

BLUE HILLS

REGIONAL TECHNICAL SCHOOL



2026-2027

Program of Studies

Table of Contents

WELCOME LETTER	4
PLAN FOR SUCCESS	5
VISION	5
MISSION STATEMENT	5
CORE VALUES	5
PILLARS OF SUCCESS	5
BLUE HILLS REGIONAL DISTRICT SCHOOL COMMITTEE	6
DISTRICT ADMINISTRATION	6
HIGH SCHOOL ADMINISTRATION	6
GUIDANCE DEPARTMENT	6
PROMOTION - GRADUATION REQUIREMENTS	7
COURSE REQUIREMENTS FOR GRADUATION	11
GRADING/UNWEIGHTED GPA SCALE	11
CLASS RANK	12
HONOR ROLL REQUIREMENTS	12
PHYSICAL EDUCATION REQUIREMENTS	12
INCOMPLETE GRADES	12
FINAL EXAMS	13
PROGRESS REPORTS	13
REPORT CARDS	13
EXTRA HELP/MAKE-UP WORK	13
COURSE SELECTION—ONLINE REGISTRATION	14
COOPERATIVE EDUCATION	14
ROTATING SCHEDULE	14
ODD AND EVEN DAYS ON THE SCHOOL CALENDAR	15
ADD/DROP PERIOD	15
POST-SECONDARY LINKAGE ACTIVITIES and SERVICES	15
DUAL ENROLLMENT	17
SUMMER SCHOOL	17
SUMMER SCHOOL CREDITS	18
CREDIT RECOVERY PROGRAM	18
APPRENTICESHIPS	18
CAREER VOCATIONAL TECHNICAL EDUCATION PROGRAMS	19
NINTH GRADE EXPLORATORY PROGRAM	19
MINI-EXPLORATORY	19

EXPLORATORY	19
SAFETY	20
AUTOMOTIVE COLLISION REPAIR & REFINISHING	21
AUTOMOTIVE TECHNOLOGY	23
COMPUTER INFORMATION SYSTEMS	25
COSMETOLOGY	29
CRIMINAL JUSTICE	31
CULINARY ARTS	33
DENTAL ASSISTING	35
DESIGN & VISUAL COMMUNICATIONS	36
DRAFTING /CAD	38
EARLY EDUCATION AND CARE	40
ELECTRICAL TECHNOLOGY	42
ELECTRONICS	44
ENGINEERING TECHNOLOGY	46
GRAPHIC COMMUNICATIONS	49
HEALTH ASSISTING	51
HEATING, VENTILATION, AIR CONDITIONING AND REFRIGERATION (HVAC&R)	53
METAL FABRICATION & JOINING TECHNOLOGIES	55
ACADEMIC COURSES & PROGRAMS	57
ENGLISH LANGUAGE ARTS	60
GRADE 9	60
GRADE 10	61
GRADE 11	61
GRADE 12	63
MATHEMATICS	64
GRADE 9	64
GRADE 10	65
GRADE 11	66
GRADE 12	67
SCIENCE	69
GRADE 9	69
GRADE 10	70
GRADE 11	70
GRADE 12	71
SOCIAL STUDIES	74
GRADE 9	74
GRADE 10	75
GRADE 11	76

GRADE 12	76
PHYSICAL/HEALTH EDUCATION	78
SUPPLEMENTAL/REMEDICATION	81
TITLE I SERVICES	81
ENGLISH AS A SECOND LANGUAGE (4000X and 4000Y)	81
ELECTIVES	82
GRADE 11	82
GRADE 12	83
APPENDIX A: MASSACHUSETTS STATE UNIVERSITIES MINIMUM ADMISSION REQUIREMENTS	86
APPENDIX B: BLUE HILLS REGIONAL TECHNICAL SCHOOL ADMISSIONS POLICY	90
OVERVIEW	90
I. EQUAL EDUCATIONAL OPPORTUNITY	90
II. ORGANIZATIONAL STRUCTURE	91
III. ELIGIBILITY	91
A. NON-RESIDENT STUDENTS	91
B. HOMESCHOOLED STUDENTS	92
C. TRANSFER STUDENTS	92
D. SCHOOL CHOICE	92
IV. RECRUITMENT POLICIES	93
V. APPLICATION PROCESS	93
A. APPLICATION PROCESS FOR FALL ADMISSION TO THE NINTH GRADE	93
9TH GRADE ADMISSIONS TIMELINE	94
10TH GRADE ADMISSIONS TIMELINE	95
VI. SELECTION PROCESS	96
VIII. APPEALS PROCESS	97
IX. EXPLORATORY PROGRAM & PROGRAM-SPECIFIC ADMISSION	98
X. MAINTENANCE OF RECORDS	99



WELCOME LETTER

Dear Parents and Students,

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

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

Please keep the following in mind:

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

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

Regards,

Mr. Geoffrey Zini
Principal

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



PLAN FOR SUCCESS

VISION

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

MISSION STATEMENT

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

CORE VALUES

Blue Hills Regional Technical School is committed to:

Community

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

Opportunity

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

Relevance

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

Employability

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

PILLARS OF SUCCESS

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

BLUE HILLS REGIONAL DISTRICT SCHOOL COMMITTEE

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

DISTRICT ADMINISTRATION

Jill Rossetti, Superintendent-Director

Elvio Ferreria, Business Manager

HIGH SCHOOL ADMINISTRATION

(781) 828-5800

Administrator	Position	Administrative Assistant	Ext.
Geoffrey Zini	Principal	Cindy Fama	2256
Mark Aubrey	Assistant Principal	Christine Connolly	2250
Angelo Dimitriou	Student Services Director	Tracey Monti	2240
Paul Bavuso	Academic Director	Courtney Wall	2670
Jillian Ferris	Vocational Director	Madelyn Kewer	2200
Laura Serpa	Director of Admissions	Carole Martins	2270
TBD	Co-op Coordinator		2272

GUIDANCE DEPARTMENT

John Davis	Lead Counselor		2261
Ellen DiSalvatore	Counselor		2264
Sarah Titus	Counselor		2262
TBD	Counselor		2263
Laurie Driscoll	Guidance Secretary		2260

PROMOTION - GRADUATION REQUIREMENTS

COMPETENCY DETERMINATION

One of the requirements for graduation in Massachusetts is a determination of competency (CD) in subjects previously covered by the MCAS. In addition to other requirements for graduation, students must have been determined by the district to have achieved mastery of the common core of skills, competency, and knowledge in said areas, and satisfactorily completed coursework that has been certified by the student's district as showing mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks.

Competency Determination Requirements

A determination of competency shall include:

Demonstrating a mastery of skills in English language arts, mathematics, and science; and the satisfactory completion of relevant coursework aligned to the standards measured by the high school English language arts, mathematics, and science MCAS assessments administered in 2023.

An additional requirement for mastery in US History will apply to the graduating class of 2027, and beyond.

To show mastery, a student must successfully complete, in accordance with the district's grading policy:

- The final assessment for a course OR
- A capstone or portfolio project OR
- An equivalent measure as determined by the Principal, or designee.

A student enrolled in the Blue Hills Regional Technical School will be determined to have satisfactorily completed coursework and earned full credit in accordance with the district's grading policy and the requirements outlined below:

Content Area	Coursework Requirements
English Language Arts	The equivalent of two years of high school English language arts courses.
Mathematics	The equivalent of one year of both Algebra I and Geometry. If a student has successfully completed Algebra I in 8 th grade, and the sending district certifies that the 8 th grade course meets the high school standard, then the coursework requirement for the mathematics component of the CD will be satisfied.
Science	The equivalent of one year of any one of the following disciplines: Biology, Physics, or Chemistry.
U.S. History	The equivalent of a one-year United States history course.

(Beginning with the graduating class of 2027)	
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Aligned Courses:

Blue Hills Regional Technical School offers the following courses in alignment with the state curriculum frameworks that meet the above requirements.

English Courses

- English 9
- English 10
- English 11
- English 12
- AP English Language and Composition
- AP English Literature

Math Courses

- Algebra I
- Geometry

Science Courses

- Biology I
- Biology II
- Chemistry I
- Chemistry II
- Physics I
- Physics II

History Courses

- US History I
- US History II

Additional Considerations

Students with Disabilities

The Blue Hills Regional Technical School must both provide a Free and Appropriate Public Education to students with disabilities and must also determine that the student has met the competency determination and local graduation requirements prior to graduating that student. Students with disabilities who have been placed in out-of-district placements must meet the requirements of the competency determination policy of the placing school district. Discussion of the competency determination must be a part of the IEP Team's transition planning.

English Language Learners

The Blue Hills Regional Technical School shall, on a case-by-case basis, determine the appropriate courses necessary for English Language Learners to both achieve language proficiency and meet the competency determination requirements.

Late-Enrolling Students

Students who enroll in a Massachusetts public high school after their ninth-grade year may be granted a determination of competency by the Blue Hills Regional Technical School in one or more of the following ways:

- Transcript review by Principal, or designee.
- Additional course requirements as determined by Principal, or designee.
- A qualifying MCAS score of at least meeting or exceeding expectations achievement levels on the relevant high school MCAS assessment; or by meeting the standard for a substituted equivalent that the district certifies satisfies the same academic standards.

Appeals Process

Current students and/or parents/guardians may appeal the determination of competency in accordance with the following district procedures:

If a student is dissatisfied with the District's decision to award or deny a CD, the following appeals process should take place:

- An appeal in writing will be addressed and sent to the Principal;
- Within 10 school days, and after a transcript review and/or other components, the Principal will respond in writing, and in a language the student can understand, the rationale for the decision;
- The Principal may also request a meeting with the student and parents/guardians;
- The Principal shall be the final arbiter for all decisions.

Process for a current or former student to request a transcript review

Eligible students in the classes of 2003 through 2024 who did not earn a diploma as a result of failing to meet the state's CD requirement have an opportunity to request a transcript review in order to determine their current eligibility for a diploma pursuant to the district's CD requirements.

An eligible student is one who:

1. Was previously enrolled in the district; and
2. Previously met the criteria for a Certificate of Attainment (i.e., student met local graduation requirements but did not receive a high school diploma because they did not earn a CD); and
3. Was not previously reported as a graduate in any district's Student Information Management System (SIMS) submission.

Any eligible student requesting a transcript review should, in writing, contact the Principal. The Principal with the Academic Review Board shall determine if the transcript review meets the new CD requirements. Decisions will be communicated to the eligible student within 8 weeks of initial contact. The Principal shall be the arbiter for all final decisions.

Any student who has not previously met the criteria for a Certificate of Attainment (indicating that they did not meet all local graduation requirements when they exited high school) must meet the district's current CD requirements and local graduation requirements in order to earn a diploma.

Any student who earned the competency determination prior to January 2025 is exempt from this policy.

Promotion and graduation requirements are as follows:

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

Please note:

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

COURSE REQUIREMENTS FOR GRADUATION

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

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

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

GRADING/UNWEIGHTED GPA SCALE

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

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

CLASS RANK

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

AP* = 4.25QP

Honors* = 4 QP

College Preparatory and All Vocational = 3 or 3.5 QP

Standard or Team = 2 QP

Resource/Other = 1 QP

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

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

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

HONOR ROLL REQUIREMENTS

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

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

PHYSICAL EDUCATION REQUIREMENTS

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

INCOMPLETE GRADES

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

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

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

FINAL EXAMS

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

PROGRESS REPORTS

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

REPORT CARDS

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

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

EXTRA HELP/MAKE-UP WORK

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

COURSE SELECTION—ONLINE REGISTRATION

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

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

Course Selection Process

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

COOPERATIVE EDUCATION

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

ROTATING SCHEDULE

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

Blue Hills Regional Technical School – Bell Schedule

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

ODD AND EVEN DAYS ON THE SCHOOL CALENDAR

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

ADD/DROP PERIOD

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

POST-SECONDARY LINKAGE ACTIVITIES and SERVICES

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

ARTICULATION AGREEMENTS (As of March 2017):

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

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

DUAL ENROLLMENT

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

SUMMER SCHOOL

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

SUMMER SCHOOL CREDITS

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

CREDIT RECOVERY PROGRAM

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

APPRENTICESHIPS

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

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

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

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

CAREER VOCATIONAL TECHNICAL EDUCATION PROGRAMS

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

NINTH GRADE EXPLORATORY PROGRAM

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

MINI-EXPLORATORY

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

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

EXPLORATORY

4 credits

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

SAFETY

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

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

AUTOMOTIVE COLLISION REPAIR & REFINISHING

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

Career Opportunities (Entry Level):

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

With Experience or Advanced Training:

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

Related Occupations:

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

AUTOMOTIVE COLLISION REPAIR & REFINISHING I (8141)

4 credits

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

AUTOMOTIVE COLLISION REPAIR & REFINISHING II (8143)

8 credits

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

AUTOMOTIVE COLLISION REPAIR & REFINISHING III (8145)

8 credits

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

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

AUTOMOTIVE COLLISION REPAIR & REFINISHING IV (8147)

8 credits

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

AUTOMOTIVE TECHNOLOGY

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

Career Opportunities (Entry Level):

Dealership Lot Technician
Apprentice Small Engine Technician
Service Appointment Scheduler

With Experience or Advanced Training:

Race Car Team Manager
Dealership Owner
Automotive Museum Curator

Related Fields/Occupations:

Automobile sales
Auto parts sales
Marine technician

AUTOMOTIVE TECHNOLOGY I (8111)

4 credits

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

AUTOMOTIVE TECHNOLOGY II (8113)

8 credits

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

AUTOMOTIVE TECHNOLOGY III (8115)

8 credits

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

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

AUTOMOTIVE TECHNOLOGY IV (8117)

8 credits

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

COMPUTER INFORMATION SYSTEMS

Computer Technology prepares students to work with today's computers and digital devices by teaching them how to install, fix, and support a wide range of technology. Students build skills in device management, troubleshooting, networking, basic cybersecurity, and introductory programming. As they move into junior and senior year, they advance into networking, servers, and cybersecurity while preparing for industry certifications such as CompTIA A+, and Cisco CCST. Many students also take part in paid Co-op jobs with local companies. The program provides strong hands-on experience and real-world readiness.

Licensing/Certifications:

10-hour OSHA Credential
Introduction to Cybersecurity
Device Management & Configuration
CompTIA A+
Cisco Certified Support Technician
CompTIA Security+

Career Opportunities (Entry Level):

Computer Support Technician
Help Desk Technician

With Experience or Advanced Training:

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

Related Fields/Occupations:

Network Engineer

COMPUTER TECHNOLOGY I (8661)

4 credits

Ninth-grade students will begin with the Device Management & Configuration course, which prepares them for the Certipoint industry certification by teaching them how to set up, manage, and troubleshoot computers and devices across multiple operating systems while applying essential security and configuration skills through hands-on practice. Students will also take Introduction to Cybersecurity through Cisco Systems, where they learn safe online practices, explore common cyber threats, and gain a foundational understanding of how information and systems are protected. Throughout the year, students further build their digital literacy by working with databases, spreadsheets, presentation tools, and web design software, helping them develop confidence and readiness for more advanced technology coursework.

COMPUTER TECHNOLOGY II (8663)

8 credits

Tenth-grade students will complete the Cisco NetAcad IT Essentials and CompTIA A+ training

course, gaining the knowledge and hands-on experience needed to earn their CompTIA A+ certification. These courses use a blended learning model that combines face-to-face instruction with web-based curriculum, hands-on labs, realistic network simulations, and online assessments. Students will build a strong foundation in networking essentials, including Ethernet and wireless technologies, LAN cabling, TCP/IP, and IP addressing. Through advanced hardware and software training, they will gain practical, real-world experience in diagnosing, troubleshooting, and resolving technical issues. In addition, students will complete safety training to earn their OSHA 10 certification, preparing them to work safely and responsibly in technical and industrial environments.

COMPUTER TECHNOLOGY III (8665)

8 credits

Junior-year students will begin training to earn their Cisco CCST (Cisco Certified Support Technician) certification while continuing to build the skills needed to support and configure modern networks. Using Cisco equipment along with devices from other manufacturers, students will complete hands-on labs and simulations that teach them how to design, set up, and configure a medium-sized business network from start to finish. They will also work with both virtual and physical servers to deepen their understanding of network services and infrastructure. In addition to the structured curriculum, students may pursue independent projects to further advance their technical skills. Mid-year, cooperative education opportunities may become available, and students are encouraged to participate to gain real-world industry experience.

COMPUTER TECHNOLOGY IV (8667 or 8668)

8 credits

Senior-year students will focus on developing the knowledge and skills required to earn the CompTIA Security+ certification through the CompTIA Security+ training platform. Students will explore core cybersecurity concepts, including threat analysis, risk management, secure network design, access control, and incident response. Learning takes place through a mix of simulated environments and hands-on labs, giving students practical experience applying security principles to real-world scenarios. They will strengthen their ability to identify vulnerabilities, implement security controls, and troubleshoot issues across systems and networks. Throughout the year, students will also complete a Capstone project, allowing them to specialize in a technical area of interest and demonstrate the advanced skills they have gained. This curriculum builds on knowledge from previous years while preparing students for entry-level cybersecurity roles and industry-recognized certification success.

AP COMPUTER SCIENCE PRINCIPLES (8669)

2 credits

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

CONSTRUCTION TECHNOLOGY

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

Career Opportunities (Entry Level):

Apprentice carpenter
CNC Computer Network Machine Operator
Lumberyard Associate

With Experience or Advanced Training:

Jobsite Foreman
Lead Carpenter
Assistant Building/Construction Inspector

Related Fields/Occupations:

Structural Engineer
Facilities Manager
Occupational Health and Safety Specialist

CONSTRUCTION TECHNOLOGY I (8211)

4 credits

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

CONSTRUCTION TECHNOLOGY II (8213)

8 credits

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

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

CONSTRUCTION TECHNOLOGY III (8215)

8 credits

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

CONSTRUCTION TECHNOLOGY IV (8217)

8 credits

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

COSMETOLOGY

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

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

Career Opportunities (Entry Level):

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

With Experience or Advanced Training:

Esthetician
Massage Therapist
Hair Extension Specialist

Related Fields/Occupations:

Beauty Industry Marketing
Online Beauty Editor or Dermatologist

COSMETOLOGY I (8621)

4 credits

This course will provide students with a comprehensive introduction to the fundamental principles of hair care, skin care, and nail care. Emphasis will be placed on safety and sanitation practices, ensuring a strong foundation in these critical areas. Students will develop their dexterity and creativity through hands-on assignments. Course content will cover a range of topics, including the history and career opportunities within the cosmetology field, life skills, professional image, and effective communication. Upon completion, students will have a clear understanding of the hair growth cycle and hair loss, as well as the ability to perform basic hair design and styling techniques.

Additionally, those aged 15 and older will begin accumulating State Board Hours and engage in hands-on practice with live models in the student salon clinic. Students with over 250 hours can begin taking clients on the clinic floor and after 400 hours of training chemical services will be practiced as well.

COSMETOLOGY II (8623)***8 credits***

In this course, students will build upon their foundational knowledge of hair care, skin care, and nail care while reviewing essential infection control practices. They will also gain an understanding of salon responsibilities, including receptionist duties, dispensary organization, and sanitation procedures. Students will be introduced to key topics such as basic hair cutting techniques, hair removal, electricity, anatomy, and the structure and growth of skin and basics of nails. Additionally, they will study facial makeup application and become familiar with common diseases and disorders of the skin. By the end of the course, students will obtain OSHA certification, making them eligible for Co-op placement at the conclusion of their 1000 hours.

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

In this course, students will advance their understanding of the fundamentals of cosmetology, transitioning into entry-level skills within the industry. They will continue to refine their techniques in hair cutting, hairstyling, and basic nail care, chemical texture services, and hair coloring. Theoretical instruction will cover topics such as nail enhancements and the operational aspects of salon business.

Upon completing 1,000 hours of instruction, students will be eligible to take the State Board exam. Prior to this, they will engage in comprehensive preparation, including both written and practical mock exams. Those who successfully pass the State Board exam will be encouraged to apply for Co-op job placements to gain real-world industry experience.

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

In this course, students will spend the first term reviewing the major units of cosmetology such as hairstyling, hair cutting, hair color, chemical texture services, and infection control practices. Students will continue to refine their skills through hands-on practice with live models in the student salon clinic. Those who successfully pass the State Board exam will be encouraged to apply for Co-op job placements to gain real-world industry experience.

Students that are not on Co-op will explore various types of salons, appropriate workplace behaviors, effective job acquisition and retention strategies, and foundational business practices for a salon environment.

CRIMINAL JUSTICE

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

Career Opportunities (Entry Level):

Police Officer/Security
911 Emergency Telecommunicator: Dispatch/Call Taker
Correctional Officer
Military/ National Guard
Transportation Security Administration
Federal Emergency Management Agency Worker
Court Officer

With Experience or Advanced Training:

Lawyer
Computer Forensic Specialist
Private Investigator
Court Reporter

Related Fields/Occupations:

Federal Bureau of Investigation (FBI)
US Secret Service
US Customs and Border Patrol
Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF)
US Marshall Services

Criminal Justice I (8711)

4 credits

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

Criminal Justice II (8713)

8 credits

Students in tenth grade will continue to study emergency preparedness, the court system, sentencing, and constitutional law on local, state, and federal level. Students will also be

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

Criminal Justice III (8715)

8 credits

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

Criminal Justice IV (8717)

8 credits

Students in grade 12 will learn interviewing techniques to help prepare them for mock interviewing with local law enforcement. Students will develop a “Business Project” during this year. Seniors may have the opportunity for internships, co-op, or job shadowing as well. They will also have the opportunity to continue their 911 dispatch education with the “Next Generation 9-1-1 New Hire” Certification offered by the Massachusetts State 911 Department. FEMA independent study certifications (NIMS, ICS) to add to their employability portfolio. Students will be recertified by the American Heart Association in Basic Life Support (BLS) adult, child and infant CPR, AED, and First Aid, from the American Heart Association in Basic Life Support (BLS) adult, child and infant CPR, AED, and First Aid. Students will continue to develop fitness readiness standards as required by the profession to promote a healthy lifestyle.

CULINARY ARTS

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

Career Opportunities (Entry Level):

Cake Decorator
Restaurant Server
Prep Cook

With Experience or Advanced Training:

Executive Chef
Corporate Culinary Leader
Cruise Ship Food Staff

Related Fields/Occupations:

Registered Dietitian
Nutritionist
Food Scientist

CULINARY ARTS I (8641)

4 credits

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

CULINARY ARTS II (8643)

8 credits

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

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

CULINARY ARTS III (8645)

8 credits

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

CULINARY ARTS IV (8647)

8 credits

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

DENTAL ASSISTING

The Dental Assisting program provides students with a comprehensive foundation for the dental assisting profession. Instruction integrates theoretical coursework with applied laboratory experiences in chairside assisting, infection control and sterilization procedures, dental radiography principles, dental materials, oral anatomy and physiology, preventive dentistry, and dental office systems. The program emphasizes compliance with OSHA and HIPAA regulations, adherence to CDC guidelines, and the development of ethical and professional standards of practice. Upon completion, students will demonstrate the knowledge and skills required for entry-level employment, pursuit of industry-recognized credentials, and continued education in dental fields

Career Opportunities (Entry Level):

Formally Trained Dental Assistant (Chairside Dental Assistant, all specialties)
Front Desk Coordinator/Dental Receptionist

With Experience, Advanced Training, or Additional Education:

Certified Dental Assistant (Dental Assisting National Board)
Registered Dental Hygienist
Dental Office Manager
Dental Sales Representative
Dental Educator
Dental Laboratory Technician
Dentist (*with completion of required undergraduate and dental school education*)

DENTAL ASSISTING I (8751)

4 credits

Students in grade nine are introduced to foundational concepts and skills related to dental assisting. Instruction focuses on dental terminology, oral anatomy, infection control principles, workplace safety, introductory chairside procedures, dental materials, and professional behaviors within a dental setting. Learning experiences include classroom-based instruction and laboratory activities designed to introduce dental instruments, chairside procedures, and manipulation of dental materials.

DENTAL ASSISTING II (8753)

8 credits

Dental Assisting II builds on foundational knowledge and skills acquired in introductory dental assisting courses, emphasizing advanced clinical procedures, patient care, safety, and office management. Students will deepen their understanding of dental anatomy, infection control, and dental materials, while practicing hands-on skills essential for effective chairside assisting, surgical preparation, and patient management. The course integrates professional ethics, emergency protocols, and digital literacy to prepare students for real-world dental environments.

DENTAL ASSISTING III (8755)

8 credits

Dental Assisting III is an advanced course designed for 11th-grade students to refine and apply their clinical, diagnostic, and radiographic skills in a comprehensive dental care setting. Building on prior coursework, students will expand their expertise in restorative, prosthodontic,

preventive, orthodontic, and surgical procedures. Emphasis is placed on patient care, safety, infection control, professional ethics, and office management, with hands-on practice in modern dental technologies including CAD/CAM, 3D printing, and digital imaging. Students will also develop proficiency in dental radiography, including exposure techniques, image evaluation, and radiation safety following ALARA principles. Entrepreneurial and employability skills are integrated, preparing students to understand practice management, regulatory compliance, and professional networking in the dental field. Grade 11 dental assisting students are eligible for Cooperative Education beginning Term 3.

DENTAL ASSISTING IV (8757)

8 credits

Dental Assisting IV is the capstone course for 12th-grade students, designed to prepare them for professional dental assisting practice and licensure. Students will refine advanced clinical skills, including surgical assisting, endodontic procedures, implant support, and radiographic imaging, while upholding the highest standards of patient safety, infection control, and professionalism. The course emphasizes preparation for licensure and credentialing, including CPR renewal, ethical standards, state and national regulations (including state ethics exam), and Board of Registration of Dentistry requirements in Massachusetts. Students will also integrate digital technologies, office management, and employability skills to support modern dental practices, culminating in readiness for career entry or further education in dental assisting. Grade 12 dental assisting students are eligible for Cooperative Education beginning Term 1.

DESIGN & VISUAL COMMUNICATIONS

Design & Visual Communications training begins with a basic foundation in visual communications. Areas of concentration include illustrating and designing with various media, learning color theory, composition and layout, 2D and 3D design, photography, and digital art. Skills are taught and practiced manually with paper and pencil, as well as computer-aided design and software competency. Emphasis is placed on conceptualizing ideas and translating them into digital imagery to communicate a message or function. Weekly and monthly portfolio projects are a major part of the curriculum.

Career Opportunities:

- UX/UI Designer
- Graphic Designer
- Visual Merchandiser
- Packaging Designer
- Art Director
- Creative Director
- Web Designer
- Mobile App Designer
- Marketing Manager
- Video Producer/Editor
- Social Media Manager
- Animator
- Game Designer
- Photojournalist
- Product Photographer
- Event Photographer
- Portrait Photographer
- Photo Editor
- Digital Illustrator
- 3D Modeler
- Visual FX Artist
- Print Production Manager
- Art/Design Instructor
- Art Therapist
- Gallery Curator
- Creative Producer
- Photo/Video Prop & Scene Stylist
- Project Manager

DESIGN & VISUAL COMMUNICATIONS I (8511)

4 credits

In the ninth grade, Design & Visual Communications students' professional training begins with a foundation visual communications program. Areas of concentration include typography, understanding color theory, design and creative process, 2D and 3D design, photography, motion design and an introduction to current industry software (e.g. Adobe Suite, Blender, Davinci, Figma). All skills will be taught and practiced as both manual and digital exercises. Emphasis will be placed on conceptualizing ideas and translating them digitally into visual communication. Monthly portfolio projects and written essays are emphasized.

DESIGN & VISUAL COMMUNICATIONS II (8513)

8 credits

In the tenth grade, students are taught a problem-solving approach to the study of design, the seven principles of design, the nature and use of color, the structure and logic of pictorial space, the design and function of type, the tools and technique of illustration, the design and production of visual communication using current industry software, and the study of commercial design, video animation and product photography. Visual design and mechanical preparation are an essential part of the course. Creative problem-solving projects will teach students how to resolve consumer communication needs visually and how to prepare creative art for reproduction in all digital and printed media. Such a diversified background is in direct response to the tendency in

industry to hire the well-rounded graduate rather than one trained, however well, in one specified area. Design and production that meets the needs of a creative brief or client will be an integral part of this course. Weekly portfolio projects and completed written essays are emphasized.

DESIGN & VISUAL COMMUNICATIONS III (8515)

8 credits

In the eleventh grade, students continue to build a strong foundation and furthering their skills to a higher level. Additional disciplines will advance to creating projects such as packaging design, web design, brand development, motion design and marketing strategies. This flexible and contemporary curriculum, coupled with judicious faculty advising, assures creative growth and experience working with either clients or a creative brief, thus providing professional creative services skills and experience. This is achieved by in-depth involvement in theory and practice, principle and technique, understanding and skill. The student's professionalism is reflected in his/her time management skills, portfolio development, meeting the requirements of a creative brief and an understanding of employment interviewing skills. To meet the standards of business and industry, each student will continue to add observational drawing examples, 2D and 3D digital designs and motion design to their portfolios. Weekly portfolio projects and written essays are emphasized.

DESIGN & VISUAL COMMUNICATIONS IV (8517)

8 credits

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

DRAFTING /CAD

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

Career Opportunities (Entry Level):

Civil Drafter
Detail Draftsperson
Technical Illustrator

With Experience or Advanced Training:

Project Cost Estimator
Urban Planner Designer
Structural Engineering Technician

Related Fields/Occupations:

Architectural Engineer
Research & Development Director
Electrical Engineer

DRAFTING/CAD I (8771)

4 credits

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

DRAFTING /CAD II (8773)

8 credits

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

DRAFTING/CAD III (8775)

8 credits

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

DRAFTING /CAD IV (8777)

8 credits

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

EARLY EDUCATION AND CARE

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

Career Opportunities (Entry Level):

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

With Experience or Advanced Training:

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

Related Fields/Occupations:

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

EARLY EDUCATION AND CARE I (8601)

4 credits

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

EARLY EDUCATION AND CARE II (8603)

8 credits

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

EARLY EDUCATION AND CARE III (8605)

8 credits

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

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

EARLY EDUCATION AND CARE IV (8607)

8 credits

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

ELECTRICAL TECHNOLOGY

Students learn residential, commercial, and industrial wiring in accordance with the Massachusetts Electrical Code and the theory of the trade, plus the basic skills necessary to become an electrician. Students earn 1,575 work experience hours and 315 classroom hours toward the requirements of the Commonwealth of Massachusetts, Journeyman Electrician License. Students obtain OSHA 10 Hour Construction Certification and Hot Works Certification.

Career Opportunities (Entry Level):

Electrical Apprentice
Telecommunication Technician
Security Systems Technician

With Experience or Advanced Training:

Licensed Electrician
Elevator Repair Technician
Electrical Contractor

Related Occupations:

Communications Engineer
Electrical Design Engineer
Utility Line Worker

ELECTRICAL TECHNOLOGY I (8431)

4 credits

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

ELECTRICAL TECHNOLOGY II (8433)

8 credits

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

ELECTRICAL TECHNOLOGY III (8435)

8 credits

Technical program time in the eleventh grade is divided between experiences in the school lab and on construction projects away from school. Students performing wiring away from school are called the outside crew and are supervised by an outside crew teacher. They do wiring jobs on new houses, residential additions and small commercial projects. They function as an electrical

contracting business. School program (lab) experiences include motor and motor control wiring, and telecommunication wiring. Motor control circuit wiring and job management is accomplished using computers. Related instruction includes electrical code, AC theory and AC circuitry.

ELECTRICAL TECHNOLOGY IV (8437)

8 credits

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

ELECTRONICS

The Electronics Technology program equips students with the skills to enter the workforce directly, and to pursue advanced degrees. Graduates can become electronics installers, designers, service and manufacturing technicians, or telecommunication technicians. With further study, they can advance into electronic, electrical, biomedical, computer, or other related engineering. The program provides hands-on experience with professional test equipment, tools, experiments, simulations, prototyping, manufacturing, troubleshooting, design, and construction of various projects.

This framework is designed for students to gain insight, skills, and credentials necessary for success in this field, including essential credentials:

- *OSHA 10-General*
- *ETA-International Basic Systems Technician or Associate level*

Career Opportunities (Entry Level):

Electronics/Electrical Manufacturing
Electronics Service Technician
Security Systems/Technology Integrator
Custom Automotive Systems Technician
Telecommunications Technician—apprenticeship opportunities also available through Local 103
Eversource and EPUT Technician training program
Massport Airport and Maritime opportunities
FAA Electronics Technician

With Experience or Advanced Training:

Aviation Technician
Biomedical Equipment Technician
Alternative Energy Systems Designer
Mechatronics
Engineering: Electrical/Electronic/Computer/Mechanical

Related Fields/Occupations:

Industrial Control Systems Engineer
Computer Science Engineer
Avionics Systems Design Engineer
Automotive Engineering
Electrical, Electronic and Mechanical Engineering
Robotics Engineering
Elevator Controls Tech

ELECTRONICS I (8411)

4 credits

Upon the completion of the exploratory program, the grade nine curriculum consists chiefly of two sections: DC Circuits and Measurements, and Project Manufacturing. In the DC Circuits and Measurements area, component identification, specifications, DC circuit construction and testing,

diagnosis, Digital Multimeters and test equipment, circuit simulators, technical documentation, and analyzing electronics diagrams, are learned. The Project Manufacturing portion of the program covers soldering techniques, wiring methods, appropriate tooling, and project construction. These skills are taught in the classroom and refined through the construction of a variety of projects.

ELECTRONICS II (8413)

8 credits

The sophomore program includes AC Circuits and Measurements, Project Manufacturing and Testing, and OSHA-10 safety certification. The circuits and measurements segment consists of construction and testing of AC waveform circuits, reactance, filters, relay, control, and transformer circuits. The students will learn the proper use of technical equipment such as power supplies, function generators, oscilloscopes, and frequency counters. Fabrication consists of circuit board layout, design, and manufacture using a variety of circuit prototyping systems, systems testing, and troubleshooting techniques, necessary to construct and test a variety of projects.

ELECTRONICS III (8415)

8 credits

The eleventh grade program is divided into Analog Devices and Circuits I, Digital Devices and Circuits I and Project Development. The Analog Devices area covers the testing and troubleshooting of diode circuits, power supplies, SCR, transistor circuits and linear IC circuits. Digital subjects include logic gates, combinational logic and simplification, sequential logic, counters, shift-registers, Programmable Logic Devices, microcontrollers, personal computer and laptop, setup and diagnostics, Windows OS, spreadsheets, computer networks, introduction to computer-aided design and manufacturing.

ELECTRONICS IV (8417)

8 credits

The senior level program consists chiefly of Analog Devices and Circuits II, Digital Devices and Circuits II, and Project Development II. The Analog segments cover the testing and troubleshooting of amplifiers, power supplies, oscillators, wave shaping circuits, active filters and operational amplifiers. The Digital sections cover D/A and A/D converters, memories, microprocessors, embedded systems, computer networking and programming language(s). Microcontroller programming is emphasized using Arduino and other microcontrollers.

ENGINEERING TECHNOLOGY

The Engineering Technology program is a rigorous, intensive four-year curriculum designed for high-achieving, technically oriented students who plan to matriculate to a competitive technical college or university upon graduation from high school, operating under the core philosophy: "Conceive. Design. Implement. Analyze.". This comprehensive program is structured around curriculum designed to ensure readiness for college-level studies in the field of engineering, intentionally pushing students beyond the rigor of the state's academic and vocational frameworks in Engineering Technology, while providing broad introductions to key disciplines such as Electrical Engineering, Mechanical Engineering, Automated Systems Engineering, and Civil Engineering / Architecture.

Career Opportunities (Entry Level):

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

With Experience or Advanced Training:

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

Related Fields/Occupations:

Senior Project Manager
Environmental Engineer
Automotive Engineer

ENGINEERING I (8221)

4 credits

Engineering I begins in the second half of freshman year, focusing on establishing the core engineering theory and foundational procedural skills necessary for future specialization. Students immediately begin with mandatory safe operations protocols for the modern engineering shop environment and are introduced to engineering methodologies by engaging in initial design principles and topics. This early coursework involves developing design skills through the usage of introductory CAD software to create fundamental 2D and 3D designs. Concurrently, the curriculum integrates foundational science and mathematical principles directly into these design challenges, building a strong theoretical basis related to engineering. This knowledge acquisition quickly transitions into applied learning through hands-on lessons and projects, enabling students to develop strong problem-solving skills. Students focus on the creation of design solutions while maintaining documentation and continuous evaluation of outcomes, setting a solid and comprehensive foundation for the second year of the program.

ENGINEERING II (8223)***8 credits***

The second year of the Engineering Technology program significantly increases the rigor by initiating a deeper acquisition of technical knowledge across various engineering disciplines. Students focus on mastering the scientific and mathematical principles that underpin engineering design, integrating foundational science and math concepts to support academic frameworks. Building on year one skills, students transition to professional-level CAD software and techniques and place heavy emphasis on technical graphics and documentation, learning to create and interpret professional drawings and specifications. The curriculum covers core content, including the fundamentals of analog and digital electronics and an introduction to basic computer science. This knowledge is immediately channeled into applied learning, where the students apply engineering methodology and planning processes to solve open-ended problems. Year two introduces students to empirical analysis and optimization principles through required testing and data collection, additionally instructors emphasize the value of professional practice skills, learning to analyze, troubleshooting, and presenting solutions thoughtfully.

ENGINEERING III (8225)***8 credits***

The third year of the Engineering Technology program provides deep immersion into advanced theoretical knowledge across complex engineering principles, including systems mechanics, electrical fundamentals, and sophisticated control systems. Mechanical Engineering and Automated Systems Engineering become a central focus. Students immediately translate this knowledge into high-level practical application, gaining proficiency in the industrial side of engineering through manufacturing and fabrication processes. This includes the utilization of Computer Integrated Manufacturing (CIM), Additive Manufacturing (AM), and Computer-Aided Manufacturing (CAM). Students also delve deeply into digital systems and control, integrating components like sensors and programming logic to build and manage automated systems.

This year prepares students to tackle complex design tasks by applying rigorous engineering methodology and planning to break problems down into manageable solutions. The year culminates in the intensive Engineering Capstone, requiring students to showcase their applied learning and comprehensive design skills.

ENGINEERING IV (8227)***8 credits***

The fourth and final year of the Engineering Technology program is dedicated to career preparation and professionalism, shifting focus from guided learning to complex project oversight and leadership. The initial half of the year emphasizes advanced professional practice skills while integrating employability and entrepreneurship lessons to prepare students for roles like project managers and production engineers. The curriculum culminates in the intensive Senior Capstone Project, which demands students to draw from all previous years of experience to execute the full engineering process: researching a complex, open-ended problem, designing and developing an original solution, building and refining a prototype, and conducting rigorous

testing and analysis. This project concludes with students presenting and defending the entire design, development, and analytical process to instructors. This final capstone actively promotes the exploration into diverse fields of engineering beyond the core areas studied, ensuring students are prepared for matriculation into a multitude of specialized college programs.

GRAPHIC COMMUNICATIONS

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

Career Opportunities (entry level):

Copy Center Machine Operator

Screen Printer

Apparel Designer

With Experience or Advanced Training:

Digital Equipment Repair Technician

Technical Illustrator

Packaging Designer

Related Fields/Occupations:

3D/Multimedia Designer

Brand Identity Designer

Marketing Manager

GRAPHIC COMMUNICATIONS I (8541)—4 credits

Ninth-grade students explore the many occupational fields within the printing industry. They are introduced to the wide range of printed products used by consumers and businesses, as well as the materials and equipment used to produce them. Students create individual projects that use basic printing and finishing operations, including screen printing, dye sublimation, and digital printing. They also learn to operate bindery equipment such as paper cutters, folders, drills, and stitchers. Strong emphasis is placed on individual and machine safety, efficient use of materials, and meeting quality standards.

GRAPHIC COMMUNICATIONS II (8543)—8 credits

Tenth-grade students build the knowledge and skills required for the graphic communications field. They work with electronic composition, digital imaging, and desktop systems, with a focus on Adobe Illustrator. Students send projects to the Fiery RIP Server for digital output and complete production jobs using printing, folding, stitching, cutting, and binding equipment. Emphasis continues to be placed on quality standards, safe operation, and efficient use of materials across all tasks.

GRAPHIC COMMUNICATIONS III (8545) – 8 credits

In the third year, students expand their technical and hands-on skills to prepare for entry-level employment. They work on student and production projects involving electronic composition

and desktop publishing with Adobe InDesign, digital imaging in Adobe Photoshop, variable data printing, scanning, and high-speed digital color printing. The curriculum also includes bindery and finishing operations such as cutting, folding, and stitching. Quality standards, safety procedures, and efficient material use remain priorities throughout the program.

GRAPHIC COMMUNICATIONS IV (8547) – 8 credits

Fourth-year students focus on advanced technical skills and preparing for Adobe Certification exams. Coursework includes advanced desktop publishing, computerized color separation, precision electronic image assembly in Photoshop, and multi-color and full-color digital and wide-format printing. Students produce jobs using screen printing, DTF printing, wide-format printing, and digital technologies, and complete them using bindery machines such as cutters, folders, drills, stitchers, and binders. Throughout the course, safety, quality, and material efficiency continue to be emphasized. Students participate in Adobe Professional Certification preparation and take certification exams in Illustrator, Photoshop, and InDesign, with the opportunity to earn certifications up to four certifications in Adobe Professional Photoshop, Illustrator, InDesign, and Visual Design.

HEALTH ASSISTING

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

Career Opportunities (Entry Level):

Certified Home Health Aide
Certified Nursing Assistant
Phlebotomy Technician

With Experience or Advanced Training:

Licensed Practical Nurse
Registered Nurse
Radiology Technologists
Medical Assistant

Related Fields/Occupations:

Registered Nurse
Physician
Physical/Occupational Therapist

HEALTH ASSISTING I (8611)

4 credits

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

HEALTH ASSISTING II (8613)

8 credits

Students in grade 10 continue to learn theory and develop skills in the field of health. Courses include Basic Nursing II, Anatomy and Physiology II, Medical Terminology and Nutrition. The students continue in the externship experience at local Long term care facilities . Related theory includes human growth and development and career planning.

HEALTH ASSISTING III (8615)

8 credits

During their junior year, students focus on developing the skills and knowledge required for Certified Nursing Assistant (CNA) certification. Coursework emphasizes CNA theory, Advanced

Nursing Skills, Medical Terminology, and Anatomy & Physiology: Diseases and Disorders. These courses prepare students to meet the Massachusetts Department of Public Health requirements for Nursing Assistant Certification.

Junior-year students spend increased time practicing CNA skills and completing related theoretical instruction to ensure they are fully prepared for the state CNA exam. In addition to classroom learning, students continue their externship experiences in long-term care facilities, where they apply and strengthen their clinical skills in real-world settings.

Upon successful completion of the required coursework and externship hours, students are eligible to take the state CNA certification exam at Blue Hills in the spring of their junior year. The exam is administered by an outside agency and includes both a written and a clinical skills test. On completion of the CNA curriculum and meet the requirements of the school students may qualify to participate in the Cooperative Education Program

HEALTH ASSISTING IV (8617)*

8 credits

Health Assisting students in grade twelve continue to expand their clinical knowledge and skills as they prepare for entry-level positions in healthcare. Senior-year coursework focuses on Medical Assistant skills, Anatomy and Physiology, Geriatrics, Health and Wellness, Home Health Aide, Phlebotomy, EKG procedures, and Medication Administration. Students receive hands-on training that builds on their CNA foundation and introduces advanced clinical tasks.

Students apply the skills and knowledge learned in the classroom during externship experiences at local healthcare facilities and long-term care settings. These experiences provide real-world practice, helping students reinforce their clinical competence and confidence.

Seniors are eligible to take the Home Health Aide certification exam, and those who successfully complete the Phlebotomy curriculum may also take an approved phlebotomy certification test. Students who meet school and program requirements may participate in the Cooperative Education Program, allowing them to gain paid employment in healthcare settings while earning academic credit. Seniors who do not participate in the cooperative education program will complete a research project including research paper, PowerPoint and presentation

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

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

Career Opportunities (Entry Level):

Duct Cleaner
Gas Fitter Mechanic
Control Systems Installer

With Experience or Advanced Training:

HVAC & R Mechanic
Sheet Metal Journeyman
Home Energy Consultant

Related Fields/Occupations:

Mechanical Engineer
Manufacturing Engineer
Ship Engineer

HVAC&R I (8451)

4 credits

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

HVAC&R II (8453)

8 credits

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

HVAC&R III (8455)

8 credits

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

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

HVAC&R IV (8457)

8 credits

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

METAL FABRICATION & JOINING TECHNOLOGIES

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

Career Opportunities (Entry Level):

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

With Experience or Advanced training:

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

Related Fields/Occupations:

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

METAL FABRICATION & JOINING TECHNOLOGIES I (8741)

4 credits

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

METAL FABRICATION & JOINING TECHNOLOGIES II (8743)

8 credits

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

METAL FABRICATION & JOINING TECHNOLOGIES III (8745)

8 credits

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

METAL FABRICATION & JOINING TECHNOLOGIES IV (8747)

8 credits

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

ACADEMIC COURSES & PROGRAMS

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

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

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

ACADEMIC COURSE OFFERINGS

	Grade 9	Grade 10	Grade 11	Grade 12
ENGLISH	Honors English I 1341 English I-CP 1331 English I TEAM 1321T Reading English I 1311	Honors English II 1343 English II-CP 1333 English II TEAM 1323T Reading English II 1313	AP English Lang & Comp* 1355AP Honors English III 1345 English III-CP 1335 English III TEAM 1325T Reading English III 1315	AP English Lit & Comp* 1357AP Honors English IV 1347 English IV-CP 1337 English IV TEAM 1327T Reading English IV 1317
MATH	Honors Algebra II 2341 Honors Algebra I 2441 Algebra I-CP 2331 Algebra I TEAM 2321T Resource Algebra I 2311	Honors Geometry 2343 Geometry-CP 2333 Geometry TEAM 2323T Resource Geometry 2313 Math Skills* 2303T	Pre-Calculus 2345 Honors Algebra II 2535 Trigonometry 2435 Algebra II-CP 2335 Algebra II TEAM 2325T Resource Algebra II 2315	Calculus 2347 Pre-Calculus 2437 Statistics 2537 AQR-CP 2637 AQR TEAM 2627T Resource AQR 2617
SCIENCE	Honors Biology I 6141 Biology I-CP 6131 Biology I TEAM 6121T	Honors Biology II 6143 Biology II-CP 6133 Biology II TEAM 6123T	STEM I 6535 Honors Physics I 6845 Physics I-CP 6835 Honors Chemistry I 6445 Chemistry I 6435	Honors Physics II 6847 Physics II-CP 6837 Honors Chemistry II 6447 Chemistry II 6437 Environmental Sci & Ecology CP 6647
HISTORY/ SOCIAL STUDIES	Honors U.S. History I 7141 U.S. History I-CP 7131 U.S. History I TEAM 7121T	Honors U.S. History II 7143 U.S. History II-CP 7133 U.S. History II TEAM 7123T U.S. History II* 7103T	Honors World History 7045 World History-CP 7035 World History 7025	AP U.S. Gov. & Politics* 7057AP Honors U.S. Gov. & Pol. 7047 U.S. Gov. & Pol.-CP 7037 U.S. American Government 7027
PE / HEALTH & ELECTIVES	PE/Health 9 9021 PE/Health 9P* 9121 ESL* 4000Y P.A.S.S. 9* 0101	PE/Health 10 9023 PE/Health 10* 9123 ESL* 4000X P.A.S.S. 10* 0103	PE/Health 11 9025 PE/Health 11P 9125 Suppl. Biology* 6005 ESL* 4000Y P.A.S.S. 11* 0105 Spanish I 4035 Comm. Skills for College 4535 Current Events 4635 Art Appreciation 4735 Psychology 4835 Personal Financial Literacy 4155 Earth Science 11 4125	PE/Health 12 9027 PE/Health 12P 9127 ESL* 4000X P.A.S.S. 12* 0107 Spanish II 4037 Cross-Cultural Studies 4537 Entrepreneurship 4637 Sociology 4837 Music Appreciation 4937 History Through Sports 4147 Earth Science 12 4127

REGARDING COLLEGE AND ACADEMIC COURSES

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

TEAM TEACHING

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

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

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

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

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

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

ENGLISH LANGUAGE ARTS

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

GRADE 9

READING ENGLISH I (1311)

2 credits

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

ENGLISH I (1321T)

2 credits

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

ENGLISH I-CP (1331)

2 credits

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

HONORS ENGLISH I (1341)

2 credits

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

GRADE 10

READING ENGLISH II (1313)

2 credits

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

ENGLISH II (1323T)

2 credits

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

ENGLISH II-CP (1333)

2 credits

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

HONORS ENGLISH II (1343)

2 credits

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

GRADE 11

READING ENGLISH III (1315)

2 credits

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

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

ENGLISH III (1325T)

2 credits

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

ENGLISH III-CP (1335)

2 credits

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

HONORS ENGLISH III (1345)

2 credits

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

AP ENGLISH LANGUAGE & COMPOSITION (1355AP)

2 credits

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

GRADE 12

READING ENGLISH IV (1317)

2 credits

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

ENGLISH IV (1327T)

2 credits

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

ENGLISH IV-CP (1337)

2 credits

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

HONORS ENGLISH IV (1347)

2 credits

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

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

2 credits

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

MATHEMATICS

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

GRADE 9

RESOURCE ALGEBRA I (2311)

2 credits

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

ALGEBRA I (2321T)

2 credits

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

ALGEBRA I-CP (2331)

2 credits

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

HONORS ALGEBRA I (2441)

2 credits

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

HONORS ALGEBRA II (2341)

2 credits

Honors Algebra II is a rigorous and fast-paced course offered to freshmen who demonstrate strong proficiency in Algebra I concepts as determined by 8th grade transcripts and assessments administered at Blue Hills. This course is designed to prepare students for college courses of

study that require advanced mathematics. Students will deepen their understanding of linear and quadratic functions and manipulate expressions to create new functions. Students will learn to use exponential functions, matrices and rational expressions and equations to solve algebraic and real world problems (4QP).

GRADE 10

RESOURCE GEOMETRY (2313)

2 credits

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

GEOMETRY (2323T)

2 credits

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

GEOMETRY-CP (2333)

2 credits

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

HONORS GEOMETRY (2343)

2 credits

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

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

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

GRADE 11

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

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

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

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

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

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

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

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

TRIGONOMETRY (2435)**2 credits**

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

PRE-CALCULUS (2345)

2 credits

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

GRADE 12

RESOURCE APPLIED QUANTITATIVE REASONING (2617)

2 credits

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

APPLIED QUANTITATIVE REASONING (2627T)

2 credits

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

Prerequisite: Successful completion of Algebra II.

APPLIED QUANTITATIVE REASONING-CP (2637)

2 credits

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

STATISTICS (2537)***2 credits***

This course introduces students to general statistical methods used in the collection, presentation, analysis, and interpretation of statistical data. Topics to be covered include frequency distributions, measure of central tendency, probability theory, binomial distributions, and the application of concepts in statistical methodology (3.25 QP). Prerequisite: Trigonometry, CP Algebra II with a B or above, Honors Algebra II with a B- or above, or successful completion of Pre-Calculus, and/or the approval of the Academic Director.

PRE-CALCULUS (2437)***2 credits***

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

CALCULUS (2347)***2 credits***

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

SCIENCE

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

GRADE 9

BIOLOGY I (612IT)

2 credits

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

BIOLOGY I-CP (6131)

2 credits

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

HONORS BIOLOGY I (6141)

2 credits

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

GRADE 10

BIOLOGY II (6123T)

2 credits

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

BIOLOGY II-CP (6133)

2 credits

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

HONORS BIOLOGY II (6143)

2 credits

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

GRADE 11

CHEMISTRY I-CP (6435)

1 credit

This is an introductory chemistry course that examines the structure of matter, its properties, and changes in its properties as a result of chemical reactions. Emphasis is placed on the physical world involving atomic theory, energy relationships, and chemical reactions. Laboratory work involves first-hand experiences in the use of chemical equipment and the development of manipulative skills in order to conduct chemical investigations using observation and accumulated data to arrive at conclusions (3QP). *Prerequisite: C+ or above in Algebra I and/or approval from the Lead Science Teacher and the Academic Director.*

HONORS CHEMISTRY I (6445)

1 credit

Honors Chemistry I is an accelerated Chemistry course designed to offer students the opportunity to master the conceptual and mathematical principles of chemistry. Students interested in

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

PHYSICS I-CP (6835)

1 credit

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

HONORS PHYSICS I (6845)

1 credit

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

STEM I (6535)

1 credit

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

GRADE 12

CP ENVIRONMENTAL SCIENCE and ECOLOGY (6647)

1 Credit

This course utilizes the inquiry approach to study how humans interact with current global and local environments. Humans inhabit both the natural world and a world created by human society/technology. Environmental science investigates the interaction of these two worlds, the problems created by this interaction, and possible solutions to these issues. The course will

examine such topics as: biodiversity, ecosystems, population studies, energy and chemical cycles, conventional and sustainable energy sources, pollution as well as general earth science concepts (3QP).

CHEMISTRY II (6437)

1 credit

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

Prerequisite: Successful completion of Chemistry I.

HONORS CHEMISTRY II (6447)

1 credit

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

PHYSICS II-CP (6837)

1 credit

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

HONORS PHYSICS II (6847)

1 credit

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

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

SOCIAL STUDIES

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

GRADE 9

U.S. HISTORY I (7121T)

2 credits

The Team U.S. History I course is designed to support students with diverse learning needs as they explore the key events and foundational principles of American history. Beginning with the American Revolution and the Constitution, students will examine topics such as westward expansion, economic growth, social and political change, the Civil War and Reconstruction, and the impact of industrialization and immigration. This course emphasizes structured instruction, individualized support, and modified learning strategies to help students develop historical thinking skills, including analyzing sources, organizing information, and connecting past and present. With a focus on collaboration and scaffolded learning, students will engage in discussions, hands-on activities, and guided research to build civic knowledge, problem-solving abilities, and confidence in their academic skills. (2QP) *Please refer to the earlier description of Team Teaching.*

U.S. HISTORY I–CP (7131)

2 credits

This course introduces students to the foundational events and developments in United States history, beginning with the American Revolution, the principles of the Constitution, and the early Republic. Students will examine key topics such as democratization and westward expansion, regional economic growth, and the social, political, and religious changes that shaped the nation. The course explores the causes and consequences of the Civil War, the Reconstruction era, and the transformation of the United States through industrialization and immigration. Emphasis is placed on developing historical thinking skills, including analyzing primary and secondary sources, evaluating perspectives and credibility, organizing data, and constructing evidence-based arguments. Students will engage in inquiries and discussions to connect historical events to civic knowledge and take informed action in their learning. (3QP)

HONORS U.S. HISTORY I (7141)

2 credits

The Honors U.S. History I course provides an in-depth exploration of the key events and developments in American history, beginning with the American Revolution, the founding principles of the Constitution, and the early Republic. Students will critically analyze topics such as democratization, westward expansion, economic growth across regions, and social, political, and religious transformations. The course delves into the causes and consequences of the Civil War, the challenges of Reconstruction, and the nation's evolution through industrialization and immigration. Honors students will engage in rigorous historical inquiry, utilizing advanced analytical skills to evaluate primary and secondary sources, assess credibility and perspective,

and construct well-reasoned arguments. Independent research, collaborative discussions, and evidence-based writing are emphasized to foster civic knowledge, critical thinking, and academic excellence. (4QP)

GRADE 10

U.S. HISTORY II (7123T)

2 credits

The Team U.S. History II course supports students with diverse learning needs as they study key events and developments of the 20th and 21st centuries. Through structured instruction and individualized support, students will explore major topics such as the Great Depression, the New Deal, World War II, the Cold War, civil rights, and the role of the United States in a globalized world. Using guiding questions like “How has the U.S. government responded to economic crises?” and “What are the sources of political and cultural differences in modern America?” students will engage in discussions, hands-on activities, and guided research to build historical understanding. The course emphasizes scaffolded learning, collaboration, and the development of critical thinking skills, ensuring students gain confidence in analyzing historical events and their impact on today’s world. (2QP) Please refer to the earlier description of Team Teaching.

U.S. HISTORY II (7103T)

1 credit

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

U.S. HISTORY II-CP (7133)

2 credits

This course continues the study of United States history, focusing on the major events and transformations of the 20th and 21st centuries. Students will explore the economic impact of the Great Depression, the New Deal, and the role of the United States in World War II and the Cold War. Through guiding questions such as “How has the U.S. government responded to economic crises?” and “What are the sources of political and cultural differences in modern America?” students will analyze key moments in history, including the civil rights movement and the effects of globalization. Emphasis is placed on critical thinking, historical inquiry, and evaluating primary and secondary sources to develop a deeper understanding of the nation’s evolving role in domestic and global affairs. (3QP)

HONORS U.S. HISTORY II (7143)

2 credits

The Honors U.S. History II course provides an in-depth examination of the major events and

transformations in 20th- and 21st-century America. Students will analyze the economic impact of the Great Depression and the New Deal, the global and domestic effects of World War II and the Cold War, and the fight for civil rights. Through critical inquiry, students will explore guiding questions such as “How has the U.S. government responded to economic crises?” and “What are the sources of political and cultural differences in modern America?” Emphasis is placed on advanced historical analysis, evaluating multiple perspectives, and synthesizing primary and secondary sources to construct well-supported arguments. Independent research, rigorous discussions, and analytical writing prepare students for higher-level academic work and active civic engagement. (4 QP)

GRADE 11

WORLD HISTORY (7025)

1 credit

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

WORLD HISTORY-CP (7035)

1 credit

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

HONORS WORLD HISTORY (7045)

1 credit

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

GRADE 12

U.S. GOVERNMENT (7027)

1 credit

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

political parties, interest groups and mass media, government institutions and structure, public policy, civil rights and civil liberties. (2QP).

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

1 credit

This twelfth grade course provides students with an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also provides familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Topics include: The Constitution, political beliefs and behaviors, political parties, interest groups and mass media, government institutions and structure, public policy, civil rights and civil liberties (3QP).

HONORS U.S. GOVERNMENT & POLITICS (7047)

1 credit

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

AP U.S. GOVERNMENT & POLITICS (7057AP)

2 credits

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

PHYSICAL/HEALTH EDUCATION

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

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

PHYSICAL EDUCATION / HEALTH 9 (9021)

1 credit

OR

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

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

PHYSICAL EDUCATION / HEALTH 10 (9023)

1 credit

OR

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

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

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

PHYSICAL EDUCATION / HEALTH 11 (9025)

1 credit

OR

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

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

PHYSICAL EDUCATION / HEALTH 12 (9027)

1 credit

OR

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

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

dating is also discussed. Emphasis will be placed on proper diet, nutrition and exercise, as well as losing or maintaining “ideal” weight. In addition, students will discuss death and dying, as well as “at risk” students and suicide. Current events relating to health are discussed (2QP).

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

SUPPLEMENTAL/REMEDIATION

SUPPLEMENTAL BIOLOGY Grade 11 (6005)

1 credit

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

TITLE I SERVICES

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

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

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

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

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

ELECTIVES

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

GRADE 11

ART APPRECIATION (4735)

1 credit

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

EARTH SCIENCE 11: Systems and Meteorology (4125)

1 credit

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

SPANISH I-CP (4035)

1 credit

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

COMMUNICATION SKILLS FOR COLLEGE AND CAREER (4535)

1 credit

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

HIGH SCHOOL STANDARDS

FOR PERSONAL FINANCIAL LITERACY (4155)

1 credit

This course equips students with essential financial knowledge and skills to make informed personal economic decisions. Students will explore real-world applications of financial literacy

by covering key topics such as earning and spending income, saving, using credit, investing, and protecting financial assets. Through guiding questions like “What do I need to know and be able to do in order to achieve financial stability over time?” and “Why should I plan for the future?” students will analyze financial concepts, develop budgeting strategies, and evaluate financial risks and rewards. Emphasizing practical decision-making, responsible money management, and long-term financial planning, this course prepares students for financial independence and success in their personal and professional lives. (3QP).

CURRENT EVENTS (4635)

1 credit

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

PSYCHOLOGY (4835)

1 credit

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

GRADE 12

CROSS CULTURAL STUDIES (4537)

1 credit

The purpose of this course is to help students to better understand, appreciate, and respect the diversity of cultures, religions, and customs of people around the world. This course will introduce students to a variety of cultures through reading, foreign films, and research-based projects that focus on the experiences of differing modern cultures. Students will learn about cultural differences and similarities in family structure, beliefs, and traditions. Projects and writing on religions, anthropology, geography, and sociology will also strengthen students’ world views (3 QP).

EARTH SCIENCE 12: Geology and Oceanography (4127)

1 credit

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

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

the course is the universality of change, from catastrophic events to the rock cycle through plate tectonics to postulated changes in the environment based on the affects and activities of humans. The role of energy conversions as an agent of change is given emphasis (3QP).

ENTREPRENEURSHIP (4637)

1 credit

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

HISTORY THROUGH SPORTS (4147)

1 credit

This interdisciplinary course offers a deep dive into the complex relationship between sports and society throughout history. By examining key social, political, and cultural dynamics, students will gain a comprehensive understanding of how sports have both shaped and reflected the evolving fabric of the United States. We will explore the intersection of gender, race, politics, and business within the world of sports, looking at how these forces have influenced and been influenced by the games themselves. Additionally, we will analyze the role of sports in popular culture and its lasting impact on American identity.

MUSIC APPRECIATION (4937)

1 credit

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

SOCIOLOGY (4837)

1 credit

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

SPANISH II-CP (4037)

1 credit

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

APPENDIX A: MASSACHUSETTS STATE UNIVERSITIES MINIMUM ADMISSION REQUIREMENTS

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

Freshman Applicants

The admissions standards for freshmen applicants have two main parts:

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

Applicants must also submit an SAT or ACT score.

Academic Course Requirement

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

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

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

Minimum Required Grade Point Average (GPA)

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

State University GPA	University of Massachusetts GPA
3.00	3.00

SAT Scores

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

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

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

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

Sliding Scale for Freshmen Applicants to UMASS

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

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

Sliding Scale for Freshman Applicants to a State University

Weighted High School GPA	Combined SAT-I V&M
	Must Equal or Exceed (ACT Equivalent in Italics)
2.51-2.99	920 <i>(19)</i>
2.41-2.50	960 <i>(20)</i>
2.31-2.40	1000 <i>(21)</i>
2.21-2.30	1040 <i>(22)</i>
2.11-2.20	1080 <i>(23)</i>
2.00-2.10	1120 <i>(24)</i>

Vocational-Technical Student Applicants

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

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

3. Complete one Carnegie unit of computer science.

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

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

APPENDIX B: BLUE HILLS REGIONAL TECHNICAL SCHOOL ADMISSIONS POLICY

OVERVIEW

Massachusetts state regulations (603 CMR 4.00) require all state-designated career technical education (CTE) schools and programs to develop and implement admission, recruitment, and retention policies that comply with state and federal law, as well as relevant guidelines issued by the Massachusetts Department of Elementary and Secondary Education (DESE) and the U.S. Department of Education.

I. EQUAL EDUCATIONAL OPPORTUNITY

Blue Hills Regional Vocational School District admits students and makes available to them its programs, privileges, and courses of study without regard to race, color, sex, gender identity, religion, national origin, immigration or citizenship status, sexual orientation, or disability.

Blue Hill Regional Technical School has an online application that is available in languages other than English. Paper applications can also be requested in a student's home language. If a student's primary home language is not English, Blue Hills Regional Vocational School District will provide them with an application form in their home language. Please contact our Admissions Office at 781-828-5800 ext. 2270 or admissions@bluehills.org if you have questions or need help filling out the application form.

Blue Hills Regional Vocational School District is committed to providing educational opportunities to students experiencing homelessness. Please contact Blue Hills Regional Vocational School District's liaison, Angelo Dimitriou, at adimitriou@bluehills.org or 781-828-5800 ext. 2241 with any questions.

Students with disabilities may voluntarily identify themselves to Blue Hills Regional Vocational School District to request reasonable accommodations during the application and admission process. Neither a student's disability nor the primary language of their home will have any effect on their admission to Blue Hills Regional Vocational School District.

Consistent with Massachusetts regulations, Blue Hills Regional Vocational School District has created a plan with

“deliberate specific strategies to promote equal educational opportunities and attract, enroll, and retain a student population that, when compared to students in similar grades in sending districts, has a comparable academic and demographic profile.” These strategies include but are not limited to:

- Providing informational presentations to in-district 8th grade students during the fall at sending district middle schools.
- Providing an annual Open House where prospective students and their parents/guardians have an opportunity to visit all career technical programs and speak with teachers. In addition, prospective students and families have access to staff members from Blue Hills' academic courses, student support services, and extracurricular programs.
- Providing a Showcase Event for in-district 8th grade students and their staff members. Showcase is held during school hours for accessibility and accommodations. In-district middle schools that choose to participate in this program are provided with transportation at no cost, and 8th grade students have an opportunity to tour the building and view program-specific presentations.
- Ensuring information on our website (www.bluehills.org) is updated regularly.

II. ORGANIZATIONAL STRUCTURE

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

The Superintendent-Director of Blue Hills Regional Vocational School District is: Jill M. Rossetti, jrossetti@bluehills.org, 781-828-5800 x4001.

The Principal of Blue Hills Regional Technical School is: Geoffrey Zini, gzini@bluehills.org, 781-828-5800 x2257.

The Director of Admissions and Post-Secondary Education of Blue Hills Regional Technical School is: Stephanie Albernaz, salbernaz@bluehills.org, 781-828-5800 x2271.

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

III. ELIGIBILITY

Any rising or current 8th or 9th grade student residing in the Blue Hills Regional Vocational School District (Avon, Braintree, Canton, Dedham, Holbrook, Milton, Norwood, Randolph, and Westwood) may apply for admission, subject to the availability of openings at Blue Hills Regional Technical School. Students may only be admitted if they have been promoted to the grade they are seeking to enter, so students should be aware that their admission is conditional—if they are not ultimately promoted to enter the grade they have applied for, their admission will be rescinded. Resident students who meet the minimum requirements for admission shall be admitted prior to acceptance of any non-resident students. To verify residency, a parent or legal guardian is required to submit proof of residency documents during the application process. Applications submitted without the required residency documentation will be considered incomplete and processed in accordance with Section V.C – Application Process of this policy.

A. NON-RESIDENT STUDENTS

Students who do not reside in the Blue Hills Regional Vocational School District (Avon, Braintree, Canton, Dedham, Holbrook, Milton, Norwood, Randolph, and Westwood) may apply for admission, subject to the availability of openings at Blue Hills Regional Technical School. Please be aware that residents of Blue Hills Regional Vocational School District who meet the minimum admission requirements will be admitted before any non-resident students. Admission is contingent upon the student's promotion by their sending district to the grade they seek to enter and is subject to the same admissions standards as all other applicants. Students and families can find information on the [CTE Nonresident Student Tuition Program](https://www.doe.mass.edu/ccte/policies/admissions/) online at <https://www.doe.mass.edu/ccte/policies/admissions/>.

In addition to completing an application, non-resident applicants must also complete the Chapter 74 Career Technical Education Program Non-Resident Student Tuition Application. Section 1 of the form must be completed by the parent or guardian and submitted to the Superintendent of the

student's District of Residence no later than April 1 of the preceding school year. The Superintendent of the student's District of Residence will then complete Section 2 within 10 business days of receipt and return the form to the parent or guardian, with a copy forwarded to the Blue Hills Regional Vocational School District.

Students who begin their enrollment as Blue Hills Regional Vocational School District residents and later move outside of the district may request to remain enrolled at Blue Hills Regional Technical School as non-residents. Such requests will be granted only if the student obtains approval from the Superintendent of the student's District of Residence. Students in this situation must follow the same process as other non-resident applicants, including completing the Chapter 74 Career Technical Education Program Non-Resident Student Tuition Application. Section 1 of the form must be completed by the parent or guardian and submitted to the Superintendent of the District of Residence no later than April 1 of the preceding school year. If the move occurs after April 1, the parent or guardian must submit the application to the Superintendent of the student's District of Residence as soon as practicable. The Superintendent of the student's District of Residence will complete Section 2 within 10 business days of receipt and return the form to the parent or guardian, with a copy forwarded to the Blue Hills Regional Vocational School District.

Please note that if a non-resident student has been accepted to Blue Hills Regional Technical School, the student's city or town of residence is responsible for tuition and transportation, not the individual family.

B. HOMESCHOOLED STUDENTS

Students who are homeschooled may apply to attend Blue Hills Regional Technical School full-time and will be subject to the same admissions standards as other applicants. Students who enroll in Blue Hills Regional Technical School must enroll full-time.

C. TRANSFER STUDENTS

Transfer students from other M.G.L. c.74 state approved career technical programs, who move into the Blue Hills Regional Vocational School District, may apply for fall admission or admission during the school year to grades 9-12, provided there is available space in the requested program and the student is expected to be promoted by their current school to the grade they seek to enter at Blue Hills Regional Technical School. For fall admission to the 9th and 10th grade, applicants may pursue a different program of study, and 11th and 12th grade applicants must pursue the same program of study at Blue Hills Regional Technical School. For admission during the current school year, 9th grade and 10th grade applicants (during first term only) may pursue a different program of study. As of the second term of 10th, 11th and 12th grade applicants must pursue the same program of study at Blue Hills Regional Technical School. Transfer students will be subject to the same admissions standards as other applicants.

D. SCHOOL CHOICE

Blue Hills Regional Vocational School District does not participate in the inter-district school choice program. The inter-district school choice program, M.G.L. c. 76, § 12B, allows parents/guardians to send their children to schools in communities other than the city or town in which they reside.

IV. RECRUITMENT POLICIES

Blue Hills Regional Vocational School District maintains a calendar of events on its website, www.bluehills.org, where it provides information on the admission process, as well as other information about its programs. Students and their families can request hard copies of the calendar by calling or emailing the Admissions Office at admissions@bluehills.org, 781-828-5800 x2270.

Blue Hills Regional Vocational School District disseminates information to guidance counselors, principals, and superintendents in each sending school districts and directly to seventh and eighth grade students in the Blue Hills Regional Vocational School District.

Informational presentations are provided to in-district 8th-grade students during the fall at sending district middle schools. These presentations include a recruitment overview covering technical programs, academic courses, cooperative education, special education resources, athletics, clubs and extracurricular activities, and the application process.

An annual open house is held in the fall for all residents of the district. Prospective students and their parents/guardians have an opportunity to visit all career technical programs and speak with teachers. In addition, prospective students and families have access to staff members from Blue Hills' academic courses, student support services, and extracurricular programs.

All eighth-grade resident students are invited to the annual Showcase held in the fall during school hours to ensure accessibility and accommodations. Students can participate in live, interactive demonstrations and spend 30 minutes in up to three of our CTE programs, while also learning about academic offerings. In-district middle schools that participate are provided with bus transportation at no cost. Interested resident students from private, parochial, or homeschool settings are also welcome to attend.

Recruitment materials describing Open House, Showcase, career and technical programs, non-traditional career options, academic courses, sports, clubs, cooperative education, and special education resources are mailed and emailed to all seventh and eighth grade students in the district and are distributed during open house and informational sessions. This information is also available on the school website at www.bluehills.org. All recruitment efforts are designed to provide students and families with comprehensive information, enabling them to make informed decisions regarding enrollment based on the school's offerings.

V. APPLICATION PROCESS

A. APPLICATION PROCESS FOR FALL ADMISSION TO THE NINTH GRADE

To be included in the admissions lottery, 9th grade applicants must:

1. Obtain an application form online at www.bluehills.org, or request a hardcopy from their guidance counselor or school designee, or contact the Admissions Office at admissions@bluehills.org or 781-828-5800 x2270.
2. Complete all elements of the application online OR on the hardcopy.
3. Submit the completed application to the Admissions Office online (preferred), via mail, or through their middle school guidance counselor or school designee.

It is the responsibility of the sending middle school guidance counselor or school designee to

provide the following information for each applicant for Blue Hills Regional Vocational School District to determine if an applicant receives any additional lottery weight:

1. Does the applicant have fewer than 27 unexcused absences over the 270 school days prior to the date of application? No data prior to 7th grade may be considered.
 - If “yes”, one additional weight is assigned.
 - If “no”, no additional weight is assigned.
2. Has the applicant been suspended or expelled pursuant to M.G.L. c.71 §37H or §37H1/2 for either of the following on school premises or at school-sponsored or school-related events over the 270 school days prior to the date of their application: possession of a dangerous weapon or assault of educational staff, provided that such suspensions or expulsions were in connection with felonies that have been adjudicated or in which the student has made an admission of guilt in court, provided that no data prior to an applicant's seventh grade year may be considered?
 - If “no”, one additional weight is assigned.
 - If “yes”, no additional weight is assigned.

If no records are received by the middle school guidance counselor or school designee, no additional weights will be assigned. Parents/guardians will be notified in writing so they are aware that no additional weights have been applied.

9TH GRADE ADMISSIONS TIMELINE

Application Available	November 1
Application Deadline	January 1
Email Notification to Parents/Guardians of Student’s Assigned Weights	Mid-Late January
Public Lottery	Mid-Late February
Offer Letters Sent via Email	Mid-Late February
Confirmation Deadline	Parents/guardians must confirm or decline the offer of enrollment within seven (7) business days of receipt.

Additional rounds of offers will occur until all seats are filled. Parents/guardians must accept or decline the offer of enrollment within seven (7) business days of receipt. Failure to respond to an offer will be considered an indication that the parent/guardian does not wish to enroll their student, resulting in forfeiture of their student’s seat. Blue Hills Regional Technical School will notify the parent/guardian of the withdrawal via email and U.S. postal mail, and the vacated seat will be offered to applicants from the waiting list. Remaining students will be selected from the waitlist in numerical order, in accordance with Section VI – Selection Process of this policy. Waiting lists will remain active until October 1 of the same calendar year in which they are established, at which time they will expire.

B. APPLICATION PROCESS FOR FALL ADMISSION TO THE TENTH GRADE

To be included in the 10th grade admissions lottery, applicants must:

1. Obtain an application form online at www.bluehills.org, or request a hardcopy from their school guidance counselor or school designee, or contact the Admissions Office at admissions@bluehills.org or 781-828-5800 x2270.
2. Complete all elements of the application online OR on the hardcopy.
3. Submit the completed application to the Admissions Office online (preferred), via mail, or through their school counselor.

It is the responsibility of the sending school guidance counselor or school designee to provide the following information for each applicant for Blue Hills Regional Vocational School District to determine if an applicant receives any additional lottery weight:

1. Does the applicant have fewer than 27 unexcused absences over the 270 school days prior to the date of application? No data prior to 7th grade may be considered.
 - If “yes”, one additional weight is assigned.
 - If “no”, no additional weight is assigned.
2. Has the applicant been suspended or expelled pursuant to M.G.L. c.71 §37H or §37H1/2 for either of the following on school premises or at school-sponsored or school-related events over the 270 school days prior to the date of their application: possession of a dangerous weapon or assault of educational staff, provided that such suspensions or expulsions were in connection with felonies that have been adjudicated or in which the student has made an admission of guilt in court, provided that no data prior to an applicant's seventh grade year may be considered?
 - If “no”, one additional weight is assigned.
 - If “yes”, no additional weight is assigned.

If no records are received by the school guidance counselor or school designee, no additional weights will be assigned. Parents/guardians will be notified in writing so they are aware that no additional weights have been applied.

10TH GRADE ADMISSIONS TIMELINE

Application Available	January 1
Application Deadline	March 1
Email Notification to Parents/Guardians of Student’s Assigned Weights	May
Public Lottery	August
Offer Letters Sent via Email	August
Confirmation Deadline	Parents/guardians must confirm or decline the offer of enrollment within seven (7) business days of receipt.

Additional rounds of offers will occur until all seats are filled. Parents/guardians must accept or decline the offer of enrollment within seven (7) business days of receipt. Failure to respond to an offer will be considered an indication that the parent/guardian does not wish to enroll their student, resulting in forfeiture of their student's seat. Blue Hills Regional Technical School will notify the parent/guardian of the withdrawal via email and U.S. postal mail, and the vacated seat will be offered to applicants from the waiting list. Remaining students will be selected from the waitlist in numerical order, in accordance with Section VI – Selection Process of this policy. Waiting lists will remain active until October 1 of the same calendar year in which they are established, at which time they will expire.

C. LATE APPLICATIONS

Applications received after the published deadline will be entered into a separate lottery, which will occur only after all names from the initial lottery have been exhausted. If seats are available at any time, resident students will receive preference, in accordance with Section VI – Selection Process of this policy.

D. INCOMPLETE APPLICATIONS

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

1. The Admissions Office will notify the applicant's guidance counselor/school designee responsible for submitting the application that the application is incomplete. This notification will specify what is needed for completion.
2. The applicant's parent(s)/guardian(s) will be notified by our Admissions Office in the event that the problem is not resolved by the applicant's guidance counselor/school designee. The notification specifies what part(s) of the application are missing.
3. If after notifying the applicant's guidance counselor/school designee and parent(s)/guardian(s), the application remains incomplete for ten school days, the application will be placed on 'inactive' status, until such time as the additional information is received.

E. TRANSFER STUDENTS

Students already enrolled in a state-designated CTE program in another school may apply for admission to Blue Hills Regional Vocational School District. Please contact the Blue Hills Regional Vocational School District Admissions Office at admissions@bluehills.org, 781-828-5800 x2270 with any questions or to request an application form.

F. WITHDRAWN STUDENTS

Students who withdraw from Blue Hills Regional Technical School and who are currently enrolled in another high school, a home-school program, or similar educational placement, may reapply to Blue Hills Regional following the procedures contained in this admission policy. A student who has withdrawn from Blue Hills Regional Technical School is not guaranteed acceptance.

VI. SELECTION PROCESS

When Blue Hills Regional Vocational School District receives more applications than it has available seats, Blue Hills Regional Vocational School District applies a weighted lottery to determine which students it will admit. The School Committee has approved the weighted criteria Blue Hills Regional

Vocational School District will apply, and the School Committee will approve the use of these weights annually. The lottery will admit resident students before admitting any non-residents seeking the same program.

- All students with completed applications are entered into the lottery.
- As identified in Application Process V, students will be assigned additional weight in the admissions lottery for meeting criteria in the following areas:
 - Attendance
 - Behavior
- The lottery will take place in public as published on the school district’s website with reasonable public notice at least one week prior to the lottery.
- Resident students who apply by the application deadline will be entered into the lottery. Students will be chosen randomly using an online platform. Those not selected will be placed on a waitlist in random, numbered order. If additional seats become available, resident applicants will be selected from the waitlist in numerical order until all seats are filled.
- Resident students who apply after the application deadline will be considered in a second lottery, once all names from the initial lottery have been exhausted.
- When there are no further resident applicants, and if there are seats remaining, a lottery for non-resident applicants will take place, and students will be selected in the same manner.

Waiting lists will remain active until October 1 of the same calendar year in which they are established, at which time they will expire.

VII. ENROLLMENT

In order to enroll at Blue Hills Regional Technical School for the fall, applicants must have been promoted to the grade they are seeking to enter, so students should be aware that their admission is conditional—if they are not ultimately promoted to enter the grade they have applied for, their admission will be rescinded. An official final transcript must be submitted to the Admissions Office by the student’s sending school prior to enrollment to verify promotion and complete the enrollment process.

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

All accepted incoming students will participate in placement testing. In accordance with Massachusetts state law, updated physical examination and immunization records must be submitted prior to the first day of school. Parents/guardians must complete all required registration forms in the student information system to formally enroll their student. Failure to complete these forms will be considered an indication that the parent/guardian does not wish to enroll the student, resulting in forfeiture of the student’s seat. Blue Hills Regional Technical School will notify the parent/guardian of the withdrawal via email and U.S. postal mail, and the vacated seat will be offered to applicants from the waiting list.

VIII. APPEALS PROCESS

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

Prior to the lottery being drawn, applicants will be assigned weights, in accordance with Section V – Application Process of this policy. Parents/guardians will be notified by email of the number of weights their student has received. Parents/guardians who wish to appeal a missed weight must submit the appeal in writing to the Superintendent-Director or their designee, via email or mail, within ten (10) business days of notification.

The Superintendent-Director or their designee will review the appeal and provide a written decision within ten (10) business days of receiving the appeal. The decision of the Superintendent-Director or their designee will be final.

Appeals may only be made regarding the calculation of weights or the application of admissions criteria. The outcome of the lottery is final and cannot be appealed.

With regard to program placement, the parent/guardian of a student, who was not placed in a particular technical program, may request a review of the decision by sending a letter to the Principal. The Principal will review the matter and respond in writing within thirty (30) business days.

IX. EXPLORATORY PROGRAM & PROGRAM-SPECIFIC ADMISSION

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

A universal exploratory evaluation form is used by each technical program. Each student will be assigned a total score derived from the sum of the sub scores (points) in the following areas: Professionalism/Employability, Participation, Quality/Completeness of Work, Safety and Tech/Related for a maximum total of 100 points. At the end of the last exploratory, each student selects their first, second, and third choice programs for final placement.

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

If a student cannot be placed in their first, second or third choice of program, the guidance counselor will meet with the student and present a list of the technical programs with openings and invite the student to select their top choices in rank order. If the student chooses a technical program in which

he/she previously explored, the technical program placement will be made using the same criteria discussed above. If several students are vying for one seat, students will be placed in the program based on the grade received in the program during exploratory. If a student did not explore the program, they may be assigned to the program after students who have received an exploratory grade for the program. In the event of a tie, the overall average of all exploratories will be used to break the tie. In a case where the overall average is also a tie, we will blindly draw a student's name.

Students who enroll in Blue Hills Regional Technical School after grade 9 will be accepted into a specific program upon admission, subject to available seats in that program.

Students who wish to transfer from one technical program to another during the school year may apply for transfer only once up until October 1 of a student's sophomore year. Transfers will not be allowed for students in grades 11 or 12. Transfer requests will be considered subject to the availability of openings in the requested program. Each transfer applicant will be interviewed and counseled individually to determine the appropriateness of the transfer for the particular student. Transfers will not occur without parent(s)/guardian(s) permission.

X. MAINTENANCE OF RECORDS

Blue Hills Regional Vocational School District maintains records of all students who apply, enroll, or are waitlisted, and their admission criteria weight, to facilitate analysis of its admissions system and compliance with applicable laws and regulations. Blue Hills Regional Vocational School District provides this information to DESE upon request.