

Smith Vocational & Agricultural High School

Program of Studies

2022-2023 School Year



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History of Smith Vocational and Agricultural High School

Smith Vocational and Agricultural High School was established as a result of a bequest in the will of Oliver Smith. Mr. Smith was born in Hatfield, Massachusetts in 1766. He engaged in farming at an early age, and acquired large wealth by stock-raising. He was a magistrate for forty years; twice he was a representative to the legislature; and in 1820, he was a member of the State constitutional convention. He never married and may have been considered eccentric by his neighbors, but he amassed a large fortune, which he bequeathed to establish the "Smith Charities," a unique system of benevolence. At his death in 1845, his estate was valued at nearly \$400,000; and the will was contested by his family. Legendary lawyer and legislator Daniel Webster successfully defended the will for the city of Northampton. The fund for the Agricultural School became available for use in 1905, and the amount of \$50,000 was turned over to the City of Northampton for the purchase of land on which to build Smith School. The school opened for students in 1908 as the first vocational school in Massachusetts.

Since 1845, when the fund to develop an agricultural school was established, Smith Vocational and Agricultural High School has been at the forefront of a movement toward excellence in vocational training. Today, Smith Vocational and Agricultural High School is a public high school for residents of Northampton and tuition students from all of Hampshire County on a "space available" basis. Students spend alternating weeks in shop and academic programs as they prepare for both a high school diploma and a Certificate of Occupational Proficiency. Graduates of Smith School are expected to meet academic standards, achieve occupational competency, develop ready-to-go work skills, and prepare for continuing education. Integration of technology in course work is encouraged, and students have access to state-of-the-art computer labs with Internet capability. A focus on the acquisition of key life skills-good work habits, reliability, self-confidence, resilience, problem-solving-serves to guide students in their personal growth.

Smith is accredited by the New England Association of Schools and Colleges, and all shop programs meet state standards for Chapter 74 vocational education programs.

Mission Statement

The mission of Smith Vocational and Agricultural High School is to prepare students for social responsibility, employment, and post-secondary education through rigorous, applied technical and academic programs.

Values & Beliefs

As a school community we believe that we must:

- Foster an understanding of the value of education so that students become lifelong learners
- Model an attitude of personal, professional, and institutional excellence
- Respect the diversity of our multi-cultural society by recognizing and affirming the inherent worth and dignity of all people
- Encourage non-traditional career path choices by actively working to eliminate racial, cultural, and gender biases
- Continually develop curricula that nurture students' self-esteem and inspire them to strive to reach their full potential
- Promote a positive, safe, structured, and challenging climate in which all students can succeed

Goals

- **High Expectations**
To raise both technical and academic achievement of all students through core standards and project-based curricula
- **Working Together**
To adopt a culture of unified purpose through active participation in school related activities such as program advisory committees, school council, sports, after school clubs, team meetings, and special events
- **Guidance and Support**
To bring all students, parents, and educators together to work toward a common purpose of assisting each student in setting and attaining academic and career goals
- **Learning Environment**
To instill a conscious sense of ownership and pride in the school environment through regular systematic upgrading and maintenance of the grounds, physical plant, equipment, and instructional resources
- **Public Relations**
To increase public awareness of the value of Smith Vocational and Agricultural High School to the communities it serves, through a stepped-up use of the traditional methods of communication and creative visual displays of students' successes
- **Technology**
To provide a comprehensive professional development program to assist the staff in becoming proficient in the use of advanced technological tools to improve instruction, to reflect industry standards, and to increase student achievement.

Administration Directory

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Athletics

The Smith Vocational Vikings are members of the Pioneer Valley Interscholastic Athletic Conference and compete under guidelines set forth by the Massachusetts Interscholastic Athletic Association.

Smith Vocational students participate in many athletic activities. These enrich school life, enhance personal development and increase leadership ability. Athletes are reminded that they are students first and, as such, must be in good academic standing in order to participate. There are no user fees required for any sport, thus ensuring that cost does not exclude any student.

Athletic Teams (Smith students only)

- Soccer – Boys and Girls
- Volleyball - Girls
- Football - Boys Co-Op with Smith Academy
- Basketball – Girls
- Basketball - Boys
- Softball – Girls
- Baseball – Boys
- Cross Country - Mixed
- Lacrosse – Boys Co-Op with Smith Academy

Additional Available Sports Include

- Ice Hockey - Cooperative with Easthampton High School
- Wrestling - Cooperative with Hopkins Academy
- Ski Team – Cooperative with Hampshire Regional School District

Guidance, College, & Career Counseling

Guidance services are available to all students. The focus of guidance is on career and college planning, in addition to helping students attain their personal, educational, and post-secondary goals. Each student who attends SVAHS will have a course and career/college plan on file with their school counselor, and meets individually with their school counselor at least once per year to update their plan and discuss future goals.

In addition, guidance plans multiple career/college activities throughout the year that are available to students such as college visits, college/career fair, Junior Mock Interview Day, shop visits and industry-specific coaching, guest speakers, etc. School counselors monitor student progress, attendance, and discipline closely and facilitate interventions as needed. School counselors also provide information about financial aid and scholarships to students and parents, assist students with college applications, resume building and other college and career readiness skills. School counselors also coordinate college testing such as PSATs, SATs, the Accuplacer as well as the military's entrance exam, the ASVAB (Armed Services Vocational Aptitude Battery).

School counselors are important players in the life of a student here at SVAHS as they can put together pieces of a student's profile and work with students, teachers, parents, school adjustment counselors, administrators, outside agencies, etc. to ensure that students have what they need, to reach their post-secondary goals.

Massachusetts State Seal of Biliteracy

The State Seal of Biliteracy is an award provided by state approved districts that recognizes high school graduates who attain high functional and academic levels of proficiency in English and a world language in recognition of having studied and attained proficiency in two or more languages by high school graduation. The vision is to help students recognize the value of their academic success and see the tangible benefits of being bilingual. The State Seal of Biliteracy takes the form of a seal that appears on the transcript or diploma of the graduating senior and is a statement of accomplishment for future employers and for college admissions.

Students who demonstrate mastery of English and a world language may be eligible for the State Seal of Biliteracy with Distinction. To qualify for the State Seal of Biliteracy, students must meet all graduation requirements and the English language and world language criteria described below:

- Earn a minimum score of 472 on the ELA Next-Generation MCAS

or

- Earn a minimum overall score of 4.2 and a composite literacy score of 3.9 on the ACCESS for ELLs test

and

- Earn a minimum score of Intermediate-High on the APPLL test

Cooperative Learning Program

Students must be enrolled in an approved Chapter 74 program and have demonstrated those academic, technical and employability competencies associated with at least one and one half years of full time study in the vocational/technical cooperative education program area, and in no case enroll students earlier than midway through the junior year, or after the 90th school day of that same year. Summer co-op is available for juniors interested in extending their co-op placement through the summer into their senior year.

Eligibility Criteria

Attendance: No more than five (5) absences which have not been successfully appealed in a trimester during the 11th and 12th grade. No more than ten (10) absences from any one class or shop. This includes academics, vocational, and coop.

Tardies: No more than 5 unexcused tardies and/or dismissals in a trimester during 11th and 12th grades, shop, academics, or coop.

Academic Requirements

12th grade placement:

- Minimum final grade of 80 in shop and 80 in related in 11th grade, or 1st trimester 12th grade
- Minimum final grade of 75 for each 11th grade academic/other-than-related course
- Maintain a minimum of 80 in shop and related trimester grades
- Maintain a grade of 75 in all classes during 12th grade

11th grade placement eligible after the 91st school day:

- Minimum of 80 in shop and 80 in related during 1st and 2nd trimester of 11th grade.
- Minimum of 75 in all other classes for 1st and 2nd trimester averaged together
- Maintain a minimum of 80 in shop and related trimester grades
- Maintain a grade of 75 in all classes during 11th grade

Must have met MCAS competency determination-or be enrolled in MCAS remediation.

Teacher Recommendation and Verification

- Recommendations of Department Head, Vocational/Technical Teacher, Guidance Counselor, Coop Coordinator, and Assistant Principal
- Demonstrate those academic, technical and employability competencies associated with their vocational program
- 1 & 1/2 years of full time study
- Successfully complete 10-hour OSHA safety course (as scheduled)
- Complete any 11th grade portfolio requirements
- Complete and maintain grade level Career Plan requirements
- Maintain good discipline record

Special Education Services

A Grid

Consultation Service:

This service provides indirect student support through consultation to teachers, parents, and/or other staff. This service may be a meeting, phone call, or other form of regular communication. This service is provided when a student's disability is such that it requires more specialized support, training or ongoing monitoring by an expert in the goal area in order to ensure progress. This service may also accompany a direct service.

B Grid

Academic Support:

This service is provided in a regular classroom setting by a shared paraprofessional under the direction of a classroom teacher. It occurs in the regular classroom setting. Academic support provides students who have significant need the access to non-standard accommodations - or accommodations that would otherwise not be reasonable for a classroom teacher to implement with a full classroom of students.

Co-taught Math (9th and 10th grade only):

This service is provided in a regular Integrated Math classroom setting and is co-taught by a licensed math teacher and a licensed special education teacher. Students who qualify for this service have significant deficits in both math calculation and math problem-solving skills and require significant modification to the grade level curriculum standards.

C Grid

Academic Support:

This service is a pull out service provided by a special education teacher. This service includes direct instruction that reinforces fundamental skill development while supporting academic and vocational progress. Students learn and apply compensatory strategies with the goal of becoming independent learners. Focus areas include but are not limited to:

- Reading
- Writing
- Math
- Executive Functioning
- Study/Test-taking Skills

This is a pull out service. Students who typically qualify for this service include those whose disabilities manifest across settings and curriculum areas and specifically require strategy instruction, extended time, and/or pre-teaching and re-teaching of content.

Strategies (9th and 10th grade only):

This is a pull out service provided by a special education teacher and provides students with explicit remedial instruction in reading and/or math fundamental skill development. SVAHS utilizes Lexia's Power Up program for reading and the ALEKs program for math. Students who qualify for this service are students who have significant deficits in basic reading skills and/or foundational math skills and are able to improve those skills through specialized direct instruction.

Standard English:

This is a pull out service provided by a dual licensed English and special education teacher. This service provides students with small group English Language Arts instruction but is aligned with the grade level standards for ELA and focuses on the essentials of the ELA curriculum while reinforcing fundamental reading and writing skills. This is a service that takes the place of the regular English class. Students receive credit towards their English course requirement for graduation.

Transition Seminar (11th and 12th grade only):

This is a pull out service provided by a special education teacher and provides students with specially designed instruction in the domains of post-secondary education, employability, independent living, and community participation. Students who typically qualify for this service are students who have low adaptive skills and whose disability impacts their functioning within those domains. Units of instruction may include the following:

- Daily Living Skills
- Employability/Soft Skills
- Relationships
- Decision-making
- Self-advocacy and determination
- Goal-setting
- Community Participation
- Adult Agencies and Services
- Consumer Math/Personal Finance
- Travel/Transportation
- Citizenship and Social Responsibility
- Assistive Technology
- Health and Wellbeing

Counseling:

This service is a pull out or push in service that provides support and direct instruction to students with school adjustment issues that impact their ability to access and progress within the regular education program. Direct instruction includes coping strategies to improve functioning in school despite barriers that may be impacting their success in school. Focus of instruction may include self-awareness, self-regulation, self-advocacy, social skills, behavior, etc. Collaboration between outside agencies, home and school for these students is imperative to their success. Students who typically qualify for this service are students who demonstrate characteristics of social/emotional

disturbance, students who have difficulty applying social pragmatic skills, or students whose behavior impedes on their ability to attend or participate in school.

Speech and Language/Social Skills:

This service is a pull out service that includes direct instruction by a speech language pathologist. Services focus on providing students with an individual or small group opportunity to learn language and/or pragmatic skills within a structured setting.

Students who typically qualify for this service are students who have been identified as having significant receptive or expressive language skill deficits. Students may also require this service if they have significant social/pragmatic skill deficits and lack age appropriate skills needed to navigate social interactions and impact their ability to make social progress in school.

English Language Arts

Courses in all grades are aligned with the Massachusetts Curriculum Frameworks for English Language Arts and Literacy. Students develop reading, writing, speaking, listening, and language skills that help prepare them for both career and further education. The consistent use of informational texts and vocabulary strategies in all grades helps to build reading and thinking skills in vocational and other academic subject areas as well as for state assessments. Literacy tasks emphasize the academic and critical skills needed to be successful in the real world and are differentiated in order to address students' varying ability levels and learning styles.

English (9th grade)

Grade nine courses improve literacy skills through analysis of informational texts, fiction, literary-nonfiction, drama, and poetry. This involves explicit writing and reading activities that hone skills for the MCAS (reading comprehension strategies, test-taking strategies, and essay writing while synthesizing multiple texts) and also develop critical thinking and communication skills that inform their upcoming vocational and career goals. Critical evaluation of sources and research skills are also covered. The year starts with an integrated science and English unit using nature-themed texts to compare and contrast informational texts and literature. Students reflect on their exploratory experiences, helping them to develop self-awareness through reflection on their shop choice decision-making process.

Advanced English (9th grade)

This course is for college-bound students and requires more rigorous reading and writing projects. It aligns with the English 9 curriculum, is supplemented with additional informational and literary texts, and includes more outside of school reading. Students are expected to perform writing tasks at a higher level of critical thinking, depth, and detail.

Writing (9th grade)

This course engages students in critical thinking and multiple forms of writing including fiction, interview, and memoir. It begins with a children's literature unit focusing on the writing process, elements of fiction, consideration of audience and purpose, and theme. The next unit focuses on working using interviews to explore the meaning of work, work fulfillment, and work ethic. In the last unit, students engage in memoir-writing, paying particular attention to figurative language, literary elements and themes.

English (10th grade)

Students focus on developing active reading and critical thinking skills while reading informational texts, fiction, drama, and poetry. Writing assignments engage students in synthesizing multiple texts, writing argument, descriptive, and narrative essays to prepare for the state test. Students also complete a research and writing project that helps them to build critical information gathering skills while increasing self-awareness. Analysis of literature includes understanding and analyzing theme, tone, main idea, character development, and figurative language.

Advanced English (10th grade)

This course is for college-bound students and requires more rigorous reading and writing projects. It aligns with the English 10 curriculum, is supplemented with additional informational and literary texts, and includes more outside of school reading. Students are expected to perform writing tasks at a higher level of critical thinking, depth, and detail.

Writing (10th grade)

Writing courses are intended to engage students in critical thinking while developing writing skills that will translate to MCAS writing tasks, accurate research writing, public speaking skills, and improved literacy in all subject areas. The course begins with a media literacy unit in which students apply a critical lens to the persuasive powers of propaganda, then they develop and present advertisements using the techniques. For the next unit, students read a variety of informational texts and opinion pieces on a significant social problem, write a problem-solution paper on the topic they choose using the MCAS argument essay format. The final unit focuses on identifying, analyzing, appreciating, and writing a wide range of poetic forms. After drafting and revising their own poems, they will present them at a poetry reading café.

English (11th grade)

The eleventh grade curriculum is structured around increased understanding of the role that reading and literacy skills play in the classroom and in society as a whole. Students read and analyze fiction, non-fiction, and drama. A focus on informational texts culminates in a research project that allows students to explore the theme of sustainability as it relates to their careers and their roles as citizens. Early in the year, 11th graders write resumes and cover letters in preparation for mock interviews and co-op job applications later in the year.

AP English Language and Composition (11th grade)

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. The course prepares students for the College Board's Advanced Placement Exam in English Language and Composition, which is administered in May. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. The course guides students in becoming curious, critical, and responsive readers of diverse texts. Students taking this course should come willing to do their best work as they cultivate reading and writing skills needed for college success and for intellectually responsible civic engagement.

English (12th grade)

The 12th grade curriculum focuses on the concept of embarking upon independence, in step with this important transitional period in students' lives. The first unit focuses on the research writing process from start to finish. The topics are chosen independently, but

are connected to students' post-graduation goals. Students regularly practice the development of their organizational skills along with their reading, writing, and critical thinking skills while evaluating sources. Additionally, students read and analyze a major drama in order to study how writers use language to develop characters and themes as well as to study how universal truths about the human experience found in literature can transcend time and bring people together. The year ends with a novel/memoir in which they examine questions of truth, honor, and identity while practicing critical reading skills and composing writing that requires synthesis and reflections on themes addressed throughout the year.

AP English Literature and Composition (12th grade)

AP Lit. is a demanding, college-level course certified by the College Board and intended for seniors who wish to refine their writing and reading skills, improve their vocabularies, and increase their facility with the written and spoken word. The course prepares students for the College Board's Advanced Placement Exam in English Literature and Composition, which is administered in May. Students read, reread, and write analytically about challenging texts, engage in frequent, in-depth class discussions of those texts, and write numerous short and long critical essays. Although the course is designed to prepare students for the AP English Literature and Composition exam, the sustained focus of the course is one of the rewards and pleasures of examining literature with a critical eye and acquiring the skills to write and discuss them substantively. Students who enroll should have strong reading and writing skills, a level of comfort with the abstract, and a love for reading and rereading difficult texts.

History

The aim of the history program is to give students a comprehensive knowledge of events, geography, and diversity both domestically and globally to become active and responsible members of their communities. Throughout their course of studies, students will be taught the fundamentals of analytical thinking, primary source analysis, and how to recognize patterns of events. Students will access the skills and knowledge learned in English, mathematics, and science as they relate to their course of study. To ensure a safe learning environment and equal opportunities for all students, the curriculum and classrooms are designed to accommodate diverse learning styles and backgrounds. Parental engagement is also important to the history program and to that end teachers maintain communication to ensure full engagement in the classroom. The program is aligned with the Massachusetts History and Social Sciences Frameworks, which incorporate the Common Core State Standards. As a result, teachers have designed units and projects that are rigorous and allow for students to scaffold on prior knowledge and skills from one course of study to the next.

U.S. History I (9th grade)

As aligned with the Massachusetts History and Social Sciences Frameworks and the Common Core Standards, this course will examine U.S. History from 1763 to World War I. As part of this course, students will investigate the origins of the Constitution and American democracy and the challenges the new nation faced postwar. Other units of study include the Civil War, westward expansion, immigration, and industrialization. The course will conclude by examining the political, social, and economic changes the U.S. experienced during the Progressive Era and U.S. entry into World War I.

U.S. History II (10th grade)

As aligned with the Massachusetts History and Social Studies Frameworks and the Common Core Standards, this course will chronologically examine American History following the end of World War I. The course will review the impact of the Roaring 20s, World War II, and economic growth and consumerism postwar. The course will conclude by examining U.S. involvement in global affairs and in depth look into the Civil Rights Movement.

Advanced United States History I and II (9th & 10th grade)

The topics and events that are covered in the advanced classes are the same as those that are covered in the non-advanced class. However, the review of the topics and events will be more in-depth, will require deeper critical thinking, and the examination of primary and secondary sources. Students can expect to work at a more rigorous pace, work cooperatively, and have outside reading and writing assignments.

AP United States Government and Politics (11th grade)

AP® U.S. Government and Politics is a college-level year-long course that not only seeks to prepare students for success on the AP Exam in May, but also provide students with the political knowledge and reasoning processes to participate

meaningfully and thoughtfully in discussions and debates that are currently shaping American politics and society.

AP U.S. Government and Politics accomplishes these goals by framing the acquisition of political knowledge around enduring understandings and big ideas about American government and politics that can be applied to a set of disciplinary practices by using a set of reasoning processes. Through the development of this set of political knowledge, disciplinary practices, and reasoning processes, students will be able to analyze current and historical political events like a political scientist and develop factually accurate, well-reasoned, thoughtful arguments and opinions that acknowledge and grapple with alternative political perspectives.”

Human Geography (11th & 12th grade)

This is a survey course exploring humans and their culture around the world. This course is rooted in critical thinking and problem solving. Throughout this course, students are exposed to cultures from all six of the inhabited continents. The units of study range from maps, an academic look at culture, world health systems and population, folk culture and pop culture, religion, language, food, colonization’s impact on modern society and industries.

Modern America and Global Affairs (11th & 12th grade)

This course is a study of American history following World War II through present day. Students examine events, policies and themes that have shaped the nation during the 20th and 21st centuries. Connections between present day events and the past are emphasized as we look to our future.

Citizenship and Government in the 21st Century (11th & 12th grade)

The focus of this course will be to prepare students to participate in exercising their civic responsibilities as thoughtful and informed citizens. Civics provides a basis for understanding the rights and responsibilities for being an American citizen and a framework for competent and responsible participation. Teaching and learning will focus on the historical development of government and political systems, including: the United States Constitution; federal, state and local government structure; and the rights and responsibilities of citizenship. Students will actively investigate local, state and national issues, read and participate in discussions, and develop informed arguments through a variety of writing assignments and projects.

Psychology (12th grade)

The course is a study of scientific psychology and the many diverse fields within psychology. It is based on scientific methodology, which gets to the root of how we know what we know both about others and ourselves. Units include: the biological basis for behavior, child and adolescent development, learning, development, theories of personality, psychological disorders, and therapies.

Humanities

The study of humanities calls for a focus on culture, inquiry and expression. As such, the Humanities Department at SVAHS consists of the Art, Library and Spanish programs. Students explore culture and expression through their studies in Art and Spanish, and the Library program supports their inquiry in those and all other programs at SVAHS, plus any topics students choose to pursue for personal self-fulfillment. The philosophy of the Humanities department is to provide encouragement, support and creative freedom to students as they learn about the richness of human culture and their place in the world.

Library program

The library program reflects the standards of the American Association of School Librarians, promoting inquiry, inclusion, collaboration, curation, exploration and engagement to help students think, create, share and grow. Through the library program, students gain effective skills in research, media literacy and digital citizenship; and improved literacy through targeted reading and writing strategies, all within the context of constantly changing learning environments. In collaboration with content teachers, the librarian also helps plan and deliver lessons and assists with special projects.

Technology Unit (9th grade)

This unit is taught to all ninth graders and focuses on developing skills in media literacy, online safety, search strategies and evaluating sources. Student learning in this unit is guided by two essential questions:

How can technology enhance/improve my life and work?

How can I be a responsible and safe user of technology and media?

Combined with the teaching of other technology skills in academic and career technical programs, this unit satisfies Strand Six of the Massachusetts Vocational Technical Education Frameworks.

Grades 9-12

Students will learn literacy, research, employability, media evaluation and technology skills from the librarian on a regular basis in academic and career technical programs, and in preparing for post-secondary pursuits. Students are also encouraged to independently select texts of interest to them.

Spanish

Spanish at SVAHS is taught with an emphasis on learning how to communicate in the language. From the very beginning, Spanish is the language of instruction. Class material is made comprehensible through visual context clues, gestures, and some English translation, so that even students who are new to Spanish will find the class accessible. Students begin acquiring the language through listening and reading; two

forms of input that are part of every lesson, every day. After many hours of listening and reading, students begin to speak in short sentences.

This approach is similar to how young children learn their first language. They listen, while the adults around them talk and make gestures. After some time, the child understands what is happening, even though they can't speak yet. (This happens when learning a second language too!) If the child is lucky enough to have someone read to them, they begin to see the words on paper. Finally, they start speaking. Studies show that this is how all language is acquired.

In addition to language learning, students in the program gain knowledge about the cultures of countries where Spanish is spoken. Cultural connections with communities around the world are an ongoing part of each course.

Courses are aligned with standards for language learning that are defined by the American Council for Teaching of Foreign Languages (ACTFL). Diversified class activities and assessments will reflect different learning styles, with a fair amount of classroom movement, visual learning, drawing, acting, and competitive games. In addition to language learning, the Spanish classroom is a place where students will gain knowledge and understanding of the cultures in 21 countries where Spanish is the official language (or widely spoken). Cultural connections with communities around the world, as well as the Latino community here in Western Massachusetts, are an ongoing part of each course.

Spanish I (10th or 11th grade)

Spanish I is an introduction to basic conversational Spanish, and is offered to Sophomores and Juniors. Students will learn how to describe themselves and other people, talk about their daily activities, and narrate the events of a story. Students will know the colors, numbers, days of the week, how to tell time, etc. Class activities include creating stories, acting them out, drawing, interviewing classmates, reading a short novel, playing games, and listening to a LOT of Spanish.

Spanish II (11th or 12th grade)

Spanish II is offered for Juniors and Seniors. This class re-enforces some of the basic interpersonal communication skills learned in Spanish I. Conversation about students' daily life and interests continues to be a focus, as they acquire more of the language. Students will study agriculture and farming in Latin America, Latin American foods, and the relation between food and health. The later part of the year focuses on another short novel, this time written in the past tense.

Spanish III (12th grade)

Spanish III is offered to Seniors who have already completed Spanish II or who have already developed proficiency in Spanish because it is their home language. Spanish III continues to develop students' basic interpersonal communication skills, but also explores the history and culture of Spanish speaking countries. The course takes an in-

depth look at the history and culture of Puerto Rico and Cuba. Students are expected to read novels and news articles, and engage in discussion about them.

Heritage Spanish

Heritage Spanish is offered for students who already have a background in the language from their home environment. The class is for students who are bilingual, but not necessarily biliterate. Heritage Spanish focuses on developing literacy through activities and assignments comparable to those of a language arts class. Students learn reading strategies, develop reading habits, write essays on various topics, and work to develop critical thinking skills.

Art

Smith Vocational and Agricultural High School's art curriculum is aligned to the Massachusetts Core Arts Standards with a focus on creating, presenting, responding, and connecting. The art courses follow the Visual Arts discipline.

Art courses are required for 9th and 10th grade while in 12th grade they can take art as an elective. Instruction in these courses are created with artistic literacy in mind. Students are offered opportunities in artistic investigation and experimentation with materials, techniques, and concepts. While delving into their own creativity, students learn how to convey meaning and communicate through their art works.

Art I (9th grade)

This project-based course that develops a student's visual art skills. Students will develop art skills based on the elements of art, principles of design and composition, and typography.

Art II (10th grade)

Art II is a more advanced study of art for the 10th grade. Students work in an expanded range of two-dimensional and three-dimensional media. There will be concentration in areas of more advanced drawing, watercolor, acrylic painting, sculpture, as well as work in the artist's own personal sketchbook.

Art Electives (12th grade)

Each elective will be a trimester long and students can sign up for the whole year or a trimester at a time.

Trimester 1: Drawing

Drawing focuses on rendering with a variety of mediums. The curriculum stresses visual perception, composition and creative problem solving. This class requires a sketchbook.

Trimester 2: Painting

Painting includes acrylic and watercolor painting techniques. Value, composition, color theory and studio maintenance are emphasized. This class requires a sketchbook.

Trimester 3: Sculpture

This course develops basic skills in the creation of 3-D forms in a variety of mediums. This course is designed to develop higher level thinking and technical skills, and aesthetics. This class requires a sketchbook.

Mathematics

The goal of the mathematics department is to provide students with the necessary skills to graduate from high school and achieve success on a wide variety of tests, including standard placement exams for Community Colleges, exams in trade areas, civil service exams, military exams, etc.

The mathematics department aligns curriculum with the Massachusetts Curriculum Frameworks and works on updating and expanding our curriculum regularly.

Algebra I (9th grade)

This is a traditional Algebra I course designed to give students skills that will provide them a foundation for future Math courses. Algebra I includes topics such as integers, order of operations, solving and writing linear equations and inequalities, percentages, graphing and scatter plots. The course also includes study of monomial and polynomial expressions, inequalities, exponents, functions, rational expressions, ratio, and proportions. Algebraic skills are taught to be applied in a wide variety of problem-solving situations.

Advanced Algebra I (9th grade)

Advanced Algebra is a course designed to prepare students for a higher level of mathematical reasoning. It is recommended for highly motivated students who have sharp math skills and a background in Algebra. This course will cover traditional topics taught in a one-year Algebra I course (shown above), as well as some topics generally taught in Algebra II, such as systems of equations and a deeper exploration of quadratics. This advanced course works at a pace quicker than Algebra I.

Integrated Math I (9th grade)

Students review topics such as measures of central tendency, reading tables and graphs, operations with integers, and the order of operations. Students will also explore functions through the study of linear patterns, solving equations, writing and graphing linear equations, and using scatter plots and trend lines to make predictions.

Math MCAS (9th & 10th grade)

9th & 10th graders take this course as a second Math class during their shop week. This MCAS preparatory course is taught during shop weeks. Topics include integers, order of operations, solving linear equations and inequalities, proportions, percentages, graphing, scatter plots, and polynomials as well as an introduction to quadratics from Algebra I. Geometry topics will include angles, triangles, perimeter, area, Pythagorean Theorem, scale factors and similarity, and properties of circles. Students practice test taking strategies, along with composing open response questions weekly.

Geometry (10th grade)

Geometry is a spatial discipline that builds upon the ideas studied in Algebra I. This year-long course stresses critical thinking and problem solving in the 2-Dimensional plane. This course places an emphasis on MCAS preparation. Topics include perimeter,

area, volume, angle reasoning, parallel lines, transversals, ratios, proportions, similar figures, the Pythagorean theorem, radicals, plane geometric figures (including polygons both regular and irregular), special right triangles, circles, and applications. This course is recommended for students who have completed Algebra I.

Advanced Geometry (10th grade)

Advanced Geometry is the study of mathematical topics in a spatial discipline. Investigations involve algebraic equations, graphs, and geometric figures. This course will cover perimeter, area, volume, angle reasoning, parallel lines, transversals, ratios, proportions, similar figures, as well as the Pythagorean Theorem, radicals, geometric figures, special right triangles, and circles. This course will also place a strong emphasis on critical thinking and problem solving. This advanced course works at a pace quicker than Geometry.

Integrated Math II (10th grade)

This course will review basic math skills of integers (positive and negative numbers) and provide an introduction to Algebra & Geometry topics such as order of operations, solving and writing linear equations, graphing and reading linear equations.

Transformations will be calculated on different shapes on a coordinate plane. Students will use ratios and proportions to solve equation and percentage problems. Students will evaluate, create charts and graphs, use statistics and percentages based on these graphs. Area and perimeter topics will be covered on different shapes. The pace of this class is flexible and is adjusted to meet students' needs.

Algebra II (11th grade)

This course will build upon topics covered in Algebra I. New topics include systems of linear equations and matrices, quadratic equations, irrational and complex numbers, negative and fractional exponents, exponential and logarithmic functions and equations. Students will use technology to graph functions and examine behavior of different types of graphs and generalize results.

Advanced Algebra II (11th grade)

This course will build upon topics covered in Algebra I. New topics include systems of linear equations and matrices, quadratic equations, irrational and complex numbers, negative and fractional exponents, exponential and logarithmic functions and equations, and touch on probability and counting principles. Students will also use technology to graph functions, explore and compare graphs, and make predictions about their behavior. This course will cover topics at a faster pace and dive into real world applications when applicable.

Pre-Calculus (11th grade - must be taken with Algebra II)

Pre-Calculus is a course that allows students to study functions including domain, range, inverse functions, and parent functions. Students will also study Polynomial functions such as end behavior, x and y intercepts, and local extrema. A variety of Trigonometry topics will also be covered.

Integrated Math III (11th grade)

This course is a continuation of Integrated Math II. Students will review standard and linear equations, circle properties, perimeter and area, radicals, and roots and powers. Students will apply these concepts to solve real world problems. The pace of this class is flexible and is adjusted to meet students' needs.

Trigonometry (12th grade)

Trigonometry is a course that focuses on topics such as Right Triangle Trigonometry, Trigonometric Functions of Special Angles, Solving Trigonometric Equations, Graphing Sine and Cosine, and solving triangles using the Laws of Sine and Cosine. Emphasis will also be placed on Trigonometric Identities, including addition, subtraction, multiplication, division, and Pythagorean identities.

Financial Literacy for the Future (12th grade)

This is a course that empowers students with the ability to understand financial language and manage common financial tasks they will encounter throughout their lifetimes. Topics include: understanding various banking and financial services such as balancing a checkbook; different types of accounts like direct deposit; banking services such as loans and their features; secured debt such as mortgages and equity loans; unsecured debt like credit cards; and how to make financial decisions, such as renting or buying a home, paying state and federal taxes, charitable giving, online commerce, and information on identity theft.

AP Stats (12th grade)

Advanced Placement Statistics is a course designed for students who are seeking to become more well-rounded mathematical writers, world citizens, and critical thinkers. AP Statistics students will examine phenomena in society, ask interesting questions, look at facts and data, and analyze the world at large through a data-driven lens. Our study of mathematics is driven by the goal to be better educated consumers of news, media, and science as well as to become better problem solvers in our own vocations and fields. Students taking AP Statistics will sit for a College Board Exam in May with the potential to earn college credit.

Integrated Math IV (12th grade)

This is the final course in the Integrated Math sequence. Students will study polynomials, roots and powers, linear equations, rational expressions, and systems of equations. Students will apply these skills as they problem-solve real world scenarios that they will likely encounter after high school.

Physical & Health Education

The physical and health Education programs are designed to ensure that every student, regardless of gender, race, ethnicity, and disabling condition has an equal opportunity to experience health education in a positive manner. The program is designed to ensure equality, making use of classroom resources that are culturally diverse and non-discriminatory; evidenced-based programs are used specifically in the areas of violence prevention, including bullying prevention; sexual health; and substance use prevention. Social emotional learning standards are embedded in lessons to promote student success and understanding of elements and behaviors that demonstrate a healthy lifestyle. A variety of instructional methods are used to create opportunities for students to express their understanding in written, oral, and artistic forms.

Physical Education (9th-12th grade)

The physical education courses are designed to improve students' physical competence, improve and promote the importance of lifelong fitness, improve social skills by working with their classmates, and improve students' understanding and knowledge of a variety of team, partner and individual games/activities. Students experience and participate in a wide variety of games such as Badminton, Volleyball, Basketball, Ultimate Frisbee, Soccer, Gatorball, backyard games, etc. Through gameplay and physical activity students will be able to exhibit personal and social behavior that respects self and others in a physical activity setting while demonstrating competency in motor skills and movement patterns needed to perform a variety of physical activities.

Health Education I (9th grade)

The health education I course is designed to give students a basic understanding of wellness concepts especially decision making, goal setting, effective interpersonal communication and ways to lower risk for unhealthy choices. The focus of the program is for students to practice health-enhancing behaviors and to understand concepts related to health promotion and risk prevention. Students are encouraged to ask questions, explore their own values and passions, and to learn to advocate for themselves and their communities. Topics include: The 10 Dimensions of Wellness, Goal Setting, Nicotine Prevention, Sexual Education, Healthy Relationships, Violence Prevention, and Suicide Prevention.

Health Education II (10th grade)

The health education II course is designed to teach the National Health Education standards including advocacy, accessing information, promoting healthy relationships, effective communication, and disease prevention. This is a skills-based health education course that encourages students to use their communication and advocacy skills to promote the health of themselves and their community. Areas of study include: Goal Setting for a Successful Future, Discovering Your Purpose, Mental Health and Wellness, Addiction Studies, Effective Communication in a Business Setting, Communication in Relationships (including consent), and Disease and Injury Prevention.

Lifelong Health and Wellness (12th grade elective)

Lifelong Health and Wellness is an elective course offered for seniors that focuses on the importance of healthy habits to maintain lifelong physical, mental, and emotional health. In this course, students will be learning practical skills in nutrition and healthy meal planning and preparation, managing a budget for a healthy lifestyle, accessing health services, navigating health insurance benefits both through an employer and through state programs, navigating and understanding fitness (including how to access and use a fitness center), understanding mental health and accessing mental health resources, how to create realistic health goals at every stage of one's life, and how to make time for physical, mental, and emotional health in a busy working schedule. Students will take trips to local grocery stores to learn about budgeting and meal planning for healthy meals, trips to local fitness centers to learn how to get the most out of a gym membership, and trips to local hospitals to learn about various services offered. Speakers from around the community will visit the class to discuss important health topics such as mental health, stress management, disease and illness prevention, and how to make the most of your employer's benefits. This course will combine health skills with physical fitness by practicing health-enhancing behaviors and getting active in and out of the classroom by testing out programs like Couch to 5k, beginners yoga, hiking, and incorporating gameplay while discovering how each student can enjoy adding more physical activity in their life. Students who want to learn lifelong skills to keep themselves healthy and happy; while also having fun, will find this course is suited just for them.

Science and Technology/Engineering

Biology I & II (9th & 10th grade)

Biology I and Biology II are full-year courses offered to all ninth and tenth graders. Topics focus on the Massachusetts Curriculum Frameworks and include scientific methodology and scientific literacy skills, organic molecules, cell structure and function, cell division, genetics, evolution, ecology, and an introduction to body systems. Students learn through a variety of activities including hands-on projects, laboratory experimentation, research, reading, writing, presentations and inquiry. Students are encouraged to find connections between course content, the real world, and their own experiences throughout the course.

Biology I & II - Honors (9th & 10th grade)

The topics that are covered in the honors level class are the same as those that are covered in the non-honors class, though students go further in depth with material, and learning activities require a higher level of critical thinking. Scientific literacy skills, especially analyzing data and communicating ideas are emphasized in this course. Laboratory procedures, projects, assignments and assessments all reflect increased rigor for this class.

Physics I (9th grade)

Principally focused on motion and mechanics, this ninth grade course covers estimation, unit conversion, kinematics (displacement, velocity, acceleration, and their relationships), vectors and scalars, dynamics (including Newton's Laws of Motion), and conservation laws (momentum and energy).

Physics II (10th grade)

This continuation of the ninth grade course for tenth grade expands upon the fundamentals established in Physics One and applies these concepts to simple harmonic motion, waves, sound, thermal physics, gravitation, electricity & magnetism, and light.

Circuit Design (11th grade)

This course introduces students to electrical properties and analog electrical systems with a carnival game and circuit labs, then dives into applied digital logic. Digitally, students learn binary, create truth tables, interpret & draw schematics, design and test virtual circuits using MultiSim, and then prototype, test, and troubleshoot digital circuits.

Renewable Energy (11th grade)

This is a Grade 11 elective course that supports students from any of the shop areas. Their goal is to introduce and reinforce the students' use of energy in their housing, transportation, product selection and vocational economic viability by focusing the energy use streams, both renewable and non-renewable, in the complex biological, chemical and physical systems in use today.

Anatomy & Physiology I (11th grade)

This is the first section of a two-year course on the anatomy and physiology of the human body with some anatomical comparisons to other living organisms including vertebrates and invertebrates. The beginning of the course will consider the relationship between cells, tissues, organs and organisms. The biological systems covered include the integumentary, skeletal, muscular, respiratory, cardiovascular, circulatory, lymphatic, immune, nervous, endocrine, digestive, urinary and reproductive. Each system will be taught at the introductory level and will also include the homeostatic mechanisms that maintain the organism as a whole. Throughout the two years, additional topics that will be covered include human diseases, biotechnology including stem cell research and cloning, pathogenic organisms found in the public workplace, and miscellaneous topics that exist in the current news. There will also be individual integration assignments for students in their respected shops with special emphasis on culinary arts, cosmetology, and health. Laboratory experiments, presentations, and other hands-on activities will be offered throughout the year. Students will not be required but will have the opportunity to dissect preserved specimens of organisms that may include: mammals, amphibians, annelids, and fish for the purpose of viewing and comparing anatomical structures.

Anatomy & Physiology II (12th grade)

This course is a continuation of Anatomy & Physiology I. Please see the description of A&P I for more details.

Chemistry (12th grade)

This course serves as an introduction to the major theories and concepts in Chemistry. The science of matter and how it interacts will be explored through lecture, demonstrations, readings, and laboratory work. By the end of this course, you will have an understanding of the composition of matter, how matter is categorized, how matter interacts, the Atomic Theory throughout history, the signs and causes of chemical reactions, and the properties and structure of matter.

Robotics (12th grade)

This advanced, interactive, computer-based course is designed to teach robotics hardware and programming skills. Students build VEX Robots and program them using ROBOTC, a C-based programming language. Students control robot behavioral outputs using sensor inputs to navigate physical and virtual challenges.

Engineering by Craft (12th grade)

This course is a very hands-on engineering course where students apply critical thinking to attempt to solve certain problems. The problems and their relevant disciplines are: a marble machine (industrial); a roller coaster (mechanical); a 4-axis “robotic” arm (fluid mechanics); a plane (aerospace); and a monster truck (electromechanical).

Project Lead The Way

A sequence of four courses in pre-engineering, is listed below. Students taking pre-engineering courses must also be enrolled in a college preparatory math course and must maintain above average grades in all their courses.

Introduction to Engineering Design (9th grade)

Introduction to Engineering Design is an introductory course, which develops student problem solving skills, with emphasis on the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. They will learn a problem solving design process and how it is used in industry to manufacture a product. The Computer Aided Design system (CAD) will also be used to analyze and evaluate the product design. The techniques learned, and equipment used, are state of the art and are currently being used by engineers throughout the United States.

Principles of Engineering (10th grade)

Principles of Engineering, the third Project Lead The Way course, provides an overview of engineering and engineering technology. Students develop problem solving skills by tackling real-world engineering problems. They explore four engineering systems and manufacturing processes: mechanical, fluid, electrical, and thermal. Students learn the properties of various materials, how materials are shaped and joined, and material testing. Through theory and practical hands-on experiences, students will address the emerging social and political consequences of technological change.

Digital Electronics (11th grade)

Digital Electronics is the second Project Lead The Way course in pre-engineering. It introduces students to applied digital logic, a key element of careers in engineering and engineering technology. This course explores the smart circuits found in watches, calculators, video games and computers. Students use industry-standard software to test and analyze digital circuitry. They design circuits to solve problems, export their designs to a printed circuit program that generates printed circuit boards, and use appropriate components to actually build their designs. Students use mathematics and science in solving real-world problems.

Engineering Design and Development (12th grade)

This is the capstone course in the Project Lead The Way sequence. Students apply what they have learned in academic and pre-engineering courses as they complete challenging, self-directed projects. Students work in teams to design and build solutions to authentic engineering problems. An engineer from the school's partnership team mentors each student team. Examples of projects may include a robotic mascot for the school, a remote-controlled hovercraft, or a solar-powered device.

Project Lead the Way Biomedical Sciences

Principles of Biomedical Science (10th grade, double period)

This course provides an introduction to the biomedical sciences through exciting hands-on projects and problems. Students investigate concepts of biology and medicine as they explore health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They will determine the factors that led to the death of a fictional woman as they sequentially piece together evidence found in her medical history and her autopsy report. Students will investigate lifestyle choices and medical treatments that might have prolonged the woman's life and demonstrate how the development of disease is related to changes in human body systems. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes and allow students to design experiments to solve problems. Key biological concepts including maintenance of homeostasis in the body, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. This course is designed to provide an overview of all the courses in the biomedical sciences program and lay the scientific foundation for subsequent courses.

Human Body Systems I (11th grade)

Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries.

Human Body Systems II (12th grade)

Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries.

Chapter 74 Programs

Smith Vocational and Agricultural High School currently has fifteen Chapter 74 approved programs. Chapter 74 approved career and technical education programs are programs that meet the definition of career and technical education contained in Massachusetts General Law Chapter 74. Each Chapter 74 program follows a unique set of frameworks of a particular career and technical education area that requires specific equipment and skill attainment. Students in our programs engage in rigorous career and technical education course work that includes well over 900 plus hours in the CTE Chapter 74 program. Upon completion of hours and skill attainment, students will receive a Chapter 74 certificate in their CTE program along with their high school diploma.

Chapter 74 CTE approved programs also enable qualified students to engage in cooperative work-based learning. In this model, students may begin to work in their chosen field in place of attending shop classes by the end of their junior year providing students meet the cooperative work requirements. For more questions about Chapter 74 approved programs, please contact our guidance department.

Advanced Manufacturing Technology

The Advanced Manufacturing Technology program at Smith Vocational and Agricultural High School is a Chapter 74 accredited program.

Manufacturing in Massachusetts is growing and today manufacturing companies in the state are generating in excess of \$54 billion in revenue. The common problem faced by these companies is a lack of qualified workers capable of filling the existing jobs. Roughly 7,000 Manufacturing companies have expressed this issue. The Smith Vocational Advanced Manufacturing Technology Program aims to contribute to this skills gap by providing highly trained individuals to immediately enter the workforce upon graduation, or earlier through our cooperative employment program. Students are also encouraged to pursue advanced training and education for other positions in manufacturing that requires a specialized program or college degree.

The Advanced Manufacturing Technology Program at Smith Vocational and Agricultural High School is designed to teach all students the required skills for a lifelong career in the diverse and technological field of metalworking through the use of various machine tools. The extensive 4 year program provides students with a baseline knowledge of metallurgy, lean manufacturing theory and career opportunities in the field, while delivering a comprehensive knowledge of machine tool operations, precision measurement, CNC control operation, 3D solid modeling and computer aided manufacturing procedures. Students are trained in the efficient applications related to design creation, manufacturing best practices, precision operations and finishing techniques taking design ideas from creation to prototype to manufactured products. Wherever possible, 3D models and manipulatives are used for a hands on & visual/spatial learning environment, through the use of software, 3D printing and machined parts.

This total program provides for a basic education of such quality to permit students to obtain a career in many different areas. It also prepares students for further educational growth should they so desire.

Program Philosophy

The Smith Vocational & Agricultural High School Advanced Manufacturing Technology program is designed to meet the evolving field of manufacturing featuring all aspects of the industry ranging from machine operation to Computer Aided Design and Manufacturing with a strong emphasis on safety. This course is a Massachusetts Chapter 74 Vocational Education program that provides students with the theory related to machine tools and their application, as well as the application and understanding of current industry standard engineering CAD and CAM software and engineering prints. The Advanced Manufacturing Department will provide an environment that will lead to the development of the individual. The course has been designed with rigor and relevance to ensure that students have access to the education needed to become occupationally skilled people who will take their place in the technological world. The

Advanced Manufacturing Technology Department also has the responsibility to train the students socially, intellectually and ethically to prepare them for the ever-changing and diverse world of work. Students will also be immersed in shop mathematics including but not limited to the English and Metric systems of units, fractions, decimal equivalents, algebra, trigonometry and measurement as well as writing research papers and technical reports. Our program utilizes National Industry Standards as a foundation for student education. Students will work towards two levels of certification in Manufacturing through a Statewide Applied Manufacturing Technology Certificate program developed by the Manufacturing Advancement Center Workforce Innovation Collaboration (MACWIC). The course is designed to teach all aspects of the industry using industry standard equipment with a principle emphasis in hands-on, action based learning.

Our purpose is to satisfy the educational needs of the present and the foreseeable future. We must keep constantly informed of the needs of individuals and the surrounding communities, evaluating our present program and the needs of the industry in our geographical area. The course of study is designed to enable the students to progress according to their abilities and interests through project based learning both in group and individual scenarios. Accordingly, curriculum content, course instruction and essential work experience have been organized to enable the students to develop worthy appreciation and attitudes, and obtain the technical knowledge, decision-making abilities and functional skills for career establishment and development. This is achieved through lecture, interactive discussions, demonstration and visual modeling followed by student hands on activity with a focus on repetition to processes and procedures. Where appropriate, the program also utilizes the extensive use of audio-visual materials and diversified teaching practices to ensure all students have the opportunity for success. Project based learning is practiced both in the Related classroom as well as the Shop setting to further emphasize skills, techniques and expertise.

Student learning is also focused on the ability to troubleshoot and problem solve in a complex and diverse setting. This course will prepare students for an entry level career position located in a manufacturing facility with a basic understanding of machine shop procedures.

Skills Taught:

- Machinery and hand tool safety
- Problem solving
- Machine tool maintenance
- Quality control/Metrology
- Material preparation
- Material Sciences
- Blueprint reading and sketching
- Process planning
- Power saw processes
- Finishing processes
- Grinding processes

- Manual machine processes
- Lathe processes
- Milling processes
- Computer Aided Design CAD
- Computer Aided Manufacturing CAM
- Additive Manufacturing (3D printing and rapid prototyping)
- CNC programming
- CNC operations
- Advanced CNC set up and operations (4 axis machining and live tooling)

Machines Used:

- Manual Milling Machines
- Manual Lathes
- Conversational Milling Machines
- Conversational Turning Machines
- CNC Machining Centers (3 axis and 4 axis)
- CNC Turning Centers (2 axis and 4 axis with live tooling)
- Manual/Hydraulic Surface Grinders
- FDM 3D printer
- SLA 3D printer
- Coordinate Measuring Machine (CMM)
- Horizontal Band Saws
- Metrology tools

Career Opportunities:

- Manual milling machinist
- Manual lathe machinist
- Machine repair and maintenance Tech.
- Mechanical inspection Tech.
- Power saw operator
- Draftsman
- Precision Grinding operator
- CNC milling machinist
- CNC turning machinist
- CNC grinding machinist
- CNC setup Tech.
- CNC operator
- CNC programmer 2-3 axis
- Mechanical assembler
- Machine operator
- Tool & Die machinist
- Tool maker
- Manufacturing shop owner
- Mechanical engineer
- Manufacturing engineer
- Quality engineer

- Shop supervisor
- 4+ axis CNC programmer
- Mechanical designer
- Lean manufacturing specialist

Agricultural Mechanics

The Agricultural Mechanics program at Smith Vocational and Agricultural High School is a Chapter 74 accredited program.

Agriculture is a vital component of human development and survival. The basic core of Agriculture is to provide food, fiber and renewable fuel sources to our growing populous. The basic core of this resource and provision to society is conceived at the point of using tools and objects to perform work to produce these benefits. From prehistoric man using a stick to scratch the soil to modern tractors using G.P.S. and auto steer to navigate through the fields. Agricultural Mechanics is a major component of our survival.

The Agricultural Mechanics Program offered at Smith Vocational provides students with a wide overview of all things mechanical found at a farm, landscape, construction or other related small business. This four-year program gives comprehensive knowledge in the technical, agricultural, industrial and power equipment maintenance, service and repair. Students learn basic knowledge in multiple fields including hydraulics, plumbing, carpentry and welding, other items listed below.

Program Philosophy

The Scope of this program is to give students an overview of all things mechanical found in an Agricultural and farm related setting. Students will be given the basic knowledge and experience with a wide variety of mechanical components, tools and applications. The philosophy is to provide students the basics in these areas; exposure and variety is our core. As the student develops and gravitates toward a certain concentration of mechanics this will provide the student with a direction and plan for further knowledge and education. From this point students could enter the workforce or aspire to additional education at a tech. school or two/four year college. The curriculum is aligned with the Massachusetts Vocational and Educational Framework, under the Agricultural and Natural Resource Occupational Cluster.

Students are introduced to small engine overhaul as the beginning curriculum. This introduction provides students with basic hand tool use, safety, organization and work ethic. As these learning facets are developed, the student also develops with their interests, skill set and maturity. The end goal is to develop students that are hardworking, safe, and responsible.

Skills Taught:

- Arc Welding
- Mig Welding
- Ox/Act. Cutting/Welding
- Metal Fabrication
- Basic Hydraulics
- Tire Repair
- Agricultural Electric Wiring/Motors

- Automotive Electric
- Small Engine Overhaul
- Industrial Engine Overhaul (Gas/Diesel)
- Agricultural Plumbing/Irrigation
- Farm Equipment Service/Repair
- Farm Tractor Service
- OSHA 10 Ag. Safety
- Agricultural Crop Production
- Shop Safety
- Drone use and operation
- GPS use
- Robotic use

Career Opportunities:

- Farm Operator
- Farm Equipment Tech.
- Equipment Sales
- Power Equipment Tech.
- Diesel/Hydraulic Tech.
- Dairy Equipment Tech.
- Two/Four Year University
- Welder/Pipe Fitter
- Heavy Equipment Tech.

Animal Science

The Animal Science program at Smith Vocational and Agricultural High School is a Chapter 74 accredited program.

Animal agriculture is an integral part of the national economy and an essential component of Americans' daily lives. Through the responsible care and husbandry of large and small animals, workers and entrepreneurs can improve the quality of life for animals while also increasing production and profits.

Smith's Animal Science Department strives to prepare students for career and college opportunities after high school, where they positively contribute to the agricultural industry. Upon graduation, students will have an abounding knowledge of the entire industry including the scientific principles, agribusiness applications, and basic farm animal care and management skills.

Program Philosophy

The Smith Vocational and Agricultural High School Animal Science Department is committed to preparing students for college and a career in the agriculture industry, while being stewards of the land.

Students will be critical thinkers who make decisions based on an animal's health and well-being while creating a healthy, safe, and sustainable agricultural product, thus becoming leaders and innovators in the animal agriculture industry.

We are dedicated to teaching the historical and current processes of agriculture, focusing on the differentiation of non-conventional practices in local farm-to-table production, and conventional industrialized production while empowering students to make decisions about the implementation of agricultural practices on the local, state and national level.

Skills Taught:

- Personal Protection Equipment (PPE) and Farm Safety Principles
- OSHA Standards
- Select and apply appropriate biosecurity practices
- Develop independent thinking and decision making skills related to animal rights and welfare
- Understanding and interpreting animal behavior
- Safe restraints and handling for large and small animals
- Safe transportation methods for large and small animals
- Proper tool and equipment maintenance and usage
- Design and maintain appropriate housing for livestock and equine
- Measure and record temperature, pulse rate and respiration rate in livestock and equine
- Select small and large animals based on breed and intended use

- Develop preventative health protocols for livestock and equine
- Design and implement nutrition programs based on animal needs
- Daily care and management skills of livestock and equine
- Maintain and manage pastures for livestock and equine
- Develop breeding and production protocols
- Implement and maintain a consistent system for record keeping

Career Opportunities:

- Students engaged in the animal science program will be qualified to enter careers or higher education related to the following fields:
- Livestock production
- Livestock feed
- Veterinary technician
- Meat or dairy foods
- Livestock promotion and marketing
- Sales
- Management
- Financial institutions
- Service organizations
- Computer specialists
- Biotechnology

Automotive Collision Repair and Refinishing

The Automotive Collision Repair and Refinishing program at Smith Vocational and Agricultural High School is a Chapter 74 accredited program.

The Automotive Collision Repair and Refinishing program is certified by NATEF (National Automotive Technician Education Foundation). The program provides students with basic skills of repairing and refinishing vehicles in today's collision repair industry. Certified instructors, through the standards of NATEF/I-CAR give students the technical and practical (hands-on) training needed to obtain job entry skills.

The technical related training is provided in the classroom and will give students the technical knowledge needed for the practical training in the shop area. Classroom and shop instruction focus on shop safety and the principles of physics, science and math in relation to the collision repair industry. Students will have practical training with the use of welding, straightening and refinishing equipment, and a variety of hand, air and electric powered tools.

Students have the opportunity to apply their skills on live projects supplied by the general public. The training consists of repairing, replacing, installing and refinishing body panels as well as plastic bumper and fiberglass repair. This shop is equipped with state-of-the-art hand, air and electric powered tools, as well as painting and refinishing equipment, a paint mixing machine, prep stations, a down draft spray booth and a unitized and frame straightening machine.

Program Philosophy

The aim of this course is to give the student comprehensive knowledge in the technical and industrial field of Collision Repair, and to acquaint the student with the language of the industry. Students will be taught the fundamentals and basic principles of mathematics, science, and English as it relates to the collision repair trade in technology and concept. An important part of this course is to show the student the relationship that exists between classroom work and shop work. All students participate in shop training, which is correlated with Instruction received in the related classes. The curriculum is aligned with Automotive Collision Repair and Refinishing Vocational Technical Education (Chapter 74) frameworks.

Students are introduced to basic Collision Repair fundamentals, and then taught more complex operations and tasks. Emphasis is placed on planning, layouts, and finishing specific jobs. Throughout every phase of instruction, deliberate effort is made to acquaint students with working conditions they may expect to find on an actual job. Safety practices are stressed at all times. As the students mature, gain knowledge, and become better skilled, they are provided with more challenging jobs. With the help of the instructors, students are encouraged to seek out-of-school experience in their trade through Smith's Cooperative Education program. This is accomplished by utilizing a

network of local area companies that have been pre-selected to meet schools requirements. All students are encouraged to participate in this program.

Skills Taught:

- Safety in the collision repair industry
- Vehicle Identification
- Damage Analysis and Estimating Repair cost
- Cosmetic straightening steel and the use of body fillers
- Welding
- Adhesive bonding
- Plastic Welding and Repair
- Trim Hardware
- Restoring corrosion protection
- Body and frame damage measurements
- Structural straightening in Uni-body/Full frame repair
- Surface preparation
- Masking
- Refinish procedures and equipment
- Color matching
- Paint problems and defects
- Final Detailing
- Shop maintenance

Career Opportunities:

- Auto Refinishing Technician
- Collision Repair Technician
- Auto Glass Repair Technician
- Auto Body Jobber (sales and supply)
- Dealership Parts Person
- Collision Damage Estimator
- Frame and Uni-Body Technician
- Fiberglass RV and Watercraft Body Repair Technician
- Truck and Heavy Equipment body repair
- Insurance Claims Adjuster
- Factory Paint Representative
- Body Shop Manager/Owner
- Vocational Instructor

Automotive Technology

The Automotive Technology program at Smith Vocational and Agricultural High School is a Chapter 74 accredited program.

Automobiles are a key part of our daily lives and economy. We depend on them for personal transportation to work, shopping, recreation and school. The automotive industry involves a significant number of people in many different career paths within the areas of sales and repair, parts distribution and manufacturing.

The Automotive Technology Program offered here at Smith Vocational and Agricultural High School is NATEF Certified and designed to equip students with the necessary skills to succeed in a variety of career paths. During the three and a half years a student invests in the program, they will gain a solid foundation for a successful and engaging career in a dynamic and challenging field.

During a student's time in the program they will develop a foundational knowledge of how the systems within an automobile work, to service and repair these systems and to select and work with the proper tools and equipment to safely perform the necessary work. They will start with the basics and develop comprehensive knowledge and skills within the field.

Program Philosophy

The aim of this course is to give the student a comprehensive knowledge in the technical and industrial field of automotive technology, and to acquaint the student with the language of the industry. Students will be taught the fundamentals and basic principles of mathematics, science, and English as it relates to the automotive trade in technology and concept. An important part of this course is to show the student the relationship that exists between classroom studies and shop work. All students participate in shop training, which is correlated with instruction received in the related classes. The curriculum is aligned with Automotive Technology Vocational Technical Education (Chapter 74) frameworks and current NATEF standards. Students are introduced to automotive fundamentals, and then taught more complex operations and tasks. Emphasis is placed on specific safety practices, brakes, steering & suspension, engine & engine performance and electrical. Throughout every phase of instruction, deliberate effort is made to acquaint students with working conditions they may expect to find on an actual job. Safety practices are stressed at all times. As the students mature, gain knowledge, and become better skilled, they are provided with more challenging jobs. With the help of the instructors, students are encouraged to seek out-of-school experience in their trade through Smith School's Cooperative Education program. This is accomplished by utilizing a network of local area companies that have been pre-selected to meet the school's requirements. All students are encouraged to participate in this program.

Skills Taught:

- Foundational Knowledge and Safety
- Engine Repair
- Automatic Transmission/Transaxles
- Manual Transmission and Drivetrain
- Suspension and Steering
- Brakes
- Electrical and Electronic Systems
- Heating and Air Conditioning
- Engine Performance
- Related Language Arts, Math and Science

Career Opportunities:

- Automotive Technician
- Automotive Parts Distribution and Sales
- Fleet Repair Technician
- System Specialist Technician
- Entrepreneur
- Heavy Equipment Technician
- Service Writer/Management
- Manufacturer Representative
- Automotive Sales
- Engineering Certifications Obtained During the Program
- SP/2 Automotive Mechanical and Pollution Prevention
- OSHA Ten Hour General Industry Card
- ASE Student Certification

Cabinetmaking

The Cabinetmaking program at Smith Vocational and Agricultural High School is a Chapter 74 accredited program.

The Cabinetmaking Program offered at Smith Vocational and Agricultural High School is designed to equip all students with the necessary skills to succeed in a variety of woodworking fields. This four-year program gives comprehensive knowledge in the technical and industrial fields of cabinetmaking and millwork, and takes the student from a basic understanding of wood properties and woodworking tools, to the design and fabrication of kitchen cabinets and furniture.

Program Philosophy

The aim of this course is to give the student a comprehensive knowledge in the technical and industrial field of cabinetmaking and to acquaint the student with the language of the industry. Students will be taught the fundamentals and basic principles of mathematics, science, and English as it relates to the cabinetmaking trade in technology and concept. An important part of this course is to show the student the relationship that exists between classroom work and shop work. All students participate in shop training, which is correlated as much as possible with instruction received in the related classes. The curriculum is aligned with Cabinetmaking Vocational Technical Education (Chapter 74) frameworks.

Students are introduced to woodworking fundamentals, and then taught more complex operations and tasks. Emphasis is placed on planning, layouts, and finishing specific jobs. Throughout every phase of instruction, deliberate effort is made to acquaint students with working conditions they may expect to find on an actual job. Safety practices are stressed at all times. As the students mature, gain knowledge, and become better skilled, they are provided with more challenging jobs. With the help of the instructors, students are encouraged to seek out-of-school experience in their trade through Smith's Cooperative Education program. This is accomplished by utilizing a network of local area companies that have been pre-selected to meet school requirements. All students are encouraged to participate in this program.

Skills Taught:

- Cabinet joinery
- Casework Construction
- Computer Aided Design
- Computer Numerical Control (CNC)
- Countertop construction
- Development of Sketches & working drawings Manufacturer/Installer
- Estimating
- Finishing
- Hand tool usage Manufacturer/Installer
- Housekeeping & Safety procedures

- Job layout and planning
- Kitchen cabinet construction
- Kitchen cabinet layout design
- Portable power tool procedures
- Related English / Vocabulary
- Related Math, and Science
- Stationary power tool operations

Career Opportunities:

- Antique furniture repair
- Architectural Mill Worker
- Architectural Model Builder
- Cabinetmaker
- CNC Manufacturing
- Corian / Solid surface
- Entrepreneur
- Exhibit Display / Store fixture
- Finish Carpenter
- Kitchen Design Consultant
- Manufacturer
- Plastic laminate worker
- Remodeling
- Restoration Consultant
- Carpenter
- Construction Supervisor

Carpentry

The Carpentry program at Smith Vocational and Agricultural High School is a Chapter 74 accredited program.

Wood plays a vital part in our lives. No other material can be used to make so many goods and is so readily available. Those who work in wood industries have many opportunities for employment in our society. Even greater opportunities are available to woodworkers with advanced and specialized woodworking skills.

Program Philosophy

The aim of this course is to give the student comprehensive knowledge in the technical and industrial field of carpentry, and to acquaint the student with the language of the industry. Students will be taught the fundamentals and basic principles of mathematics, science, and English as it relates to the carpentry trade, in technology and concept. An important part of this course is to show the student the relationship that exists between classroom work and shop work. All students participate in shop training, which is correlated as much as possible with instruction received in the related classes. The curriculum is aligned with Carpentry Vocational Technical Education (Chapter 74) frameworks.

Students are introduced to woodworking fundamentals, and then taught more complex operations and tasks. Emphasis is placed on planning, layouts, and finishing specific jobs. Throughout every phase of instruction, deliberate effort is made to acquaint students with working conditions they may expect to find on an actual job. Safety practices are stressed at all times. As the students mature, gain knowledge, and become better skilled, they are provided with more challenging jobs. With the help of the instructors, students are encouraged to seek out-of-school experience in their trade through Smith's Cooperative Education program. This is accomplished by utilizing a network of local area companies that have been pre-selected to meet school requirements. All students are encouraged to participate in this program.

The Carpentry Program offered at Smith Vocational and Agricultural High School is designed to equip all students with the necessary skills to succeed in a variety of woodworking fields. This four-year program gives comprehensive knowledge in the technical and industrial field of carpentry, cabinetmaking and millwork, and takes the student from a basic understanding of wood properties and Woodworking tools, to the design and construction of habitable homes. Our close relationship with Habitat for Humanity makes it possible for the students to experience a real world construction site. As you will see below, there are many skills taught in our program and these skills can lead to a variety of woodworking opportunities.

Skills Taught:

- Cabinet joinery
- Casework Construction

- Computer Aided Design
- Computer Numerical Control (CNC)
- Countertop construction
- Development of Sketches & working drawings
- C.A.D. for architectural and C.N.C programs
- Estimating
- Finishing
- Hand tool usage
- Housekeeping & Safety procedures
- Job layout and planning
- Portable power tool procedures
- Related English / Vocabulary
- Related Math, and Science
- Stationary power tool operations
- Rough framing including, stairs, rafters, walls, ceilings, and floors.

Career Opportunities:

- Architectural Mill Worker
- Cabinet Maker
- CNC Manufacturing
- Entrepreneur
- Construction Manager
- Finish Carpenter
- Framing contractor
- Roofing contractor
- Flooring contractor
- Siding contractor
- Drywall contractor
- Residential designer
- Architect
- Engineer

Cosmetology

The Cosmetology program at Smith Vocational and Agricultural High School is a Chapter 74 accredited program.

Cosmetology plays a vital part in our lives. Cleansing, hydrating and styling of the hair, skin, and nails is essential in this fast paced ever changing society. Clients' desire to be well coiffured and portray confidence and personal style can create multiple career opportunities for those who choose to be in the cosmetology field. Even greater opportunities are available to cosmetologists' with specialized education and the energy to advance.

The Cosmetology Training Center at Smith Vocational and Agricultural High School is designed to align with the Massachusetts Vocational Technical Education Chapter 74 Frameworks and with the laws and regulations set forth by the Massachusetts State Board of Cosmetologists. Students collect hours (1000) towards licensure and are prepared by our instructors to take their state board exam and obtain their operator's license.

This four year program offers comprehensive knowledge in both the technical and practical fields of cosmetology. Our training center equips the student with basic skills and understanding and guides them as they progress to more advanced areas of studies. As we have listed below, there are a variety of skills taught and many career opportunities.

Program Philosophy

The educational goal of the Cosmetology Training Center is to offer students the opportunity to experience the artful world of beauty, including instructor and student modeling of social responsibility, exploring employment opportunities, and encouraging post-secondary education, using safe and rigorously structured theory and practical based curriculum.

Throughout their four years emphasis is placed on students' understanding of the principles of academics and their importance in the cosmetology trade. Ratios, angles, percentages, retail math, client consultations, and active listening are some examples of training center skills that relate directly to academics and are very transferable to a variety of career opportunities.

Skills Taught:

- Safety
- Client Consultation
- Professional Image
- Sanitation/Disinfection
- Anatomy/Physiology
- Chemistry/Electricity
- Hair Coloring

- Hair Design
- Scissor styling
- Clipper/Edgers/Trimmers
- Wet Hairstyling
- Finger Waves/Pin Curls/Roller Curls
- Thermal Styling/Straightening
- Braiding/Extensions/Wigs
- Chemical Services
- Skin Care/Make-up
- Manicure/Pedicure
- Salon Business

Career Opportunities:

- Stylist
- Salon Entrepreneur
- Proprietor/Partnership/Corporation
- Booth Rental
- Suite Rental
- Manicurist
- Make-up Artist
- Skin Care Specialist
- Receptionist
- Sale Representative
- Color Specialist
- Platform Artist
- Product/Technique Educator
- School Instructor

Criminal Justice

The Criminal Justice program at Smith Vocational and Agricultural High School is a Chapter 74 accredited program.

The Criminal Justice Program at Smith Vocational and Agricultural High School is committed to excellence in both teaching and learning. The mission is to provide a comprehensive, integrated, experience-based curriculum, which is designed to motivate, challenge, and prepare students to study at higher educational institutions or pursue immediate entry in the various criminal justice career fields.

Program Philosophy

The Smith Vocational and Agricultural High School Criminal Justice Program is unique at both the school and in the region. It is designed to give students an in depth view of law, as well as the various criminal justice related career fields. Rigorous academics will be paired with hands-on training and scenario based experiences. The program is run in the style of a basic police academy.

Career Opportunities:

- Attorney
- Correctional Officer
- Court Officer
- Emergency Management
- EMT/Paramedic
- Environmental Police Officer
- Firefighter
- Forensic Technician
- Legal Services
- Security/Loss Prevention Officer
- Parole/Probation Officer
- Police Officer
- Private Investigator
- Sheriff
- Social Worker
- State & Federal Protective Services
- U.S. Armed Forces
- 9-1-1 Dispatch Operator

Skills Taught:

- Communication and Interviewing Techniques
- Community Policing
- Constitutional Law
- Crime Scene Investigation and Analysis
- Criminal Law & Procedure
- Cultural Diversity & Issues of Bias in Policing

- Cybercrime, Surveillance, and Technology
- Defensive Tactics
- Fingerprinting
- Emergency Preparedness
- Environmental Safety / Hazmat
- Ethics
- Federal Legal Services and National Security
- Heartsaver CPR, First Aid, AED
- Homeland Security
- Incident Command System (ICS)
- Military Drill (Commands & Execution)
- National Incident Management System (NIMS)
- Daily Physical Training
- Police, Court, & Correctional Procedure
- Report Writing
- Stenography
- Stop the Bleed
- Stress Management
- 9-1-1 Telecommunications

Culinary Arts

The Culinary Arts program at Smith Vocational and Agricultural High School is a Chapter 74 accredited program.

The Culinary Arts program is designed to provide students with the various skills necessary for employment in the food service industry. In a modern, fully equipped kitchen laboratory, students receive instruction in commercial cooking, baking, meat preparation, and food service sanitation. In the guest dining area, table setting, service and artistic food displays are practiced.

The classroom studies include pricing, selecting, and purchasing. Sound management and business practices related to this industry are also explored. Students have an opportunity to acquire certification in, ServSafe, ProStart and Allergen Awareness. We have a student run restaurant that operates three days a week. We are open with a buffet on Tuesday and have a menu made by the students Thursday and Friday.

Program Philosophy

The aim of this course is to give the student a comprehensive knowledge in the technical and industrial field of Culinary Arts, and to acquaint the student with the language of the industry. Students will be taught the fundamentals and basic principles of mathematics, science, and English as it relates to the Culinary Arts trade in technology and concept. An important part of this course is to show the student the relationship that exists between classroom work and shop work. All students participate in shop training, which is correlated with instruction received in the related classes. The curriculum is aligned with Culinary Arts Vocational Technical Education (Chapter 74) frameworks.

Students are introduced to culinary fundamentals, and then taught more complex operations and tasks. Emphasis is placed on menu design, preparation, and completing an end product through a student run restaurant. Throughout every phase of instruction, deliberate effort is made to acquaint students with working conditions they may expect to find on an actual job. Safety practices are stressed at all times. As the students mature, gain knowledge, and become better skilled, they are provided with more challenging jobs. With the help of the instructors, students are encouraged to seek out-of-school experience in their trade through Smith's Cooperative Education program. This is accomplished by utilizing a network of local area food service operations that have been pre-selected to meet schools requirements. All students are encouraged to participate in this program.

Skills Taught:

- Knife Skills
- Keeping Food Safe
- Workplace Safety
- Management Essentials

- Communication
- Dining Room Services
- Cooking Techniques
- Equipment Knowledge
- Nutrition
- Marketing
- Sustainability
- ServSafe
- Baking Techniques

Career Opportunities:

- Cook
- Baker
- Wait Staff
- Cashier
- Consulting
- Design Specialists
- Menu Developer
- Restaurant Management
- Food and Beverage Controller
- Entrepreneurship
- Food and Beverage Managers
- Food Stylists
- Photographers
- Food Writers
- Food Critics
- Research and Development
- Sales
- Instructor

Electricity

The Electricity program at Smith Vocational and Agricultural High School is a Chapter 74 accredited program.

The Electricity program at Smith Vocational & Agricultural High School takes a student from the simple low voltage circuitry through residential, commercial, and industrial wiring. Including, and up to, complex motor control circuits. All phases of proper wiring methods are taught in both shop and theory class. Students learn such apparatus and procedures such as motors, generators, controllers, transformers, light, heat and power systems, fire and security alarm circuitry, communications systems, programmable logic controllers (PLC's) and the proper use of test equipment.

Throughout the four-year program all aspects of safety are taught. All students learn how to use hand and power tools. All precaution of use, to prevent self-injury or injury to others is also taught.

The Electricity Program is broken down into many learning modules that are taught according to the National and Massachusetts Electrical Code Standards. Electrical circuitry is taught by actual "hands on" experiences in wiring, using the many learning modules.

Qualified students are placed in Co-op jobs outside school, if such jobs are available, during junior and senior year. Electricity students also install and maintain most of the Smith Vocational & Agricultural High School's campus electrical projects and do many outside community projects within our District.

This course of study offers students extensive instruction and "hands on" experience in the electrical field. The Commonwealth of Massachusetts credits students with apprenticeship time if he/she enters the field of electricity upon graduation.

Students must be reliable, safety conscious and capable of working in a disciplined environment. This is most important due to the dangers of working with electricity.

Electricity students upon completing the program have the opportunity to learn a rewarding trade with the potential to earn an excellent income and quality of life. Many of our graduates have also completed college programs in Electrical Technology and Engineering.

Program Philosophy

In the Electricity Department at Smith Vocational & Agricultural High School and consistent with our school and district philosophy, we believe our goals are to promote continual learning by teaching our trade competencies, by learning in our shop environment, and from completing projects in the school and the community.

The Smith Vocational & Agricultural High School Electricity students are familiarized with all aspects of the electrical trade. Our ultimate goal is to prepare students for a career as an electrician, continued education in the electrical field, or other opportunities in the electrical profession. If this is accomplished, the student will be able to gain meaningful employment and enjoy a quality standard of living.

Skills Taught:

- Hazard identification & safety procedures
- Reading of blue prints & technical drawings
- Develop wiring & cabling diagrams
- How to navigate & read the National Electrical Code
- Installation of electrical boxes & enclosures
- Conductor & cable installation
- Service entrance sizing & installations
- Install motors & control systems
- Layout & install various lighting fixtures
- Install fire & security system wiring
- Related English/vocabulary
- Hand & portable power tool procedures
- Concepts of Electrical Theory
- Use of electrical test equipment
- Design & install electrical systems
- Conduit installation & bending
- Conductor termination & splicing
- Size & install over current protection devices
- Ground & bond electrical systems
- Install tele data wiring (category 3 & 5)
- Related math & science
- Employability skills

Career Opportunities:

- Residential Electrician
- Industrial Electrician
- Fiber Optics technician
- Electrical engineer
- Electrical sales
- Electrical contractor
- Commercial Electrician
- Communications technician
- Linemen
- Fire/Security Alarm technician
- Purchasing & Estimating
- Environmental control technician

Graphic Communications

The Graphic Communications program at Smith Vocational and Agricultural High School is a Chapter 74 accredited program.

The program of study is designed to meet different options for students upon graduation including, but not limited to continued education, entering into the workforce or as part of a pathway to entrepreneurship. To achieve these goals students are taught the elements and principles of Design, Adobe InDesign, Illustrator and Photoshop. Students will be trained in Pre-press and production of Digital, Wide Format, Screen and Offset printing. Digital Photography principles, Bindery and Finishing, Customer Service and related soft skills.

After exploratory, Freshmen will start an introductory to design, basic digital production, screen printing and bindery. Safety will be a major part of the shop related and the single most important aspect of all training and practices. Sophomores will build upon knowledge of design, pre-press, photography principles, production and finishing practices. During this time there will be a focus on related math and science pertaining to inks, chemicals, paper and other substrates. Digital and print portfolios will also be started in this time and continually grow up to graduation. Juniors will be mentoring freshmen through exploratories and beyond, engage in live work, start complex and advanced projects from start to finish, perform customer service, be a project leader and practice soft skills of employment. Co-op placement is available and follows all standard protocols set by the school standard with no additional requirements. Seniors are required to complete a 30 piece digital and print portfolio and take the Adobe certification program. Seniors not on co-op will proceed to all advanced levels in shop and specialize in a preferred area.

Program Philosophy

Safety and Respect is at the core of all learning in Graphic Communications. Students will learn how to work effectively, both in a team environment and individually with understanding the importance of each. Safety is taught as the leading factor of a workplace mindset, while respect for and from everyone is practiced. The soft skills of employment are taught to understand the importance that being good at a trade skill is not enough to either become and/or remain employed. It is with this understanding that all trade skills are taught and are meaningful in any circumstance of employment.

Skills Taught:

- Safety
- Design elements and principles
- Adobe InDesign, Illustrator, Photoshop
- PrePress
- Photography principles
- Basic Product, Studio and Field Photography
- Digital Production
- Wide Format Production

- Screen Printing
- Heat Transfer Sublimation
- Offset Printing
- Bindery and Finishing operations
- “Right to know” law and MSD Sheets
- Customer Service
- Employment soft skills

Career Opportunities:

- Graphic Designer
- Bindery/Finishing Operator
- Digital Production Assistant
- Digital Production Manager
- Screen Printer
- Photography
- Offset Printing Press Assistant
- Offset Printing Press Operator
- Web Press Assistant
- Web Press Operator
- PrePress Technician
- Pathway to entrepreneurship

Health Assisting

The Health Assisting program at Smith Vocational and Agricultural High School is a Chapter 74 accredited program.

The Health Assisting Program at Smith Vocational and Agricultural High School is a four year program with curriculum comprised of theory and practice both within the school and the community at large. The basic Nursing Assistant program is enhanced by the Home Health Aide program, the Phlebotomy program and the Alzheimer's program to allow the health technology graduate many opportunities for employment. With mastery of basic competencies, the student is able to sit for certification exams.

Students have the opportunity to obtain the following certifications:

Grade 9: DPH Paid Feeding, American Red Cross Babysitter, American Red Cross First Aid, American Heart Association CPR BLS, Stop the Bleed, OSHA 10

Grade 11: Prometric Nursing Assistant, American Red Cross First Aid, and American Heart Association CPR BLS

Grade 12: Home Care Aide III, NHA Phlebotomy National Certification, Person Centered Dementia Care from the Alzheimer's Association.

Program Philosophy

The purpose of the Health Assisting program is not only to provide the student with the fundamentals of health care, but to generate further interest in health care careers. The program is designed to transition students into entry level positions after graduation or to further their education.

Skills Taught:

- Safety
- Communication
- Infection control
- Bed making
- Ambulation
- Feeding
- Warm & cold applications
- Emergency response
- Measuring vital signs
- Height and weight
- Medical terminology
- Documentation
- Use of PPE
- Applying and removing restraints
- Range of motion exercises
- Resume writing
- Comfort measures

- Assisting with activities of daily living: bathing, oral care, nail care, foot care, hair care, positioning, shaving, dressing, transfers, applying and removing elastic stockings, care of glasses and hearing aids, assisting with toileting, catheter care, and specimen collection
- Lab draws
- Specimen transport
- Laundry
- Meal preparation
- Light housekeeping

Career Opportunities:

- Nursing assistant
- Home health aide
- Phlebotomist
- Dietary aide
- Activities aide
- Dental assistant
- Hospice aide
- Personal care attendant
- EKG technician
- Administrative assistant
- LPN
- Healthcare administrator
- Lab tech
- Medical secretary
- Medical transcriptionist
- RN
- Physical therapy assistant
- MD
- Xray tech
- Occupational therapist
- Physical therapist
- Midwife
- Doula
- Dentist
- MRI tech
- Ultrasound tech
- EMT
- Orderly
- PCT
- Chiropractor
- Respiratory therapist
- Physicians assistant
- Psychiatric aide
- Surgical tech

Horticulture

The Horticulture program at Smith Vocational and Agricultural High School is a Chapter 74 accredited program.

Do you enjoy being outside? Do you enjoy creating things out of different materials such as stone, wood, living plants and running water? Do you enjoy using power equipment as part of your daily routine? Do you enjoy the challenges, both physical and mental, that come from working at elevated heights? Do you like growing different types of plants from seed to maturity? These are some of the questions that you should ask yourself when considering a career path beginning with the Forestry/ Horticulture Program. Those who work in the various fields of Horticulture have many opportunities for employment in our society. Even greater opportunities are available to students with advanced and specialized skills.

The Horticulture Program offered here at Smith Vocational and Agricultural High School is designed to equip all students with the necessary skills to succeed in a variety of Horticultural fields including: retail marketing; landscape construction and design; landscape maintenance; turf maintenance and irrigation; tree care; greenhouse operations, hydroponics, and floriculture; large and small diesel-powered equipment operation. This four-year program gives students a comprehensive knowledge in the technical and industrial fields of Horticulture and takes the student from a basic understanding to a level necessary to be competitive in the workforce. As you will see below, there are many skills taught with a variety of career opportunities.

Program Philosophy

The aim of this course is to give the student comprehensive knowledge in the technical and varied fields of Horticulture, and to acquaint the student with the language of the industry. Along the way students will be taught the fundamentals and basic principles of mathematics, science, and English as it relates to the “Green Industry” in technology and concept. An important part of this course is to show the student the relationship that exists between classroom work and shop work. All students participate in shop training, which is correlated as much as possible with instruction received in the related classes. The curriculum is aligned with Horticulture Vocational Technical Education (Chapter 74) frameworks.

Students are introduced to basic fundamentals in a few main areas: plant physiology, identification and healthcare; equipment operation and arboriculture techniques. Students are then taught more complex operations and tasks. Emphasis is placed on planning, executing, and finishing specific jobs. Throughout every phase of instruction, deliberate effort is made to acquaint students with working conditions they may expect to find on an actual job. Safety practices are stressed at all times. As the students mature, gain knowledge, and become better skilled, they are provided with more challenging jobs. With the help of the instructors, students are encouraged to seek out-of-school experience in their trade through Smith’s Cooperative Education program.

This is accomplished by utilizing a network of local area companies that have been pre-selected to meet the school's requirements. All students are encouraged to participate in this program.

Skills Taught:

- Plant Identification
- Plant health care techniques
- Ornamental pruning
- Landscape design
- Hardscape construction: walls, patios, walkways
- Water garden construction
- Estimating
- Arboriculture techniques
- Arboriculture equipment usage
- Housekeeping & Safety procedures
- Job layout and planning
- Heavy equipment operation
- Maintenance of gasoline and diesel powered equipment
- Chainsaw maintenance and operation
- Heavy equipment operator for both excavation and earth moving/land clearing
- Small engine repair technician for both two and four cycle gasoline powered equipment
- Diesel engine and hydraulic repair technician
- Retail marketing of horticultural based products and services
- Greenhouse operations
- Hydroponic and Aquaponic methods of growing plants
- Irrigation design
- Turf care techniques and equipment
- Surveying

Career Opportunities:

- Entrepreneur/small business owner
- Landscape construction
- Landscape maintenance
- Landscape designer
- Turf care residential
- Turf Pro for golf course or other professional sports facility
- Irrigation Technician
- Plant Healthcare Technician
- Greenhouse worker
- Hydroponic systems grower / technician
- Florist / Floral Designer
- Arborist both residential and commercial production
- Forester & Timber Harvester

Plumbing

The Plumbing program at Smith Vocational and Agricultural High School is a Chapter 74 accredited program.

The Plumbing Shop at Smith Vocational and Agricultural High School is designed to thoroughly prepare students for a career in the Plumbing Trade or a career closely related to the trade. Students gain theory and code knowledge in both the related classroom and the Plumbing Shop. Also, students can earn cooperative learning opportunities. In the shop, students are able to practice installing and visualizing concepts taught in the related classroom. The shop heavily incorporates hands-on projects and demonstrations. Instruction covers all aspects of the trade from residential to commercial plumbing systems. These systems include: drainage, waste and vent, potable water, natural and LP gas, acid waste, storm, etc. Students can achieve 330 of 550 classroom hours necessary to complete a plumbing apprenticeship. Also, they are able to acquire 1,700 of the required 6,800 work experience hours needed to fulfill their apprenticeship requirements. The course curriculum is derived from the latest industry developments, Chapter 74 plumbing frameworks, and standards set forth by the Massachusetts Board of Plumbers and Gas Fitters. Careers directly associated with the program include: Plumbing Apprentice, Journeyman Plumber, Plumbing Foreman, and Master Plumber. Some careers associated with the program include: heating, ventilating, air conditioning technician, wastewater engineer, estimator, supply house employee, project manager, etc.

Program Philosophy

The purpose and underlying goal of this course is to educate and appoint future stewards of water. The students in the SVAHS Plumbing Program will gain skills and knowledge in the trade. Consequently, these students will become vital assets to the community where they will be employed for years to come. In order to maintain public health and provide comfort, students are instructed in their role for the protection of potable water, as well as the safe removal and transportation of deleterious materials. Students are prepared for the world of work and production with a heavy emphasis on employability skills that go well beyond the technical instruction of the trade. By emulating a real-world worksite, students will become accustomed to this simulated work area to facilitate a smoother transition to a career in the trade. Students will move through the State Mandated Tier Curriculum and scope & sequence while tracking their DESE mandated competencies both in shop, the related class, or while on co-op.

Skills Taught:

- Potable & Non-potable water distribution systems
- Drainage systems
- Venting systems
- Waste systems
- Storm water systems
- Acid waste systems

- Basic hydronic heating
- Domestic water heating systems
- Backflow protection
- Relevant mathematics (volume, flow, force, etc.)
- Fixture installation
- Indirect waste systems
- Grease trap & interceptor systems
- Blueprint reading
- Safe power & hand tool usage
- Basic employability skills
- Time management
- Housekeeping
- Trade related vocabulary
- Relevant hazardous material handling & piping
- MSDS & the “right to know law”

Career Opportunities:

- Plumbing Apprentice
- Journeyman Plumber
- Master Plumber
- Foreman
- Heating, Ventilating, Air Conditioning Technician
- Wastewater Engineer
- Estimator
- Supply House Employment
- Project Manager

Admissions

Many opportunities are provided for potential students and their families to learn about vocational/technical and agricultural education and the admission process at Smith Vocational and Agricultural High School:

- * Informational presentations are offered to eighth grade classes in local schools.
- * Campus tours are scheduled for interested students with sending district School Counselors (individual tours may also be scheduled).
- * Students interested in experiencing what a day at Smith Vocational is like, are welcome to shadow during one of our specified shadow days (please call our school to reserve a spot).

An Open House is scheduled during the month of November to provide an opportunity for prospective students and their families, and sending school staff to learn about all of the vocational/technical and agricultural programs offered at Smith Vocational and Agricultural High School.

Most eighth grade students who expect to be promoted to grade nine are eligible to apply for admission to Smith Vocational and Agricultural High School. Students who reside in districts that do not offer a Chapter 74 exploratory program may apply for admission to an out-of- district school that has a Chapter 74 exploratory program. Ninth grade students who reside in districts that offer a Chapter 74 exploratory program are required to attend the Chapter 74 exploratory program offered by their resident district. The one exception is for those ninth grade students who are seeking to explore a specialized agricultural or natural resources program that is not offered by their district of residence. The two specialized agricultural programs that Smith Vocational offers are Animal Science and Agricultural Mechanics.

An admission process is in place to accommodate the possible needs and/or interests of all applicants and to determine which applicants may most benefit from the educational opportunities at Smith Vocational and Agricultural High School. Although ninth, tenth, eleventh, and twelfth grade students follow the same procedure to apply for admission, space availability may be a limitation in some programs. It is important for all applicants in grades nine through twelve at Smith Vocational and Agricultural High School to refer to the selection criteria contained in the Admission Policy.

Applications are available electronically through our website, www.smithtec.org, or a paper application may be obtained from the local School Guidance Counselor. Non-resident applications must be received by March 15th of the preceding school

year (Massachusetts state guidelines for non-resident student tuition refer to M.G.L. c. 74).

Smith Vocational and Agricultural High School admits students and makes available to them its advantages, privileges and courses of study without regard to race, color, national origin, sex, religion, sexual orientation, homelessness, disability or gender identity nor discriminates on those bases.

Admission Policy

Introduction

An admission process is necessary in vocational/technical schools where space is a limiting factor. Vocational/Technical and Agricultural shops are designed and equipped to safely serve a specific maximum number of students. Vocational/Technical and Agricultural programs lack both the space and flexibility to accommodate the possible needs and/or interests of all applicants. Therefore, a selection process is necessary to determine which applicants may most benefit from such educational opportunities. All applicants applying to grades nine through twelve at Smith Vocational and Agricultural High School will be evaluated using the criteria contained in the Admission Policy. Smith Vocational and Agricultural High School Board of Trustees approved this policy at their September 18, 2018 board meeting.

Equal Educational Opportunity

Smith Vocational and Agricultural High School admits students and makes available to them its advantages, privileges and courses of study without regard to race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness in all aspects of employment and education.

If there is a student with limited English proficiency, a qualified representative from Smith Vocational and Agricultural High School 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.

A student with a disability may voluntarily self-identify for the purpose of requesting reasonable accommodations and assistance during the entire application process.

Information on limited English proficiency and disability submitted voluntarily by the applicant, for the purpose of receiving assistance and accommodations during the entire application and admission process, will not affect the admission of the applicant to the school.

Eligibility

Any eighth, ninth, tenth or eleventh grade student who expects to be promoted to the grade they seek to enter is eligible to apply for fall admission, or admission during the school year, subject to the availability of openings at Smith Vocational and Agricultural

High School. Students will be evaluated using the criteria contained in the Admission Policy.

Resident Applicants: Priority for admission is given to Northampton residents (which includes Florence and Leeds) according to Smith Vocational and Agricultural High School Agreement.

Should the total number of Northampton students exceed the number of openings within Smith Vocational and Agricultural High School, the criteria in the “Selection Process” will be in place.

The total number of ninth grade students enrolled annually will not exceed 150 students unless approved otherwise by the Board of Trustees. The total number of students outside of the Northampton school district accepted each year may change depending on the number of Northampton applicants.

Non-resident Applicants: Students who are not residents of Northampton (who are from tuition- districts) are eligible to apply for fall admission, or admission during the school year, subject to the availability of openings at Smith Vocational and Agricultural High School provided they expect to be promoted to the grade they seek to enter by their local district. All students will be evaluated using the criteria contained in this Admission Policy.

Transfer Students: Transfer students from other vocational technical schools are eligible to apply for fall admission, or admission during the school year to grades 10-12 at Smith Vocational and Agricultural High School provided they expect to be promoted to the grade they seek to enter by their current school. Transfer students will be evaluated using the criteria contained in this admission policy.

Homeless, Foster Care, and Children of Military Families: Students who are classified as homeless, in the care and custody of the Department of Children and Families, or children of military families, will be evaluated according to the selection criteria in this Admissions Policy. Once the student is accepted and an approved non-resident tuition form has been received (if applicable), enrollment shall be immediate with or without required documentation being attained. Students transferring or placed on the waiting list will be enrolled immediately upon availability of an opening. The Admissions Counselor will notify the Homeless/Foster Care/Military Children liaison when applicants classified above apply to Smith Vocational to ensure no barriers to applying or enrolling exist.

Home Schooled Students: Students who are formally being home schooled may apply for admission provided all Admission Policy criteria are followed. The Home School Student’s parent(s)/guardian(s) must submit a copy of the Home School approval letter from the local school superintendent and if grades are not available, a representative sample or portfolio of the student’s body of work in English Language Arts or its equivalent, math, science, and social studies.

Organizational Structure

Smith Vocational and Agricultural High School is a public independent vocational/technical and agricultural school overseen by a Board of Trustees elected by the citizens of the City of Northampton. Smith Vocational and Agricultural High School is accredited by the New England Association of Schools and Colleges. We are committed to providing quality vocational/technical and agricultural programs.

It is the responsibility of the Superintendent of Smith Vocational and Agricultural High School to supervise the administration of the policies and procedures required to admit and enroll applicants in conformity with this Admission Policy.

Smith Vocational and Agricultural High School has an Admission Team appointed by the Principal and is comprised of the Assistant Principal, School Counselors, Vocational Director, and other staff as necessary. The Admission Team's duties include but are not limited to:

- *Development and implementation of admission procedures
- *Processing of applications
- *Acceptance of students according to the procedure and criteria in the Admission Policy
- *Establishment and maintenance of a waiting list of acceptable candidates
- *Disseminating information about Smith Vocational and Agricultural High School through local school assemblies and press releases
- *Collecting applications from the local schools

Smith Vocational and Agricultural High School does not participate in the School Choice Program.

Recruitment Process

Smith Vocational and Agricultural High School disseminates information about the school through a variety of methods.

- ✓ Fall visitations with an informational presentation to eighth grade classes in local schools by Smith Vocational and Agricultural High School staff under the direction of the Admission Team.
- ✓ Scheduled group tours for interested students conducted by the Smith Vocational and Agricultural High School Admission Team in conjunction with sending district School Counselors.
- ✓ An Open House scheduled during the month of November. Prospective students and their parent(s)/guardian(s) and sending school staff, have an opportunity to visit all vocational/technical and agricultural programs, and speak with teachers and administrators

as well as view a presentation about all academic and shop offerings.

- ✓ Individual visits scheduled by prospective students/parent(s)/guardian(s) at a mutually convenient time.
- ✓ Distribution of brochures during the eighth grade visitations and at the annual Open House, describe vocational/technical and agricultural programs including academic courses, sports, cooperative work education, and special education services and programs.

Application Process

For admission to the ninth, tenth, eleventh or twelfth grades: Students interested in applying to Smith Vocational and Agricultural High School for admission must:

* Non-resident students shall submit an application of admission to the receiving school no later than March 15th of the preceding school year and shall be subject to the admissions criteria of the receiving school [4.03(6)(b)]. The online application available at www.smithtec.org or by obtaining a paper application from the local School Guidance Counselor as early in the year as possible.

* Student's residing in tuition districts are required to submit a Chapter 74 Vocational Technical Education Program Non-resident Tuition Application (non-resident tuition application) to the sending district's Superintendent no later than April 1st of the preceding year. The Admission Team at Smith Vocational is available to assist with sections I and II of the non-resident tuition application.

It is the responsibility of the sending School Guidance Counselor of the local school to:

*Complete the Guidance section of the paper application form and provide Smith Vocational with the student's current and previous years: attendance, grades, discipline report, and a completed School Counselor recommendation form.

*Forward the completed paper application form and student's supporting documents (if student is unable to complete the online application) to the Admission Team at Smith Vocational and Agricultural High School by March 15th of the preceding school year.

A Complete Application Includes:

*For applications to grade 9 (fall admission), 7th grade report card and current grade 8 grades, 7th and 8th grade disciplinary reports, attendance records, and School Counselor recommendation form from the local school are required.

*For applications to grades 10, 11 & 12 (fall admission) all previous high school grades, disciplinary reports, and attendance records from the local school are required.

*Non-resident students' (students residing in tuition districts) are required to submit a Chapter 74 Vocational Technical Education Program Non-resident Tuition Application (non-resident tuition application) to the sending district's Superintendent no later than April 1st of the preceding year. The Admission Team at Smith Vocational is available to assist with sections I and II of the non-resident tuition application in compliance with DESE (Department of Elementary and Secondary Education). Part III of the non-resident tuition form must be completed by the Superintendent of the district of residence clearly indicating approval or disapproval. If the application is disapproved, the reason for disapproval must be clearly stated. The application must be returned to the receiving district and the parent/guardian within 10 business days.

**By April 1st the School Guidance Counselor of the sending school must notify the office of the Superintendent of the sending school district (with the exception of Northampton, Florence and Leeds) of all students who have applied. It is the responsibility of the student's parent/guardian to submit the non-resident tuition form to the Superintendent of their sending district by April 1st.

A copy remains in the sending district's file after sign off by the local Superintendent.

When applications are missing supporting documents, the following procedures will be followed:

- The Smith Vocational and Agricultural High School's Admission Team will notify the local school's School Counselor that the application is incomplete and completion is requested.
- The applicant's parent/guardians will be notified by Smith Vocational and Agricultural High School's Admission Team in the event the problem is not resolved by the local School Counselor.

Transfer Students

Students requesting to transfer into the ninth grade after the opening of school will be evaluated according to the same admission criteria as students entering the program at the beginning of the school year and will be accepted on a space available basis. Non-vocational program transfer students wishing to enter Smith Vocational and Agricultural High School may do so at the beginning of either tenth or eleventh grade on a space available basis and must meet regular admission requirements.

Applications from students who are enrolled in a state-approved (Chapter 74) vocational/ technical high school program in another school (transfer students) will be considered for admission (including admission during the

school year) if they relocate away from their current school and wish to pursue the same program of study at Smith Vocational and Agricultural High School. Applications will be evaluated according to the provisions of this Admission Policy.

Students Who Withdraw

Students who withdraw from Smith Vocational and Agricultural High School and who are attending or not attending another high school, may reapply to Smith Vocational and Agricultural High School following the procedures contained in this Admission Policy.

Students who withdraw will be evaluated using the criteria contained in this Admission Policy.

Selection Criteria

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

A. Scholastic Achievement:

For applications to grade 9 (fall admission), the average of grade 7 and terms 1 & 2 grade 8 grades in English, social studies, mathematics and science from the local school report card/transcript are used. If a student failed a course and took credit recovery, the average grade from the failed course, with the grade from the credit recovery course, are used to create a final grade for that specific class.

For applications to grades 10, 11 and 12 (fall admission), the average of the previous school year and terms 1 & 2 of the current school year grades in English, social studies, mathematics and science from the local school report card/transcript are used. For applications to grades 9, 10, 11 and 12 (admission during the school year) the current school year to the date of the application grades in English, social studies, mathematics and science from the local school report card/transcript are used. If the report card or transcript uses letter grades (not numerical grades) the following numerical grade will be assigned: A+= 99, A= 95, A-= 91, B+= 89, B= 85, B-= 81, C+=79, C= 75, C-= 71, D+=69, D=65, D-=61.

B. School Attendance:

Each student applying receives 100 points for their attendance, for each Unexcused Tardy 1.5 points is subtracted from the total, and for each Unexcused Absence 3 points is deducted from the total. We evaluate the current school year and the previous school year.

For applications to grade 9 (fall admission), the Admission team evaluates unexcused absences from the local school report card/transcript from grade 7 and terms 1 & 2 of grade 8. For applications to grades 10, 11 and 12 (fall admission) the

previous school year and terms 1 & 2 of the current school year of Unexcused Absences from the local school report card/transcript are used. For applications to grades 9, 10, 11 and 12 (admission during the school year) the current school year to the date of the application, unexcused absences from the local school report card/transcript are used.

C. School Discipline/Conduct:

Each applicant begins with 100 points in the discipline category. Reviewing the current year and previous year's discipline: 3 points are deducted for each day of detention, 6 points are deducted for each day of Internal Suspension (ISS), and 10 points are deducted for each day of Out of School Suspension (OSS).

For applications to grade 9 (fall admission), the Admission Team reviews the discipline report for grade 7 and terms 1 & 2 of grade 8. For applications to grades 10, 11 and 12 (fall admission) the Admission Team reviews the discipline report from the previous school year and terms 1 & 2 of the current school year. For applications to grades 9, 10, 11 and 12 (admission during the school year) the Admission Team reviews the previous school year discipline report and current school year discipline report up until the date of the application.

Discipline/Conduct Rating	Points Lost Per Day
Detention	-3
Internal Suspension	-6
Out of School Suspension	-10

D. Sending School Counselor's Recommendation:

A member of the guidance Department from the sending school will complete a recommendation based on a rubric on the application form.

Rating	Points
Excellent	90-100
Above Average	80- 89
Average	70- 79
Below Average	60- 69
Poor	0-59

The Admission Criteria is Weighted as Follows:

Scholastic Achievement:	1.5
School Attendance:	1.5
School Discipline/Conduct:	1.5
School Counselor Recommendation:	1

Selection Process

The Admission Team evaluates all applicants on scholastic achievement, attendance, discipline record (of current and preceding school year), and counselor recommendation.

Enrollment and Conditional Enrollment

In order to enroll at Smith Vocational and Agricultural High School for the fall, applicants must have been promoted to the grade they wish to enter by their local school district. In addition, for entrance to grade 9, the student must have passed courses in English Language Arts, and Mathematics for the school year immediately preceding his/her enrollment at Smith Vocational and Agricultural High School. Smith Vocational has the right to contest records.

Vocational/Technical Program Admission/Exploratory Programs

All ninth grade students who enroll in the fall at Smith Vocational and Agricultural High School participate in a vocational/technical and agricultural exploratory program designed to help them learn about their talents and interests relative to a variety of vocational/technical and agricultural programs. Students initially explore each vocational/technical and agricultural shop for one day. Students then list their top four (4) exploratory choices and explore each of them for an entire week.

Students are evaluated and scored (0-100 points) by each shop teacher during the exploratory week in each shop. At the end of this four (4) week exploratory period, each student selects his/her program of choice, as well as a second and third choice from the four (4) explored shops. Students are admitted into the shop of their choice based on the student's exploratory grade rank in that shop. In a situation where two (2) or more students attained the same grade rank, attendance will be the determining factor. Students will not be placed in a shop where they have received a failing grade during their exploratory week.

Each vocational teacher evaluates students during the week in each shop. They are evaluated and scored (total of 0-100 points for each exploratory week) on safety/workplace readiness (maximum of 20 points), willingness to learn new skills (maximum of 20 points), following directions (maximum of 20 points), task

completion (maximum of 20 points) and clean up (maximum of 20 points).

Students who wish to transfer from one shop to another shop during the school year may apply for a transfer. Transfer requests will be considered subject to the availability of openings in the student's desired shop. Each transfer applicant will be interviewed and counseled individually to determine the appropriateness of the transfer for the particular student.

Review and Appeals

The applicant's parent(s)/guardian(s), within 15 days of receipt of a letter from the Admission Team of Smith Vocational and Agricultural High School indicating that the applicant was not accepted or was placed on a waiting list, may request a review of the decision by sending a letter to the Admission Team requesting an appeal meeting with the Principal. The Principal will schedule a time to meet with the student and parent/guardian and complete an interview. The interview is to gain insight into the students' motivation for applying to Smith Vocational and Agricultural High School, and reasons for selecting a particular vocational/technical area.

After the meeting, the Principal will respond in writing with their decision within fifteen days following the appeal meeting.

UPDATE Approved by vote September 18, 2018
Revised: September 12, 2018

Addendum to Admissions Policy

The areas of attendance and academic record will only be scored for the period of time leading up to and including March 13, 2020. These two categories will not be scored from March 16, 2020 through June 30, 2020. Pass/Fail grades from 2019-2020 will not be considered. Our current admissions policy practices for academics and attendance will resume effective July 1, 2020.

ADDENDUM Approved by vote November 17, 2020
UPDATE Approved by vote February 11, 2021