Frameworks. Short stories, novels, and plays will be studied along with instruction in writing skills (1QP).

### ***ENGLISH II (1323T)***

***2 credits***

This course is designed to build on and strengthen the foundation gained in the 9th grade with extra instructional supports that accommodate specific student needs. Through a variety of novels, the tragic play, non-fiction, and poetry, students will explore character relationships, conflicts and other literary elements and develop their writing skills through such genres. Writing will focus on communicating ideas through analysis of literature using textual evidence to support a thesis. These practices are necessary for success on the MCAS as well as preparation for future high school courses, college and career readiness (2QP). ***Please refer to the earlier description of Team Teaching.***

### ***ENGLISH II-CP (1333)***

***2 credits***

This course is dedicated to building on skills students acquired in English I. This course focuses on a variety of novels, the tragic play, non-fiction, poetry, vocabulary development, as well as writing, speaking and listening skills, and state testing preparation while developing strong formal writing skills that emphasize literary analysis. State testing materials and extensive writing will be a primary focus. Students taking this course should anticipate a steady pace of instruction (3QP).

### ***HONORS ENGLISH II (1343)***

***2 credits***

This intensive and faster paced course is a rigorous study in literature and writing. It is designed to further refine the skills acquired in Honors English I. This course focuses on a variety of novels, the tragic play, non-fiction, poetry, and college-bound vocabulary development, as well as writing, speaking and listening skills while developing strong formal writing skills that emphasize literary analysis. Students will be required to work extensively in preparation for not only the MCAS, but also the PSAT/SAT in their critical reading and writing skills. Students taking this course should anticipate more intensive and independent work (4QP). ***Students must have a 90 or higher to move from College Prep to Honors.***

## GRADE 11

### ***READING ENGLISH III (1315)***

***2 credits***

Reading English classes assist special needs students in improving the receptive and expressive language skills that will result in the development of effective reading and communication

abilities. Instruction is guided by the Massachusetts Curriculum Frameworks and includes the study of myths and folklore, novels, short stories, American poetry, and other contemporary authors (1QP).

***ENGLISH III (1325T)***

***2 credits***

This course explores the many facets of literature in conjunction with its historical importance. It integrates writing, reading, and critical thinking practices from previous years and incorporates additional instruction and modifications that accommodate student needs. Through the research paper, group and individual projects, oral presentations and class discussions, students will be exposed to a variety of approaches (chronological, historical, and thematic) that writers use (2QP). ***Please refer to the earlier description of Team Teaching.***

***ENGLISH III-CP (1335)***

***2 credits***

This course is designed to explore the many facets of literature in conjunction with its historical importance. It integrates writing, reading, creative and critical thinking practices. Through the research paper, group and individual projects, oral presentations and class discussions, the students will be exposed to a variety of approaches writers have used in order to convey their ideas. Students taking this course should anticipate a steady pace of instruction and work (3QP).

***HONORS ENGLISH III (1345)***

***2 credits***

This intensive course in literary study will focus on writers using a variety of approaches (chronological, historical or thematic). Since this type of course prepares students for the PSAT/SAT and possibly qualifying for AP Literature and Composition senior year, students taking this course will be working at an advanced, more independent level. There will be extensive reading and formal writing in this course (4QP). ***Students must have a 90 or higher to move from College Prep to Honors.***

***AP ENGLISH LANGUAGE & COMPOSITION (1355AP)***

***2 credits***

This rigorous course is intended to function at the college level and is reviewed by the College Board; therefore students need to be adept in analysis with strong writing skills and extremely motivated. This is a course in which students will analyze rhetorical strategies, synthesize complex arguments, and conduct self-directed research. Not only does A.P. English Language and Composition prepare students for college-level study in any subject area, but it also provides them with the literacy skills required for “responsible engagement in civic life” (College Board). Students should expect a demanding English experience with a significant workload that concludes with the AP English Language and Composition Exam in May. Prerequisite: Pre-approval of the student’s 10th grade English teacher and the AP Instructor. A Parent conference may also be required for admission to the course. Students are required to take the AP exam. There is an exam fee required by the College Board (4.25 QP).

## GRADE 12

### ***READING ENGLISH IV (1317)***

***2 credits***

This course for special needs students is designed to provide small group and specialized instruction in reading comprehension and written expression. It is designed to give students a final review of all the reading and writing skills they have developed. Novels, short stories and dramas dealing with many universal themes will be discussed. Also included is a unit on job skills, resume writing, interviewing techniques and job applications (1QP).

### ***ENGLISH IV (1327T)***

***2 credits***

This developmental literature based course integrates writing, reading and analysis practices from previous years and incorporates additional instruction and modifications that accommodate student needs. By delving into various pieces of fiction, including classic and contemporary novels, short stories and drama dealing with universal themes, students will further their critical and creative thinking skills and improve their writing abilities in preparation for their future career paths (2QP). (Please refer to the earlier description of Team Teaching.)

### ***ENGLISH IV-CP (1337)***

***2 credits***

This literature based course integrates writing, reading and analysis practices from previous years. Various pieces of fiction, including classic and contemporary novels, short stories and drama dealing with universal themes will be discussed. Students will continue to develop the literacy skills while focusing on highly structured writing that will prepare them for college and career paths (3QP).

### ***HONORS ENGLISH IV (1347)***

***2 credits***

This course is designed to give students a survey of world literature from Ancient Sumerian writings to the modern novel and is designed for self-motivated students who are interested in reading and analyzing challenging literature. The course will focus on classic and influential works of literature from around the world presented both chronological and thematic that is universal in theme. Students' writing will be held to a high level of expectations appropriate for earning honors credit (4QP). *Students must have a 90 or higher to move from College Prep to Honors.*

### ***A.P. ENGLISH LITERATURE & COMPOSITION (1357AP)***

***2 credits***

This rigorous course is intended to function at the college level and is reviewed by the College Board; therefore students need to be adept in analysis with strong writing skills and extremely motivated. It is rich in higher-level thinking where students will be required to read, analyze and evaluate a variety of literature. Students should expect a demanding English experience with a significant workload that concludes with the AP English and Literature Exam in May. AP English Literature and Composition will challenge, stimulate, and deepen the enthusiastic literature student. Prerequisite: Pre-approval of the student's 11<sup>th</sup> grade English teacher and the AP Instructor. A Parent conference may also be required for admission to the course. Students are required to take the AP exam. There is an exam fee required by the College Board (4.25 QP).

## MATHEMATICS

*The Mathematics program provides students with the opportunity to participate in courses designed to satisfy their educational goals, interests and needs. The program is flexible and students are able to transfer from one type of preparation to another should their initial selection no longer be appropriate. Students may pursue courses that will prepare them for technical employment and business, as well as education beyond the secondary level, i.e., Algebra I, Geometry, Algebra II, Trigonometry, Statistics, Pre-Calculus and Calculus. All courses strictly adhere to the Massachusetts Curriculum Frameworks.*

### GRADE 9

#### ***RESOURCE ALGEBRA I (2311)***

***2 credits***

Resource Algebra I is designed for students who require small groups and specialized instruction with mathematical processes. Emphasis is placed on exploring and using multiple strategies for solving problems, as well as determining, collecting and analyzing appropriate data for problem solving situations in Algebra I. All strands of the curriculum frameworks are covered in this course with special emphasis put on MCAS preparation (1QP).

#### ***ALGEBRA I (2321T)***

***2 credits***

This course emphasizes the importance of understanding and using mathematics as a tool to explore new relationships and patterns, rather than simply memorizing terms, procedures and rules. The course will cover most of the topics covered in Algebra I (2331) with an extra emphasis placed on MCAS preparation (2QP). *Please refer to the earlier description of Team Teaching.*

#### ***ALGEBRA I-CP (2331)***

***2 credits***

This college preparatory course is designed to help students model and solve problems algebraically and prepare them for technical employment and post-secondary education. Students will learn to write, solve, graph and interpret linear functions and systems of equations. This course will also focus on interpreting and analyzing scatterplots, simplifying and factoring quadratic expressions, solving quadratic equations, and analyzing properties of functions. An emphasis will be placed on standards that are assessed on the 10<sup>th</sup> grade Math MCAS (3QP).

#### ***HONORS ALGEBRA I (2441)***

***2 credits***

This course is offered to freshmen who demonstrate a firm understanding of number sense and mathematical reasoning as determined by 8<sup>th</sup> grade transcripts and assessments administered at Blue Hills prior to beginning the 9<sup>th</sup> grade year. This course will cover the content described in Algebra I CP (2331) at a faster pace and in greater depth. An emphasis will be placed on standards that are assessed on the 10<sup>th</sup> grade Math MCAS (3.5QP).

#### ***HONORS ALGEBRA II (2341)***

***2 credits***

Honors Algebra II is a rigorous and fast-paced course offered to freshmen who demonstrate strong proficiency in Algebra I concepts as determined by 8<sup>th</sup> grade transcripts and assessments

administered at Blue Hills. This course is designed to prepare students for college courses of study that require advanced mathematics. Students will deepen their understanding of linear and quadratic functions and manipulate expressions to create new functions. Students will learn to use exponential functions, matrices and rational expressions and equations to solve algebraic and real world problems (4QP).

## GRADE 10

### ***RESOURCE GEOMETRY (2313)***

***2 credits***

Resource Geometry is designed for students who require small groups and specialized instruction with mathematical processes. Emphasis is placed on exploring and using multiple strategies for solving problems, as well as determining, collecting and analyzing appropriate data for problem solving situations in Geometry. All strands of the curriculum frameworks are covered in the course with special emphasis placed on MCAS preparation (1QP).

### ***GEOMETRY (2323T)***

***2 credits***

This course emphasizes the importance of understanding and using mathematics as a tool to explore new relationships and patterns rather than memorizing terms, procedures and rules. The course will provide a foundation in principles of Geometry. The course will cover most of the topics covered in Geometry (2333) with an extra emphasis placed on MCAS preparation (2QP). *Please refer to the earlier description of Team Teaching.*

### ***GEOMETRY-CP (2333)***

***2 credits***

This course is designed to formalize and extend students' understanding of geometric relationships and prepare students for technical employment and post-secondary education. In this course, students will analyze and solve for angles, dimensions, area, surface area and volume of plane and solid figures. Problem solving methods will include using proportional reasoning, the Pythagorean Theorem, special right triangle relationships, and area and volume formulas. Students will explore transformations in the coordinate plane and describe the algebraic relationship between preimage and postimage figures. Algebra and number sense standards will be reinforced in the context of geometry problems to prepare students for the 10<sup>th</sup> grade Math MCAS (3QP).

### ***HONORS GEOMETRY (2343)***

***2 credits***

This fast-paced, accelerated course is offered to students who have demonstrated strong proficiency in 9<sup>th</sup> grade Honors Algebra I or Honors Algebra II. The topics covered in Geometry-CP (2333) will be studied in greater depth and will be applied to a wider expanse of mathematical concepts. Deductive and inductive reasoning and formal proof will be emphasized in the study of geometric principles, thus allowing the Honors Geometry student to pursue more advanced courses in mathematics. An emphasis will be placed on MCAS preparation (4QP). Prerequisite: Honors Algebra II with B- or above, Honors Algebra I with a B or above, or the approval of the Academic Director.

**MATH SKILLS (2303T)****1 credit**

This course is offered to students by invitation only. Students in this course will work on improving general math skills with a focus on pre-algebra and algebra content and skills. Students will leave this course better prepared to take the grade ten math MCAS, as well as Algebra II in junior year. The course will be co-taught, and is offered in conjunction with US History II – Team 7103T. (2 QP) Prerequisite: Approval by Academic Director and Math Lead Teacher.

## GRADE 11

**RESOURCE ALGEBRA II (2315)****2 credits**

Resource Algebra II is designed for students who require small groups and specialized instruction with mathematical processes. Emphasis is placed on exploring and using multiple strategies for solving problems, as well as determining, collecting, and analyzing appropriate data for problem solving situations in Algebra II. All strands of the curriculum frameworks are covered in the course (1QP).

**ALGEBRA II (2325T)****2 credits**

Emphasis is placed on using multiple approaches to problem solving. The use of graphs and tables will be an integral component of each unit of study as will the use of graphing calculators and computers. The course will cover the majority of the topics covered in Algebra II (2335). If necessary, MCAS preparation will be provided (2QP). *Please refer to the earlier description of Team Teaching.*

**ALGEBRA II-CP (2335)****2 credits**

This course is designed to extend algebraic reasoning and problem solving skills and prepare students for technical employment and introductory level college math classes. In this course, students will (1) deepen understanding of linear and quadratic functions, (2) manipulate expressions to create new functions, (3) use exponential functions and matrices to model and solve algebraic and real world problems, (4) simplify, add, subtract, multiply and divide rational expressions and solve rational equations, and (5) transform or describe transformations of linear, quadratic, exponential, and square root function from their parent functions (3QP).

**HONORS ALGEBRA II (2535)****2 credits**

Honors Algebra II is a course offered to juniors who demonstrate strong proficiency in Algebra I and Geometry. This course is designed to prepare students for college courses of study that require advanced mathematics. Students will learn the algebraic concepts in Algebra II-CP in more depth and at a faster pace. (3.5 QP). Prerequisite: Algebra I and CP Geometry with a B+ or Honors Geometry with a C+ or above, or the approval of the Academic Director.

**TRIGONOMETRY (2435)****2 credits**

Trigonometry is recommended for both college-bound students and for those who plan on entering fields of work such as electronics, electricity and drafting. It includes a review of algebra and geometry and a complete study of trigonometry functions and their applications (3.5QP). Prerequisite: successful completion of Algebra II.

***PRE-CALCULUS (2345)***

***2 credits***

The focus of this course is solving, graphing and finding the inverse of the following functions: linear, polynomial (quadratics, cubics, quartics, quintics), radical, exponential, logarithmic and trigonometric. Students will graph and solve inequalities of one and two variables, including linear programming. Students will have a complete study of trigonometry and will work with vectors and the complex number system (4QP). Prerequisite: Algebra II and Honors Geometry with a B- or above, or the approval of the Academic Director.

GRADE 12

***RESOURCE APPLIED QUANTITATIVE REASONING (2617)***

***2 credits***

Resource Applied Quantitative Reasoning is designed for students who require small groups and specialized instruction with mathematical processes. The focus of this course is to develop and apply reasoning, planning, and communication skills to make decisions and solve problems in applied situations involving numerical reasoning, probability, statistical analysis, finance, mathematical selection, and modeling with algebra, geometry, trigonometry, and discrete mathematics. (1 QP).

***APPLIED QUANTITATIVE REASONING (2627T)***

***2 credits***

Students will develop and apply skills necessary for college, careers, and life. Emphasis is placed on providing students with a means of operating with mathematical concepts at an abstract level and then applying these skills to many real-world problems. Students will develop and apply reasoning, planning, and communication skills to make decisions and solve problems in applied situations involving numerical reasoning, probability, statistical analysis, finance, mathematical selection, and modeling with algebra, geometry, trigonometry, and discrete mathematics. (3 QP) Prerequisite: Successful completion of Algebra II.

***APPLIED QUANTITATIVE REASONING-CP (2637)***

***2 credits***

Students will develop and apply skills necessary for college, careers, and life. This course will consist primarily of applications of high school mathematics concepts to better prepare students to become well-educated and highly informed 21st century citizens. Students will develop and apply reasoning, planning, and communication skills to make decisions and solve problems in applied situations involving numerical reasoning, probability, statistical analysis, finance, mathematical selection, and modeling with algebra, geometry, trigonometry, and discrete mathematics. (3 QP) Prerequisite: Successful completion of Algebra II.

***HONORS STATISTICS (2537)***

***2 credits***

This course introduces students to general statistical methods used in the collection, presentation, analysis, and interpretation of statistical data. Topics to be covered include frequency



distributions, measure of central tendency, probability theory, binomial distributions, and the application of concepts in statistical methodology (3.25 QP). Prerequisite: Trigonometry, CP Algebra II with a B or above, Honors Algebra II with a B- or above, or successful completion of Pre-Calculus, and/or the approval of the Academic Director.

***PRE-CALCULUS (2437)***

***2 credits***

This accelerated course is offered to college bound seniors. The focus of this course is solving, graphing and finding the inverse of the following functions: linear, polynomial (i.e.: quadratics, cubics, quartics, quintics), radical, exponential, logarithmic and trigonometric. Students will graph and solve inequalities of one and two variables, and engage in a study of linear programming (3.5 QP). Prerequisite: Trigonometry or Honors Algebra II with a C or above, or approval of the Academic Director

***CALCULUS (2347)***

***2 credits***

This accelerated course is offered to seniors who have demonstrated strong mathematical ability, and who are highly motivated to learn mathematics. Topics include sequence and series, limits, iterating functions, differentiation and integration. Computer technology and graphing calculators will be utilized in the problem-solving sections of this course (4QP). Prerequisite: Pre-Calculus with a B- or above or approval of the Academic Director.

## SCIENCE

*The science offerings at Blue Hills Regional Technical School provide students with the opportunity to learn scientific concepts and principles in a hands-on, applied manner as recommended by the State Curriculum Frameworks in Science and Technology. Each science concept is presented with the intention of developing inquiry skills, showing the connections with technology and its impact on society. Throughout the different disciplines in science there are common embedded themes. The common themes include energy, patterns, models and scales, measurement, interactions and system, and change over time. The Curriculum Frameworks recommend that these common themes be emphasized. The goals of the Science program are designed to meet the needs of the entire student body, whether it is to continue education beyond high school or to enter the work force immediately after graduation.*

### GRADE 9

#### ***BIOLOGY I (6121T)***

***2 credits***

Biology begins by defining life and what it means to be living, along with the scientific method and how it is used to investigate new questions. We will begin studying life at the cellular level, observing cell organelles, their structure, function, and purposes. We will then explore genetics, investigating how cells replicate and pass on genetic material. Once students understand how genetic material is passed on we will discuss how genetic processes of replication and mutation may have led to the evolution of different species. We will then look at how this information is used to classify species (2 QP). *Please refer to the earlier description of Team Teaching.*

#### ***BIOLOGY I-CP (6131)***

***2 credits***

Biology begins by defining life and what it means to be living, along with the scientific method and how it is used to investigate new questions. We will begin studying life at the cellular level, observing cell organelles, their structure, function, and purposes. We will then explore genetics, investigating how cells replicate and pass on genetic material. Once students understand how genetic material is passed on we will discuss how genetic processes of replication and mutation may have led to the evolution of different species. We will then look at how this information is used to classify species (3QP).

#### ***HONORS BIOLOGY I (6141)***

***2 credits***

This course is an accelerated study of biological concepts and is intended for the self-motivated, scientifically talented student who has already developed a sound foundation in general science, lab procedures, and scientific reasoning. This is a laboratory course that utilizes the inquiry approach to study such topics as the chemistry of life, cell structure and function, and genetics. A long-range experimental science project or term paper may be required (4QP).

## GRADE 10

### ***BIOLOGY II (6123T)***

***2 credits***

Students explore interactions between individuals and species in Ecology while examining the body systems that regulate functions and the flow of energy in all organisms – with an emphasis on humans. Throughout the year, the relationships between all areas of biology are emphasized using connecting ideas such as the relationship between structure and function, homeostasis, patterns of change over time (evolution), and the flow of matter and energy. The class is designed to stress the interdependence of all life through hands-on experiments while preparing students for the Biology MCAS (2 QP). *Please refer to the earlier description of Team Teaching.*

### ***BIOLOGY II-CP (6133)***

***2 credits***

Students explore interactions between individuals and species in Ecology while examining the body systems that regulate functions and the flow of energy in all organisms – with an emphasis on humans. Throughout the year, the relationships between all areas of biology are emphasized using connecting ideas such as the relationship between structure and function, homeostasis, patterns of change over time (evolution), and the flow of matter and energy. The class is designed to stress the interdependence of all life through hands-on experiments while preparing students for the Biology MCAS (3QP).

### ***HONORS BIOLOGY II (6143)***

***2 credits***

This course is a continuation of an accelerated study of biological concepts and is intended for the self-motivated, scientifically talented student. The laboratory course utilizes the inquiry approach to study such topics as comparative anatomy and physiology, evolution, biodiversity, and ecology. A long-range experimental science project or term paper may be required (4QP). *Prerequisite: B- in Honors Biology I or above and/or approval from the Lead Science Teacher or Academic Director.*

## GRADE 11

### ***EARTH SCIENCE 11: Systems and Meteorology (6635)***

***1 credit***

Earth science is the study of the earth's atmosphere (Meteorology) and cyclic systems that occur. Meteorological research encompasses the observation, numerical modeling, and prediction of weather systems such as hurricanes, severe storms, and heavy snow events. Material is researched in such diverse areas as atmospheric dynamics, atmospheric chemistry, atmospheric electricity, climate modeling, climate change, turbulence, planetary atmospheres, precipitation physics and sun-earth interactions (3QP).

### ***CHEMISTRY I-CP (6435)***

***1 credit***

This is an introductory chemistry course that examines the structure of matter, its properties, and changes in its properties as a result of chemical reactions. Emphasis is placed on the physical world involving atomic theory, energy relationships, and chemical reactions. Laboratory work

involves first-hand experiences in the use of chemical equipment and the development of manipulative skills in order to conduct chemical investigations using observation and accumulated data to arrive at conclusions (3QP). *Prerequisite: C+ or above in Algebra I or approval from the Lead Science Teacher and Academic Director.*

***HONORS CHEMISTRY I (6445)***

***1 credit***

Honors Chemistry I is an accelerated Chemistry course designed to offer students the opportunity to master the conceptual and mathematical principles of chemistry. Students interested in attending college or pursuing a science related career, such as medical professions, engineering, lab technology, or research should take this course. This course examines the structure of matter, its properties, and changes in its properties as a result of chemical reactions. Emphasis is placed on the physical world involving atomic theory, energy relationships, and chemical reactions. Laboratory work involves first-hand experiences in the use of chemical equipment and the development of manipulative skills in order to conduct chemical investigations using observation and accumulated data to arrive at conclusions (4QP). *Prerequisite: B+ or above in Algebra II or Honors Algebra I or approval from the Lead Science Teacher and Academic Director.*

***PHYSICS I-CP (6835)***

***1 credit***

This is a college preparatory course that emphasizes the concepts of mechanics - motion, energy, and the interactions of matter. Topics include conservation of energy, work, and power, kinematics, forces, circular motion, conservation of momentum, and heat. This is a laboratory and project based science course that requires some algebra which will be reinforced in the course. (3QP). *Prerequisite: C+ or above in Algebra I or approval from the Lead Science Teacher and Academic Director.*

***HONORS PHYSICS I (6845)***

***1 credit***

This is an honors level course that emphasizes the concepts of mechanics - motion, energy, and the interactions of matter. Topics include conservation of energy, work, and power, one and two-dimensional motion including circular motion, forces, conservation of momentum, and heat. This is a laboratory and project based science course that requires a significant amount of algebra. (4QP). *Prerequisite: B+ or above in Algebra II or Honors Algebra I or approval from the Lead Science Teacher and Academic Director.*

GRADE 12

***EARTH SCIENCE 12: Geology and Oceanography (6637)***

***1 credit***

***Please note: Earth Science 11 is NOT a prerequisite for Earth Science 12.***

Earth Science 12 is a contemporary, interdisciplinary approach to the earth and its environment. Areas of concentration include Geology, which is the study of the Earth, the materials of which it is made, the structure of those materials, and the processes acting upon them and Oceanography, which is an interdisciplinary science in which researchers from diverse fields focus on the broad goal of understanding the ocean. Throughout the course, renewable and non-renewable environmental resources are stressed, including, but not limited to, their formation, acquisition, efficiency, and pollution factors. Students study alternative energy sources such as geothermal,

solar, hydroelectric, wind, and biomass; with the intent of evaluating the viability of each resource while considering their environmental problems and solutions. Another major theme of the course is the universality of change, from catastrophic events to the rock cycle through plate tectonics to postulated changes in the environment based on the affects and activities of humans. The role of energy conversions as an agent of change is given emphasis (3QP).

***CHEMISTRY II (6437)***

***1 credit***

This course is designed as a college preparatory laboratory course. Emphasis is shifted away from purely descriptive chemistry toward the study of chemical principles. Major topics such as measurement, matter and energy, atomic structure, the mole concept, formulas and equations, the gas laws, chemical bonding, solutions, and acids and bases are reviewed. Other topics covered are atomic and molecular structure of matter, stoichiometry, periodicity, chemical bonding, chemical and physical properties of matter, changes of state, solutions, kinetics, equilibrium, acids and bases, thermodynamics, nuclear chemistry, and an introduction to organic chemistry. The laboratory program is an integral part of this course and is used to help students understand how chemical principles are developed from experimental data and observations (3QP).

**Prerequisite: Successful completion of Chemistry I.**

***HONORS CHEMISTRY II (6447)***

***1 credit***

A continuation of Honors Chemistry I for students who are self-motivated, possess above average math skills and have successfully completed Honors Chemistry I may consider this laboratory course. It is designed for students who may be considering a career in science or a health-related field. It is an accelerated study of such topics as stoichiometry, gas laws, solutions, equilibrium, acids and bases, and electrochemistry. A focus on problem solving and critical reasoning skills will be emphasized throughout the course. A long-range experimental science project may be required. (4QP) **Prerequisite: Successful completion of Honors Chemistry I with a minimum grade of B+ or approval of the Academic Director.**

***PHYSICS II-CP(6837)***

***1 credit***

This laboratory course is designed to give students a general knowledge of the major concepts and theories of physics. Major topics such as motion, heat, sound, light, and electricity are reinforced and other topics covered are the study of motion and energy with the aim to develop a student's ability to observe, experiment with, and analyze the surrounding physical world. A focus on problem solving and critical reasoning skills will be emphasized throughout the course. Several engineering-based science projects may be a required component of this course. Students should possess math skills in algebra, geometry, and trigonometry. These skills will be reinforced in the class. This is a laboratory course. (3QP). **Prerequisite: Successful completion of CP Physics I.**

***HONORS PHYSICS II (6847)***

***1 credit***

This honors level laboratory course is designed to give students a general knowledge of the major concepts and theories of physics. Major topics such as motion, heat, sound, light, and electricity are reinforced and other topics covered are the study of motion and energy with the aim to develop a student's ability to observe, experiment with, and analyze the surrounding physical world. A focus on problem solving and critical reasoning skills will be emphasized throughout

the course. Several engineering-based science projects may be a required component of this course. Students who are self-motivated, and possess strong math skills in algebra, geometry and elementary trigonometry should consider this laboratory course. (4QP). *Prerequisite: Successful completion of Honors Physics I with a minimum grade of B+ or approval of the Academic Director.*

## SOCIAL STUDIES

*The goal of the social studies program is to instill participatory citizenship through a curriculum that stresses critical thinking, reading, and writing skills. To satisfy this goal, the social studies curriculum provides a number of courses that are designed to meet the educational needs of students. The curriculum has courses to prepare students for further study and provides course material for those entering the world of work. The social studies curriculum has maintained a sufficient degree of flexibility to provide students with the information and skills needed to adequately prepare them for societal change. The social studies curriculum is aligned to the Massachusetts Curriculum Frameworks.*

### GRADE 9

#### ***U.S. HISTORY I (7121T)***

***2 credits***

This ninth grade course surveys issues in early American history. It illustrates the influences of American history from the early 1500s to the early 1900s. The major topics covered will be: American colonization, the struggle for independence, development of a new nation and its constitutional framework, westward expansion, the Civil War, the era of Reconstruction and the rise of labor during the Industrial Revolution. The focus of the course is to give students an historical perspective from which to approach the political, economic and social issues that they face in their everyday lives (2QP). *Please refer to the earlier description of Team Teaching.*

#### ***U.S. HISTORY I-CP (7131)***

***2 credits***

This ninth grade course surveys issues in early American history. It illustrates the influences of American history from the early 1500s to the early 1900s. The major topics covered will be: American colonization, the struggle for independence, development of a new nation and its constitutional framework, westward expansion, the Civil War, the era of Reconstruction and the rise of labor during the Industrial Revolution. The focus of the course is to give students an historical perspective from which to approach the political, economic and social issues that they face in their everyday lives (3QP).

#### ***HONORS U.S. HISTORY I (7141)***

***2 credits***

This ninth grade course is a rigorous study of issues in early American history. It illustrates the influences of American history from the early 1500s to the early 1900s. The major topics covered will be: American colonization, the struggle for independence, development of a new nation and its constitutional framework, westward expansion, the Civil War, the era of Reconstruction and the rise of labor during the Industrial Revolution. The focus of the course is to give students an in-depth historical perspective from which to approach the political, economic and social issues that they face in their everyday lives (4QP).

### GRADE 10

#### ***U.S. HISTORY II (7123T)***

***2 credits***

This tenth grade course surveys United States history from the turn of the twentieth century, including industrialization, World War I, reassessment of national policies and economic changes in the post-war period. It surveys political, economic and social development related to this

period. It introduces the New Deal Era, recalls its roots and traces its development and the changes precipitated by World War II. The course explores the causal relationships between World War II and the United States' involvement in post-war Europe and subsequent commitment in Asia. It assesses United States' policy in Middle Eastern affairs and analyzes political and economic factors related to foreign policy. It surveys domestic social changes in the post-World War II and post-Vietnam eras, including the constitutional debates associated with changing political attitudes (2QP). Please refer to the earlier description of Team Teaching.

***U.S. HISTORY II (7103T)***

***1 credit***

This tenth grade course surveys United States history from the turn of the twentieth century, including industrialization, World War I, reassessment of national policies and economic changes in the post-war period. It surveys political, economic and social development related to this period. It introduces the New Deal Era, recalls its roots and traces its development and the changes precipitated by World War II. The course explores the causal relationships between World War II and the United States' involvement in post-war Europe and subsequent commitment in Asia. It assesses United States' policy in Middle Eastern affairs and analyzes political and economic factors related to foreign policy. It surveys domestic social changes in the post-World War II and post-Vietnam eras, including the constitutional debates associated with changing political attitudes (2QP). This course is required for students enrolled in Math Skills, 2303T, with the approval of the Academic Director. This course replaces either 7143, 7133, or 7123T.

***U.S. HISTORY II-CP (7133)***

***2 credits***

This tenth grade course surveys United States history from the turn of the twentieth century, including industrialization, World War I, reassessment of national policies and economic changes in the post-war period. It surveys political, economic and social development related to this period. It introduces the New Deal Era, recalls its roots and traces its development and the changes precipitated by World War II. The course explores the causal relationships between World War II and the United States' involvement in post-war Europe and subsequent commitment in Asia. It assesses United States' policy in Middle Eastern affairs, and analyzes political and economic factors related to foreign policy. It surveys domestic social changes in the post-World War II and post-Vietnam eras, including the constitutional debates associated with changing political attitudes (3QP).

***HONORS U.S. HISTORY II (7143)***

***2 credits***

This tenth grade course is a rigorous survey of United States history from the turn of the twentieth century, including industrialization, World War I, reassessment of national policies and economic changes in the post-war period. It surveys political, economic and social development related to this period. It introduces the New Deal Era, recalls its roots and traces its development and the changes precipitated by World War II. The course explores the causal relationships between World War II and the United States' involvement in post-war Europe and subsequent commitment in Asia. It assesses United States' policy in Middle Eastern affairs, and analyzes political and economic factors related to foreign policy. It surveys domestic social changes in the post-World War II and post-Vietnam eras, including the constitutional debates associated with changing political attitudes (4 QP).



## GRADE 11

### ***WORLD HISTORY (7025)***

***1 credit***

This eleventh grade course is a comprehensive survey of world history and the many cultures of the world with an emphasis on the Modern Era from the Renaissance to the present. The course will include historical, geographical, economic, technological, social, political, and current event strands aligned with the Massachusetts Curriculum Frameworks for World History. Through reading, writing, research and presentation, students learn to analyze the cause/effect relationships between geography and historical development (2QP).

### ***WORLD HISTORY-CP (7035)***

***1 credit***

This eleventh grade course is a comprehensive survey of world history and the many cultures of the world with an emphasis on the Modern Era from the Renaissance to the present. The course includes historical, geographical, economic, technological, social, political, and current event strands aligned with the Massachusetts Curriculum Frameworks for World History. Through reading, writing, research and presentation, students are required to analyze the cause/effect relationships between geography and historical development (3QP).

### ***HONORS WORLD HISTORY (7045)***

***1 credit***

This eleventh grade course is a rigorous survey of world history and the many cultures of the world with an emphasis on the Modern Era from the Renaissance to the present. The course includes historical geographical, economic, technological, social, political, and current event strands aligned with the Massachusetts Curriculum Frameworks for World History. Through reading, writing, research, and presentation, students are required to analyze the cause/effect relationships between geography and historical development (4QP).

## GRADE 12

### ***U.S. GOVERNMENT (7027)***

***1 credit***

This twelfth grade course provides students with an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also provides familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Topics include: The Constitution, political beliefs and behaviors, political parties, interest groups and mass media, government institutions and structure, public policy, civil rights and civil liberties. (2QP).

### ***U.S. GOVERNMENT & POLITICS-CP (7037)***

***1 credit***

This twelfth grade course provides students with an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also provides familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Topics include: The Constitution, political beliefs and behaviors,

political parties, interest groups and mass media, government institutions and structure, public policy, civil rights and civil liberties (3QP).

***HONORS U.S. GOVERNMENT & POLITICS (7047)***

***1 credit***

This twelfth grade course provides students with a rigorous analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also provides familiarity with the various institutions, groups, beliefs and ideas that constitute U.S. government and politics. Topics include: The Constitution, political beliefs and behaviors, political parties, interest groups and mass media, government institutions and structure, public policy, civil rights and civil liberties (4QP).

***ADVANCED PLACEMENT U.S. GOVERNMENT & POLITICS (7057AP)***

***2 credits***

This twelfth grade Advanced Placement course provides students with an advanced analytical perspective on government and politics in the United States. Students will work independently to learn and analyze both the general concepts and used to interpret U.S. government and the politics that surround them. Students will develop familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. This is a demanding course that requires students to successfully complete college level work. Topics include: The Constitution, political beliefs and behaviors, political parties, interest groups and mass media, government institutions and structure, public policy, civil rights and civil liberties. This class meets for two consecutive periods – students will dedicate one of their electives to this course. Students are also required to take the Advanced Placement test in May. Prerequisite: Preapproval of the student's 11th grade Social Studies teacher and the AP Instructor. A Parent conference may also be required for admission to the course. Students are required to take the AP exam. There is an exam fee required by the College Board (4.25 QP).

## PHYSICAL/HEALTH EDUCATION

*The Physical Education program emphasizes that physical activity is an essential part of overall health. Physical Education provides a solid foundation for learning the benefits of an active lifestyle and positive effects of being physically fit. Students will have opportunities to learn and practice lifelong habits and healthful behaviors. Ninth and tenth grade students will participate in one term/semester of pool which will concentrate on Red Cross Level V swim techniques and practices. Students will also spend one marking period in a health class, which is a component to many of the skills and concepts that are reinforced in the physical education classes. All Grades will spend one term in the Wellness Center taking part in a cardiovascular and strength program that will help them in the future for life-long health. In addition, students are taught nutrition, wellness, and good decision-making as part of an overall balanced and healthful life (1QP each course).*

**Special Education students who are enrolled in the P.A.S.S. course will meet for P.A.S.S. every other day, and will share every other day of their academic cycles with PE / Health. Therefore, they will receive 0.5 credits for P.A.S.S. and 0.5 credits for PE/Health.**

### ***PHYSICAL EDUCATION / HEALTH 9 (9021)***

***1 credit***

***OR***

### ***PHYSICAL EDUCATION / HEALTH / P.A.S.S 9 (9121) by assignment only .5 credit\****

A core course for freshmen establishes a foundation in a variety of physical education activities. Students will participate in fitness testing as an essential element of a health related physical education program. Students will learn how to assess their fitness level. They will set fitness goals and chart progress. Students will be provided with specific information and strategies to develop and maintain personal fitness for a lifetime. They will experience and better understand the components of health related fitness. Instruction, practice, and participation are provided in conditioning, fitness, flag football, soccer, basketball, floor hockey, gymnastics, speedball, tumbling, volleyball, softball and track and field. Special programs in physical fitness testing and the Project Adventure indoor course are also included. For the health component of the class, grade nine students receive an introduction to health. Emphasis is placed on the benefits of a positive attitude and good self-esteem. Students discuss getting along with parents and the impact of divorce on the family. Decision-making and the different ways of making a responsible decision are explored. Drug use and abuse in society are discussed. Sexual harassment and issues around sexuality are included in grade nine. Current events relating to health, bullying and cyber-bullying are also discussed (2QP).

### ***PHYSICAL EDUCATION / HEALTH 10 (9023)***

***1 credit***

***OR***

### ***PHYSICAL EDUCATION / HEALTH / P.A.S.S. 10 (9123) by assignment only .5 credit\****

A core course for sophomores establishes a foundation in a variety of physical education activities. Students will participate in fitness testing as an essential element of a health related physical education program. Students will learn how to assess their fitness level. They will set fitness goals and chart progress. Students will be provided with specific information and strategies to develop and maintain personal fitness for a lifetime. They will experience and better understand the components of health related fitness. This is a broad and varied course that

includes a variety of coeducational games and activities. The program offers many small and large group games, basic skills and fundamental aspects of team games, such as basketball, soccer, track and field, softball, team handball, volleyball and flag football. Various other activities include testing, Project Adventure, weight training and cardiovascular conditioning. For the health component of the class, students in grade ten continue to discuss decisions about drugs and alcohol. The effects of gateway drugs, nicotine, alcohol, marijuana and cocaine are studied. Great emphasis is placed on the dangers of smoking cigarettes and the impact smoking has on society. Preventing teenage pregnancy, resolving conflict peacefully and making schools safe for all students are also included in grade ten. Current health-related issues are discussed (2QP).

***PHYSICAL EDUCATION / HEALTH 11 (9025)***

***1 credit***

***OR***

***PHYSICAL EDUCATION / HEALTH / P.A.S.S. 11 (9125) by assignment only .5credit \****

The program for juniors consists of sports and games designed to be played at both a competitive and recreational level. Students refine the skills they developed in grades nine and ten. These skills are then practiced in game situations where students learn teamwork, cooperation and rules and regulations. Peer teaching and peer assessment is encouraged. The focus is on developing a solid foundation for learning the benefits of a healthy lifestyle and being physically fit. Appropriate instruction and practice opportunities teach students to build strength and stamina safely and effectively. Using a variety of machines, free weights, bands and body weight, students learn the essential knowledge to develop overall fitness. Juniors participate in Project Adventure as a unit. They spend time challenging themselves on the high elements and working with their classmates in a cooperative setting. For the health component of the class, students in grade eleven continue to discuss chemical abuse in society. In addition, there will be a unit on human sexuality. Students will learn about reproductive anatomy and physiology. Also, they will discuss prevention of teenage pregnancy and learn about birth control, emphasizing abstinence as the only 100% means of preventing pregnancy. The issue of sexually transmitted diseases will also be discussed. Driving under the influence of drugs or alcohol is reviewed and ways of preventing this are discussed. Dealing with stress, sexual harassment and making schools safe for all students is included. Current events relating to health are discussed (2QP).

***PHYSICAL EDUCATION / HEALTH 12 (9027)***

***1 credit***

***OR***

***PHYSICAL EDUCATION / HEALTH / P.A.S.S. 12 (9127) by assignment only .5 credit\****

Senior classes participate in a sports and games model that aims to replicate the key characteristics of team activity within an educational context of a physical education class. These grade 12 classes aim to develop good sportsmanship, increase student knowledge and competency in content area as well as student responsibility and positive social behaviors. In addition, seniors graduate to outside Project Adventure elements and are encouraged to take on leadership roles and more extensive challenges. Fitness is the primary goal in physical education. Seniors develop personal fitness programs and create a plan for lifelong fitness. Personal evaluations and assessments provide students with a systematic method for setting and reaching goals. Major concepts related to physical activity and fitness are presented to equip students with useful strategies to improve and maintain fitness for a lifetime. For the health component of the class, students in grade twelve will continue to discuss the use and abuse of

chemicals, as well as information about human sexuality. There will be a unit on first aid and personal safety. Students will practice mouth-to-mouth resuscitation and cardiopulmonary resuscitation. Emergency first aid procedures and practices will be taught as well. Emphasis will be placed on proper diet, nutrition and exercise, as well as losing or maintaining “ideal” weight. In addition, students will discuss death and dying as well as “at risk” students and suicide. Current events relating to health are discussed (2QP).

*\*1QP for 9121, 9213, 9125, 9127 and 1QP for 0101, 0103, 0105, 0107*

## SUPPLEMENTAL/REMEDIATION

### ***SUPPLEMENTAL BIOLOGY Grade 11 (6005)***

***1 credit***

This class, offered in a small-group format, is offered only to students who did not receive a passing score on the Biology MCAS. *Enrollment and availability are determined by the Academic Director. (2QP).*

### ***TITLE I SERVICES***

The Title I program is a supplementary education program in accordance with No Child Left Behind. Factors that determine eligibility for Title I services include performance on standardized tests and teacher recommendations. Questions about Title I services can be directed to the Title I Director at (781) 828-5800. The Title I program is a federally funded supplementary education initiative that supports the efforts of Blue Hills to be in compliance with the regulations of ESSA. Blue Hills Regional Technical School is a Title one school and uses Title I funding from the United States Department of Education to supplement its educational program.

### ***ENGLISH AS A SECOND LANGUAGE (4000X and 4000Y)***

The English as a Second Language (ESL) program at Blue Hills is designed to assist students whose first language is not English to acquire proficiency in the English language. Students receive developmentally appropriate instruction in the areas of reading, writing, speaking, and listening while working in collaboration with English Language Arts, Mathematics, Social Studies, Science and Vocational Technical program to focus on continued academic language development.

Students are assigned to ESL classes according to grade level and/or English proficiency. The need for ESL services is determined based on the IDEA and ACCESS test scores, other standardized test scores, prior ESL inclusion, and teacher recommendations. The ESL curriculum is aligned with the Massachusetts and World-Class Instructional Design and Assessment (WIDA) standards. Students will continue striving through the six levels of language proficiency of Level 1: Entering, Level 2: Emerging, Level 3: Developing, Level 4: Expanding, Level 5: Bridging, Level 6: Reaching.

ELL students will be closely monitored and assessed by the ELL Director and ESL instructor and are expected to fulfill school requirements for graduation. **Enrollment determined by English Language Learner Director/Academic Director.**

## ELECTIVES

*Elective classes will run subject to enrollment. Blue Hills Regional Technical School will do its very best to provide students with their choice of electives. Please note, however, that priority will be given to students' core academic choices, in which case, chosen electives may not be available.*

### GRADE 11

#### ***SPANISH I-CP (4035)***

***1 credit***

The emphasis of the course will be on real communication in Spanish: reading, writing, and most of all, speaking. Students will gain the ability to speak and write about themselves, as well as to request information from others. They will also be introduced to the cultures and geography of Spain and Latin America, as well as to the many diverse Hispanic cultures within the United States. Prerequisite: Students need a 73 or better in English II (3QP).

#### ***STEM (4935)***

***1 credit***

This course delves into the core principles of chemistry, physics, and biology, aligning closely with the Next-Generation Science Standards. Students will journey through atomic structures, chemical reactions, and molecular bonding in chemistry, while simultaneously unraveling the mysteries of forces, motion, energy, and electromagnetism in physics. Through engaging experiments, collaborative projects, and immersive learning experiences, students will cultivate critical thinking, problem-solving skills, and a deep appreciation for the interconnectedness of these fundamental scientific disciplines. (3QP).

#### ***COMMUNICATION SKILLS FOR COLLEGE AND CAREER (4535)***

***1 credit***

This course is intended to prepare students for the communication skills needed beyond high school, whether their next step is college or career. Students will start by developing a cover letter and resume that reflects a competitive edge through their vocational skills. It will showcase a strong work ethic and broad knowledge that most teens have yet to acquire whether applying for an after-school job, heading into their vocational field, or uploading their resume as part of their college application process. Public speaking is also a big part of this course. Students will practice job-interviewing skills and write and perform informal and formal presentations needed in the 21st Century corporate and collegiate worlds. By the end of this course, students will feel more confident in their communication skills and be better prepared entering the post high school world. (3 QP)

#### ***21<sup>ST</sup> CENTURY COMPUTER SKILLS (4435)***

***1 credit***

21<sup>st</sup> Century Computer Skills is a computer course designed to introduce and enhance skills using various integrated software programs such as the Microsoft Office Suite and web platforms such as Google Drive. In this course, students will be able to demonstrate proficiency in the basics of word processing, Access, Excel, Power Point, and Internet research. The students will use their skills to aggregate information to create Line, Pie, Bar, Stacked and 3-D charts, and reports. Students will collaborate to create and present Google Drive documents and presentations (3QP).

***CURRENT EVENTS (4635)******1 credit***

This eleventh grade course helps students develop a broad understanding of the current issues facing America and the world by exposing them to various forms of media. Students will develop the skills needed to critically evaluate sources of information. Methods used include films, debate, and online sources (3QP).

***ART APPRECIATION (4735)******1 credit***

Art Appreciation is an eleventh grade introductory course in which students will explore topics in the visual and graphic arts, focusing on styles and examples of art from around the world. Topics in the course will include art history, styles of art, works of art, artists, and art in everyday life (3 QP).

***PSYCHOLOGY (4835)******1 credit***

This eleventh grade course introduces concepts relative to human behavior and attitude. It provides tools for analysis, so students may learn to recognize concepts and evidence of social problems, including alcoholism, drug reliance and social maladjustment. It considers the factors of personality, maturation, perception, learning, establishment of social relationships, and heredity and environment in psychological development. This course is designed to apply many of the psychological concepts with assignments and activities to provide students with new ways of looking at and interpreting the world in which they live (3QP).

**GRADE 12*****SPANISH II-CP (4037)******1 credit***

Spanish II is a continuation of Spanish I, reinforcing and expanding on the program developed in the first year of language learning. Listening skills and basic speaking ability are further developed while the student's vocabulary is expanded, and accuracy is increased. Some short reading selections with emphasis on culture will be included. *Prerequisite: Students need a 73 or better in Spanish I or approval of the Academic Director* (3QP).

***ENVIRONMENTAL SCIENCE and ECOLOGY (4437)******1 Credit***

This course utilizes the inquiry approach to study how humans interact with current global and local environments. Humans inhabit both the natural world and a world created by human society/technology. Environmental science investigates the interaction of these two worlds, the problems created by this interaction, and possible solutions to these issues. The course will examine such topics as: biodiversity, ecosystems, population studies, energy and chemical cycles, conventional and sustainable energy sources, pollution as well as general earth science concepts (3QP).

***CROSS CULTURAL STUDIES (4537)******1 credit***

The purpose of this course is to help students to better understand, appreciate, and respect the diversity of cultures, religions, and customs of people around the world. This course will introduce students to a variety of cultures through reading, foreign films, and research-based



projects that focus on the experiences of differing modern cultures. Students will learn about cultural differences and similarities in family structure, beliefs, and traditions. Projects and writing on religions, anthropology, geography, and sociology will also strengthen students' world views (3 QP).

***ENTREPRENEURSHIP (4637)***

***1 credit***

This course helps students understand, develop and practice the skills of business and marketing necessary to start, operate and maintain a business. The course is split into three sections. In the first section, students will first learn basic economic principles focused on personal finance. The second section will investigate and develop their online professional persona from writing resumes, monitoring social media posts, and developing a dynamic business networking profile. The third section will delve deeply into developing a business, from determining the feasibility of an idea utilizing research, learning about the different ways to organize business and finally to understand how to raise the necessary capital. All throughout the course, students will be introduced to different technological tools that will help them develop their ideas and promote them on a global scale as well as interacting with entrepreneurs and business professionals. Entrepreneurship is designed for students who have an interest in developing the skills, attitudes, and knowledge necessary for becoming successful entrepreneurs. (3 QP).

***SOCIOLOGY (4837)***

***1 credit***

This twelfth grade course introduces students to the fundamentals of sociology – the study of people and how they go about solving the problems they face as a group. The course is a broad survey of topics and contemporary issues covered through the use of discussions, readings, lecture notes, activities, popular films, projects and writing assignments. Students examine such topics as culture, family, class, race, gender, deviance and criminality, and death. This class deals with a number of topical social issues in a balanced way where students are encouraged to actively and respectfully participate. This class will benefit students who plan to continue in careers of criminal justice, nursing, or any field where there is a requirement to work with the public (3QP).

***MUSIC APPRECIATION (4937)***

***1 credit***

This twelfth grade course increases the students' knowledge and enjoyment of modern American music. Emphasis is on the music, artists, and events elements of music and the characteristic styles of major modern historical periods with a review of modern popular music. Through written, video and audio sources, students will review the development of musical styles from the 1950s through the present day. They will explore what to listen for and learn how historical events impacted music (3QP).

**APPENDIX A: MASSACHUSETTS STATE UNIVERSITIES  
MINIMUM ADMISSION REQUIREMENTS**

The admissions standards for the state colleges and UMASS emphasize a strong academic high school background so that students enter college ready to learn. These standards represent minimum requirements; meeting them does not guarantee admission, since campus officials consider a wide range of factors in admission decisions. Students shall have fulfilled all requirements for the high school diploma or its equivalent upon enrollment. *It is important to*

*note that admissions standards for the state’s community colleges differ. Community colleges may admit any high school graduate or GED recipient.*

***Freshman Applicants***

The admissions standards for freshmen applicants have two main parts:

1. 17 required academic courses.
2. A minimum required grade point average (GPA) earned in college preparatory courses completed at the time of application.

Applicants must also submit an SAT or ACT score.

**Academic Course Requirement**

Sixteen college preparatory courses distributed as follows are required. (A course is equivalent to one full school year of study. Courses count toward the distribution only if passed.)

Effective with the college freshmen class entering fall of 2016, the number of required courses will increase to 17 with the additional year of math.

<b>Requirement for college freshman class entering...</b>						
<b>Subject</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017 and beyond</b>
<b>English</b>	4 courses					
<b>Mathematics</b>	3 courses (Algebra I & II and Geometry or Trigonometry or comparable coursework)				4 courses (Algebra I & II and Geometry or Trigonometry, or comparable coursework) including mathematics during the final year of high school	
<b>Sciences</b>	3 courses (drawn from Natural Science and/or Physical Science and/or Technology/ Engineering; including 2 courses with laboratory work); <i>Technology/engineering courses must be designated as science courses (taken for science credit) by the high school</i>					3 courses (drawn from Natural Science and/or Physical Science and/or Technology/ Engineering), including 3 courses with laboratory work
<b>Social Sciences</b>	2 courses (including 1 course in U.S. History)					
<b>Foreign Languages</b>	2 courses (in a single language)					
<b>Electives</b>	2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences)					

***Minimum Required Grade Point Average (GPA)***

The GPA must be achieved based on all college preparatory courses completed at the time of application and should be weighted for accelerated (Honors or Advanced Placement) courses. The required minimum weighted high school GPA is 3.0 for the four-year public campuses.

State University GPA	University of Massachusetts GPA
3.00	3.00

### **SAT Scores**

Applicants who meet the GPA requirement do not have to use the sliding scale for admission, but still must submit SAT or ACT test scores for consideration if they are applying to a state university or UMASS within three years of high school graduation.

### **Sliding Scale** (used when GPA is lower than the minimum required GPA)

If an applicant's GPA falls below the required minimum, a sliding scale will apply. *This scale should be used only when an applicant's GPA falls below the required 3.0 minimum for admission to the state universities or UMASS.*

The sliding scale, used in making admissions decisions for students with high school grade point averages falling below the required minimum, will be based upon the combined critical reading (verbal) and math sections of the SAT.

#### Sliding Scale for Freshmen Applicants to UMASS

Weighted High School GPA	Combined SAT-I V&M Must Equal or Exceed (ACT Equivalent in Italics)
2.51-2.99	950 <i>(20)</i>
2.41-2.50	990 <i>(21)</i>
2.31-2.40	1030 <i>(22)</i>
2.21-2.30	1070 <i>(23)</i>
2.11-2.20	1110 <i>(24)</i>
2.00-2.10	1150 <i>(25)</i>

**NO APPLICANT WITH A HIGH SCHOOL GPA BELOW 2.00 MAY BE ADMITTED TO A STATE UNIVERSITY OR UNIVERSITY OF MASSACHUSETTS CAMPUS.**

#### *Sliding Scale for Freshman Applicants to a State University*

Weighted High School GPA	Combined SAT-I V&M Must Equal or Exceed (ACT Equivalent in Italics)
	2.51-2.99
2.41-2.50	960 <i>(20)</i>
2.31-2.40	1000 <i>(21)</i>
2.21-2.30	1040 <i>(22)</i>
2.11-2.20	1080 <i>(23)</i>
2.00-2.10	1120 <i>(24)</i>

### Vocational-Technical Student Applicants

Vocational-technical students must complete 16 college preparatory courses, distributed in the same manner and with the same minimum grade point averages required of other high school graduates, with the following exceptions:

- Two vocational-technical courses may be used to fulfill the two required electives
- Vocational-technical high school graduates who do not complete the two required college preparatory foreign language courses must complete an additional elective college preparatory course, for a total of three such courses, and satisfy *one* of the following options:
  1. Complete at least one Carnegie unit of foreign language;
  2. Complete a fourth Carnegie unit of mathematics or science, which need not be a laboratory course; or
  3. Complete one Carnegie unit of computer science.

**Note:** *A Carnegie unit represents a full academic year of study or its equivalent in a specific subject.*

This requirement will remain in effect until the Department of Education (DOE) implements its requirements regarding foreign language study for vocational-technical students. At that time, vocational-technical applicants for admission to UMass and the state colleges will be required to meet DOE requirements for foreign language study.

# APPENDIX B: BLUE HILLS REGIONAL TECHNICAL SCHOOL ADMISSIONS POLICY

## Admissions Policy

*Completed application packets may also be sent directly to the Blue Hills Admissions Office, provided the guidance counselor/school designee has completed their portion of the application. After the application is submitted online or entered online, the applicant can review the status of their application by logging on the account that they created when they submitted an online application. The applicant can also get status updates from the local Guidance Counselor or the Admissions Director or designee at Blue Hills Regional Technical School. This policy is available in multiple languages upon request, or by using the translate feature at the top of this page. A downloadable version of this policy is available at the bottom of this page.*

### I. INTRODUCTION

An admission process is necessary in career and vocational technical education schools where space is a limiting factor. Each career and technical education (CTE) program is designed and equipped to serve a maximum number of students, resulting in the inability to accommodate all applicants. Therefore, a selection process is necessary. All applicants to Blue Hills Regional Technical School for grades nine through twelve will be evaluated using the selection criteria contained in this Admission Policy. The Blue Hills Regional Vocational School District Committee approved this policy. Blue Hills Regional Technical School's Admission Policy is on file at the Department of Elementary and Secondary Education.

### II. EQUAL EDUCATIONAL OPPORTUNITY

Blue Hills Regional Technical School admits students and makes available to them its advantages, privileges and courses of study without regard to race, color, sex, religion, national origin, sexual orientation, gender identity, limited English proficiency, disability or housing status.

Blue Hill Regional Technical School has an on-line application that is adaptable to languages other than English. Applications are available to send by mail and will be adapted to languages other than English upon request, as well. If there is a student with limited English proficiency, a qualified representative from Blue Hills Regional will assist the applicant in completing the necessary forms and assist in interpreting during the entire application and admission process upon the request of the applicant. Please contact the Admission's Office at 781-828-5800 ext. 2270, if you have any questions or need help filling out the application form.

Blue Hills Regional Technical School is committed to providing educational opportunities to students experiencing homelessness. Please contact our school's liaison, Angelo Dimitriou, at [adimitriou@bluehills.org](mailto:adimitriou@bluehills.org), by telephone at 781-828-5800 ext. 2241, by fax at 781-828-0794 or in-person at Blue Hills Regional Technical School, 800 Randolph Street, Canton, MA 02021 with any questions.

Students with disabilities may voluntarily self-identify themselves Blue Hills Regional Technical School to request reasonable accommodations during the entire application and admission process.

Information on limited English proficiency and/or disability submitted voluntarily by the applicant, for the purpose of receiving assistance and accommodations during the entire application and admission process, will not affect their admission to Blue Hill Regional Technical School.

Consistent with Massachusetts regulations, Blue Hills Regional Technical School has created a plan with “deliberate specific strategies to promote equal educational opportunities and attract, enroll, and retain a student population that, when compared to students in similar grades in sending districts, has a comparable academic and demographic profile.” These strategies are included in this policy and discussed regularly at public meetings.

### III. ELIGIBILITY

Any rising or current eighth or ninth grade student residing in the Blue Hills Regional Vocational School District (Avon, Braintree, Canton, Dedham, Holbrook, Milton, Norwood, Randolph and Westwood) expecting to be promoted by their sending school district is eligible to apply for fall admission or admission during the school year, subject to the availability of openings at Blue Hills Regional Technical School. Resident students will be evaluated using the criteria contained in this Admission Policy. Home- schooled students must provide documentation from their local superintendent showing approval of curriculum and evidence of work reflecting state benchmarks. Please refer to Section VI.F for additional information. Students may only be admitted to Blue Hills Regional Technical School 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. Priority for admission is given to District residents who meet the minimum admission requirements before any non-residents seeking the same program.

#### NON-RESIDENT STUDENTS:

Non-residents of the Blue Hills Regional Technical School District may apply for fall admission or admission during the school year subject to the availability of openings. This is also contingent upon promotion by their sending school district to the grade they seek to enter. Non-resident students will be evaluated using the criteria contained in this Admission Policy. A nonresident student seeking admission to Blue Hills Regional Technical School in grades 9 and 10, under M.G.L. c.74 Sections 7 and 7C must follow the admission process outlined in this Admissions Policy. All nonresidents will be evaluated and ranked using the criteria set forth in this Admissions Policy.

Students who begin their enrollment as District residents and move outside of the District during their enrollment, who request to remain at Blue Hills Regional Technical School as nonresidents under M.G.L. c74, Section 7 and 7C will be allowed to do so providing that they obtain approval from the Superintendent of the student’s District of Residence in accordance with the Massachusetts Department of Elementary and Secondary Education *Guidelines for the Vocational Technical Education Program Nonresident Student Tuition Process* located at: <https://www.doe.mass.edu/ccte/cvte/admissions/>.

In all cases, nonresidents must file an application for admission and a Chapter 74 Vocational Technical Education Program Nonresident Student Tuition Application (located at: <https://www.doe.mass.edu/ccte/cvte/admissions/>) no later than March 15<sup>th</sup> of the preceding school year with the Admissions Office for completion of Part I and Part II. In addition, By April 1 of the preceding school year, the non-resident student must forward the application to the Superintendent of the student’s district of residence for Completion of Part III in accordance with the Massachusetts Department of Education Guidelines

for the Vocational Technical Education Program Nonresident Student Tuition Process pursuant to M.G.L. c.74 located at <https://www.doe.mass.edu/ccte/cvte/admissions/>.

Upon receipt, the Superintendent of the student's district of residence must either indicate approval or disapproval of the application. The application must be returned to the Admissions Office within ten (10) business days.

The student's parent/guardian or school that has been denied nonresident tuition by the district of residence may request that the Commissioner review the denial of tuition. The application. And supporting documents must be submitted in writing to the Massachusetts Department of Elementary and Secondary Education for review no later than May 1 in accordance with the Guidelines for the Vocational Technical Education Program Nonresident Student Tuition Process pursuant to M.G.L. c.74, M.G.L. c.74. Section 8A requires that the municipality of residence provide transportation to students admitted to Blue Hills Regional Technical School as nonresidents under M.G.L. c.74 Sections 7 and 7C.

#### HOME-SCHOOLED STUDENTS:

Homeschooled applicants may apply to attend Blue Hills Regional Technical School full-time and will be subject to the same admissions standards as other applicants. Students who are formally being home- schooled may apply for admission to Blue Hills Regional Technical School, including admission during the school year, in accordance to the selection criteria contained in the Admission Policy, provided all admission selection criteria are followed. The Home School student's parent(s)/guardian(s) must submit a copy of the home school approval letter from the sending school superintendent. Home-schooled students will be accepted to Blue Hills Regional Technical School according to the selection criteria contained in this Admission Policy. Please refer to Section VI: Application Process, F. Home-Schooled Students.

#### TRANSFER STUDENTS:

Transfer students from other M.G.L. c.74 state approved vocational technical programs, who move into the Blue Hills Regional Vocational School District, may apply for fall admission or admission during the school year to grades 9-12, provided their expectation is to be promoted by their current school to the grade they seek to enter at Blue Hills Regional Technical School. For Fall Admission to the 9th and 10th grade, applicants may pursue a different program of study and 11th and 12th grade applicants must pursue the same program of study at Blue Hills Regional Technical School. For Admission during the current School Year, 9th grade and 10th grade applicants (during first term only) may pursue a different program of study. As of second term of 10th, 11th and 12th grade applicants must pursue the same program of study at Blue Hills Regional Technical School. Transfer students will be evaluated using the selection criteria contained in this Admission Policy.

#### HOMELESS STUDENTS:

Students who are homeless will be accepted to Blue Hills Regional Technical School according to the selection criteria contained in this Admission Policy.

#### SCHOOL CHOICE:

Blue Hills Regional Technical School does not participate in the inter-district school choice program.

## IV. ORGANIZATIONAL STRUCTURE

Blue Hills Regional Technical School is a public regional vocational technical school located in Canton, Massachusetts. It is operated by the Blue Hills Regional Vocational School District, approved by the Massachusetts Department of Elementary and Secondary Education and accredited by the New England Association of Schools and Colleges. Blue Hills Regional Technical School is committed to providing quality academic and career/technical education programs.

The Superintendent-Director of Blue Hills Regional Technical School is: Jill M. Rossetti.

Contact Information: email: [jrossetti@bluehills.org](mailto:jrossetti@bluehills.org); telephone: 781-828-5800 x4001

The Principal of Blue Hills Regional Technical School is: Geoffrey Zini

Contact Information: email: [gzini@bluehills.org](mailto:gzini@bluehills.org); telephone: 781-828-5800 x2257

The Director of Admissions is: Stephanie Albernaz

Contact Information: email: [salbernaz@bluehills.org](mailto:salbernaz@bluehills.org); telephone: 781-828-5800 x2271

It is the responsibility of Blue Hills Regional Technical School's Superintendent-Director to supervise the administration of the policies and procedures used to admit and enroll students, consistent with all applicable laws, regulations, and guidance.

The Director of Admissions and Financial Aid is responsible for supervising all aspects of the admission process. This includes: the developing and implementation of the admission procedures, processing of applications, ranking of students, acceptance of students and establishing/maintenance of a waiting list of acceptable candidates. Additional responsibilities include disseminating information about the school and collecting applications from sending schools.

It is the responsibility of the Principal to review student admission and enrollment process, meet with parents/guardians and applicants regarding school discipline hearings and admission appeal meetings.

The Blue Hills Regional Technical School Admissions Committee is charged with the process of selecting applicants for admission. This Committee is comprised of the Director of Admissions and Financial Aid, the Principal, Director of Student Services, Vocational Director, Academic Director, Dean of Students and Co-operative Education Coordinator. Additional staff will be trained on the admission policy, scoring rubric and the interview process to assist in the admission process, if necessary. Prior to interviewing applicants, all interviewers have gone through implicit bias training.

According to guidelines set in the District Agreement, there are no quotas for the number of students eligible to apply or a quota to have a certain number of acceptances from member towns.

Blue Hills Regional Technical School does not participate in the School Choice Program.

## V. ADMISSIONS COMMUNICATIONS POLICIES

Blue Hills Regional Technical School disseminates information about the school utilizing a variety of approaches.



Events and timelines of admission activities are developed in the fall. This information is posted on the school website, where it provides information on the admissions process, as well as other information about its programs. Students and families can request hard copies of the calendar by calling or emailing the Admissions Office at [admissions@bluehills.org](mailto:admissions@bluehills.org). Information is provided to guidance offices, principals and superintendents of each sending school district as well as disseminates to eighth grade students in the Blue Hills Regional Vocational School District.

Informational Assembly Programs are scheduled for eighth grade students at district schools. The information presented includes a recruitment power point, which describes the technical programs, academic courses, cooperative education, special education resources, sports, clubs, other extracurricular activities and the application process. The Director of Admissions may coordinate other presenters, which may include administration, guidance, faculty and student representatives.

The Director of Admissions will disseminate recruitment information and applications for admission at High School Nights for 8th grade students, at private/parochial schools in the District.

An annual open house is held in the fall for all residents of the District. Prospective students and their parent(s)/guardian(s) have an opportunity to see demonstrations and speak with teachers, staff and students regarding academic courses, career and technical programs and co-curricular areas.

All eighth grade students are invited to an annual Showcase held in the fall. Students can participate in live interactive demonstrations and spend 30 minutes in three out of seventeen CTE programs and learn about our academic offerings. Dates and times are scheduled with the public middle/junior high schools. Blue Hills Regional provides bus transportation for these students. Interested students and parents from private/parochial schools and parents are welcome to attend. Dates and time are available at the district public schools and Blue Hills Regional Technical School; Admissions Office and website at [www.bluehills.org](http://www.bluehills.org).

All ninth and tenth grade applicants who have not attended Open House or Showcase may schedule a “Warrior for a Day” visit. Applicants will shadow a student host through the day visitation program.

The school’s recruitment material describes Open House, Showcase, Warrior for a Day Programs, the career and technical programs, non-traditional career options, academic courses, sports, clubs, cooperative education and special education resources. The materials are mailed and emailed to every seventh and eighth grade student in the district. It is distributed during open house and informational sessions. This information is also available on the school website at [www.bluehills.org](http://www.bluehills.org). All disseminated information and events allows students to make informed decisions based on its offerings. Blue Hills Regional has a comprehensive website available as a public service. Blue Hills Regional will provide translation and interpreter services to parents and students whose primary language is not English.

Parent(s)/guardian(s) may schedule individual visits at a mutually convenient time.

## VI. APPLICATION PROCESS

### A. APPLICATION PROCESS - FOR FALL ADMISSION TO THE NINTH and TENTH GRADE

1. Students interested in applying to Blue Hills Regional Technical School for fall admission to the ninth and tenth grade must go through the appropriate stages of the process: The Timeline Guide and Instructions are below. The Timeline Guide provides general dates for the purpose of this policy document. Reference to the specific dates are published on the school's annual Admissions Timeline and Events calendar and posted on our school website at [www.bluehills.org](http://www.bluehills.org). If the timeline needs to be adjusted, the changes will be posted publically and on our school website at [www.bluehills.org](http://www.bluehills.org). Applicants will also be notified in writing.

- Obtain an Application for Admission, fill out and return it to their Guidance Counselor/School Designee in **early Fall**
- Receipt of Completed Applications Form for Gr. 9 on or before the **third Friday in December**
- Receipt of Completed Application Form for Gr. 10 on or before **Mid-June**
- Interviews for Gr. 9 Completed on or before the **last school day in January**
- Interviews for Gd. 10 Completed on or before **Mid-July**
- Letters of Notification for Gd. 9 Sent Out on or before **mid-February**
- Letters of Notification for Gd. 10 Sent out on or before **Mid-August**
- Confirmation by Parents/Guardians for Gd. 9 on or before on or before the **first friday in March**
- Confirmation by Parents/Guardians for Gd. 10 **within one week of acceptance**
- Next Round of Notification Letters sent out for Gd. 9 (*Late Applications and Interviews completed after last day in Jan.*) in **mid-March**
- Next Router of Notification Letters sent out for Gd. 10, if there are any openings available, during school year
- Next Round of Confirmation by Parents on or before the **first Friday in April**

The application and notification process will continue until all placements are filled.

**Stage 1:** Obtain an application form by applying online, obtaining an application from their guidance counselor/school designee, accessing Blue Hills Regional School District webpage at [www.bluehills.org](http://www.bluehills.org) for an application or visiting the Admissions Office at Blue Hills Regional Technical School as early in the school year as possible.

**Stage 2:** Complete the application online or return the completed application form to the Admissions Office. The completed application packet will be sent to the student's guidance counselor or school designee to complete and submitted to the Admissions Office.

**Stage 3:** Completed application packets may also be sent directly to the Blue Hills Admissions Office, provided the guidance counselor/school designee has completed their portion of the application. After the application is submitted online or entered online, the applicant can review the status of their application by logging on the account that they created when they submitted an online application. The applicant can also get status updates from the local Guidance Counselor or the Admissions Director or designee at Blue Hills Regional Technical School.

**Stage 4:** Upon receipt of a completed application packet, each applicant will have an interview at either their sending school or at Blue Hills Regional. If the applicants or parent(s)/guardian(s) cannot provide transportation, a representative from Blue Hills Regional will go to the local school to interview the applicant.

Applications received after the third Friday in December deadline, may limit the student's opportunity for admission.

2. Complete applications include:

## B. APPLICATION PROCESS - FOR ADMISSION TO THE NINTH AND TENTH GRADES FOR THE CURRENT SCHOOL YEAR

1. Students interested in applying to Blue Hills Regional Technical School for admission for the current school year must:

**Stage 1:** Obtain an application by applying online, obtaining an application from their guidance counselor/school designee, accessing Blue Hills Regional School District website at [www.bluehills.org](http://www.bluehills.org) for an application or visiting the Admissions Office at Blue Hills Regional Technical School as early in the school year as possible.

**Stage 2:** Complete the application online or return the completed application form the Admissions Office. The completed application packet will be sent to the student's guidance counselor/school designee to complete and submit it to the Admissions Office.

**Stage 3:** Completed application packets may also be sent directly to the Blue Hills Admissions Office, provided the guidance counselor/school designee has completed their portion of the application. After the application is submitted online or entered online, the applicant can review the status of their application by logging on the account that they created when they submitted an online application. The applicant can also get status updates from the local Guidance Counselor or the Admissions Director or designee at Blue Hills Regional Technical School.

**Stage 4:** Upon receipt of a completed application packet, each applicant will have an interview at either their sending school or at Blue Hills Regional. If the applicants or parent(s)/guardian(s) cannot provide transportation, a representative from Blue Hills Regional will go to the local school to interview the applicant.

Applications received after the Third Friday in December deadline, may limit the student's opportunity for admission.

2. It is the responsibility of the applicant's Guidance Counselor/school designee to:

- a. complete their portion of the application form.
- b. forward the completed application to the Director of Admissions at Blue Hills Regional Technical School. Complete applications include:
  1. Completed application form (including signature of the parent/guardian. Student's signature is recommended but not required).
  2. For applications to grades 9 and 10 (admission during the school year), submit the previous school year and the current school year to the date of the application grades in English language arts, social studies, math and science. An official report card is required.
  3. For applications to grades 9 and 10 (admission during the school year), submit the previous school year and the current school year to the date of the application unexcused absences from the official report card.
  4. For applications to grades 9 and 10 (admission during the school year), submit the previous school year and the current school year to the date of the application discipline records from the previous school year and the term 1 of the current school year concerning incidents resulting in suspension or expulsion pursuant to M.G.L. c.71 Section 37H and 37H ½ and incidents resulting in more than ten (10) days of suspension for a single infraction or for cumulative infractions pursuant M.G.L. c.71 Section 37H ¾.
  5. For applications to grades 9 and 10 (admission during the school year) the sending school's recommendation is required.
  6. Following receipt of a completed application packet, an interview with each applicant will take place at Blue Hills Regional. Our goal is to have all interviews completed by First Friday in November.

3. If incomplete applications are received, the following procedures will be followed:

- a. The Admission Office at Blue Hills Regional will notify the applicant's Guidance Counselor/school designee responsible for submitting the application, that the application is incomplete. This notification will specify what is needed for completion.
- b. The applicant's parent(s)/guardian(s) will be notified by the Admission Office in the event the problem is not resolved by their Guidance Counselor/school designee.
- c. If after notifying their Guidance Counselor/school designee and parent(s)/guardian(s) the application remains incomplete for ten school days, the application will be placed on 'inactive' status, until such time as the additional information is received.

### C. LATE APPLICATIONS

Any rising or current eighth or ninth grade student Applications from any rising or current eighth grade student received after Third Friday in December and/or interviews completed after the last school day in January will be evaluated using the same criteria as other applications and their composite score will be integrated in rank order on the established waiting list.

Applications from any rising or current ninth grade student received after the mid-June and/or interviews completed after mid-July will be evaluated using the same criteria as other applications and their composite score will be integrated in rank order on the established waiting list.

### D. TRANSFER STUDENTS

Applications from students who are enrolled in a state-approved (Chapter 74) Vocational Technical School program in another school (transfer students) will be considered for admission) if they relocate away from their current school. For Fall Admission to the 9th and 10th Grade, applicants may pursue a different program of study and 11th and 12th Grade applicants must pursue the same program of study at Blue Hills Regional Technical School. For Admission during the current School Year, 9th grade applicants and 10th grade applicants during their first term may pursue a different program of study. As of second term of 10th, 11th and 12th Grade applicants must pursue the same program of study at Blue Hills Regional Technical School. All transfer applicants must be interviewed by Blue Hills Regional Technical School. If the applicant or parent/guardian cannot provide transportation, the Director of Admissions or a representative from the admissions staff at Blue Hills Regional Technical School will go to the applicant's school to interview the applicant. Their applications will be evaluated according to the provisions of this Admission Policy.

### E. WITHDRAWN STUDENTS

Students who withdraw from Blue Hills Regional Technical School and who are attending or not attending another high school may reapply to Blue Hills Regional following the procedures contained in this admission policy and will be evaluated using the criteria contained in this Admission Policy. A student who has withdrawn from Blue Hills is not guaranteed an acceptance.

### F. HOME-SCHOOLED STUDENTS

Students who are formally being home-schooled may apply for admission to Blue Hills Regional Technical School, including admission during the school year, provided all admission criteria are followed. The home-schooled student's parent(s) guardian(s) must submit a copy of the home schooled approval letter from the local school superintendent, provide

documentation showing the approval of the curriculum, and provide evidence of work reflecting state benchmarks. Home schooled students will be accepted to Blue Hills Regional Technical School according to the selection criteria contained in this Admission Policy. The Admission Policy for home-schooled students include:

Students who are home-schooled may apply for admission to Blue Hills Regional Technical School, including admission during the school year, provided all admission policy criteria is followed:

- a. The home-schooled student must submit a copy of the “Home School Approval Letter” from the local superintendent.
- b. If grades are not available, a representative sample portfolio of student’s body of work in English, Math, Science and Social Studies must be submitted to the District Middle School Principal or designee and the Director of Admissions to review together for evaluation based on academic achievement.

## VII. SELECTION CRITERIA

Completed applications are processed by the Admission Committee using weighted admissions criteria. Each applicant will be assigned a score derived from the sum of the sub scores of the following criteria:

### A. Scholastic Achievement: Maximum 20 points

<u>Grade Averages</u>	<u>Points</u>
90 – 100 (A)	20
80 – 89 (B)	15
70 - 69 (C)	10
60 – 79 (D)	5
0 – 59 (F)	0

For applications for grade 9 (fall admission), the average of grade 7 and term 1 grade 8 marks in English, social studies, mathematics and science from the sending school report card are required. For applications for grades 10 (fall admission) the average of the previous school year and term 1 of the current school year marks in English, social studies, mathematics and science from the sending school report card are required. For applications to grades 9 and 10 (admission during the school year) the previous school year and the current school year to the date of the application marks in English, social studies, mathematics and science from the sending school report card are required.

### B. Attendance: Maximum 15 points

<u>Number of Unexcused Absences</u>	<u>Points</u>
0	15
1	15
2	14
3	13
4	12
5	11
6	10
7	9

8	8
9	7
10	6
11	5
12	4
13	3
14	2
15	1
16	0

For applications to grade 9 (fall admission), the sum of grade 7 and term 1 grade 8 unexcused absences from the school report card are used. For applications to grades 10 (fall admission) the sum of the previous school year and term 1 current school year unexcused absences from the sending school report card are used. For applications to grades 9 and 10 (admission during the school year) unexcused absences from the five previous completed terms will be used.

### C. School Discipline/Conduct: Maximum 15 points

<b><u>Discipline Reported by Sending School</u></b>	<b><u>Points</u></b>
1 or more 37H or 37H ½ infractions	0
1 or more 37H ¾ infraction resulting in 10+days of suspension	
Either for a single infraction or cumulatively	0
No 37H, 37H ½ and/or 37H ¾ infractions resulting in 10+ days of suspension, either for a single infraction or cumulatively.	15

For applications to Grade 9 (fall admission), the sum of Grade 7 and Term 1 of Grade 8 discipline records from the sending school are used. For applications to Grade 10 (fall admission) the sum of the previous school year and Term 1 of the current school year’s discipline records from the sending school are used. For applications to Grades 9 and 10 (admission during the school year), the school discipline records from the five previous completed terms will be used.

Any student whose application indicates disciplinary infractions resulting in 0 (zero) awarded points will be given the opportunity to present mitigating evidence and an explanation of the suspension(s), in writing to the principal. The principal will have the authority to adjust the awarded points according to the following guidelines.

- Evidence provides a reasonable explanation and assurance of changed behavior: 10 points
- Evidence provides a limited explanation and partial assurance of changed behavior: 5 points
- Evidence does not provide a reasonable assurance of changed behavior 0 points

### D. Sending School’s Recommendation: Maximum 5 points

<b><u>Rating</u></b>	<b><u>Points</u></b>
Excellent	5 – 4.5
Above Average	4 – 3.5
Average	3 – 2.5
Below Average	2 – 1.5
Poor	1 – 0.0

An equitable recommendation form is used and completed by the sending school. The sending school guidance counselor, teacher or designee will complete the form based on the applicant's potential for success in a vocational school environment. There are ten (10) tasks rated in ability/skill. Each task is given points ranging from .5 points for Excellent; .4 points for Above Average; .3 points for Average; .2 points for below Average and .1 points for Poor.

### E. Interview: Maximum 45 points

<b><u>Rating</u></b>	<b><u>Points</u></b>
Excellent	37 - 45
Above Average	28 - 36
Average	19 - 27
Below Average	10 - 18
Poor	0 - 9

Upon receipt of a completed application packet, each applicant will have an interview. An interview form is used and completed by Admission Interviewers. Each student is asked the same sets of questions and rated according to a standard rubric.

After points are given in each area, the points are totaled for each applicant. A maximum total of one hundred (100) points can be earned.

## VIII. SELECTION PROCESS

The Admission Committee at Blue Hills Regional Technical School will examine, discuss and make recommendations for action the applicants.

The Admission Committee considers scholastic achievement, attendance, school behavior, sending school's recommendation and interview results. Applications are reviewed, processed and assigned points by grade level.

After a point total for each resident applicant has been determined, all resident applicants are placed in order of their "point total". Resident applicants are then accepted in order of the point total they have achieved. The resident applicant with the highest point total is accepted first, the resident applicant with the second highest point total is accepted second, and so on until all seats are filled. The second official application will be offered the second seat and so forth. All resident applicants are accepted or placed on a waiting list. Applicants who applied by the initial application deadline are awarded ten additional points when placed on the waiting list. If openings occur, the seats are filled by accepting resident applicants from the waiting list. These resident applicants, like those accepted earlier, are accepted in order of their place on the waiting list determined by the total points given according to the selection criteria. In the event that there are more resident applicants with the same "point total" than there are seats available, therefore creating a tie for one or more available seat(s), the applications with the same "point total" will be put in order by date of the official application, first to last date. The first official application will be offered the seat first. The second official date of application will be offered the next seat and so forth. For example, two applications with the same "point total" of 80 are applying for one available seat. One application has an official application date of September 1st and the other application has an official application date of November 15th. The application submitted first according to the official application date of September 1st will be the first one on the list followed by next official application date of November 15th.

Non-resident applicants are evaluated using the criteria in this Admission Policy and will be placed on the waiting list after the resident applicants. Non-resident applicants on the waiting list will only be accepted if all resident applicants on the waiting list have been accepted. Non-resident applicants for Fall Admission will be considered only after the first Friday in May.

### **Rising or Current Eighth Grade Applicants**

Rising or current eighth grade applicants whose completed application forms are received on or before the Third Friday in December application deadline date will be interviewed. It is expected that application packets and interviews will be completed by the last school day in January.

Applications received from rising or current eighth grade students and interviews completed after the last school day in January will be evaluated using the same criteria as other applications and their composite score will be integrated in rank order on the established waiting list. Applicants will be notified of their status by a letter and email to the student by Mid-February. Applicants whose completed application packets are not received and have not been interviewed by Mid-January will receive a letter informing them of their status.

Accepted rising and current eighth grade students must notify the Admissions Office of their intention to attend Blue Hills Regional by the first Friday in March. If no such notification is received, applicants on the waiting list will be accepted in their place. Thus, a second round of acceptance letters will be sent by Mid-March. The number of acceptance letters sent will be based on the number of unfilled openings.

Accepted students from the second round must notify the Admissions Office of their intention to attend Blue Hills Regional by the first Friday in April.

A third round of acceptances will take place, if openings remain, based on the process described above.

### **Rising or Current Ninth Grade Applicants**

Rising or current ninth grade applicants whose completed application forms are received on or before the mid-May application deadline date will be interviewed. It is expected that application packets and interviews will be completed by mid-July. If after notifying the applicant's Guidance Counselor/school designee and parent(s)/guardian(s), the application remains incomplete for ten school days, the application will be placed on an 'inactive withdrawal' status, until such time as the additional information is received and/or applicant reactivates his/her application.

Applications received from rising or current ninth grade students and interviews completed by mid-July will be evaluated using the same criteria as other applications and their composite score will be integrated in rank order on the established waiting list. Applicants will be notified of their status by a letter and email to the student by Mid- August. Applicants whose completed application packets are not received and have not been interviewed by Mid-July will receive a letter informing them of their status.

Accepted rising and current ninth grade students must notify the Admissions Office of their intention to attend Blue Hills Regional by mid-August. If no such notification is received, applicants on the waiting list will be accepted in their place. Thus, a second round of acceptance letters will be sent by Mid-March. The number of acceptance letters sent will be based on the number of unfilled openings.



Please note that students accepted in the initial round who notify the Admissions Office after the Confirmation deadline date will be placed on the wait list based on their rank order score.

A second and/or third, etc. round of acceptances will take place, if openings remain, based on the process described above.

All notifications will state that the admissions decision is conditional on meeting the requirements noted in the Enrollment section of the policy.

## IX. ENROLLMENT

In order to enroll at Blue Hills Regional Technical School for the fall, applicants must have been promoted to the grade they wish to enter by their sending school district. An official final transcript of grades/report card is required to be submitted to the Director of Admissions prior to enrollment.

Rising and current grade 9 applicants will be advised to make up any failed courses required for graduation from Blue Hills Regional Technical School.

Acceptance and enrollment at Blue Hills Regional Technical School is based upon the accuracy and completeness of the student's application. Blue Hills Regional Technical School reserves the right to revoke its acceptance of any student, at any time, if it determines that the student, the student's parent/guardian(s), or the student's sending school district provided inaccurate, incomplete, or misleading information during the application process.

All accepted incoming students will participate in a placement testing. Additionally, prior to the first day of school, and in accordance with the Massachusetts State Law, updated physical examination and immunization records of incoming students must be forwarded to Blue Hills Regional Technical School.

## X. VOCATIONAL TECHNICAL PROGRAM PLACEMENT

All ninth graders who enroll in Blue Hills Regional Technical School participate in a technical exploratory program. First, the mini exploratory program is the preliminary introduction to Blue Hills Regional's technical program offerings. For the mini exploratory, students rotate through all seventeen (17) technical programs for one period of time (about 40 minutes). Students then choose the top nine (9) vocational technical programs they wish to explore for a one-week (approx. 30 hours) period of time during nine (9) technical week cycles.

A universal exploratory evaluation form is used by each technical program. Each student will be assigned a total score derived from the sum of the sub scores (points) in the following areas: Tech-Related, completeness of Work, Safety, Preparedness, Respect and Behavior, Quality of Work and Participation. Each area will receive a sub score of 3, 6, 9, 12 or 15. Once points are awarded in each area, the points are totaled to arrive at a score for each student. A maximum total of 105 points "A" = 95-105 points; "B" = 84-94 points; "C" = 63-83 points; "D" = 42-62 points; "F" = 0-41 points. At the end of the last exploratory, each student selects his/her technical program of choice, as well as a second and third choice. Students are permitted to choose a technical program they received fewer than 41 points or equivalent of an "F" on the universal exploratory evaluation form based on available space. In the instance that a student were to receive fewer than twelve (12) points in all technical programs explored, a meeting would take place with the student, parent(s)/guardian(s),

guidance counselor and Vocational Director. A list of technical programs with openings would be reviewed and students are able to explore additional technical programs they had not previously explored. Students are then placed in a technical program in accordance with the placement formula described in the next paragraph.

Students are admitted into the technical program of their choice based first on the total point score they received in that program. The student with the highest total point score for a technical program is admitted first. The student with the next highest point total score in that program is admitted second, and so on. In the event that equal grades are earned by multiple students applying to the same vocational program, consideration will be given to the overall average students received in all exploratory programs. For example, if two students earned a 94 in Culinary Arts and only one seat is available, the student with the highest overall average of all exploratory grades will be placed in Culinary Arts. If a student does not receive his/her first choice, their second choice becomes their new first choice for purpose of placement. Students will be placed in their second choice area following the same procedure as their first choice placement that is, based on the score they received in that program, and so on. Students are admitted to the second or third choice of program in order of his/her rating for the technical program.

If a student is not placed in his/her first, second or third choice of program, the guidance counselor will meet with the student and present a list of the technical programs with openings and invite the student to choose one not previously explored. The guidance counselor counsels the students' and the students' parent(s)/guardian(s) on the different options that are available. If the student chooses a technical program in which he/she previously explored, the technical program placement will be made. If the student elects to explore a new technical program, he/she will be evaluated on the same criteria and scale as is used during the regular exploratory program.

Students who enroll at Blue Hills Regional in the tenth grade may explore the technical programs that have openings. Students are evaluated using the same criteria and scale during the period of exploration. If the number of enrollees seeking a technical program exceeds the number of openings, the evaluative total point score/grades would determine the placement. Additional guidance is available to students and parents.

Students who wish to transfer from one technical program to another during the school year may apply for transfer. Transfer requests will be considered subject to the availability of openings in the requested program. Each transfer applicant will be interviewed and counseled individually to determine the appropriateness of the transfer for the particular student. Transfers will not occur without parent(s)/guardian(s) permission.

## XI. REVIEW and APPEALS

Acceptance at Blue Hills Regional Technical School is based upon the accuracy of the admission criteria information provided by the sending school district and the accuracy of information provided by parents/guardians and students on the admission application form.

Upon the receipt of a letter from the Admissions Committee of the Blue Hills Regional Technical School indicating that the applicant has not been accepted or placed on the wait list, the parent(s)/guardian(s) and/or applicant may appeal the decision to the Director of Admissions Stephanie Albernaz. The appeal must be in the form of a letter that states the reasons(s) why they think the decision should be reconsidered. The Appeal Letter can be sent to the Director of Admissions Stephanie Albernaz by email at [salbernaz@bluehills.org](mailto:salbernaz@bluehills.org), by fax: 781-828-0794; mailed to 800 Randolph Street, Canton, MA 02021 or hand-delivered the letter to the Admissions Office to deliver to Ms. Joyce's attention. The appeal letter must arrive within

thirty (30) days of the date on the non-accept determination letter. The Director of Admissions will conduct an administrative review of the application materials and notify the parent/guardian of the results of this review within thirty (30) days.

A parent/guardian who is not satisfied with the decision of the Director of Admissions may request a second appeal on the matter with Principal Geoffrey Zini. This request must be made in writing and must arrive within thirty (30) days of the administrative review with the Director Admissions. This Appeal Letter can be sent to Principal Geoffrey Zini by email at [gzini@bluehills.org](mailto:gzini@bluehills.org), by fax: 781-828-0794; mailed to 800 Randolph Street, Canton, MA 02021 or hand-delivered the letter to the Principal's Office to deliver to Mr. Zini's attention. The Principal's Office will schedule an appeal meeting on the matter with the applicant, the parent/guardian and the Principal. At this appeal, a decision will be rendered. If a parent/guardian is not satisfied with the decision of the Principal, the parent/guardian and/or applicant may appeal the decision to Superintendent-Director Jill Rossetti. This request must be made in writing and must arrive within thirty (30) days of the meeting with Principal. The third Appeal Letter can be sent to the Superintendent-Director Jill Rossetti at [jrossetti@bluehills.org](mailto:jrossetti@bluehills.org), by fax: 781-828-0794; mailed to 800 Randolph Street, Canton, MA 02021 or hand-delivered the letter to the Superintendent's Office to deliver to Ms. Jill Rossetti's attention. The Superintendent-Director's Office will schedule an appeal on the matter with the applicant, the parent/guardian and the Superintendent-Director. At this appeal, a decision will be rendered. The decision of the Superintendent-Director will be final.

If the decision to deny admission is upheld by Superintendent-Director Jill Rossetti, Superintendent-Director Jill Rossetti will retain documents detailing the specific admission requirements used to deny admission and such will be made available to the parent/guardian and student upon request.

With regard to program placement, the parent/guardian of a student, who was not placed in a particular technical program, may request a review of the decision by sending a letter to the Principal. She/he will review the matter and respond in writing within thirty days.

Blue Hills Regional Technical School disseminates information about the school utilizing a variety of approaches.

Events and timelines of admission activities are developed in the fall. This information is posted on the school website, where it provides information on the admissions process, as well as other information about its programs. Students and families can request hard copies of the calendar by calling or emailing the Admissions Office at [admissions@bluehills.org](mailto:admissions@bluehills.org). Information is provided to guidance offices, principals and superintendents of each sending school district as well as disseminates to eighth grade students in the Blue Hills Regional Vocational School District.

Informational Assembly Programs are scheduled for eighth grade students at district schools. The information presented includes a recruitment power point, which describes the technical programs, academic courses, cooperative education, special education resources, sports, clubs, other extracurricular activities and the application process. The Director of Admissions may coordinate other presenters, which may include administration, guidance, faculty and student representatives.

The Director of Admissions will disseminate recruitment information and applications for admission at High School Nights for 8th grade students, at private/parochial schools in the District.

An annual open house is held in the fall for all residents of the District. Prospective students and their parent(s)/guardian(s) have an opportunity to see demonstrations and speak with teachers, staff and students regarding academic courses, career and technical programs and co-curricular areas.

All eighth grade students are invited to an annual Showcase held in the fall. Students can participate in live interactive demonstrations and spend 30 minutes in three out of seventeen CTE programs and learn about our academic offerings. Dates and times are scheduled with the public middle/junior high schools. Blue Hills Regional provides bus transportation for these students. Interested students and parents from private/parochial schools and parents are welcome to attend. Dates and time are available at the district public schools and Blue Hills Regional Technical School; Admissions Office and website at [www.bluehills.org](http://www.bluehills.org).

All ninth and tenth grade applicants who have not attended Open House or Showcase may schedule a “Warrior for a Day” visit. Applicants will shadow a student host through the day visitation program.

The school’s recruitment material describes Open House, Showcase, Warrior for a Day Programs, the career and technical programs, non-traditional career options, academic courses, sports, clubs, cooperative education and special education resources. The materials are mailed and emailed to every seventh and eighth grade student in the district. It is distributed during open house and informational sessions. This information is also available on the school website at [www.bluehills.org](http://www.bluehills.org). All disseminated information and events allows students to make informed decisions based on its offerings. Blue Hills Regional has a comprehensive website available as a public service. Blue Hills Regional will provide translation and interpreter services to parents and students whose primary language is not English.

Parent(s)/guardian(s) may schedule individual visits at a mutually convenient time.