

2025/2026

PROGRAM OF STUDIES



Greater Lawrence Technical School

57 River Road, Andover MA 01810
www.glts.net/about-us/program-of-studies

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Introduction

Greater Lawrence Technical School is a regional vocational technical high school serving the four member communities of Andover, Lawrence, Methuen and North Andover. It is fully accredited by the New England Association of Schools and Colleges. The school is located in Andover, Massachusetts in close proximity to colleges, business and industry. It is accessible by major highways and is situated in an area that has seen major growth of high-tech business and industry.

Career Vocational and Technical Education (CVTE) is a major part of the educational experience that students receive at Greater Lawrence Technical School. Students spend 50% of their educational time learning technical skills and knowledge in a career path that will prepare them for employment prior to graduation. Seventeen of our career and technical programs are approved Chapter 74 programs through the Massachusetts Department of Elementary and Secondary Education. The CVTE curricula associated with these programs have been aligned with the Massachusetts Vocational Technical Education (VTE) Frameworks. Students enrolled in CVTE programs will be expected to earn proficiency in their chosen CVTE program prior to graduation.

Students entering freshman year at Greater Lawrence Technical School explore each career and technical program. Using multiple resources such as, career counseling and guidance from targeted support staff, students are able to make an informed decision when choosing their future path whether it be college or career

A full complement of student activities and athletics are offered throughout the school year. Research indicates that when students participate in activities outside of their course of study they tend to excel in school. To maximize their experience at Greater Lawrence Technical School, students are encouraged to participate in the numerous activities and athletics.

Mission Statement

Preparing students for today's challenges and tomorrow's opportunities.

Vision Statement

A fully integrated school that teaches our students that transfer and application of knowledge and skills, empowers them to be self-reliant and to educate for themselves, and supports the belief that they have control over future success.

Core Values

Growth Mindset: Through continued effort, hard work, and reflection, we learn, develop, grow and excel. Everyone has the capability to grow their intelligence and character

High Expectations: All members of the GLTS community will consistently challenge themselves and other to raise standards and improve performance

Supportive Environment: By removing barriers and providing an equitable education, all members of the GLTS community will have the support they need to learn, develop and grow.

Lifelong Learning: Continuous learning by all--throughout school, career, and personal life.

Administration

John Lavoie, Superintendent-Director

Brenda Richardson, Assistant Superintendent

Chet Jackson, Principal

Panagiota Athinelis, Director of Teaching and Learning

Ryan Brown, Assistant Principal-Math and Science

Johanna Fawcett, Director of Equity

Donald Ducharme, CTE Coordinator

Ron Driskill, CTE Coordinator

Lindsay Gangi, CTE Coordinator

Christa Gillis, Assistant Principal

Isobel Gioia, Director of Student Information

Lauren Jones, Director of Career Technical Education

Angela Lawler Brennan, Director of Admissions, Counseling and Health Services

Michael Nelson, Director of Athletics and Wellness

Tina Nutter, Director of Special Education

Brendon Sullivan, Assistant Principal-Humanities

William Vogel III, Administrative Dean

Career and Technical Programs

Introduction

Our career and technical programs are aligned with the Massachusetts Department of Elementary and Secondary Education state frameworks. Along with learning career content, students learn and practice professional skills that prepare them for the 21st century global economy.

Students entering Greater Lawrence Technical High School in the 9th grade are part of the Freshman Academy. This gives freshmen the opportunity to take challenging academic core courses while exploring 22 career areas.

For additional information, please see the table below, which includes a listing of the career areas offered within each of our upperclassman academies.

Career and Technical Programs

Advanced Manufacturing Automotive Collision Repair & Refinishing Automotive Technology Aviation Maintenance Technology Biotechnology Business Technology Carpentry	Cosmetology Culinary Arts Dental Assisting Early Education and Care Electricity Environmental Science Health Assisting Heating, Ventilation, Air Conditioning/Refrigeration (HVAC/R)	Information Technology Landscape Construction Medical Assisting Metal Fabrication & Joining Technologies Plumbing Robotics & Automation Technology Programming & Web Development
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In career and technical programs students develop skills and knowledge in their career areas. The curricula includes:

- **Health and Safety**

- OSHA 10 Certification

- Students enrolled at Greater Lawrence Technical School receive an OSHA 10 certification as part of their career education. This certification not only allows them employment opportunities with cooperative education sites, but also prepares them to work safely in a work environment recognizing the importance of personal protective equipment, lockout/tag-out, proper operation of equipment, preventative maintenance, and physical and biological hazards.

- **Technical Skills**

- Please refer to individual career areas for descriptions.

- **Technology**

Students receive technology instruction related to their career area as well as in academic courses. Greater Lawrence Technical School is a one-on-one device school and students are issued a Chromebook for use in their studies both in school and home.

- **Embedded Academics**

Embedded academics are learning standards defined by the Massachusetts VTE Frameworks. These standards help students develop English, math, science and literacy skills within their specific career areas. Critical thinking and the use of technology are emphasized within the context of project-based learning.

- **Employability**

Students will review personal, professional, and business ethics, and business communication skills including interview techniques and resume writing. Students will analyze workplace issues such as staffing needs, employee performance issues and other real-world scenarios. By the end of their junior year, students will have created a professional cover letter and resume as well as conducted an actual job search to build their electronic portfolios.

Academics

The role of academics at GLTS is to provide students with a comprehensive education that prepares them for future academic pursuits, as well as supporting their studies in their career area.

GLTS academics typically cover a wide range of subjects, including mathematics, science, language arts, and social studies. These subjects aim to develop students' critical thinking, problem-solving, and communication skills, as well as their creativity and understanding of the world around them.

Furthermore, academic studies help students to develop a solid foundation of knowledge and skills that will serve as the building blocks for their future educational and career goals. By engaging with a broad range of subjects, students are able to explore different fields of study and discover their interests and passions.

Overall, the purpose of academics at GLTS is to prepare students to become lifelong learners who are capable of adapting to new challenges and opportunities throughout their lives

Cooperative Education Program

The Cooperative Education Program is open to all eligible juniors and seniors at Greater Lawrence Technical School. The program is designed to allow students on-the-job training by involving them in work directly related to their technical area of study. Co-op is a privilege to be earned by students. Students interested in participating in cooperative education must meet all

the eligibility requirements and follow all established rules. Junior and senior participation is based on the previous quarter.

Attendance

- Have strong attendance with no more than 4 absences for the previous quarter, not to exceed 14 absences for the school year.

Grades

- Be in good academic standing restricted to one course failure for the previous quarter, at which time the student will be placed on probation for academic support. If a student does not meet the required terms of probation by the end of the term, the student will be removed from their Co-op position and will not be able to participate in the Cooperative Education Program until all requirements are met.
Have passed all MCAS tests or adhere to their Education Proficiency Plan.

Additional Requirements

- Teacher recommendation by vocational-technical shop, related, and academic teachers.
- Accrual of a minimum of 1.5 years of related training in his or her trade.
- Attainment of OSHA safety credential.
- Completion of industry specific certifications (if required).
- Attendance at Cooperative Education Program orientation.*
- Participation in monthly Cooperative Education Program advisory sessions.

*Orientation and advisory meetings will be conducted from 2:30 to 2:55 pm on days to be determined by Cooperative Education Liaison. Students will be notified in advance of the dates and locations for orientation and advisory meetings.

Appeal Process

Students and their parents/guardians have the right to appeal a decision of non-placement for the attendance.

The recommendation to participate at any particular worksite must originate from the student's career area. No student will be permitted on a Co-op placement unless the employer maintains Worker's Compensation Insurance and has completed an agreement with the school. The Co-op Liaison reserves the right to terminate any Co-op work position for appropriate reasons.

School Admissions Procedure

An admission process is necessary in vocational technical schools where space is a limiting factor. Vocational technical laboratories (shops) are designed and equipped to serve a specific maximum number of students safely. Consequently, a complex of such laboratories lacks both the space and flexibility to accommodate the possible needs and/or interests of all applicants. Therefore, a selection process is necessary. All applicants to grades 9, 10, 11 and 12 at Greater Lawrence Technical School will be evaluated using the criteria contained in this Admission Policy.

When Greater Lawrence Technical School receives more applications than it has available seats,

GLTS applies selection criteria to determine which students it will admit.

The criteria have been approved by the District School Committee, and the Committee will approve the use of these criteria annually. Greater Lawrence Technical School's admission policy is on file at the Department of Elementary and Secondary Education.

This policy is intended to comply with Massachusetts state regulations ([603 CMR 4.00](#)) which require all state-funded career/vocational technical education (CVTE) schools and CVTE programs at public high schools to develop and implement admissions policies that comply with state and federal law, as well as relevant guidelines issued by the Massachusetts Department of Elementary and Secondary Education and the U.S. Department of Education.

Greater Lawrence Technical School provides information and resources on its [school website](#), including information on the admissions process, a link to the online application system, and information about program offerings. Students and their families can request hard copies of available information by emailing the Admissions Office at admissions@glts.net, or by calling (978) 686-0194, ext. 2061 (English) or 2059 (Spanish).

The complete Admissions Policy is also available on the Greater Lawrence Technical School's website, at www.glts.net under the Admissions tab.

Career Program Placement

All incoming freshmen participate in the Exploratory Program designed to help them learn about their talents and interests relative to a variety of different career and technical programs. Career and technical laboratories (shops) are designed and equipped to serve a specific maximum number of students safely. **Therefore, a selection process is necessary to determine which applicants may most benefit from such educational opportunities.** Please see Appendix, Section 10, p. 58 CAREER PROGRAM PLACEMENT for a complete description of this process.

School Counseling Department

The mission of the School Counseling Department is to deliver a comprehensive School Counseling Program based on the Massachusetts Model for Accountable, Comprehensive School Counseling programs. The School Counseling Department delivers a comprehensive, developmental program to all students to ensure their readiness for postsecondary education, employment, and active citizenship in a rapidly changing technological and global community.

The School Counseling Department is currently staffed by eight School Counselors and three School Social Workers/School Adjustment Counselors. Grade 9 students are assigned to a School Counselor alphabetically by last name, and students in Grades 10 through 12 are assigned to School Counselors based on their CTE program. School Counselors support each student through the career exploration and placement process beginning in Grade 9, and they continue to support students with college and career planning throughout their four years at GLTS. This includes the delivery of standards-based School Counseling Curriculum in classroom, group and individual settings, supporting students in the development of their four-year "MyCAP" (My Career and Academic Plan).

While every student has an assigned School Counselor, some students requiring a higher level of support can be referred to a School Social Worker/School Adjustment Counselor. Referrals can be made through the assigned School Counselor, as well as being made through a teacher, parent/caregiver, or other staff member. Students most often meet with their School Social Worker individually, however group counseling is also provided when there are multiple students who are experiencing similar issues and they agree to meet together to support one another.

School Counselors and School Social Workers/School Adjustment Counselors also meet with students during “WIN Block” on their academic week for additional support in a variety of areas, including academic support, college and career planning, and social emotional awareness and support. All Counselors participate in the delivery of curriculum and enrichment activities in small group and/or large group formats (referred to as "WINrichment") during WIN Block; topics include FAFSA/Financial Aid support, postsecondary planning, career readiness, transition planning, and SEL-focused groups (Social Emotional Learning).

Section 504 Accommodation Plans

The School Counseling Department is responsible for developing and overseeing Section 504 Accommodation Plans for eligible students. Section 504 is a part of the Americans With Disabilities Rehabilitation Act of 1973, a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. Section 504 provides: “No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” The Director of Admissions & Counseling serves as the school’s 504 Coordinator, and individual School Counselors act as “504 Liaisons” for their assigned students.

[District Curriculum Accommodation Plan](#)

Massachusetts General Laws require the adoption and implementation of a **District Curriculum Accommodation Plan (DCAP)**. This plan is intended to guide principals and teachers in ensuring that all possible efforts are made to meet student needs in general education classrooms and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in any school. By describing in a document the accommodations, instructional supports and strategies that are available in general education, and the process for determining effective interventions for struggling learners, this **DCAP** will help support diverse learners in our schools.

Special Education Services

The Special Education Department provides services for all eligible students in compliance with the Individuals with Disabilities Education Act (IDEA) and M.G.L. c.71B. The IDEA ensures that all eligible students receive a "free and appropriate public education" (FAPE) in the "least restrictive environment" (LRE). The general education classroom is considered the least restrictive placement with the appropriate supports and related services. Greater Lawrence Technical School offers a continuum of services in all required subject areas. The

vocational/technical programs are open to all students with disabilities. Should a student's IEP require educational support services in the vocational setting these services and supports are available if deemed necessary.

Substantially Separate Classes

GLTS Special Education Department defines our substantially separate classrooms, instruction in a small group setting of special education students only, and a dual-certified special education teacher providing content instruction. These classrooms are provided to students who have significant disabilities and require their instruction in a more restrictive classroom. These classrooms are not designed for students who have not been successful due to behavior problems or poor attendance. The goal is for students to be provided their education in the least restrictive environment and these services will be considered at every IEP Team meeting based on student progress or lack thereof as a result of their disability.

Inclusion Classes

GLTS provides inclusion services to students as outlined in their IEP. The inclusion setting consists of a general education teacher and a special education teacher or paraprofessional providing instruction in the general education classroom.

Related Services

GLTS provides related services as outlined in a student's IEP. The district employs a Speech and Language Pathologist, School Adjustment Counselors, and School Psychologist as members of our staff and other services (physical therapy, occupational therapy, BCBA) students may require are provided through contracted providers.

Vocational Services

At GLTS we recognize that students with disabilities don't become "not disabled" in their Career Technical Education (CTE) areas and may require support to access the CTE curriculum. The district provides special education teachers assigned specifically to the CTE areas to support services outlined in students IEP's.

Services for English Learners

The English Learners Department at Greater Lawrence Technical School provides services for all identified students in compliance with M.G.L. c. 71A. Greater Lawrence Technical School provides students with opportunities to receive instruction that is appropriate for their individual language proficiency levels, allows them to develop English language proficiency, and affords them equal access to rigorous content-area instruction and academic achievement alongside their native English-speaking peers.

School Health Services

School Health Services fosters the growth, development and educational achievement of all students by promoting their health and well-being. It monitors health status and identifies and addresses the unmet needs of students, families and school personnel. In addition to responding to medical emergencies and providing care to students and staff who present with illness or injuries, the School Nurses ensure that all students are compliant with MA Department of Public Health and DESE requirements, including having an up to date physical exam and immunizations. School Nurses also help students with chronic health conditions to manage their care and gain independence as they prepare for life after high school.

Our school also has an affiliation with the Greater Lawrence Family Health Center which has a satellite office located within the school. The School based clinic provides comprehensive health care services for patients of GLFHC, and they also provide care as needed to non-clinic patients provided that they have a signed consent form on file.

Parent Connection

The Mission and Goals

The mission of the Parent Connection is to give parents and faculty of GLTS a unique cooperative opportunity to positively affect the lives of students. We strongly believe in the undeniable power of a great education and we know that parent involvement in education is vital to the success of students. We celebrate the diversity of the GLTS population and welcome everyone to feel "connected" to the school community. The Parent FamilyEngagement Group

empowers parents by making them partners in education and student achievement. With this in mind, the Parent Connection staff strives to meet the following goals:

- Provide a permanent and welcoming place in schools where parents can learn about their children’s education as well as network with other parents.
- Demonstrate to parents that working with their children at home helps increase student achievement.
- Built parent capacity by providing relevant trainings and workshops in flexible schedules
- Provide support during parent-teacher conferences by offering specific educational materials and resources in the different content areas that will supplement and enrich student learning.
- Show the importance of sharing a partnership among the staff, parents, students and the community in the building.

How to Connect to the School

To be connected is to be in the know about what is going on at school and in your student’s life. We have some ways that can help you be “connected.” You can use them as you see fit. They may create the opportunity to initiate conversation with your child.

The Tools:

- Aspen Family Portal
- Website (www.glts.net): “For Parents” tab, “Parent Connection” and “GLTS on Facebook”

The People:

- Direct contact with teachers and guidance counselors, coaches and advisors (phone, email, apps)
- Contact a parent liaison if you need general assistance.

Course Requirements by Grade

Grade 9	Grade 10	Grade 11	Grade 12
Career and Technical Education Mathematics Science Social Studies Wellness English	Career and Technical Education (<i>includes related theory</i>) Mathematics Science Social Studies Wellness English	Career and Technical Education (<i>includes related theory</i>) Mathematics Science Social Studies Wellness English	Career and Technical Education (<i>includes related theory</i>) Mathematics Science Social Studies Wellness English

Students who fail a required course must attend **and** pass the failed course immediately after the academic school year in GLTS Summer School, or another pre-approved summer program.

Course Requirements by Grade

Grade 9	Grade 10	Grade 11	Grade 12
Career and Technical Education Mathematics Science Social Studies Wellness English	Career and Technical Education (<i>includes related theory</i>) Mathematics Science Social Studies Wellness English	Career and Technical Education (<i>includes related theory</i>) Mathematics Science Social Studies Wellness English	Career and Technical Education (<i>includes related theory</i>) Mathematics Science Social Studies Wellness English

Students who fail a required course must attend **and** pass the failed course immediately after the academic school year in GLTS Summer School or another pre-approved summer program.

Graduation Requirement

Students must earn 62 credits to be eligible for graduation.

Credits

English	8.00
Mathematics	8.00
Science	8.00
Social Studies	8.00
Physical Education	4.00
Health	2.00
Career and Technical Education	29.50
Total Credits	62.50

Competency Determination/MCAS Requirements

The Massachusetts Department of Elementary and Secondary Education (DESE) mandates that all students earn a Competency Determination (CD) to graduate. This determination is now based on coursework that shows mastery of the areas measured by the MCAS high school tests, including English Language Arts, Mathematics, and at least one Science discipline.

Academic Pathways

Recommended Academic Course Pathways for College Preparedness

College Preparatory Pathway

- English 9, English 10, English 11, and English 12
- Algebra I, Geometry, Algebra II, and Advanced Algebra and Statistics
- Biology I, II, Conceptual Physics, and Chemistry or Anatomy and Physiology
- Physical Education I, II, III, IV, and Health
- US History I, II, III, and Global Citizenship

Honors Pathway

- Honors English 9, 10, 11, and AP English Language and Composition
- Honors Algebra I, Geometry, Algebra II, and Pre-Calculus
- Honors Biology I & II, Honors Chemistry, Honors Physics, and Anatomy and Physiology
- Physical Education I, II, III, IV, and Health
- Honors US History I, II, III, and Global Citizenship

Academic Pathways

Honors Placement of Incoming Freshmen

Placement in honors level classes is based on a holistic profile comprised of the following:

- District Assessments (STAR)
- Grades (7th and 8th grade)
- MCAS assessment scores (ELA, Math, Science & Technology/Engineering)
- Student and/or parent/guardian believes that the student has the highest level of motivation and commitment to a faster-paced, increasingly rigorous level of coursework.

Honors Placement for Grades 10-12

Honors placement for students in upper grades will be based on the following requirements:

- Student, teacher and/or parent/guardian believes that the student has the highest level of motivation and commitment to a faster-paced, increasingly rigorous level of coursework. Guidance Department endorsement is required.
- Additional data may also be considered (MCAS scores, common assessment scores, etc.)

Continuation in the Honors Pathway

Continuation in the honors pathway will be based on the following requirements: Student, teacher and/or parent/guardians believes that the student has the highest level of motivation and commitment to a faster-paced, increasingly rigorous level of coursework. Guidance Department endorsement is required.

- Additional data may also be considered (MCAS scores, common assessment scores, etc.)

Concurrent Enrollment Placement for Students in Grade 12

Concurrent Enrollment placement for students in grade 12 will be based the following requirements:

- Student, teacher and/or parent/guardian believes that the student has the highest level of motivation and commitment to a faster-paced, increasingly rigorous level of coursework.
- School Counseling Department endorsement is required.
- Additional data may also be considered (MCAS scores, common assessment scores, etc.)

The following chart describes the differences between College Preparatory and Honors/Concurrent Enrollment courses at GLTS and outlines the skills students need to succeed in those courses. Expectations for courses and students increase according to grade level rigor.

	College Preparatory	Honors/ Concurrent Enrollment
Reading, Analysis/Interpretation, and Communication Skills	Students are expected to: <ul style="list-style-type: none"> ● Read grade level materials both independently and with instructional support. ● Work toward analyzing and interpreting concepts. ● Work toward communicating concepts with confidence and skill. 	Students are expected to: <ul style="list-style-type: none"> ● Read at or above grade level independently. ● Analyze and interpret complex concepts independently. ● Communicate complex concepts with confidence and skill. ● Conduct independent research

Pace of Instruction	<p>CP courses:</p> <ul style="list-style-type: none"> ● Move at a pace that allows for thorough instruction and review of core content. ● Provide time for students to work in depth in class, as well as at home. 	<p>Honors/Concurrent Enrollment courses:</p> <ul style="list-style-type: none"> ● Cover core content more quickly in order to address additional content and look more deeply at specific issues. ● Ask students to complete work efficiently in class and at home.
Independence and Initiative	<p>Students are:</p> <ul style="list-style-type: none"> ● Motivated learners who are working to become more self-directed. ● Working towards thinking critically with support. ● Increasing their level of independence, while drawing upon teacher support. ● Taking initiative to complete tasks. 	<p>Students are:</p> <ul style="list-style-type: none"> ● Motivated and self-directed learners. ● Ready to think critically. ● Highly independent and take the initiative to go beyond course requirements. ● Taking initiative to complete tasks and look for broader connections to past tasks.

Adapted from RMHS

Academic Course Description

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
English	English 9 Honors English 9	English 10 Honors English 10	English 11 Honors English 11	English 12 English Composition I and II
Mathematics	Algebra 1 Algebra 1 Honors	Geometry Geometry Honors	ALgebra II Honors Algebra II	Advanced Algebra and Statistics Honors Pre-Calculus
Science	Biology I Honors Biology 1*	Biology II Honors Biology II	Conceptual Physics Honors Physics Chemistry Honors Chemistry Anatomy and Physiology Honors anatomy and Physiology	Conceptual Physics Honors Physics Chemistry Honors Chemistry Anatomy and Physiology Honors anatomy and Physiology
Social Studies	United States History I Honors United States History I	United States History II Honors United States History II	Informed Citizenry Honors Informed Citizenry	Modern World History Honors Modern World History History of World Civilizations from 1500
Wellness	Freshmen Wellness	Sophomore Wellness	Upperclassmen Wellness	Upperclassmen Wellness

WIN “What I Need” Block

The “WIN” Block will provide time during the day in which students can access needed supports without missing instruction. Students may receive specific support or enrichment opportunities during this time. Some examples of how GLTS students may utilize WIN Block include enrichment in Math, Science, or Humanities. Students will be able to access targeted skill review, teacher led study groups, meeting with their school counselor, or additional time in their academic classes.

Academic Enrichment Courses

The academic seminars will be quarter long “mini-courses” in the core content Areas (ELA, History, Math, Science). Each seminar course will reinforce and support standards and skills taught in the regular academic course curriculum by providing additional hours of instruction in the core content areas. Students will rotate through seminars each quarter taking seminars in Math, English, Science, and Social Studies.

Grade 9 ELA Enrichment: Literary Exploration

This course is designed as an interactive seminar where you will engage with a variety of texts, genres, and ideas. The focus of the class will be to foster critical thinking, enhance your reading and writing skills, and explore literature's role in understanding the human experience.

Throughout the semester, we will delve into different literary works, both classic and contemporary, while also examining non-fiction, poetry, and various forms of media. The course is flexible, allowing for a wide range of activities including, but not limited to, discussion, creative projects, analytical essays, presentations, and independent reading.

Grade 9 History Community Activism:

In this course, students will develop the skills and confidence to become active, informed citizens capable of driving positive change. After investigating key environmental, social, economic, political, and health issues, students will analyze sources to distinguish opinion from fact, evaluate credibility and accuracy, and draw conclusions using valid reasoning and evidence. They will then design and implement a community action plan addressing a specific problem, gaining experience in research, project management, and public speaking. By the end of the course, students will be empowered to take informed action and make a meaningful impact in their communities.

Algebra 1 Enrichment

Patterns are everywhere in our world. Poetry is all about following certain patterns within the syllables you use, music finds the ratios between tones so they harmonize at the right times, and in the visual arts we can find all sorts of geometry and patterns. This seminar course provides opportunities for students to analyze the role pattern plays in art, learning to identify it, and even create their own pattern filled pieces of artwork. Lessons in this seminar explore patterns in art using Fibonacci Sequence, Golden Spiral, Rigid Transformations, Symmetry and Tessellations.

Grade 9 Biology Enrichment: Responsible Reggies

Students will explore and analyze some direct and indirect effects of human activities such as habitat fragmentation, non-native/invasive species, overharvesting, pollution and climate change with a culmination of their learning expressed in a project based on choice with voice.

Grade 10 ELA Enrichment: Literary Exploration

This course is designed as an interactive seminar where you will engage with a variety of texts, genres, and ideas. The focus of the class will be to foster critical thinking, enhance your reading and writing skills, and explore literature's role in understanding the human experience.

Throughout the semester, we will delve into different literary works, both classic and contemporary, while also examining non-fiction, poetry, and various forms of media. The course is flexible, allowing for a wide range of activities including, but not limited to, discussion, creative projects, analytical essays, presentations, and independent reading.

Grade 10 History Seminar: History Through Film

History Through Film is a five week course during which we will watch 4 to five historical films, each dedicated to an event, person, or era of American history. Prior to watching the films, students will learn about the geographic and historic factors that combined to create the historical topic of the film. They will use maps, and primary and secondary source documents, to create a framework for understanding the area and time period of each film in the course.

Geometry Enrichment:

In this course students will be working on relevant geometry projects and practice problems to enrich their mathematical minds. Projects and practice problems will be their learning assignments for the course throughout the quarter. The projects that will be completed are from the current HMH curriculum, allowing students to gain more practice and expertise on the skills and concepts that their current geometry class is working on. Shorter assignments like practice problems will also be assigned to allow students to sharpen the skills needed to be able to dive deeper into the geometry topics. With the allowance of time, we will also be working on mathematical skills needed for the upcoming Math MCAS. This course is designed to allow all students to enhance their math skills with a math teacher in a low stakes environment.

Grade 10 Science Seminar Bio Boost:

Bio Boost is a one-quarter enrichment course designed to enhance students' understanding of key concepts from Biology 1, specifically focusing on Ecology and Body Systems. The primary goal of this course is to prepare students for success in the Biology MCAS, a critical standardized test, by reinforcing foundational knowledge and addressing any areas of difficulty. Additionally, Bio Boost serves as a support mechanism for students as they transition into Biology 2, ensuring they have the necessary background and skills to succeed in more advanced biology topics. By providing targeted review and support, the course helps bolster student confidence and academic performance in the sciences.

English Language Arts

English 9

English 9 is a year-long, two-credit course designed to prepare students to be effective communicators and independent thinkers. Students will engage in activities designed to improve literacy skills by exploring curriculum units centered on reading and writing aligned with the English Language Arts and Literacy Frameworks. Written works covered will include classics along with contemporary literature and informational texts. Specific writing foci will be argument and narrative writing. Reading comprehension, vocabulary development, research strategies, discussion and presentation skills, and writing strategies will be introduced and reinforced throughout the school year.

Honors English 9

This course takes a humanities approach and is aligned with Honors U.S. History I. We look at a variety of texts that explore the American experience, including novels, poetry, nonfiction, and critical essays. Students write argument essays, narratives, and literary analysis. A particular emphasis is placed upon voices that have been less heard in American history and literature, including women, the enslaved, and Native Americans. See pages 13 & 14, Honors Placement Criteria, for a list of prerequisites and additional guidance for this course.

English 10

English 10 is a year-long, two-credit course that aligns with the English Language Arts and Literacy Frameworks. Through academic conversations and utilizing critical thinking skills, students will analyze and think deeply using a variety of texts: short stories, novels, plays, non-fiction, and poetry. The major focus for writing will include instruction in the three genres of writing: informative/explanatory, argument, and narrative. Students will produce essays that are clearly focused, have fully developed paragraphs, connect related ideas, and are supported with textual evidence and thoughtful reasoning.

Honors English 10

Honors English 10 is a year-long, two-credit course that aligns with the English Language Arts and Literacy Frameworks. This course takes a humanities approach and is aligned with Honors History 10. We look at a variety of texts that explore the American experience in the nineteenth and twentieth centuries, including short stories, novels, poetry, and nonfiction texts. Students write in the three genres of writing: explanatory, argument, and narrative. A particular emphasis is placed on evaluating various perspectives centered around major American historical events including slavery and the Civil War, the New Woman and immigration, WWI, and the Harlem Renaissance, with social justice being a common thread across all units. See pages 12 & 13, Honors Placement Criteria, for a list of prerequisites and additional guidance for this course.

English 11

English 11 is a year-long, two-credit course that is aligned with the English Language Arts and Literacy Frameworks. This course will explore how American literature has been shaped by the demographic differences of its people and writers. We will look at how American literature, including non-fiction and film, reflect our identities as individuals and Americans, and how American identities have changed over the last 250 years. We will focus on the ways in which American identities are tied to race, ethnicity, gender, and class. We will briefly consider the founding American identities and then move to the middle of the 20th-century and the effect of the changing roles of women, the civil rights movement, and immigration.

Honors English 11

Honors English 11 is a yearlong, two-credit course that is aligned with the English Language Arts and Literacy Frameworks. Like English 11, the honors-level course will explore how American literature has been shaped by the demographic differences of its people and writers. The course examines the founding American identities and then moves to the middle of the 20th-century and the effect of the changing roles of women, the civil rights movement, and immigration. Honors English 11 moves at an accelerated pace, and involves additional readings, projects, and writing that is challenging and requires commitment and strong time-management skills. The honors course incorporates more in-depth work, focusing on connecting readings and work done throughout the entire year while weaving in real-life connections and additional self-inquiry from independent readings and research queries. See pages 12 & 13, Honors Placement Criteria, for a list of prerequisites and additional guidance for this course.

English 12

English 12 is a year-long, two-credit course based on the English Language Arts and Literacy Frameworks. This course involves the reading and discussion of a variety of literary genres including, but not limited to informational texts, a novel, dramas, short stories, and poetry. Writing expectations include creative writing as well as explanatory writing through personal narratives, college essays, literary analysis, a research paper, and informal reflections. The course also gives special attention to the improvement of critical thinking, literacy, reading comprehension, and communication skills, and stresses vocabulary development. The course is designed to help students with developing both time management skills as well as a higher level of independent thinking. The goal of the course is to prepare students for post-secondary study and workforce expectations.

Honors English 12

Honors English 12 is a year-long, two-credit course based on the English Language Arts and Literacy Frameworks. Honors English 12 builds off of the foundation requirements of English 12 but is a more self-directed course in order to help students prepare for a college environment by requiring strong time-management skills. Students are challenged to be more vocal and develop not only self-advocacy skills but stronger presentation skills. In addition, the writing standards are expanded with a focus on preparing students for English Composition requirements in college. Students will learn about rhetorical devices and develop strong analytical skills. These skills will be implemented in both written and oral feedback. Reading includes plays, poetry, extended informational texts as well as contemporary readings. Students will self-direct and manage Socratic seminars. The overall goal is to prepare students for postsecondary study by building off of college requirements as well as the requirements of the 21st-century workforce. See pages 12 & 13, Honors Placement Criteria, for a list of prerequisites and additional guidance for this course.

English Composition I and II (Taken Concurrently)

English Composition I (ENG101)

Middlesex Community College Course Description: English Composition I focused on developing students' academic writing, close reading, and critical thinking skills. Using a writing process that includes pre-writing, drafting, instructor and peer feedback, and revision, students will produce written essays with arguable thesis statements and appropriate use of standard English. Students will produce a total of 18-24 pages of formal polished writing in three or more source-based essays.

ISLOs: This course supports student development of Written and Oral Communications, Critical Thinking, and Social Responsibility.

Course Student Learning Outcomes:

- Demonstrate comprehension and reflective reading skills, as well as the ability to annotate a text through a variety of methods
- Interpret, engage with, and analyze various texts
- Use a writing process that includes pre-writing, drafting, instructor and peer feedback, and revision to produce written essays with arguable thesis statements and appropriate use of standard English
- Quote, paraphrase, begin to synthesize source material, and document appropriately to maintain academic integrity
- Begin to recognize rhetorical strategies and to incorporate them appropriately in their writing
- Complete formal and/or informal writing and/or oral assignments that ask students to identify one or more of the following dimensions of an issue or topic: ethical, social, civic, multicultural, socio-economic

English 102 - English Composition II

Middlesex Community College Course Description: Building on skills learned in English Composition I, students will sharpen their academic writing, close reading, and critical thinking skills, as well as develop research skills. Using a writing process that includes pre-writing, drafting, instructor and peer feedback, and revision, students will produce thesis-driven, evidence-based essays that employ appropriate rhetorical strategies. In English Composition II, students will be introduced to at least two documentation styles and will produce a total of 18-24 pages of polished formal writing in three or more source-based essays.

ISLOs: This course supports student development of Written and Oral Communications, Critical Thinking, and Multicultural and Global Literacy.

Course Student Learning Outcomes:

- Apply active and critical reading skills to the analysis and synthesis of a variety of college-level texts
- Use a writing process that includes prewriting, drafting, instructor and peer feedback, and revision to produce clearly written, evidence-based, thesis-driven essays that employ appropriate standard English and rhetorical strategies for a defined audience
- Implement research skills that include locating, evaluating, summarizing, quoting, paraphrasing and synthesizing a variety of scholarly and popular sources, and use appropriate documentation to maintain academic integrity
- Use a minimum of two documentation styles
- Complete formal and/or informal writing and/or oral assignments that ask students to identify one or more of the following dimensions of a written or visual text: global/multicultural perspectives; historical, political, economic and social trends; scientific and environmental developments; aesthetic appreciation and creativity

*These courses will follow the guidelines set by Middlesex Community College’s “Multiple Measures”. See page 13, Concurrent Enrollment Course Placement, for a list of prerequisites to qualify.

*The add/drop window for English 101 closes at the end of the first quarter; the add/drop window for English 102 closes at the end of the third quarter. Students enrolled in these courses after the add/drop window closes will continue in the course due to registration requirements with Middlesex Community College.

The following course will be required for students who did not meet proficiency benchmarks on the ELA, Math or Biology MCAS Assessment:

Essentials of English Language Arts (Quarter/Semester)

This course will provide students who have yet to meet proficiency benchmarks for ELA MCAS with key skills-based concepts in English Language Arts aligned to the grade 9-10 ELA Frameworks. The course is designed to accelerate learning in relation to foundational reading and writing skills as they relate to reading and analyzing literary and informational texts, as well as the integration of narrative, argumentative, and informative writing techniques.

English Learners Education (ELE)

Students identified as English Learners qualify for the English Learners Program at Greater Lawrence Technical School are enrolled in a sheltered English immersion (SEI) program model. This program consists of two components, the first being sheltered content instruction, where teachers use a variety of approaches, strategies and methodologies to make the content of lessons more comprehensible, and to promote the development of the academic language needed to successfully master content standards.

At Greater Lawrence Technical School, sheltered content instruction is taught by a qualified content area teacher and is based on district-level content area curriculum that is aligned to the Massachusetts Curriculum Frameworks, and applicable national standards. An eligible student categorized as Newcomers through Level 3, will be enrolled in core academic classes with a content teacher who is SEI endorsed, as well as a member of the EL Department, to provide language support and instruction. Eligible students will be enrolled in core academic classes with a content teacher who is SEI endorsed.

The second part of the EL Program calls for identified students to participate in English Language Development (ELD).

English Language Development

This course is open to English Learners in all grades, as identified through WIDA ACCESS scores and other data. English Language Development (ELD) provides explicit, direct, and systematic instruction, which is intended to promote second language acquisition and English language proficiency. The course includes learning outcomes in the four language domains: speaking, listening, reading, and writing. English Language Development is tailored to the students' English language proficiency. WIDA (World-Class Instructional Design and Assessment) English Language Development Standards and Performance Definitions are used to monitor ongoing student performance throughout the course. Student progress and performance will be assessed annually by participation in ACCESS testing.

Mathematics

Algebra I

Students will study characteristics of graphs of different functions (linear and exponential); graphing and solving linear equations and inequalities, systems of equations and inequalities, absolute value equations and inequalities; patterns and sequences; function notation; representing and analyzing data; correlation and trend line models; analyzing two categorical data sets; math modeling; transformation; coordinate geometry; theorems involving congruent figures; geometric constructions and relationships.

There is an emphasis on the standards of mathematical practice: make sense of problems and persevere in solving them; attend to precision; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; look for and make use of structure; look for and express regularity in repeated reasoning.

Honors Algebra I

This course involves an enriched, challenging, and more rigorous curriculum than Algebra I. See pages 12 & 13, Honors Placement Criteria, for a list of prerequisites and additional guidance for this course.

Geometry

The focus of Geometry is on quadratic expressions, equations, and functions by comparing their characteristics and behavior to those of linear and exponential relationships from Algebra I. The need for introducing complex numbers arises so that quadratic equations can always be solved. The study of similarity and proportional reasoning leads to an understanding of right triangle trigonometry with particular attention to special right triangles and the Pythagorean Theorem. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions.

Honors Geometry

This course involves an enriched, challenging, and more rigorous curriculum than Geometry. See pages 12 & 13, Honors Placement Criteria, for a list of prerequisites and additional guidance for this course.

Algebra II

It is in Algebra II that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. Students expand their repertoire of functions to include polynomial, rational, exponential and radical functions. They expand their study of right triangle trigonometry to include basic trigonometric functions. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems.

Honors Honors Algebra II

This course involves an enriched, challenging, and more rigorous curriculum than Algebra II, preparing students to take the Honors Pre Calculus course. See pages 12 & 13, Honors Placement Criteria, for a list of prerequisites and additional guidance for this course.

Advanced Algebra and Statistics

The focus of Advanced Algebra and Statistics is to prepare students for college level Mathematics course work as well as productive careers. In this course, students will deepen their understanding of Algebra (including Functions), Trigonometry, Statistics, and Probability and strengthen their conceptual foundation for college level Mathematics. Upon completion of this course, students should be able to solve real-life problems by selecting and using appropriate mathematical models, with and without technology.

Honors Precalculus

Prerequisite: Algebra II Honors

The Honors Precalculus course is designed to prepare students for college-level Calculus course work as well as productive careers. Students will deepen their understanding of topics fundamental to the study of Calculus with emphasis on analysis of functions and their inverses in multiple representations. Throughout this course, students will be actively engaged in reasoning, critical thinking, making connections, and communicating mathematically as they explore functions and their real-world applications using appropriate mathematical models and technology. This course will focus on four critical areas: (1) modeling periodic phenomena with trigonometric functions; (2) use characteristics of polynomial and rational functions to sketch and interpret graphs of those functions; (3) extend work with complex numbers; (4) comparing logarithms and exponential functions. Further topics could include Conic Sections, Matrices, and Vectors, as time allows.

The following course will be required for students who did not meet proficiency benchmarks on the ELA, Math or Biology MCAS Assessment:

Essentials of Mathematics (Quarter/Semester)

This course will be application-based to emphasize specific mathematical concepts. The course includes an overview of essential concepts in mathematics to support students in preparation for re-taking the MCAS math exam. The goal is to help the student achieve a level of math competency that will enable them to be college and career ready. Test preparation strategies will be emphasized along with open response literacy, problem solving and analysis.

Science

Biology I

This course will be application-based to emphasize the biological concepts through laboratory experience, hands-on activities, guided inquiry, and technological methods. The course includes ecology, anatomy and physiology. Content is derived from investigating the following questions: How do organisms live and maintain homeostasis and how and why do organisms

interact with their environment and what are the effects of these interactions? This is Part 1 of a two part curriculum that prepares students for the MCAS Biology assessment and provides a strong foundation for further studies in other science courses.

Honors Biology

This course will be application-based to emphasize the biological concepts through laboratory experience, tutorials and technological methods. The course includes ecology, genetics, evolution, anatomy and physiology. Content is derived from investigating the following questions: How do organisms live and maintain homeostasis and how and why do organisms interact with their environment and what are the effects of these interactions? Why do we look the way we do? And how can there be so many similarities among organisms yet so many different kinds of plants, animals and microorganisms?

In addition to the description above, this course differs from Biology I with respect to the depth in which standards are covered, and the quantity of assignments expected of students. See pages 12 & 13, Honors Placement Criteria for a list of prerequisites to qualify for this course.

Biology II

Prerequisite–Biology I or equivalent. This application-based class emphasizes biological concepts through laboratory experience, hands-on activities, guided inquiry, and technological methods. The course content will include: genetics and evolution. Content is derived from investigating the following questions: Why do we look the way we do? And how can there be so many similarities among organisms yet so many different kinds of plants, animals and microorganisms? This course prepares students for the MCAS Biology test and provides a strong foundation for further studies in other science courses.

Honors Biology II

In addition to the description above, this course differs from Biology II with respect to the depth in which standards are covered, and the quantity of assignments expected of students. See pages 12 & 13, Honors Placement Criteria for a list of prerequisites to qualify for this course.

Conceptual Physics

Prerequisite–Biology 1&2 This inquiry-based class emphasizes investigation of physical concepts through laboratory experiences, tutorials and technological methods. Course content includes classical mechanics as well as investigations into electromagnetism, wave mechanics and modern physics. Content is derived from investigation questions such as: How can you predict the motion of an object? How do we use rockets to put satellites into orbit? Do power companies sell electrons? Can you use light to move objects? How do microwaves heat your food? This course provides a strong foundation for further studies in other science courses or as applied to today's engineering and technology.

Honors Physics

Prerequisite–Biology 1&2 This course involves an enriched, challenging, and more rigorous curriculum than Conceptual Physics. Students who have strong math and problem solving skills will be challenged through laboratory experiences, tutorials, and technological methods. See pages 12 & 13, Honors Placement Criteria, for a list of prerequisites and additional guidance for this course.

Chemistry

Prerequisite–Biology 1&2 This inquiry-based class emphasizes chemical concepts through laboratory experiences, tutorials and technological methods. The course content includes matter, periodicity, chemical bonding, chemical reactions, gasses, stoichiometry, and solutions. Content is derived from investigating the following questions: How is matter categorized? What information can be obtained from a chemical reaction? How does the periodic table demonstrate the predictability of atoms? How are ionic, covalent and metallic bonds unique? How are gasses affected by their environment? How do solutions impact our everyday lives? This course utilizes current technology to provide students with a strong foundation for future scientific studies.

Honors Chemistry

Prerequisite–Biology 1&2 This advanced inquiry-based class emphasizes chemical concepts through laboratory experience, tutorials and technological methods. The course content includes matter, periodicity, chemical bonding, chemical reactions, gasses, stoichiometry, and solutions. Content is derived from investigating the following questions: How is matter categorized? What information can be obtained from a chemical reaction? How does the periodic table demonstrate the predictability of atoms? How are ionic, covalent and metallic bonds unique? How are gasses affected by their environment? How do solutions impact our everyday lives? This course utilizes current technology to provide students with a strong foundation for future scientific studies.

Anatomy and Physiology

Prerequisite–Biology 1&2 This course will provide an opportunity for students to explore how the human body is built and how it functions. Students will explore individual body systems and gain an understanding of specific processes like how the body absorbs nutrients from food and turns them into energy. Students will engage in various laboratory activities and have an opportunity to examine how bodies are constructed through the use of models and dissection. Additionally, students will explore the structure and function of cells in the human body through the use of microscopes and various computer simulations. Throughout the course students will explore how the combined efforts of our various body systems work together in order to maintain homeostasis.

Forensics

Forensic Science is an introductory inquiry-based course that focuses on investigative practices and analysis of physical evidence found at crime scenes. The curriculum will develop students' problem-solving skills using similar tools and techniques as modern forensic scientists on various mock crime scenes in the classroom. The course covers a wide array of forensic disciplines and may be expanded and/or altered pending student interest.

The following course will be required for students who did not meet proficiency benchmarks on the ELA, Math or Biology MCAS Assessment:

Essentials of Biology (Quarter/Semester)

This course will be application-based to emphasize specific biological concepts through laboratory experience, hands-on activities, guided inquiry, and technological methods. The course includes an overview of essential concepts in biology to support students in preparation for re-taking the MCAS biology exam. Topics include exploration of ecology, anatomy and physiology, evolution and genetics. Content is derived from investigating the following questions: How do organisms live and maintain homeostasis and how and why do organisms interact with their environment and what are the effects of these interactions?

Social Studies

United States History I

This is the first year of a two-year course in American history. Following a thematic and chronological approach, the course begins with the events leading to the American Revolution and ends with the study of events leading to World War I. Other topics of study include the early Industrial Revolution, the reform movements of the 1800s, and Westward Expansion.

Students will also examine the social, economic and political ideologies that shaped the nation during the first half of the 19th century and the issues that created the sectional and ideological differences that led to the Civil War. From there, students will assess the economic, social, and political changes at the turn of the century. Finally, students will explore the factors that brought the United States into World War I.

Throughout this course, students will focus their attention on five major themes as they relate to the course content. These themes are **War and Diplomacy**, the causes, conflicts, and resolutions surrounding the course topics; **Economy**, as it relates to jobs, resources, trade, and development of the American marketplace. **Immigration**, the motivation for people moving to the United States will also be explored; **Culture and Society**, the impact of race, gender, artistic movements, beliefs and traditions on the American identity. Finally, **Defending Democracy** which centers on protecting and spreading American ideals will be discussed. Students will practice argumentative writing throughout the year by examining evidence and data, forming an opinion on an open-ended question and supporting their opinion in writing with evidence or data.

Honors United States History I

This course follows the chronological and thematic approach of United States History I while looking at American history through a humanities lens that aligns with Honors English 9. This course will focus not only on the historical elements found during early American history but also tie in the literary themes and novels that coincide with Honors English 9. A particular emphasis is placed upon voices that have been less heard in American history and literature, including women, the enslaved, and Native Americans. See pages 13 & 14, Honors Placement Criteria, for a list of prerequisites and additional guidance for this course.

United States History II

This is the second year of a two-year course in American History. Following a chronological approach, the course begins with the 1920s and concludes with the attacks of 9/11. Students will examine how events of the past are connected to today by examining significant events such as the Great Depression, World War II & The Cold War. Throughout this course, students will focus their attention on five major themes as they relate to the course content. These themes are **War and Diplomacy**, the causes, conflicts, and resolutions surrounding the course topics; **Economy**, as it relates to jobs, resources, trade, and development of the American marketplace. **Immigration**, the motivation for people moving to the United States will also be explored; **Culture and Society**, the impact of race, gender, artistic movements, beliefs and traditions on the American identity. Finally, **Defending Democracy** which centers on protecting and spreading of American ideals will be discussed. Students will practice argumentative writing throughout the year by examining evidence and data, forming an opinion on an open-ended question and supporting their opinion in writing with evidence or data.

Honors United States History II

This course follows the chronological and thematic approach of US History II while looking at American History through a Humanities lens that aligns with Honors English 10. A particular emphasis is placed upon voices that have been less heard in American history and literature, including immigrant and minority experiences; the U.S. role in the world; and how our past continues to shape our present. Students conduct independent research, present frequently, and engage with challenging primary and secondary sources. See pages 13 & 14, Honors Placement Criteria, for a list of prerequisites and additional guidance for this course.

Modern World History

This course uses the lens of contemporary events to understand global connections, conflicts, and changes since 1945. Units in the West, Middle East, Asia, Africa, and Latin America delve into how the relationships between social, economic, and political forces have shaped each region and the current world as a whole. The guiding questions for the course are: Why is there still so much conflict in today's world? How does political, social and economic change happen? How has the world become more connected over time? How do people and groups gain, maintain and lose power? What role does race, religion and culture play in history? In answering these questions, students will analyze news articles, primary source documents, different types of media, and secondary sources.

Honors Modern World History

This course involves an enriched, challenging, and more rigorous curriculum than Modern World History. Students in this course will take an independent learning based approach to all topics of study that includes but is not limited to research papers, Socratic Seminars, student created presentations and primary source annotation. See pages 13 & 14, Honors Placement Criteria, for a list of prerequisites and additional guidance for this course.

History Of World Civilization After 1500 (HST131)

Middlesex Community College Course Description: This course analyzes the historical factors that led to the development of the modern world by examining cross-cultural interactions and globalizing patterns since 1500. Course topics include imperialism, capitalism, slavery, scientific and technological changes, industrialization, nationalism, racism, war, and globalization.

ISLOs: This course supports student development of Written and Oral Communications, Critical Thinking, and Multicultural and Global Perspectives.

Course Student Learning Outcomes:

- Identify and analyze western and non-western societies and cultures, and their human and physical geography, with a significant emphasis on non-western regions.
- Demonstrate an understanding of the processes of state-building, colonization and decolonization
- Assess the development and exchange of science, technology, religion and intellectual thought
- Use critical thinking to evaluate historical sources and scholarship
- Explain how evidence is analyzed and used to construct historical knowledge

*These courses will follow the guidelines set by Middlesex Community College's "Multiple Measures". See page 13, Concurrent Enrollment Course Placement, for a list of prerequisites to qualify.

*The add/drop window closes at the end of the first quarter. Students enrolled after the add/drop window closes will continue in the course due to registration requirements with Middlesex Community College.

Wellness

The Greater Lawrence Technical School Wellness Department comprises both Physical and Health Education courses. The Wellness Department provides students with the knowledge and skills necessary to develop personal habits that encourage lifelong healthy lifestyle choices. The program will encourage the skills needed to promote (physical, mental, social and emotional well-being) healthy individuals, healthy relationships, and overall healthy living. The Wellness curriculum defines concepts assessing the emotional, mental, social and physical aspects. The wellness curriculum will also follow the DESE Health Frameworks and GLTS Core Values with the ultimate goal to develop healthy lifelong learners.

Freshman Wellness: Freshman Wellness is a required, year-long course for all grade 9 students. Students will take one semester of Health Education and one semester of Physical Education.

This course will provide students the opportunity to explore wellness concepts in the health classroom, as well as, through physical activity. Freshman students will be required to take a ‘Basic Swim Safety’ course. Besides the ‘Basic Swim Safety’ course students will have the opportunity to select their specific PE class. Various PE options will be provided per quarter and freshman students will be participating with students in other grades. Research and recent data shows that when students select their physical activity he/she has more motivation, they are more engaged, and they are more likely to pursue the activity later in life. By following the GLTS core values the Wellness Department will offer a freshman wellness curriculum that may focus on such topics as:

- Social and Emotional Health
- Healthy and Safe Relationships
- Personal Care and Body Systems
- Growth and Development
- Teen Pregnancy Prevention
- Disease and Disorders
- Nutrition
- Drugs, Alcohol and Tobacco
- Consumer Health
- Ecological Health
- Violence Prevention
- CPR/AED
- Social Emotional Learning (SEL)
- Team Sports
- Individual Activities/Sports
- Strength/Conditioning/Functional Training
- Yoga/Meditation
- Basic Swim Safety

Sophomore Wellness: Sophomore Wellness is a required, year-long course for all grade 10 students. Students will take one semester of Health Education and one semester of Physical Education. Through a combination of health and physical education activities, the offerings are designed to foster the skills and knowledge that was introduced in Freshman Wellness. In PE, students will have the opportunity to select their specific PE class. Various PE activities will be provided per quarter. Sophomore students will be participating with students in other grades. Research and recent data shows that when students select their physical activity he/she has more motivation, they are more engaged, and they are more likely to pursue the activity later in life. The goal of the Wellness Department is that students will become healthy lifelong learners; thus the Wellness Department will offer a sophomore curriculum that may focus on such topics as:

- Building Healthy Relationships

- Teen Pregnancy
- STD Prevention
- Substance Abuse
- Depression/Suicide
- Social Emotional Learning (SEL)
- Functional Training
- Strength/Conditioning Training
- Team Sports
- Individual Activities/Sports
- Yoga/Meditation
- Aquatics/Swimming

Upperclassmen Wellness: Students in grade 11 and 12 are required to take Physical Education as a year-long course. Research and recent data shows that when students select their physical activity he/she has more motivation, they are more engaged, and they are more likely to pursue the activity later in life. In turn, Juniors/Seniors will be able to select their PE activity every Quarter. Options will be from the various groups below.

- **Team Sports/Competitive Games** - Basketball, football, soccer, volleyball, team handball, softball, etc). Students will be educated on the skills, rules and strategies related to the specific team sport to be capable of being a participant or spectator of that specific sport. Students will be expected to demonstrate a high level of effort, teamwork, good sportsmanship and a cooperative attitude throughout the course.
- **Individual Sports/Recreational Sports/Net Games** - Pickleball/Tennis, badminton, golf, table tennis, walking for fitness, etc. Students will participate in a variety of lifelong/recreational activities. Students will be educated on the skills, rules and strategies related to the specific recreational activities to allow them to utilize them as lifelong activities. Students will be expected to demonstrate self-responsibility, positive attitude and willingness to try new challenges throughout the course.
- **Aquatics/Swimming** - This course is for any level swimmer (from non-swimmer to advanced) who would like to improve proficiency in stroke development, endurance, and basic water safety. Prerequisite - Basic Swim Safety
- **Yoga/Mindfulness**- This course is for students who are interested in learning about yoga and meditation. Mindfulness means maintaining a moment-by-moment awareness of our thoughts, emotions, bodily sensations, and surrounding environment with openness and curiosity. The central objective of this course is to introduce you to mindfulness meditation and yoga to help you cultivate a personal mindfulness practice.
- **Strength & Conditioning** - Students will train in our weight room that includes cardiovascular machines, functional machines, free weights, etc. Students will design

their own work out plan and participate in daily workouts to reach their fitness goals. Students will be educated on how to use and benefit from a variety of cardiovascular and strength training machines. Students will be expected to be self-motivated, demonstrate proper fitness center etiquette and bring energy and enthusiasm to their daily workout.

Career and Technical Program Description

Advanced Manufacturing Technology

At the core of today’s mechanized world is machinist and machine technology. This industry requires skilled technicians to carry out new ideas and plans in the production of all types of manufactured parts. Many of these skilled technicians find exciting career opportunities with substantial earning potential. Nearly every product manufactured requires the expertise and skill of machinists. Highly-trained machinists can be found in a variety of different fields including computer, automotive, defense and aircraft products as well as medical research and development. The Norman Martin Machine Tool Technology Shop is a state-of-the-art facility that includes the latest in machinery including HAAS and Prototrak Computer Numeric Control (CNC) milling machines and lathes as well as a computer lab for CAD/CAM instruction and 3-D printing.

Articulations:	Licenses, Certificates and Affiliations:	Occupational Titles:	Career Opportunities:
MA Statewide Community College Statewide Apprentice Articulation	Massachusetts Statewide Articulation Agreement OSHA General Industry National Tooling and Machining Association Membership SkillsUSA	Machine Operator CNC Setup Operator Machinist Tool & Die Maker Mold Maker CNC Machine Installer/Mechanic CNC Programmer Machine Tool Salesperson Production Manager Process Engineer Quality Control Inspector	Aerospace Manufacturing Defense Contract Manufacturing Machine Tool Sales Machine Tool Service Medical Manufacturing Production Machine Shops Prototype/Modeling Shops Tool Rooms

Career Pathways

DIRECT FROM HS/ON JOB TRAINING

POST-SECONDARY DEGREE PROGRAM

POST SECONDARY TECHNICAL TRAINING



CNC Setup Operator CNC Machine Installer/Mechanic Machine Operator Machine Tool Salesperson Machinist Mold Maker Production Manager Quality Control Inspector Tool and Die Maker	Tool and Die Maker Mold Maker Process/Engineer	CNC Machine Installer/Mechanic CNC Programmer Machine Tool Salesperson Quality Control Inspector
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Automotive Collision Repair & Refinishing

Do you like working with your hands? How about restoring cars and creating a work of art? Then Automotive Collision Repair & Refinishing is the career area for you. The Automotive Collision Repair & Refinishing course is built around the National Automotive Technicians and Education Foundation (NATEF) standard competencies. This curriculum exposes and trains students in the trade through a series of competencies and tasks in the following areas: Painting & Refinishing, Non-Structural Analysis & Damage Repair, Damage Analysis & Estimating, Structural Analysis & Damage Repair and Mechanical & Electrical Components.

Articulations:	Licenses, Certificates and Affiliations:	Occupational Titles:	Career Opportunities:
Central Maine College MA Statewide Community College New England Institute of Technology Southern Maine Technical College Universal Technical Institute	ASE License Refrigerant Recovery & Recycling License AAA Affiliation NATEF Certificates OSHA General Industry SkillsUSA SP2	A/C Technicians Adjusters Auto Body Repair Technicians Auto Detailers Automotive Claims Estimators Paint Mixologists Parts Specialists Salespeople Service Writers	Adjusters Auto Body Supply Stores Bus Companies Entrepreneurs Frame Shops Insurance Companies Managers Paint and Repair Shops Parts Recycler Restoration Shops Trucking Firms

Employers: *GLTS maintains a full-service collision repair facility open to the public.*

- 495 Auto Parts
- Adamson Industries
- Allens Auto Body
- Body Works
- Brush Stroke Sign
- DesignCommonwealth Motors
- Don Kennett's Paints
- Keith Burdin Car Care
- Royal Limousine
- Specialty Autobody

Career Pathways

DIRECT FROM HS/ON JOB TRAINING

POST-SECONDARY DEGREE PROGRAM

POST SECONDARY TECHNICAL TRAINING



Auto Body Repair Technicians Auto Detailers Automotive Claims Paint Mixologists Parts Specialists Salespeople Service Writers		
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Automotive Technology

This is your ticket to an exciting, fast-paced career in the motor vehicle repair field. Computers and technology dominate this career area, and the successful candidate will love to challenge his or her problem-solving abilities. Automotive Technology students will be exposed and trained in four core areas of National Automotive Technicians Education Foundation (NATEF) approved areas. The training will consist of hands-on work on donated and customer vehicles. In addition, a classroom-related curriculum is included in the program. A series of competencies/tasks in the four approved NATEF areas will be administered throughout the three-year program. The automotive department prepares students for an entry level position in the automotive industry.

Articulations:	Licenses, Certificates and Affiliations:	Occupational Titles:	Career Opportunities:
MA Statewide Community College New England Institute of Technology Southern Maine Community College UTI (Universal Technical Institute)	AAA Affiliations A.S.E. Certification NATEF Certificates Refrigerant Recovery & Recycling License OSHA Skills USA General Industry SP2 Certificates	Air Conditioning Specialists Alignment Specialists Automotive Technicians Marine Mechanics Parts Specialists Service Writers Service Managers	Automotive/Diesel Repair Shops Bus Companies Business Owners Dealerships Small Engine Repair Trucking Firms

Employers: *GLTS maintains a full-service automotive repair facility open to the public.*

- Bill Deluca Chrysler, Jeep, Dodge
- Commonwealth Motors, Nissan
- IRA Toyota
- Moveras Transmissions
- Quirk Chevrolet
- RGA Tire and Automotive Repair
- Rockingham Toyota
- Sutton Street Service
- Toyota of Nashua
- Trombly's Bus Company

Career Pathways

**DIRECT FROM HS/ON JOB
TRAINING**

**POST-SECONDARY DEGREE
PROGRAM**

**POST SECONDARY
TECHNICAL TRAINING**



Alignment Specialist Automotive Technicians Marine Mechanics Parts Specialist Service Writers Undercarriage Specialist Transmission Specialist Mobil Technician Heavy Equipment Specialist	Automotive Technicians Marine Mechanics	
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Aviation Technology

Aircraft Maintenance is a highly-technical, specialized career field that promises both challenge and reward. Every aircraft that flies has a federally licensed aircraft mechanic who inspects, repairs, and maintains all systems, engine and airframe, and is therefore responsible for ensuring the safety of those on board the aircraft. Aircraft Mechanics are federally licensed in “Airframe” and/or “Powerplant” by the Federal Aviation Administration (FAA), in a training process that produces highly competent, highly skilled technicians. In this career, Aviation Maintenance Technicians (AMT’s) can further specialize in advanced Avionics training or even a specific airframe for which they become subject-matter experts.

Articulations:	Licenses, Certificates and Affiliations:	Occupational Titles:	Career Opportunities:
<p>Successful graduation from existing FAA certified AMT High School’s has earned students up to 30 college credits at post-secondary institutions. Currently, GLTS is in collaboration with the National Aviation Academy located in Concord, Massachusetts.</p>	<p>Students who successfully complete an FAA Certified Part 147 School are given a certificate of completion which grants the student the ability to test to earn a federal license for the rating on which they were trained. Licenses are either “Airframe”(A), “Powerplant”(P), or “Airframe and Powerplant” (A&P). AMT’s may pursue advanced training in Avionics systems or specific aircraft for which they become subject-matter experts. After 3 years of relevant experience as an AMT, technicians may test for their “Inspection Authority” (IA) which gives AMT’s the ability to return-to-service aircraft after major repairs, inspections, or alterations.</p>	<p>Under the FAA 14 CFR Part 65, AMT’s are licensed as either an “A”, “P”, or “A&P”. AMT’s who earn an Inspection Authority will have an extended title, for example, “A&P IA”.</p>	<p>Aircraft Maintenance Technician Aircraft Maintenance Technician with Inspection Authority Aircraft Production Manager Aircraft Maintenance Quality Control Technician Advanced Avionics Systems Aircraft Maintenance Technician Military Aircraft Maintenance Technician General and Specialty</p>

Employers:

Students are held to a minimum number of hours or competencies through which they are allowed to earn their certification to test for their license. This rigorous course of study requires that students be present in class for the entire school day, through graduation. Relationships developed with local aircraft maintenance facilities will very likely provide the opportunity for students to intern at those maintenance facilities part-time after school, and full-time during the summer months.

Career Pathways

DIRECT FROM HS/ON JOB TRAINING

POST-SECONDARY DEGREE PROGRAM

POST SECONDARY TECHNICAL TRAINING



Aircraft maintenance Technician	Aerospace Engineering Pilot Aviation Management	Airframe or Powerplant ratings Inspection Authority Avionics or advanced systems training
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Biotechnology

Biotechnology – the ever-changing world where biology and technology merge! It’s where we use biological organisms to improve the lives of people and animals. Biotechnology is working to find cures and treatments for diseases through medical research, drug development and genetic engineering. Biotechnology is even more than that. It includes genetically modified foods, engineering of biofuels and many other exciting areas of study.

Articulations:	Licenses, Certificates and Affiliations:	Occupational Titles:	Career Opportunities:
MA Statewide Community College	CPR OSHA General Industry SkillsUSA	Aseptic Fill Technicians Bio-processing Technicians Cell Culture Technicians CIP Technicians Documentation Specialists Media Prep Technicians Process Operators Purification Technicians Quality Control Analysts Research Associates Research Laboratory Assistants Research Laboratory Technicians Technical Support Technicians For more information see http://massbio.org/careers	Pharmaceutical Companies Research Centers Laboratories Clinics Hospitals Medical Offices Government Laboratories and Institutions Veterinary hospitals, pharmacies, students are prepared to work in any laboratory setting.

Employers:

Straumann LLC.
CVS
Pfizer

Career Pathways

**DIRECT FROM HS/ON JOB
TRAINING**



**POST-SECONDARY DEGREE
PROGRAM**



**POST SECONDARY TECHNICAL
TRAINING**



Lab Technicians Research and Development Technician Biomanufacturing Technician Animal Technician	Geneticist Biochemist Research Scientist Doctor Forensic Science Microbiologist Chemist Bioinformatics	Biotechnology Certificate
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Business Technology

Students acquire the necessary skills to become successful in any business environment. Students are trained to use a variety of technology and software programs to perform business related tasks. Through project-based and independent learning, students synthesize information and develop skills in accounting, communication, customer service, databases, desktop publishing entrepreneurship, finance, marketing, photoshop, presentations, social media marketing, spreadsheets, team building, video editing, web page design and word processing.

Students also have the opportunity to attain certifications for Microsoft Office, Adobe and Intuit through the Certiport testing platform.

Articulations:	Licenses, Certificates and Affiliations:	Occupational Titles:	Career Opportunities:
MA Statewide Community College	Microsoft Office Specialist OSHA General Industry SkillsUSA	Administrative Assistant Bookkeeper Customer Service Rep Entrepreneur Human Resource Specialist Medical Assistant Office Manager Paralegal Programmer Purchasing Assistant Treasury Analyst	Bank Governmental Institutions Hospitals Investment Companies Libraries Mortgage Companies Non-Profit Organizations Schools Small, Medium and Large-sized Companies

Employers:

Alternative Home Health Care
 Andover Pediatric Dentistry
 Children's Hospital

Empower Retirement
 Fidelity Investments
 H & R Block
 Jackson Lumber & Millwork Kelmar Associates
 Pack 4
 Reading Cooperative Bank

Career Pathways

DIRECT FROM HS/ON JOB TRAINING



POST-SECONDARY DEGREE PROGRAM



POST SECONDARY TECHNICAL TRAINING



(with Program Completion)	(Bachelor's Master's, Ph.D., Specialized Training, Experience, etc.)	(Apprenticeship, Associate's Degree, Advanced Certification, Experience, etc.)
Administrative Assistant Bank Teller Bill Collector Customer Service Representative Desktop Publisher Dispatcher Financial Clerk Human Resources Assistant Receptionist / Secretary Social Media Specialist Tax Preparation Assistant Training Specialist	Accountant Advertising Manager Bank Manager Bookkeeper Executive Assistant Financial Planner / Advisor Human Resources Manager Marketing Manager Meeting, Convention & Account Planner Research Analyst Retail Manager Social Media Strategist	Data Analyst Events Planner Human Resources Specialist Insurance Sales Agent / Adjuster Mortgage Sales Agent Payroll Specialist Public Relations Assistant Real Estate Agent Social Media Manager Tax Preparer Travel Agent Web Page Designer

Carpentry

The Carpentry Program fosters high expectations of achievement in the real-world workplace setting. It aims to offer top-notch technical education to all its students in the community house-building project. The program provides comprehensive instruction in house building, covering all aspects of carpentry, including knowledge of the tools of the trade, building design, plan reading, and layout.

The course content covers various aspects of constructing a house, including identifying and selecting suitable building materials, understanding proper building theories and methodologies, and utilizing carpentry mathematics in building construction, while safely operating hand and power tools. The students will gain practical experience and learn about career opportunities in state building, modern energy codes, and all phases of house construction.

Articulations:	Licenses, Certificates and Affiliations:	Occupational Titles:	Career Opportunities:
MA Statewide Community College New England Regional Council of Carpenters Local 339 New England Carpenters Training Fund Career Connections Programs Merit Apprenticeship Program	Licenses, Certificates and Affiliations: Hilti Power Actuated Qualified Operator Certifications Construction OSHA 10 NECTF Career Connections Levels 1, 2 and 3 Certificatio Skills USA MAP-Merit Apprentice Program New England Builders Association	Architect Building Inspectors Career and Technical Education Instructor Carpenter Construction Supervisor Engineer General Contractor Job Foreman Project Manager Remodeling Contractor	Apprentice Commercial Carpenter Estimators Finish Carpenter/Cabinet Maker Flooring Carpenter Framing Carpenter Laborer Lumberyard sales Maintenance Technician Siding Carpenter Roofing Carpenter Stage/set Designer-builder

Employers:

- Brad Jones Construction
- Carpenters Union 339
- Contour Building
- Valiant Industries
- Cote&Foster ContractingEastern Shed
- Harvey Industries
- Hitech Windo
- Howell Custom Homes
- Landmark Finish
- McNeil Builders
- Pete’s Construction

Career Pathways

DIRECT FROM HS/ON JOB TRAINING

POST-SECONDARY DEGREE PROGRAM

POST SECONDARY TECHNICAL TRAINING



Carpenter	Building Inspectors Engineer Project Manager	Architec Building Inspectors Construction Supervisor General Contractor Foreman Project Manager Remodeling Contractor
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Cosmetology

Welcome to the world of Cosmetology! Students will become trusted professionals who the clients can rely on to provide them with ongoing service, enabling them to look and feel their best. This instruction will train students and prepare them for employment opportunities in Cosmetology. Students in the cosmetology program can earn 1,000 hours of training in preparation for the state licensing exam. A successful student will acquire the confidence and strong communication skills needed to become a professional in cosmetology. The curriculum includes all phases of beauty culture, related science and math, and a business overview of salon management.

Articulations:	Licenses, Certificates and Affiliations:	Occupational Titles:	Career Opportunities:
	Massachusetts Cosmetology Association Massachusetts State Board Cosmetologists Association OSHA General Industry National Cosmetology Association State Cosmetology License SkillsUSA	Colorists Educators Hair Stylists Nail Technicians Platform Artist Makeup Artists	Barber Cosmetologist Nail Technician Product Line Chemists Salon Management Salon Owner

Employers: *GLTS maintains a full-service cosmetology facility that is open to the public.*

- Salon Forza
- Salon Invi
- Chez Pierre Salon
- EL Corte Magico Laly's House of Beauty
- Emely's Beauty Salon
- Mint Rose Day Spa
- Philip Giampa
- Mirassa Michaels
- Salon Mii Dellarias Salon
- Supercuts

Career Pathways

DIRECT FROM HS/ON JOB TRAINING

POST-SECONDARY DEGREE PROGRAM

POST-SECONDARY TECHNICAL TRAINING



<p><i>(with Program Completion)</i> Hair Stylist Barber/Barber Assistant Beauty Supply Store Associate Blow Dry Bar Stylist Cosmetologist/Cosmetology Assistant Extension Stylist Manicurist Salon Assistant/Receptionist Shampoo Service Assistant EyeLash Certified</p>	<p><i>(Bachelor's, Master's, Ph.D., Specialized Training, Experience, etc.)</i> Management/Salon Owner Career Educator-Instructor Product Line Chemist Lead Cosmetology Instructor Cosmetology School Owner Film/TV Stylist Franchise Salon Owner Platform Artist & Educator Salon & Spa Owner/Manager/Entrepreneur Salon Educator Special Effects Hair and Makeup Artist Medical Aesthetician</p>	<p><i>(Apprenticeship, Associate's Degree, Advanced Certification, Experience, etc.)</i> Master Stylist Colorist Brand Educator Nail Technician Master Barber Color Specialist Cosmetology Instructor Cutting Specialist Eyelash Extension Specialist Makeup Artist Salon & Spa/Manager Texture Specialist Platform Artist Aesthetician</p>
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Culinary Arts

Enter the world of Culinary Arts! As a food service professional, you will become a trusted individual that hotel managers and restaurant owners will come to rely on to provide their customers with reliable service. In the Culinary Arts program students are trained in Safety and Sanitation through the ServeSafe™ food handlers certification program. Students receive instruction in full service food preparation, which stresses the importance of the fundamentals of cooking. The Greater Lawrence Culinary Arts Staff is committed to making it the best Culinary Arts education available.

Articulations:	Licenses, Certificates and Affiliations:	Occupational Titles:	Career Opportunities:
Central Maine Community College Culinary Institute of America Massachusetts Statewide Articulation Agreement	CPR Mass. Restaurant Association National Restaurant Association ProStart™ OSHA General Industry Servsafe™ Food Handlers Certificate SkillsUSA	Banquet Captains Banquet Managers Catering and Sales Executive Chefs Garde Mangers Hosts/Hostesses Front Office Agents Line Cooks Pastry Chefs Purchasers Prep Cooks Restaurant- Supervisors/Managers Servers Sous Chefs Stockroom	Boutique Hotels Commercial Bakeries Conference Centers Corporate Dining Country Clubs Cruise Ships Exposition Fine Dining Restaurants Full Service Hotels Institutional Food Service Private Clubs Quick-Serve Restaurants Resorts

Employers: *GLTS maintains a full-service restaurant open to the public.*

Andover Country Club
 Academy Manor
 Borelli's Italian Deli
 Bertucci's
 Burton's Steakhouse
 Indian Ridge Country Club
 Mann Orchards
 Marriott Hotel
 Mary Immaculate
 No. Andover Country Club
 Revitalive
 Panera Bread
 Prescott House
 Wingate at Andover
 Tripoli Bakery

Career Pathways

**DIRECT FROM HS/ON JOB
TRAINING**

**POST-SECONDARY DEGREE
PROGRAM**

**POST SECONDARY
TECHNICAL TRAINING**



<p align="center"> Banquet Captains Banquet Managers Executive Chef Garde Managers Host/Hostess Front Office Agents Line Cooks, Pastry Chef Purchasers, Prep Cooks Servers, Sous Chef Stockroom </p>	<p align="center"> Catering and Sales Executive Chef Host/Hostess Front Office Agents Pastry Chefs Restaurant Supervisors/Managers Sous Chef </p>	
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Dental Assisting

The dental assisting program prepares students to become valuable members of the dental health team. The curriculum provides a foundation in health sciences along with extensive training in the technology necessary to become a successful dental assistant. Clinical training experience is provided in local dental practices.

The program provides education and hands-on training to perform chairside assisting, patient, clerical and laboratory procedures. Our students gain experience and knowledge in four-handed dentistry, infection control, OSHA standards and dental radiography, along with work experience and guidance for them to become successful dental assistants.

Some of the employment opportunities for our students include dental practices, clinics, hospitals and schools. Our students also have cooperative job opportunities.

Students are prepared for and are eligible to take:

- Dental Assisting National Board (DANB) Infection Control Exam
- DANB Radiation Health and Safety Exam

Upon successful completion of the program students are eligible to apply for a license to practice Dental Assisting through the Board of Registration in Dentistry, Commonwealth of Massachusetts.

Articulations:	Licenses, Certificates and Affiliations:	Occupational Titles:	Career Opportunities:
	CPR/First Aid/AED DANB Infection Control Exam DANB Radiation Health and Safety Exam OSHA General Industry SkillsUSA	Certified Dental Assistant Dental Receptionist Licensed Dental Assistant Insurance Company Office Staff Office Manager Oral Surgeon Assistant Orthodontic Assistant Vocational Dental Assistant Instructor	Clinics Dental Laboratories Dental Offices Dental Laboratory Technician Dental Supply Technical Federal, State and Local Government Hospitals International and Local Community Service Private Dental Practice Schools

Employers:

- Dental Dreams
- Dental Partners
- Andover Pediatrics
- Dental Arts
- Lawrence Smile Design
- Dr. Randall, Davis
- Kamgaroo Smiles
- Pleasant Smiles Methuen
- Methuen Smiles
- Bedi Dental Group North Andover

Career Pathways

**DIRECT FROM HS/ON JOB
TRAINING**

**POST-SECONDARY DEGREE
PROGRAM**

**POST SECONDARY
TECHNICAL TRAINING**



<p>(with program Completion)</p> <p>Licensed Dental Assistant Dental Receptionist Clinics Schools Dental Hygiene Assistant Front Desk Assistant</p>	<p>(Bachelor’s Master’s, Ph.D., Specialized Training, Experience, etc.)</p> <p>Public Health Educator Dentist Prosthodontist Pedodontist/Pediatric Dentist Oral Surgeon Oral & Maxillofacial Surgeon Orthodontist Forensic Dentist</p>	<p>(Apprenticeship, Associate’s Degree, Advanced Certification, Experience, etc.)</p> <p>Dental Equipment Sales Dental Supply Sales Representative Dental Hygienist Insurance Coordinator Dental Office Manager Dental Finance Coordinator Dental Assisting Instructor Oral/Maxillofacial Surgery Assistant Dental Software Sales/Trainer Treatment Coordinator Orthodontic Assistant Dental Lab Technician</p>
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Early Education & Care

The Early Education & Care program prepares students for a variety of professional careers in education. The curriculum provides a foundation in the education profession along with extensive training in the development of children from the ages of infant through preschool. This training is necessary to become a successful early childhood educator. Clinical training experience is provided at our on-site day care and preschool facility.

The program provides theory and hands on training in the areas of child growth and development, lesson planning, curriculum development, and differentiated instruction.

Articulations:	Licenses, Certificates and Affiliations:	Occupational Titles:	Career Opportunities:
Massachusetts Statewide Articulation Agreement	CPR/First Aid AED Early Education & Care Teacher Certificate NAEYC Affiliation CDA	Elementary Teacher Childcare Director Daycare Teacher • Headstart Instructor Family Childcare Provider Private Nanny Preschool Teacher	Childcare Centers Private Homes Elementary Schools

Career Pathways

DIRECT FROM HS/ON JOB TRAINING

POST-SECONDARY DEGREE PROGRAM

POST SECONDARY TECHNICAL TRAINING



Daycare Teacher Head Start Instructor Family Childcare Provider Private Nanny Preschool Teacher	Elementary Teacher Special Education Teacher Childcare Center Director	
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Electrical

The construction industry is currently witnessing substantial job growth in the field of electrical work. Students who acquire the relevant skills can explore employment opportunities in industrial, commercial, and residential sectors. Developing fundamental wiring techniques is the first step towards more advanced system installations, and it prepares students for a fulfilling and exciting career in this field.

The Electricity program has been designed to provide students with an understanding of the fundamental concepts of electricity in both AC and DC circuits. This program offers training hours that count towards obtaining a Journeyman and Master Electrician license. Graduates of this program have a vast range of opportunities for apprentice and contracting work, with many eventually becoming business owners. Students may also choose to further their education in the field or in related areas such as business and industries. Upon successfully completing the program, students receive documentation of their shop and classroom hours, which they can apply towards their apprentice training.

Articulations:	Licenses, Certificates and Affiliations:	Occupational Titles:	Career Opportunities:
Massachusetts Statewide Articulation Agreement	Commonwealth of Massachusetts State Board of Electricians IBEW 103 International Association Electrical Inspectors I.A.E.I. Journeyman Masters Systems Contractor Association Skills USA OSHA 10 Construction Safety and Health National Fire Protection	Consultant Data Communication Data Technician Electrical Contractor Estimator Foreman Electrical Inspector Industrial/Plant Electrician Motor Repair Technician Engineer Lineman Maintenance Electrician Marine Electrician Photovoltaic Installer Project Manager	Cable Companies Fiber Optics Data Communication Electrical Companies Electric Supply Houses Generators Green Energy Systems Hospitals Intrusion/Fire Alarms Manufacturing Facilities Power Plants Private Ownership Programmable Controllers Public Utilities Smart Home Wiring Telecommunications Union Electrician

Employers:

- All Pro
- Amore
- Andover Electric
- Aztec
- Brunelle Electric
- City & Suburban Electric
- Cornerstone
- Electrical Dynamics Inc
- Electrical Supply Companies
- Helfrich Bros
- Local Union 103 IBEW
- Nardone Electric
- Phoenix Electric

Professional Electric
Wayne Griffin Electric

Career Pathways

**DIRECT FROM HS/ON JOB
TRAINING**



**POST-SECONDARY DEGREE
PROGRAM**



**POST SECONDARY
TECHNICAL TRAINING**



<p>Consultant Data Communications Data Technician Estimator Foreman Motor Repair Technician Maintenance Electrician Marine Electrician Photovoltaic Installer Electrical Contractor Project Manager Industrial/Plant Electrician</p>	<p>Estimator Engineer Project Manager</p>	<p>Consultant Data Communications Data Technician Foreman Electrical Inspector Lineman Maintenance Electrician Marine Electrician Photovoltaic Installer Electrical Contractor Industrial/Plant Electrician</p>
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Environmental Science

Due to the continued impacts of human interactions with the environment, careers in environmental science are growing. If you want to spend your career helping the environment and the world around you for future generations, this program will teach you how to make a difference in the areas of alternative energy sources, cleanup of toxic waste in the ground and sea, green construction, and many, many more. The primary focus for the program over the first two years will be in the natural science fields of fresh/salt water aquaculture and aquaponics which will provide the students a solid understanding of laboratory skills, chemistry, and natural science exploration. In this exploration, students will also learn how to use GPS, field instrumentation and analysis, and how sustainability plays an important part in the ecosystem. The primary focus over the upperclassmen years will focus on sustainable building/design, entrepreneurship, becoming industry certified, and sustaining a robust cooperative internship program with industry partners so that the students gain valuable hands-on experience in the fields that interest them the most.

Articulations:	Licenses, Certificates and Affiliations:	Occupational Titles:	Career Opportunities:
Massachusetts Statewide Articulation Agreement	ArcGis Desktop Entry 19-001 Drinking Water Distribution License Drinking Water Treatment Plant Operator License First Aid & CPR LEED Green Associate International Society of Sustainability Professionals - Sustainability Excellence Associate (SEA)* Municipal Wastewater Operators License OSHA 10 General Industry *HAZWOPER SkillsUSA	Civil Engineer Drinking Water Treatment Plant Operator Drone Operator Environmental Advocate Environmental Cleanup Technician Environmental Educator SCADA Technician Environmental Permitting Specialist Environmental Planner Environmental Scientist Environmental Engineer Field Technician and Inspector Geographic Information System Analyst (GIS) Technician • Health and Safety Technician Industrial Hygienist Laboratory Analyst Stormwater Program Manager Watershed Planner Wastewater Treatment Plant Operator	Aerospace Aquaculture Conservation Biology Conservation Law Environmental and Civil Engineering Environmental Law Enforcement Geographic Information System Analyst (GIS) Environmental Planning Marine Biology Maritime Wastewater and Drinking Water

Career Pathways

DIRECT FROM HS/ON JOB TRAINING

POST-SECONDARY DEGREE PROGRAM

POST SECONDARY TECHNICAL TRAINING



Environmental Cleanup Technician Geographic Information System (GIS) Analyst GIS Technicians Wastewater Treatment Operator	Environmental Scientist Environmental Engineer Civil Engineer Industrial Hygienist Health and Safety Technician Watershed Planner SCADA Technician	
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Health Assisting

Health care is now the largest industry in the United States and the demand for qualified health care workers is extremely high. The health care worker of the future must be cross-trained and technologically advanced.

The Health Assisting Program provides a thorough knowledge of the healthcare industry and prepares students to work in multiple health care fields. We offer a human service curriculum within a framework of modern technology. Combining medical technology and the human touch, the healthcare industry diagnoses, treats, and administers care e healthcare field after graduation or continue their education at the postsecondary level.

Articulations:	Licenses, Certificates and Affiliations:	Occupational Titles:	Career Opportunities:
MA Statewide Community College	MA Nurse Assisting Certification MA Home Health Aide Certification BLS CPR and First Aid Certification OSHA General Industry 10hr Certification SkillsUSA Affiliation Person Centered Dementia Care Certification Soft Skills AHA Certification Medical Terminology Affiliation (NECC)	Certified Nurse Assistant Home Health Aide Personal Care Assistant Pharmacy Technician Veterinary Technician Dietary Aide Activities Aide Emergency Room Technician Medical Courier	Child Care Centers Clinics Hospitals Laboratories Medical Offices Nursing Homes/Long-term Care Facilities Rehabilitation Centers Surgical Day Center Home care Hospice Senior Day Care Center Assisted Living School Bus Driver for Students with Disabilities

Employers
 Little Sprouts
 Mary Immaculate
 Nevins Nursing Center
 Pitter Patter
 Prescott House
 Brightview
 Whittier Rehab Hospital
 Froggy's Play School
 CVS Pharmacy
 Andover Forest Acute Care Center

Career Pathways

DIRECT FROM HS/ON JOB TRAINING

POST-SECONDARY DEGREE PROGRAM

POST SECONDARY TECHNICAL TRAINING



<p>(with Program Completion)</p> <ul style="list-style-type: none"> Certified Nurse Assistant Home Health Aide Medical Receptionist Pharmacy Aide/Technician Post-Operative Assistant Pre-Operative Assistant Nanny/Au-Pair Mental Health Assistant Home Health Aide Hospice Nurse Aide Dietary Aide Personal Care Assistant Patient Feeder Activities Aide Patient Transporter Unit Secretary Patient/Staff Scheduler 	<p>(Bachelor's, Master's Ph.D., Specialized Training, Experience, etc.)</p> <ul style="list-style-type: none"> Registered Nurse Nurse Practitioner Director of Nursing Hospice Clinical Manager Athletic Trainer Medical Research Specialist Physician's Assistant Physician/Doctor Physical Therapist Speech/language Occupational Therapy Assistant Director of Nursing Infection Control Nurse Midwife Surgeon Respiratory Therapist Ombudsman Social Worker Risk Management Nutritionist Long-term care Administrator Hospital Administrator Nursing Informatics Military Medical Personnel Flight Nurse Travel Nurse School Nurse Nurse Educator Medical Lab Scientist Mortician Forensic Pathologist Insurance Nurse Specialist Legal Nurse Expert Ethics Nurse Administrator Orthotist/Prosthetist Pharmacist Veterinarian 	<p>Apprenticeship, Associate's Degree, Advanced Certification, Experience, etc.)</p> <ul style="list-style-type: none"> Licensed Practical Nurse Patient Care Attendant Cardiovascular/Nuclear Technician Certified Billing & Coding Specialist Certified Medical Transcriptionist Labor & Delivery Technician Laboratory Technician Licensed Practical Nurse Massage Therapist Paramedic Medical Translator Emergency Medical Technician (EMT) Board of Nursing Employee Surgical First Assist
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Heating, Ventilation, Air Conditioning, and Refrigeration

In the Heating, Ventilation, Air Conditioning and Refrigeration program students will learn the skills required for entry-level technician jobs in the field. While installing, assembling, and troubleshooting state-of-the-art HVAC/Refrigeration systems in a laboratory environment, students will learn to use all of the tools and equipment that are necessary to become a Heating, Ventilation, Air Conditioning, and Refrigeration Technician.

Students' learning will consist of using shop math, mechanical drawing, applied physics and chemistry, electronics, blueprint reading, and computer applications. An introduction to piping and electrical troubleshooting will give a basic understanding of the world of HVAC/R. Students will learn about the theory of conditioned airflow and the basics of installation, maintenance, and repair as well as learning about green construction applications. Upon successful completion of this program, students receive documentation of their shop and classroom hours toward their apprentice training.

Articulations:	Licenses, Certificates and Affiliations:	Occupational Titles:	Career Opportunities:
MA Statewide Community College	Environmental Protection Agency Refrigerant Recovery and Recycling Certification OSHA Construction, HotWorks Certification.	Service technicians Installation Technicians Refrigeration Technicians Air Conditioning Technicians HVAC/R Salespersons	Plumbing, Heating, and Air-Conditioning Contractors Refrigeration Systems Repair Shops Schools Stores that sell Heating and Air-Conditioning Systems Local State and Federal Government Hospitals Office Buildings

Employer:
 Berry Mechanical Services
 Breen and Sullivan
 Central Cooling
 Correct Temp
 Merrimack Valley Corp
 North Mechanical Services, Inc.
 Vellerio Air

Career Pathways

DIRECT FROM HS/ON JOB TRAINING



POST-SECONDARY DEGREE PROGRAM



POST-SECONDARY TECHNICAL TRAINING



Air Conditioning Technicians Control Technician HVAC/R Salespersons Installation Technicians Oil Burner Technician Refrigeration Technicians Service Technicians Sheet Metal	HVAC/R Salespersons	Control Technician Oil Burner Technician Sheet Metal
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Information Technology

The rapid expansion of the Internet is transforming our way of life, presenting new economic and social opportunities globally, and significantly increasing the demand for skills in information and communication technology. Innovations such as social networking, cloud computing, e-commerce, web conferencing, desktop virtualization, artificial intelligence (AI), virtual reality (VR), augmented reality (AR), and spatial computing continue to reshape how we live, work, learn, and interact. The Information Technology program provides students with a robust foundation in essential IT skills, preparing them to navigate and contribute to this dynamic environment. Freshman and sophomore students will begin their journey by studying the fundamentals of desktop computer hardware, operating systems, basic batch file scripting, and introductory programming. Networking and cybersecurity concepts will also be introduced, ensuring students acquire a broad and relevant base of IT knowledge.

Students who choose to continue with the Networking and Security pathway in their junior and senior years will explore advanced topics, including switch and router configuration, network operating systems, and the management of network access through DHCP, DNS, and Active Directory. Additionally, students will be introduced to key cybersecurity concepts, including encryption technologies and security management best practices, promoting a deep understanding of both the opportunities and the risks inherent in today's interconnected world.

The curriculum also includes the introduction of Virtual Reality (VR), Augmented Reality (AR), and spatial computing, providing students with insight into cutting-edge technologies that are revolutionizing various industries. By integrating these concepts, students will be prepared to leverage immersive technologies for innovative solutions in IT, business, and creative projects.

Articulations:	Licenses, Certificates and Affiliations:	Occupational Titles:	Career Opportunities:
MA Statewide Community College Northern Essex Community College	Sophomore Year CompTIA A+ OSHA General Industry Junior Year CompTIA Network+ Senior Year CompTIA Security+	Network Engineer Security Engineer Computer Administrator IT Manager Technical Support Technician	Networking Engineers (Tier 1-3) - Computer Technician Cybersecurity and Forensics Database Administration Home Theater and Network Installation Network Cabling Project Management - Technical Support (Tier 1-3) Telecommunications Industry Customer Support Services (Tier 1-3) VR/AR Application Support Specialist

Employer:

Greater Lawrence Technical School Information Technology Department

Career Pathways

DIRECT FROM HS/ON JOB TRAINING



POST-SECONDARY DEGREE PROGRAM



POST-SECONDARY TECHNICAL TRAINING



<p>(with Program Completion) Tier 1 Technical Support Technicians, Computer Repair Technicians, Data Entry Specialists, Desktop Support Specialists, or Help Desk Technicians.</p>	<p>Bachelor's, Master's, Ph.D., Specialized Training, Experience, etc.) Field Service Technician, Data Center Technician, VR/AR Content Specialist, or Backup/Recovery Specialist.</p>	<p>(Apprenticeship, Associate's Degree, Advanced Certification, Experience, etc.) Software Developer, Network Engineer, Security Engineer, Applications Specialist, AR/VR Developer, or Computer Forensics Analyst.</p>
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Landscape Construction and Sustainable Horticulture

The Landscape Construction and Sustainable Horticulture program prepares students for careers in the field of golf course management, grounds maintenance, landscape construction, greenhouse crop production, retail, and floral design. Projects and curriculum include training on small power equipment and larger hoisting machinery. Seasonal landscape maintenance. Turf management and athletic field maintenance. Irrigation. Landscape graphic and computer aided design. Patio and wall construction. Floral art and design. As well as production and sale of seasonal crops. Co-operative education students are employed at local golf courses, landscape maintenance and construction firms, garden centers, and greenhouse growers. Graduates are well positioned to continue their education with degrees in life sciences, architecture, horticulture, landscape contracting, urban forestry, and turf management.

Articulations:	Licenses, Certificates and Affiliations:	Occupational Titles:	Career Opportunities:
The Stockbridge School of Agriculture, part of the University of Massachusetts Amherst	DSW-Dry Stonewall Certification ICPI-Concrete Paver Certification Licensed ArboristLocal 3 Apprenticeship Certification Massachusetts Certified Horticulturist Massachusetts Hoisting Engineers License Massachusetts Landscape Professional Certification Massachusetts Pesticide License Union Boston Masonry Allied Craft Landscape Architec OSHA Construction	Arborist Equipment Operator Environmental Engineer Farmer Floral Design Florist Greenhouse Management Irrigation Specialist Landscape Architect Landscape Construction Technician Landscape Designer Landscape Maintenance Technician Parks Manager Pest Management Technician Public Works Sports Field Manager Turf Management	Building Construction Commercial Residential Engineer Food Production Golf Courses Laborer Landscape Business Owners Landscape Design/Architect Maintenance Contractors Mason Nursery Supply Companies Public Works Department Schools Sporting Facility Maintenance Crews

Employers:

- Andover Country Club
- Lowe's Landscaping
- Mahoney's Garden Centers
- Tompkins Landscaping
- Pleasant Valley Gardens
- General Lawn Care

Career Pathways

DIRECT FROM HS/ON JOB TRAINING



POST-SECONDARY DEGREE PROGRAM



POST-SECONDARY TECHNICAL TRAINING



<p>Farmer Irrigation Specialist Landscape Maintenance Technician Mason Public Works</p>	<p>Arborist Environmental Engineer Farmer Floral Design/Florist Greenhouse Management Landscape Architect Landscape Construction Manager Landscape Designer Park/Golf/Sports Field Superintendent Pest Management/Fertilization Technician Turf Management</p>	<p>Arborist Equipment Operator Environmental Engineer Farmer Floral Design/Florist Greenhouse Management Irrigation Specialist Landscape Architect Landscape Construction Manager Landscape Designer Landscape Maintenance Technician Mason Park/Golf/Sports Field Superintendent Pest Management/Fertilization Technician Turf Management Public Works</p>
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Medical Assisting

Health care is now the largest industry in the United States and the demand for qualified health care workers is extremely high. The health care worker of the future must be cross-trained and technologically advanced.

The Medical Assisting Program provides a thorough knowledge of the healthcare industry and prepares students to work in multiple health care fields. We offer a human service curriculum within a framework of modern technology. Combining medical technology and the human touch, the healthcare industry diagnoses, treats, and administers care around the clock, responding to the needs of millions of people—from newborns to the terminally ill, from all walks of life, with respect for the diversity of its clients.

Our focus is on clinical skills, diagnostic testing, professional development, leadership skills, medical business, and specialty procedures. Our students are skilled and knowledgeable, enabling them to practice within the healthcare field after graduation or continue their education at the postsecondary level.

Articulations:	Licenses, Certificates and Affiliations:	Occupational Titles:	Career Opportunities:
MA Statewide Community College	Heart Saver C.P.R./First Aid American Heart Association National Healthcareer Association Certified Clinical Medical Assistant OSHA Certification SkillsUSA Massachusetts Statewide Articulation Agreement	Medical Assistant	Primary Care Offices Medical Specialty Offices Pharmacies Hospitals Laboratories Urgent Care Center

Employers:

- Meyer Chiropractic
- Kronos Health
- Greater Lawrence Family Health Center
- Mass General Brigham
- Tallman Eye Associates
- YMCA
- CVS Pharmacy
- Spring Valley Behavioral Center
- Mobility Bone and Joint Institute
- Med Spas

DIRECT FROM HS/ON JOB TRAINING



POST-SECONDARY DEGREE PROGRAM



POST SECONDARY TECHNICAL TRAINING



<p>(with Program Completion)</p> <ul style="list-style-type: none">· Certified Clinical Medical Assistant· Medical Secretary· Medical Scribe· Administrative Medical Assistant	<p>(Bachelor's Master's Ph.D., Specialized Training, Experience, etc.)</p> <ul style="list-style-type: none">· Registered Nurse· Nurse Practitioner· Physician's Assistant· Physician· Physical Therapist· Occupational Therapist· Pharmacist· Social Worker· Healthcare Administrator	<p>Apprenticeship, Associate's Degree, Advanced Certification, Experience, etc.)</p> <ul style="list-style-type: none">· Pharmacy Technician· Phlebotomist· Certified EMT· Paramedic· Licensed Practical Nurse (LPN)· Physical Therapy Assistant· Occupational Therapy Assistant· Medical Office Manager· Radiologic Technologist· Ultrasonographer· EKG Technician· Patient Care Technician· Medical Billing and Coding
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Metal Fabrication and Joining Technologies

Metal Fabrication and Joining Technologies is a diverse career area that opens the door to many occupational opportunities in the welding, fabrication, structural steel and sheet metal fields. Technical training within our shop combined with related classroom theory provides the students with an effective learning environment.

Welding is the most common way of permanently joining metal parts. Heat is applied to the pieces to be joined, melting and fusing them to form a permanent bond. Because of its strength, welding is used to construct and repair ships, automobiles, aircraft and thousands of other manufactured products. Welding is used to join beams when constructing buildings, bridges, and other structures, along with pipes in nuclear power plants, boilers, pumps, and refineries.

Students will learn metal layout, fabrication, and installation skills and knowledge acquired within this career area will provide a foundation for our students to obtain gainful employment within the industries listed below.

Articulations:	Licenses, Certificates and Affiliations:	Occupational Titles:	Career Opportunities:
MA Community Colleges	Bureau of Pipefitters, Sprinkler Fitters and Refrigeration Technicians Board of State Examiners of Sheet Metal Workers Environmental Protection Agency Refrigerant Recovery and Recycling Certification Massachusetts Statewide Articulation Agreement OSHA 10 Hour Construction SkillsUSA	Boiler Maker Equipment Operator Iron Worker Machine Operator Metal Fabricator Pipeline Welder Pipe Fitter Radiographic Interpreter Supervisor/Manager Structural Welder Underwater Welder Welders Welding Educator Weld Engineer Weld Inspector	Advanced Manufacturing Aviation Boiler Makers Construction Equipment Repair & Service Custom Automotive/Motorcycles Engineering Iron Workers Union Mechanical Contractors Oil Rigs Pipefitters Union Process Piping Weld/Fabrication Shops Ship Yards

Employers:

Berkshire Manufactured Products
Bio-Pharmaceuticals
Bradford Welding
Dakota Systems
Diamond Iron Works
Helfrich Boiler
Metal Crafters
MKS Instruments
Novia Associates
Process Piping
Salem Metal
United Plastics

Career Pathways

DIRECT FROM HS/ON JOB TRAINING



POST-SECONDARY DEGREE PROGRAM



POST-SECONDARY TECHNICAL TRAINING



Boiler Maker Equipment Operator Iron Worker Machine Operator Metal Fabricator Pipeline Welder Radiographic Interpreter Structural Welder Underwater Welder Welders	Welding Educator Weld Engineer Weld Inspector	Boiler Maker Equipment Operator Iron Worker Metal Fabricator Pipeline Welder Radiographic Interpreter Structural Welder Supervisor/Manager Underwater Welder Weld Inspector
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Plumbing

The Plumbing program trains students in the theory and practice of plumbing. Students get hands-on experience in various plumbing tasks, such as measuring, cutting, cleaning, soldering copper, Pex tubing, gas pipe, cast iron, PVC, and testing projects. They also learn how to make stock and tool lists and do the math required to complete each project. Students are trained to use tools and equipment safely before using any hand or power tools, soldering torch, or ladders.

In addition to the intensive training, students assist with maintaining the school's plumbing and installing the complete plumbing system in the annual house-building project.

Students are also provided with information regarding employment opportunities so that they can make educated decisions concerning their career choices. Upon completing this program, students are given documentation of their shop and classroom hours that count towards their apprentice training.

Articulations:	Licenses, Certificates and Affiliations:	Occupational Titles:	Career Opportunities:
	Commonwealth of Massachusetts Board of Examiners of Plumbing Heating & Cooling Contractors Association OSHA Construction Skills USA Viega ProPress/Mega Press	Plumber Consultant Gas Fitter Maintenance Person Pipefitter Plumber Process Piping Installer Proprietor of Own Company Salesperson Sprinkler Fitter Warehouse Plumber	Boiler Manufacturers Plumbing Firms Contracting Firms Heating Firms Installation Companies Plumbing Fixtures Stores Self Employed Union Plumber

Employers:

Apollo Plumbing
 Avila Plumbing
 Capeless P&H
 Columbia Gas/Northern Utilities
 Deschamps P&H
 FW Webb
 Kannan & Pricone Plumbing
 Kerry Martin P&H
 Kirkland & Shaw
 Merrimack Valley Plumbing/HVAC
 Morelli P&H
 North Mechanical
 North Shore Mechanical
 Paul Martin Plumbing & Heating
 Peabody Supply
 PJ Dion
 Schiager P&H
 Wilder Plumbing

Career Pathways

**DIRECT FROM HS/ON JOB
TRAINING**



**POST-SECONDARY DEGREE
PROGRAM**



**POST-SECONDARY TECHNICAL
TRAINING**



Salesperson Warehouse Plumber		Plumber Consultant Gas Fitter Maintenance Person Pipefitter Plumber Process Piping Installer Proprietor of Own Company Sprinkler Fitter
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Programming & Web Development

The Internet continues to revolutionize our world, generating significant new opportunities and driving a demand for strong information and communication technology skills. Key innovations such as artificial intelligence, machine learning, cloud computing, e-commerce, social networking, web conferencing, virtual reality (VR), augmented reality (AR), and spatial computing is reshaping how we live, work, learn, and play.

The Programming and Web Development program offers a comprehensive introduction to software development. Freshman and sophomore students are introduced to programming fundamentals through video game programming with GameMaker, batch file scripting, and foundational web design using HTML5, CSS3, and introductory JavaScript. Additionally, they gain exposure to computer hardware, software, and basic networking concepts, which provides a well-rounded foundation for future learning.

In their junior and senior years, students will build on this foundation with advanced programming and database topics, including intermediate and advanced JavaScript, Python programming, SQL, and NoSQL database technologies, as well as exposure to developing immersive experiences using VR, AR, and spatial computing technologies. These skills will prepare students to develop sophisticated applications, data-driven solutions, and interactive digital experiences.

Articulations:	Licenses, Certificates and Affiliations:	Occupational Titles:	Career Opportunities:
Northern Essex Community College MA Statewide Community College	<p>Sophomore Year AP Computer Science A (Java) or AP Computer Science Principles</p> <p>Junior Year Certiport IT Specialist - HTML & CSS, JavaScript Programming</p> <p>Senior Year Certiport IT Specialist Python Programming, OSHA 10 General Industry Certification</p>	Software Developer Data Scientist Software Development Project Manager, Quality Assurance Engineer Scrum Master Tech Lead Software Architect, Cloud Architect, Systems Analyst User Experience (UX) Designer VR/AR Developer.	Web Design/Development (Frontend, Middleware, Backend, Full Stack) Database Administration Data Analysis and Engineering Machine Learning Engineering Artificial Intelligence Engineering Mobile Application Design and Development Project Management Video Game Design and Development Cloud Architecture Systems Analysis Computer Forensics VR/AR Development Spatial Computing Specialist

Employer: Greater Lawrence Technical School Programming and Web Development Department

Career Pathways

DIRECT FROM HS/ON JOB TRAINING



POST-SECONDARY DEGREE PROGRAM



POST-SECONDARY TECHNICAL TRAINING



<p>Junior Software Developer, Junior Web Designer/Developer, Data Entry Specialist, Customer Service/Help Desk, VR/AR Technician.</p>	<p>Entry Level Software Developer, Database Administrator Intern, Customer Service Specialist, Help Desk Specialist, VR/AR Developer Intern.</p>	<p>Advanced roles such as Software Developer, Data Scientist, Machine Learning Engineer, Web Developer, Systems Analyst, Cloud Architect, or Spatial Computing Specialist.</p>
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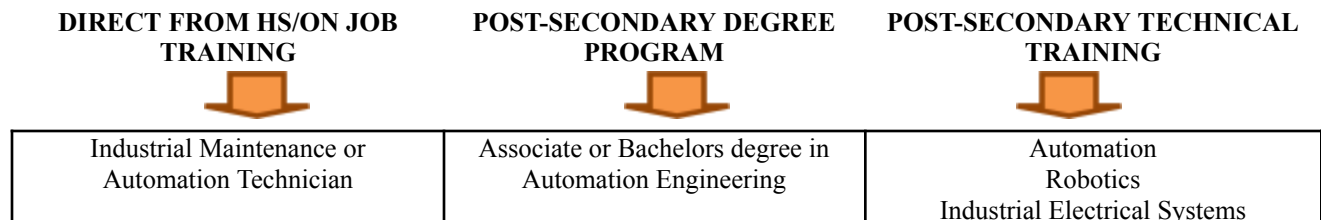
Robotics and Automation Technology

Today’s manufacturing industry is changing rapidly as robots in manufacturing plants are becoming more and more common. As a result, the industry needs skilled technicians with electrical and mechanical knowledge and skills to code, program, maintain, and troubleshoot equipment such as Programmable Logic Controllers (PLCs) and robotic manufacturing equipment. Many of these skilled technicians find exciting career opportunities with substantial earning potential.

Students within this program can obtain foundational knowledge and skills and directly enter the workforce in Grades 9-12 and/or pursue advanced training in grades 13-14.

Articulations:	Licenses, Certificates and Affiliations:	Occupational Titles:	Career Opportunities:
MA Community Colleges	FANUC Handling Tool Operations and Programming OSHA General Industry SACA		

Career Pathways



GET INVOLVED AT GLTS!

Activities/Clubs

Anime, Web and Film Club
Dance Club
Gaming/Electronic Club
Juntos Podemos
National Honor Society
Performing Arts Club
SkillsUSA
Yearbook

Comic Book Club
Fantasy RPG Club
Gay-Straight Alliance
Kaleidoscope Club
Orange Crush
Photography Club
Stand & Deliver

Creative Art
Future Farmers
Interact Leadership Club
Math Club
Peer Leaders
Reggies Leadership Mentoring
Student Council

GLTS Sports

Fall Sports

Cheering
Cross Country
Football
Golf
Boys Soccer
Girls Soccer
Girls Volleyball

Winter Sports

Boys Basketball
Cheering
Girls Basketball
Indoor Track
Swimming & Diving
Wrestling

Spring Sports

Baseball
Boys Volleyball
Field & Track
Softball
Tennis

Appendix

GREATER LAWRENCE TECHNICAL SCHOOL ADMISSIONS POLICY

I. INTRODUCTION

An admission process is necessary for vocational-technical schools where space is a limiting factor. Vocational technical laboratories (shops) are designed and equipped to safely serve a specific maximum number of students. Consequently, a complex of such laboratories lacks the space and flexibility to accommodate all applicants' possible needs and/or interests. Therefore, a selection process is necessary. All applicants to grades 9, 10, 11, and 12 at Greater Lawrence Technical School will be evaluated using the criteria contained in this Admission Policy.

When Greater Lawrence Technical School receives more applications than it has available seats, GLTS applies selection criteria to determine which students it will admit.

The district school committee has approved the criteria and will approve their use annually. Greater Lawrence Technical School's admission policy is on file at the Department of Elementary and Secondary Education.

This policy is intended to comply with Massachusetts state regulations (603 CMR 4.00), which require all state-funded career/vocational technical education (CVTE) schools and CVTE programs at public high schools to develop and implement admissions policies that comply with state and federal law and relevant guidelines issued by the Massachusetts Department of Elementary and Secondary Education and the U.S. Department of Education.

II. EQUAL EDUCATIONAL OPPORTUNITY

Greater Lawrence Technical School admits students and makes its programs, privileges, and courses of study available to them without regard to race, color, sex, gender identity, religion, national origin, sexual orientation, or disability.

If a student's primary home language is not English, Greater Lawrence Technical School will provide them with an application form in their home language and/or will assist them with filling out the application and completing the admissions process.

Greater Lawrence Technical School is committed to providing educational opportunities to students experiencing homelessness. If you have any questions, please contact the school's Homeless Liaison (Director of Admissions & Counseling).

Students with disabilities may voluntarily identify themselves to Greater Lawrence Technical School to request reasonable accommodations during the application and admission process. Neither a student's disability nor the primary language of their home will affect their admission to Greater Lawrence Technical School.

Consistent with Massachusetts state regulations (603 CMR 4.00), Greater Lawrence Technical School will continue to develop a plan with deliberate, specific strategies to promote equal educational opportunities and attract, enroll, and retain a student population that, when compared

to students in similar grades in sending districts, has a comparable academic and demographic profile.

III. ELIGIBILITY

Any eighth, ninth, or tenth-grade student who is a resident of the Greater Lawrence Regional Vocational Technical School District (Andover, Lawrence, Methuen and North Andover) who expects to be promoted to the grade they seek to enter by their local district is eligible to apply for fall admission, subject to the availability of openings to Greater Lawrence Technical School. Resident students will be evaluated using the criteria contained in this Admission Policy.

Note: Non-resident applicants must submit an application of admission no later than March 15th of the preceding school year and will be subject to the admissions criteria of the Greater Lawrence Regional Vocational Technical School District. Non-resident students will be evaluated using the criteria contained in this Admission Policy. However, priority for admission is given to Greater Lawrence Regional Vocational Technical School District residents according to the District Agreement. Non-Resident Applicants must submit a “Non-Resident Student Tuition Application” to their home school district by April 1st. A Non-Resident Applicant must be accepted by GLTS, and their sending district must approve the application for tuition in order to attend GLTS.

Transfer students from other Chapter 74 state-approved vocational technical education programs are eligible to apply for fall admission or admission during the school year to grades 9, 10, 11, or 12 at Greater Lawrence Technical 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.

School Choice Eligibility

The Greater Lawrence Regional Vocational Technical School District Committee, upon recommendation from the Superintendent-Director, votes every year prior to June 1st on the participation in the school choice program. If the District School Committee votes in favor of participating in the school choice program for the next academic year, school choice students will be eligible to apply for fall admission subject to the availability of openings provided they expect to be promoted to the grade they seek to enter by their local district. Greater Lawrence Technical School will not be responsible for providing transportation services for school-choice students. School Choice students will be evaluated using the criteria contained in this Admission Policy.

Students who begin their enrollment as School Choice students may remain School Choice students throughout their enrollment at Greater Lawrence Technical School, provided they continue to reside outside of the District.

McKinney –Vento

Homeless students are eligible to apply to GLTS at any time and will be accepted according to the selection criteria contained in this Admission Policy. Upon meeting admissions criteria and being accepted to GLTS, the school will immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, including school records, medical records, proof of residency, discipline records, or birth certificates. GLTS Guidance and Admissions staff will work collaboratively with families and agencies to obtain requested documentation. The student will be placed on the waitlist if the incoming class is at full enrollment.

Students in Foster Care

Greater Lawrence Technical School will accept students living in foster care according to the selection criteria contained in this Student Admissions Policy. Once accepted and enrolled, irrespective of the location of foster care placement, students in foster care will continue to attend their school of origin (GLTS) unless, after a collaborative decision-making process with the Department of Children and Families, it is determined to be in the student's best interest to enroll in and attend school in the district in which the student resides in foster care. Enrollment of students in the district where they reside in foster care will take place immediately upon such a determination.

Homeschool Students

Students who are being homeschooled may apply for admission to Greater Lawrence Technical School, including admission during the school year, provided all Admission Policy criteria are followed where applicable. The homeschooled student's parent(s)/guardian(s) must submit a copy of the Homeschool Approval Letter from the local school superintendent. If official grades are unavailable, a portfolio of the student's work in English language arts or its equivalent, math, science, and social studies must be provided. The level of work must be appropriate for the grade level being sought. A letter from the local superintendent attesting to the successful completion of grade-level standards as evidenced by student work completed. In addition, verification of successful completion of the school year and promotion to the next grade level may be requested. Additionally, Homeschool Students will be required to participate in an interview process if formal attendance and discipline records, and/or school-based recommendations are unavailable.

IV. ORGANIZATIONAL STRUCTURE

Greater Lawrence Technical School is a public regional vocational-technical school on a 26-acre campus in Andover, MA. Serving four communities (Andover, Lawrence, Methuen, and North Andover) with a prime location to area industry and easy accessibility to major highways such as routes 93 and 495. The New England Association of Schools and Colleges accredits Greater Lawrence Technical School. Greater Lawrence Technical School is committed to providing quality vocational-technical programs.

It is the responsibility of the Greater Lawrence Technical School Superintendent-Director to

supervise the administration of the policies and procedures used to admit and enroll students, consistent with all applicable laws, regulations, and guidance.

Greater Lawrence Technical School has an Admission Committee appointed by the Superintendent-Director. The Director of Admissions & Counseling chairs the committee, which minimally consists of a member of the Administration, Guidance, Technical, and Academic Departments. Responsibilities of the Admissions Committee include oversight of the following:

- A. Review of available admissions data from previous school years and all relevant data regarding our sending communities to ensure equitable access pursuant to 603 CMR 4.00 and all applicable state and federal regulations;
- B. Determination of standards for admission;
- C. Development and implementation of admission procedures.

V. ADMISSIONS COMMUNICATION POLICIES

Greater Lawrence Technical School's website provides information and resources, including the admissions process, a link to the online application system, and program offerings. Students and their families can request hard copies of available information by emailing the Admissions Office at admissions@glts.net or calling (978) 686-0194, ext. 2061 or 2059.

Greater Lawrence Technical School also shares recruitment information about the school through a variety of methods:

- A. Visitations by all students in 8th-grade classes in local schools to Greater Lawrence Technical School or a presentation at each middle school to all 8th-grade students within the district.
- B. An Open House during the fall is scheduled. Prospective students and their parent(s)/guardian(s) have an opportunity to visit all vocational-technical programs during a Fall Open House event. They may speak with teachers as well as view a presentation about all offerings.
- C. Brochures describe all technical and academic programs, sports, cooperative education, and special education, and English learner resources are distributed during the 8th-grade visitations and the Open House. Admissions and promotional materials will be available in a student/family's home language whenever possible.
- D. Tours may be arranged by calling the Admissions Office at (978) 686-0194, ext. 2061 or 2059, or by emailing admissions@glts.net. If the agreed-upon time slot for a tour occurs during the applicant's school day, the Admissions Office will provide documentation that the applicant attended a tour during this time. Such tours may **not** be counted as unexcused absences by sending districts.
- E. A copy of the approved Admissions Policy will be posted annually on the school website, included in the Program of Studies, and will be provided in hard copy or electronically upon request.

VI. APPLICATION PROCESS FOR FALL ADMISSION

A. Students interested in applying to Greater Lawrence Technical School for fall admission to the ninth, tenth, or eleventh grade must:

1. Complete and submit an electronic application through the GLTS website under the Admissions page. Students can also contact the Admissions Department to request a paper application or obtain one from their school counselor. This application should be returned to the GLTS Admissions Office.
2. Applications for fall admission in grade 9 should be submitted electronically or in paper copy by the priority admission deadline of February 1st. Applications for fall admission in Grade 9 will be accepted by June 1st. If the Superintendent approves this deadline, the only exceptions will be those covered under the McKinney-Vento homeless education policy or other extenuating circumstances.

Transfer applications must be submitted by June 1st for fall admission. All supporting documentation for admission to grades ten and eleven should be submitted at the end of the current school year.

B. It is the responsibility of the local school school counselor (or Principal's designee) to:

1. Complete their portion of the application form through the electronic application portal upon notification that a student has applied.
2. Upload all required documents and complete all required parts of the application as soon as possible after notification that a student has applied. Completed applications include:

(a) Completed application form (including required signatures), counselor recommendation, and official school record of grades, attendance, and discipline.

(b) For applications to grade 9 (fall admission),

- The final grades for 7th and Quarter/Trimester one (1) 8th grade grades in English Language Arts, Social Studies, Math, and Science are required.
- The sum of unexcused absences in grade 7 plus grade 8 unexcused absences from quarter/trimester one (1) are required.
- An official school record of disciplinary infractions for grades 7 and 8 must be submitted.
- All applications must also include a recommendation by the sending school personnel.
- All applications must include the student activity submitted by the student applicant..

(c) For applications to grade 10 or 11 (fall admission)

- The final grades for the previous two school years in English Language Arts, Social Studies, Math, and Science are required.
- The sum of unexcused absences for the previous two school years is required
- An official school record of disciplinary infractions for the previous two school

- years is required.
- All applications must also include a recommendation by the sending school personnel.
 - All applications must include the student activity submitted by the student applicant.
 - Admission for Grades 10 and 11 is subject to class enrollment size and interest in available CTE programs

D. Late Applications:

Applications for Grade 9 received after **February 1 but before the June 1st** deadline will be evaluated using the same criteria as other applications. Students will be notified if they are accepted, declined, or placed on the waiting list. Waiting list students will be integrated in rank order on the established waiting list, valid for the current school year only.

CHAPTER 74 TRANSFER STUDENTS

Applications from students who are enrolled in a state-approved Chapter 74 vocational technical high school program in another school 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 Greater Lawrence Technical School. All transfer applicants must attend an interview at the Greater Lawrence Technical School before acceptance. Their applications will be evaluated according to the provisions of this Admission Policy. The ability of incoming students to select shops is restricted based on the seats available and the nature of the shop competency requirements.

WITHDRAWN STUDENTS WHO REAPPLY

Students who withdraw from Greater Lawrence Technical School and attend or not attend another high school may reapply to Greater Lawrence Technical School. The student transfer procedures contained in this Admission Policy will be utilized to determine re-admission.

VII. SELECTION PROCESS Completed applications are processed by the School Counseling Department using weighted admissions criteria. Each applicant will be assigned a score derived from the sum of the sub-scores of the following criteria:

A. Scholastic Achievement: Maximum 30 points

A-B-C (80 – 100) = 30

D (60-69) = 15

F below 60 = 1

(Note: A conversion scale will be used to assign points for standards-based grades and other grading systems that do not align with the scale listed above)

B. Attendance: Maximum 25 points

0-5 = 25

6-8 = 23

9-12 = 20

13-15 = 15

16-20 = 10

21-24 = 5

25+ = 1

C. School Discipline/Conduct: Maximum 5 points

0 Suspensions = 5 points

1+ Suspensions=1 point

An official school student discipline record must be submitted as part of the application process. Points will be deducted only for infractions that resulted in suspensions or expulsion pursuant to [M.G.L. c.71, § 37H](#) or [M.G.L. c.71, § 37H-½](#), or resulted in suspension or expulsion for more than 10 days for a single infraction or cumulatively pursuant to [M.G.L. c.71, § 37H-¾](#).

D. Sending School Recommendation - Maximum 10 Points

A recommendation from the sending school's counselor or designated staff member will be completed using a specific rubric that aligns with Greater Lawrence Technical School's core values (Growth Mindset, High Expectations, Supportive Environment, Lifelong Learning) and their demonstrated interest in career technical education. Students will receive a score for each category with a detailed rubric defining the criteria. Students can receive up to 2 points for each of the five (5) criteria, resulting in the possible accumulation of 10 points in this category.

Criteria	Exceeding (2 pts)	Meeting/Partially Meeting (1 pt)	Not Meeting (0 pts)
Growth Mindset	The student is always willing to grow and learn in all aspects of their education.	The student is mostly willing or not typically willing to grow and learn in all aspects of their education.	The student is unwilling to grow and learn in all aspects of their education.
High Expectations	The student consistently holds high expectations for themselves in all aspects of their education.	The student mostly holds or doesn't typically hold high expectations for themselves in all aspects of their education.	The student does not hold high expectations for themselves in all aspects of their education.
Supportive Environment	The student always contributes to a supportive environment in the school community.	The student mostly or doesn't typically contribute to a supportive environment in the school community.	The student does not contribute to a supportive environment in the school community.
Lifelong Learning	The student consistently seeks out opportunities to continue to learn beyond the classroom.	The student mostly or doesn't typically seek out opportunities to continue to learn beyond the classroom.	The student does not seek out opportunities to continue to learn beyond the classroom.
Demonstrated Interest in Career Technical Education (CTE)	The student has expressed a strong interest in CTE and can identify a potential career path.	The student has expressed a strong or some interest in CTE pathways.	The student has not expressed interest in CTE pathways.

E. Student Activity-Maximum 5 points

Students can earn up to five (5) points by completing this activity. The activity can be submitted as a written statement, PowerPoint presentation, video, or other means that allow the student to respond to the prompts listed below. The student can submit their response in their preferred language if English is not their primary language. The student activity is a required component of the application process; therefore, if a student chooses not to submit a response to the prompts below, they must document that they are choosing not to do so and understand that they will be unable to receive the five points allotted for this category.

Scored:

- Who are you as a learner? How will attending a technical high school help you as a learner?
- Why are you interested in attending Greater Lawrence Technical School?
- What three shops are you most interested in?
- How do these three shops align with your future career goals?

Scoring Rubric for Student Activity:

- **5 Points:** Excellent responses to all questions, with clear reasoning, specific shop choices, and a strong connection to career goals.
- **3 Points:** Adequate but not fully detailed answers, showing general interest and some connection to career goals.
- **1 Points:** Minimal effort or incomplete answers, with vague responses and little connection between shops and career goals.

After a point total for each applicant has been determined, all resident applicants are placed in order of their point total. Resident applicants are then accepted according to the point total they have achieved. The resident applicant with the highest point total is accepted first, the resident applicant with the second highest point total is accepted second, and so on, until all seats are filled. All resident applicants are accepted, declined, or placed on a waiting list if students meet the entrance criteria previously described, but the class seats were awarded to higher-ranking applicants. If openings occur, the class seats are filled by resident applicants from the waiting list. These resident applicants, like those accepted earlier, are accepted in order of their place on the waiting list determined by the total points given according to the selection criteria. Students not offered admission are encouraged to apply as transfer students for Grade 10 or Grade 11 the following year.

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

All students are accepted, declined, or placed on a waiting list and receive written notification of their status.

VIII. REVIEW AND APPEALS

The applicant's parent(s)/guardian(s), upon receipt of a letter from Greater Lawrence Technical School indicating that the applicant was not accepted or placed on a waiting list for admission

to the school, may request an appeal of the decision if there were any extenuating circumstances that may have impacted their application point total. This appeal request, which must be accompanied by documentation from the middle school counselor or administrator, should be submitted in writing to the Director of Admissions & Counseling within thirty (30) days of receipt of the decision letter.

This request can be emailed to admissions@glts.net or mailed to GLTS Admissions, 57 River Road, Andover, MA 01810. Upon receipt of the required documentation, the Director will schedule a hearing with the parent(s)/guardian(s) and student and send a decision in writing within thirty days. If the appeal is denied, the applicant's parent(s)/guardian(s) can pursue a final appeal with the Principal, following the same procedure.

IX. ENROLLMENT

To enroll at Greater Lawrence Technical School for the fall, applicants must have been promoted to the grade they wish to enter by their local school district. Acceptance and enrollment at Greater Lawrence Regional Vocational Technical School is conditioned upon the accuracy and completeness of a student's application. The Greater Lawrence Regional Vocational Technical High School District reserves the right to revoke its conditional acceptance of any student at any time if it determines that the student, the student's parent(s)/guardian(s), or the student's sending school district provided inaccurate, incomplete, or misleading information during the application process. Any student who is accepted but fails to respond to the offer of admission and/or does not submit required enrollment documents after repeated attempts to contact the student/parent may be removed from the list of accepted students and be coded as "no longer interested in attending."

In accordance with Massachusetts State Law, updated immunization records of all accepted incoming students must be forwarded to Greater Lawrence Technical School before the first day of school.

X. EXPLORATORY PROGRAM

Because Greater Lawrence Technical School offers five (5) or more Chapter 74 state-approved programs, all ninth-grade students participate in (for the first three quarters of the year) in accordance with the applicable Vocational Technical Education and Massachusetts Curriculum Frameworks. The Exploratory Program introduces students to various career pathways while helping them learn about their career talents and interests.

XI. PROGRAM-SPECIFIC ADMISSION

Greater Lawrence Technical School uses the following system for students to identify and enroll in their Chapter 74 technical program. All students participate in an ungraded "Career Discovery," where they are exposed to each available CTE area before selecting their full exploratory programs. In selecting their full exploratory program, which consists of a multi-day rotation, students choose their top three (3) CTE career programs and then rank order Career Clusters by interest. Students are guaranteed placement in their top three exploratory choices regardless of the cluster they fall in, and the remaining exploratories are scheduled based on Career Cluster interest and availability.

Career instructors evaluate students by working with and observing them during the Exploratory Program.

Each student is evaluated based on a scoring rubric which includes the following categories:

- Workmanship and production (30%)
- Collaboration and employability (25%)
- Safety (25%)
- Evidence of Career Awareness and Reflection (20%)

At the end of the Exploratory Program, students rank each CTE career program they explored in order of preference. A formula is utilized to rank order each student. Individual student scores are tabulated using Greater Lawrence Technical School's Student Information Management System-to create a rank order for career area placement. The ranking formula, which is based on 100%, is explained below:

- Exploratory Average - the average of grades attained in all career programs that they experienced during the Exploratory Program - 40%
- The grade obtained in the student's first choice shop during the Exploratory Program - 30%
- The grade obtained in the student's second choice shop during the Exploratory Program - 20%
- The grade obtained in the student's third choice shop during the Exploratory Program - 10%

According to the grading formula, rosters will be filled by individual overall student rank. Priority is provided to first-choice students. As such, no student with a higher rank can "bump" a student with a lower rank from a first choice career program.

For example:

A student with a score of 97.5234 who selected Horticulture as their second choice cannot bump a student with an individual score of 97.4156 who selected Horticulture as their first choice.

If a shop is filled with all first-choice students, the remaining students will be placed as follows:

1. **Career Program Placement:** Students will be assigned to their next preferred career program based on their overall rank and the availability of spaces. This process will continue until all rosters are full and each student has been placed in a program. Thus, students can be placed in their 4th-ranked preference or beyond.
 - *A student's overall rank is based on their overall exploratory average as well as their top three choices.*
2. **Alternative Career Programs:** In a small number of cases, students who are not placed in any of their initially ranked career programs (programs fully explored) will meet with their School Counselor to review the career programs with remaining seats.
3. **Revised Preferences:** After this meeting, students will rank all available career programs in order of preference (programs where rosters were not filled). Placement will then be

determined based on the student's overall rank, their revised preferences, and the availability of spaces in the programs.

A waitlist will be created for each shop based on overall student rank. Students will be notified of openings and offered the option to transfer if space becomes available. Before the end of the school year, students must confirm which waitlists they wish to remain on for the following year if space becomes available.

Greater Lawrence Technical School students who wish to transfer from one career area to another during the school year may apply for transfer. Transfer requests will be considered subject to the availability of openings in the requested career areas. Each transfer applicant will be interviewed and counseled individually to determine the suitability of the transfer.

XII. MAINTENANCE OF RECORDS

Greater Lawrence Technical School maintains records of all students who apply, enroll, or are waitlisted, as well as their score on admission criteria, to facilitate analysis of its admissions system and compliance with applicable laws and regulations. Greater Lawrence Technical School will provide this information to the Department upon request.