

PROGRAM OF STUDIES

2023-2024



Greater Lawrence Technical School
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www.glts.net



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School Year 2023-2024

Greater Lawrence Technical School (GLTS) offers a relevant and rewarding high school experience to students from the communities of Andover, Lawrence, Methuen and North Andover. Students who enroll at GLTS will benefit from an educational program that combines academics with vocational-technical curricula. The combination of rigorous academic coursework and challenging career preparatory curricula has been designed to ensure that when a student graduates from GLTS, he/she will be well-prepared for entrance into a career, apprenticeship program, military service, or college.

The Program of Studies that follows describes the courses and student support services that are available to Greater Lawrence Technical School students. We encourage you to select courses and programs that not only interest you, but also challenge you. Please give these decisions serious time and thought and discuss your options with your family, your teachers and your counselors – all of these people want to see you succeed.

As well as course and program descriptions, the Program of Studies provides information on graduation requirements, course credits, grading, student support services and school-to-work opportunities such as the internships and cooperative education programs.

As you consider the information in the Program of Studies, we encourage you to be in contact with the school and to bring your questions to the attention of the school staff. We look forward to serving you and to ensuring that you will receive an education of the highest quality at Greater Lawrence Technical School.

Please contact us if we may be of further assistance to you.

John Lavoie
Superintendent/Director

Susan Zielinski
Principal

Greater Lawrence Technical School admits students and makes available to them its advantages, privileges, courses of study and support services without regard to race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness or limited English speaking ability

Mission Statement

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

Vision Statement

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

Core Values

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

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

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

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

Introduction

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

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

Students entering freshman year at Greater Lawrence Technical School explore each career and technical program. Using multiple resources such as, career counseling and guidance

from targeted support staff, students are able to make an informed decision when choosing their future path whether it be college or career

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

Career and Technical Programs

Introduction

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

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

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

Career and Technical Programs

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

- **Health and Safety**
 OSHA 10 Certification

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

- **Technical Skills**

Please refer to individual career areas for descriptions.

- **Technology**

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

- **Embedded Academics**

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

- **Employability**

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

Academics

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

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

Furthermore, academic studies help students to develop a solid foundation of knowledge and skills that will serve as the building blocks for their future educational and career

goals. By engaging with a broad range of subjects, students are able to explore different fields of study and discover their interests and passions.

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

Cooperative Education Program

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

Attendance

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

Grades

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

Additional Requirements

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

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

Appeal Process

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

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

School Admissions Procedure

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

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

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

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

Greater Lawrence Technical School provides information and resources on its [school website](#), including information on the admissions process, a link to the online application system, and information about program offerings. Students and their families can request hard copies of available information by emailing the Admissions Office at admissions@glts.net, or by calling (978) 686-0194, ext. 2061 (English) or 2059 (Spanish). Please see Appendix p. 51, for the complete Admissions Policy.

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

Career Program Placement

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

Please see Appendix, Section 10, p. 58 CAREER PROGRAM PLACEMENT for a complete description of this process.

Guidance Department

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

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

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

School Counselors and School Social Workers/School Adjustment Counselors also meet with students during “WIN Block” on their academic week for additional support in a variety of areas, including academic support, college and career planning, and social emotional awareness and support.

Section 504 Accommodation Plans

The Guidance Department is responsible for developing and overseeing Section 504 Accommodation Plans for eligible students. Section 504 is a part of the Americans With Disabilities Rehabilitation Act of 1973, a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. Section 504 provides: “No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her

or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” The Director of Admissions & Counseling serves as the school’s 504 Coordinator, and individual School Counselors act as “504 Liaisons” for their assigned students.

[District Curriculum Accommodation Plan](#)

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

Special Education Services

The Special Education Department provides services for all eligible students in compliance with the Individuals with Disabilities Education Act (IDEA) and M.G.L. c.71B. The IDEA ensures that all eligible students receive a "free and appropriate public education" (FAPE) in the "least restrictive environment" (LRE). The general education classroom is considered the least restrictive placement with the appropriate supports and related services. Greater Lawrence Technical School offers a continuum of services in all required subject areas. The vocational/technical programs are open to all students with disabilities. Should a student's IEP require educational support services in the vocational setting these services and supports are available if deemed necessary.

Substantially Separate Classes

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

Inclusion Classes

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

Related Services

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

Vocational Services

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

Services for English Learners

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

School Health Services

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

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

Parent Connection

The Mission and Goals

The mission of the Parent Connection is to give parents and faculty of GLTS a unique cooperative opportunity to positively affect the lives of students. We strongly believe in

the undeniable power of a great education and we know that parent involvement in education is vital to the success of students. We celebrate the diversity of the GLTS population and welcome everyone to feel "connected" to the school community. The Parent Family Engagement Group empowers parents by making them partners in education and student achievement. With this in mind, the Parent Connection staff strives to meet the following goals:

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

How to Connect to the School

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

The Tools:

- X2 Family Portal
- Website (www.glts.net): "For Parents" tab, "Parent Connection" and "GLTS on Facebook"

The People:

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

Course Requirements by Grade

Grade 9

Career and Technical Education
 Mathematics
 Social Studies
 English

Science
 Wellness

Grade 10

Career and Technical Education (includes related theory)
 Mathematics
 Social Studies
 English

Science
 Wellness

Grade 11

Career and Technical Education (includes related theory)
 Mathematics
 Social Studies
 English

Science
 Wellness

Grade 12

Career and Technical Education (includes related theory)
 Mathematics
 Social Studies
 English

Science
 Wellness

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

Graduation Requirement

Students must earn 62 credits to be eligible for graduation.

Credits

English	8.00
Mathematics	8.00
Science	8.00
Social Studies	6.00
Physical Education	2.50
Health	0.50
Career and Technical Education	29.50
Total Credits	62.50

Academic Pathways

Recommended Academic Course Pathways for College Preparedness

College Preparatory Pathway <ul style="list-style-type: none">● English 9, English 10, English 11, and English 12● Integrated Math I, II, III, and Advanced Algebra and Statistics● Biology I, II, Conceptual Physics, and Chemistry or Anatomy and Physiology● Physical Education I, II, III, IV, and Health● US History I, II, III, and Global Citizenship	Honors Pathway <ul style="list-style-type: none">● Honors English 9, 10, 11, and AP English Language and Composition● Honors Integrated Math I, II, III, and Pre-Calculus● Honors Biology, Honors Chemistry, Honors Physics, and Anatomy and Physiology● Physical Education I, II, III, IV, and Health● Honors US History I, II, III, and Global Citizenship
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Honors Pathway

Academic Pathways

Honors Placement of Incoming Freshmen

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

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

Honors Placement for Grades 10-12

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

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

Continuation in the Honors Pathway

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

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

Concurrent Enrollment Placement for Students in Grade 12

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

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

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

	College Preparatory	Honors/ Concurrent Enrollment
Reading, Analysis/Interpretation, and Communication Skills	Students are expected to: <ul style="list-style-type: none">• Read grade level materials both independently and with instructional support.• Work toward analyzing and interpreting concepts.• Work toward communicating concepts with confidence and skill.	Students are expected to: <ul style="list-style-type: none">• Read at or above grade level independently.• Analyze and interpret complex concepts independently.• Communicate complex concepts with confidence and skill.• Conduct independent research
Pace of Instruction	CP courses: <ul style="list-style-type: none">• Move at a pace that allows for thorough instruction and review of core content.• Provide time for students to work in depth in class, as well as at home.	Honors/Early College courses: <ul style="list-style-type: none">• Cover core content more quickly in order to address additional content and look more deeply at specific issues.• Ask students to complete work efficiently in class and at home.
Independence and Initiative	Students are: <ul style="list-style-type: none">• Motivated learners who are working to become more self-directed.	Students are: <ul style="list-style-type: none">• Motivated and self-directed learners.• Ready to think critically.

	<ul style="list-style-type: none"> • Working towards thinking critically with support. • Increasing their level of independence, while drawing upon teacher support. • Taking initiative to complete tasks. 	<ul style="list-style-type: none"> • Highly independent and take the initiative to go beyond course requirements. • Taking initiative to complete tasks and look for broader connections to past tasks.
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Adapted from RMHS

Academic Course Description

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

* Honors and Early College courses involve an enriched, challenging curriculum incorporating in-depth work that requires a serious student commitment. Students will work at an accelerated pace and are expected to be self-motivated learners.

Academic Seminars

The academic seminars will be 5 week “mini-courses” in the core content Areas (ELA, History, Math, Science). Each seminar course will reinforce and support standards and skills taught in the regular academic course curriculum by providing additional hours of instruction in the core content areas. Students will rotate through seminars each quarter taking seminars in Math, English, Science, and Social Studies. In the future the seminars could be replaced with elective course offerings that will provide additional, more diverse learning opportunities for our students.

Grade 9 ELA Seminar: Wordplay

Do you love poetry? Loathe it? Or maybe you’re somewhere in the middle? No matter your feelings about poetry, this is the class for you! For those of you who love it, get ready to write and express yourself in a variety of poetic formats! For those of you who loathe it or are unsure about your feelings, don’t stress yourself out! The goal of this class is to take the intimidation factor out of poetry by exposing you to a wide variety of poetry and giving you the opportunity to harness your creative potential in a non-threatening manner. As a foundation, we will be discussing what poetry is, how people feel about it, and how it's relevant in our modern world. We will read and watch a wide variety of poems and spoken word performances and do engaging activities with the poems like paint chip poetry, blackout poetry, etc. Our culminating activity will be a poetry cafe where students share original work.

Grade 9 History Seminar: TBD

Grade 9 Math Seminar: Patterns in Art

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

Grade 9 Science Seminar: Responsible Reggies

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

Grade 10 ELA Seminar: Drama

Students will initiate and participate in a range of collaborative discussions with diverse partners on topics in drama. Students will gain exposure to literary performance techniques and utilize those techniques to present and perform monologues and a one-act play in live or recorded performances. Through monologue and play presentations, students will also learn how to adapt their speech to a variety of contexts and tasks in order to demonstrate command of formal English when indicated and appropriate.

Grade 10 History Seminar: History Through Film

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

Grade 10 Math Seminar: Statistics in the Real World

Students will delve into statistics as how it relates to a topic of interest. There will be emphasis on data, graphical numerical representation. The class will be graded as a PASS/FAIL based on the final project

Grade 10 Science Seminar: Bioethics

Ethics is the study of what one should do as an individual and as a member of society focusing on issues emerging from advances in biology, medicine, and technologies. In this course, students explore the foundations of what makes an issue ethical as well as pressing issues in bioethics. Through reading, writing, research, and discussion, students will explore the fundamental concepts and questions in bioethics, deepen their understanding of biological concepts, strengthen their critical-reasoning skills, and learn to engage in respectful dialogue with people whose views may differ from their own. The course culminates with a student-driven exploration into a particular bioethical issue.

Academic Electives - Juniors and Seniors

Academic electives are courses that students can choose to take as part of their academic curriculum. These courses are typically offered in a wide variety of subjects, and provide students with the opportunity to explore areas of interest beyond their core curriculum.

Choice electives are semester-long courses. Specific prerequisites to enroll in the elective are outlined as applicable.

World Mythology (Semester Course)

This course provides an introduction to the nature and function of myth including hero-tales and legends that represent a society's basic cultural and moral values recorded in literary form. Students will read the basic mythologies of Greece, Rome, the Middle East, Northern Europe, the British Isles, the Far East and Pacific Islands, Africa, and the Americas. Students will analyze the stories and trace parallel elements to show that human beings across cultures are remarkably alike in their principal values and concerns.

The American Identity Through Film (Semester Course)

This course will explore American identity through popular American films. By watching, discussing, and writing about these films, students will examine how film creates a window into modern American culture and society. Students will learn how to "read" American films as cultural text that help us better understand American Identity

Criminal Justice (Semester Course)

This course is designed to give students an understanding of the rule of law and the operation of the criminal justice system in the United States. Students will investigate legal protections of rights and liberties while developing skills of critical analysis, decision-making, news and media literacy.

Psychology (Semester Course)

This course is an introduction to the behavioral social science of psychology. It is designed to provide basic understanding in the history of psychology, the scientific approach to social studies, schools of psychology, learning and memory, stress and stress-reduction, psychological dysfunction, and parapsychology.

Personal Finance (Semester Course)

Personal Finance introduces students to concepts and practices to successfully manage their personal finances. The course addresses the development of knowledge, skills, attitudes, and behaviors associated with the management of personal and family finances including budgeting, saving money, financing, mortgages, credit, and taxes.

Statistics (Semester Course)

The focus of Statistics in the Real World is to view the world through different means of studies. Statistics in the Real World is designed to be an introduction to statistics that

emphasizes statistical thinking. The focus is on statistical ideas and reasoning and on their relevance to fields such as medicine, education, sports, environmental science, business, psychology, politics, and entertainment.

Astronomy (Semester Course)

This course introduces you to the inner workings of the universe. Astronomy is the scientific study of the contents of the entire Universe. This course will provide the student with a study of the universe and the conditions, properties, and motions of bodies in space. The content includes, but is not limited to, historical astronomy, astronomical instruments, the celestial sphere, the solar system, the earth as a system in space, the earth/moon system, the sun as a star, and stars. Additionally, this course will build upon concepts learned in physics and expand on how these concepts apply in the context of the universe.

Chemistry of Fire (Semester Course)

This elective will educate students on the science of fire through the lens of chemistry. Students will learn the chemistry of combustion reaction, the components needed for a fire to ignite and how different fuels provide different energy outputs. Students will investigate the internal workings of common household uses of fire and answer questions like how does a candle burn? Or how does a spark ignite a gas stove?

Forensics Course (Semester Course)

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

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

Essentials of Mathematics (Quarter/Semester)

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

Essentials of Biology (Quarter/Semester)

This course will be application-based to emphasize specific biological concepts through laboratory experience, hands-on activities, guided inquiry, and technological methods. The course includes an overview of essential concepts in biology to support students in preparation for re-taking the MCAS biology exam. Topics include exploration of ecology,

anatomy and physiology, evolution and genetics. Content is derived from investigating the following questions: How do organisms live and maintain homeostasis and how and why do organisms interact with their environment and what are the effects of these interactions?

Essentials of English Language Arts (Quarter/Semester)

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

WIN “What I Need” Block

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

English

English 9

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

Honors English 9

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

English 10

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

Honors English 10

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

English 11

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

Honors English 11

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

English 12

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

Honors English 12

Honors English 12 is a year-long, two-credit course based on the English Language Arts and Literacy Frameworks. Honors English 12 builds off of the foundation requirements of

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

English Composition I and II (Taken Concurrently)

English Composition I (ENG101)

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

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

Course Student Learning Outcomes:

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

English 102 - English Composition II

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

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

Course Student Learning Outcomes:

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

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

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

English Learners Education (ELE)

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

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

English Language Development

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

Mathematics

Integrated Mathematics I

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

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

Honors Integrated Mathematics I

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

Integrated Mathematics II

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

Honors Integrated Mathematics II

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

Integrated Mathematics III

It is in Integrated Mathematics III that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. Students expand their repertoire of functions to include

polynomial, rational, exponential and radical functions. They expand their study of right triangle trigonometry to include basic trigonometric functions. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems.

Honors Integrated Math III

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

Advanced Algebra and Statistics

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

Honors Precalculus

Prerequisite: Integrated Mathematics III Honors

The Honors Precalculus course is designed to prepare students for college-level Calculus course work as well as productive careers. Students will deepen their understanding of topics fundamental to the study of Calculus with emphasis on analysis of functions and their inverses in multiple representations.

Throughout this course, students will be actively engaged in reasoning, critical thinking, making connections, and communicating mathematically as they explore functions and their real-world applications using appropriate mathematical models and technology.

This course will focus on four critical areas: (1) modeling periodic phenomena with trigonometric functions; (2) use characteristics of polynomial and rational functions to sketch and interpret graphs of those functions; (3) extend work with complex numbers; (4) comparing logarithms and exponential functions. Further topics could include Conic Sections, Matrices, and Vectors, as time allows.

Science

Biology I

This course will be application-based to emphasize the biological concepts through laboratory experience, hands-on activities, guided inquiry, and technological methods. The course includes ecology, anatomy and physiology. Content is derived from investigating the following questions: How do organisms live and maintain homeostasis and how and why do organisms interact with their environment and what are the effects of these interactions? This is Part 1 of a two part curriculum that prepares students for the MCAS Biology assessment and provides a strong foundation for further studies in other science courses.

Honors Biology

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

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

Biology II

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

Honors Biology II

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

Conceptual Physics

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

Honors Physics

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

Chemistry

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

Honors Chemistry

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

Anatomy and Physiology

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

Social Studies

United States History I

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

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

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

Honors United States History I

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

United States History II

This is the second year of a two-year course in American History. Following a chronological approach, the course begins with the 1920s and concludes with the attacks of 9/11. Students will examine how events of the past are connected to today by examining significant events such as the Great Depression, World War II & The Cold War. Throughout this course, students will focus their attention on five major themes as they relate to the course content. These themes are **War and Diplomacy**, the causes, conflicts, and resolutions surrounding the course topics; **Economy**, as it relates to jobs, resources, trade, and development of the American marketplace. **Immigration**, the motivation for people

moving to the United States will also be explored; **Culture and Society**, the impact of race, gender, artistic movements, beliefs and traditions on the American identity. Finally, **Defending Democracy** which centers on protecting and spreading of American ideals will be discussed. Students will practice argumentative writing throughout the year by examining evidence and data, forming an opinion on an open-ended question and supporting their opinion in writing with evidence or data.

Honors United States History II

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

United States History III (Being retired at the end of the 20-21 school year)

This year-long, one-credit course, is the third year of American history and will follow a chronological approach with the emphasis on social, political, and economic issues. The course begins with the start of WWII and continues through to the present day. Students will examine how events of the past are connected to today. In United States History III the focus will be WWII, the Cold War, the Civil Rights Movement, political platforms, and modern day issues.

Honors United States History III (Being retired at the end of the 20-21 school year)

This course involves an enriched, challenging, and more rigorous curriculum than United States History III. See pages 13 & 14, Honors Placement Criteria, for a list of prerequisites and additional guidance for this course.

Modern World History

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

Honors Modern World History

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

History Of World Civilization After 1500 (HST131)

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

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

Course Student Learning Outcomes:

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

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

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

Wellness

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

Freshman Wellness: Freshman Wellness is a required, year-long course for all grade 9 students. Students will take one semester of Health Education and one semester of Physical Education. This course will provide students the opportunity to explore wellness concepts in the health classroom, as well as, through physical activity. By following the GLTS core values the Wellness Department will offer a freshman wellness curriculum that may focus on such topics as:

- Social and Emotional Health
- Healthy and Safe Relationships
- Personal Care and Body Systems
- Growth and Development
- Teen Pregnancy Prevention
- Disease and Disorders
- Nutrition
- Drugs, Alcohol and Tobacco
- Consumer Health
- Ecological Health
- Violence Prevention
- CPR/AED
- Social Emotional Learning (SEL)
- Team Sports
- Individual Sports
- Intro to Strength/Conditioning/Functional Training - Mandatory
- Intro to Yoga/Meditation
- Intro to Project Adventure
- Intro to Aquatics/Swimming - Mandatory

Sophomore Wellness: Sophomore Wellness is a required, year-long course for all grade 10 students. Students will take one semester of Health Education and one semester of

Physical Education. Through a combination of health and physical education activities, the offerings are designed to foster the skills and knowledge that was introduced in Freshman Wellness. The goal of the Wellness Department is that students will become healthy lifelong learners; thus the Wellness Department will offer a sophomore curriculum that may focus on such topics as:

- Building Healthy Relationships
- Teen Pregnancy
- STD Prevention
- Substance Abuse
- Depression/Suicide
- Social Emotional Learning (SEL)
- Functional Training
- Strength/Conditioning Training - Mandatory
- Team Sports
- Individual Sports
- Yoga/Meditation
- Project Adventure
- Intro to Aquatics/Swimming - Mandatory

Upperclassmen Wellness: Students in grade 11 and 12 are required to take Physical Education as a year-long course. Students will be able to select activities throughout the year within the sub-groups below.

- **Team Sports/Competitive Games** - Basketball, football, soccer, volleyball, team handball, softball, etc). Students will be educated on the skills, rules and strategies related to the specific team sport to be capable of being a participant or spectator of that specific sport. Students will be expected to demonstrate teamwork, good sportsmanship and a cooperative attitude throughout the course.
- **Individual Sports/Recreational Sports** - Pickleball/Tennis, badminton, golf, table tennis, walking for fitness, etc). Students will participate in a variety of lifelong/recreational activities. Students will be educated on the skills, rules and strategies related to the specific recreational activities to allow them to utilize them as lifelong activities. Students will be expected to demonstrate self-responsibility, positive attitude and willingness to try new challenges throughout the course.

- **Aquatics/Swimming** - This course is for any level swimmer (from non-swimmer to advanced) who would like to improve proficiency in stroke development, endurance, and basic water safety. Prerequisite - Into to Aquatics/Swimming in Freshman Wellness and/or Sophomore Wellness
- **Yoga/Mindfulness**- This course is for students who are interested in learning about yoga and meditation. Mindfulness means maintaining a moment-by-moment awareness of our thoughts, emotions, bodily sensations, and surrounding environment with openness and curiosity. The central objective of this course is to introduce you to mindfulness meditation and yoga to help you cultivate a personal mindfulness practice.
- **Strength & Conditioning** - Students will train in our weight room that includes cardiovascular machines, functional machines, free weights, etc. Students will design their own work out plan and participate in daily workouts to reach their fitness goals. Students will be educated on how to use and benefit from a variety of cardiovascular and strength training machines. Students will be expected to be self-motivated, demonstrate proper fitness center etiquette and bring energy and enthusiasm to their daily workout.
- **Project Adventure** - Students engaged in Project Adventure will learn the value of cooperation, communication, teamwork, and problem solving skills. Students will also have the opportunity to physically and emotionally test themselves on the many new challenging elements at GLTS. Students will gain an understanding and respect that the success of a group depends on the contribution of all of its members and that a cooperative, supporting atmosphere encourages participation and success.

Career and Technical Program Description

Advanced Manufacturing Technology

At the core of today's mechanized world is machinist and machine technology. This industry requires skilled technicians to carry out new ideas and plans in the production of all types of manufactured parts. Many of these skilled technicians find exciting career opportunities with substantial earning potential. Nearly every product manufactured requires the expertise and skill of machinists. Highly-trained machinists can be found in a variety of different fields including computer, automotive, defense and aircraft products as well as medical research and development.

The Norman Martin Machine Tool Technology Shop is a state-of-the-art facility that includes the latest in machinery including HAAS and Prototrak Computer Numeric Control (CNC) milling machines and lathes as well as a computer lab for CAD/CAM instruction and 3-D printing.

Articulations:

MA Statewide Community College

Statewide Apprentice Articulation

Licenses, Certificates and Affiliations:

Massachusetts Statewide Articulation Agreement

OSHA General Industry

National Tooling and Machining Association membership

SkillsUSA

Occupational Titles:

Machine Operator • CNC Setup Operator • Machinist • Tool and Die Maker • Mold Maker • CNC Machine Installer/Mechanic • CNC Programmer • Machine Tool Salesperson • Production Manager • Process Engineer • Quality Control Inspector

Career Opportunities:

Aerospace Manufacturing • Defense Contract Manufacturing • Machine Tool Sales • Machine Tool Service • Medical Manufacturing • Production Machine Shops • Prototype/Modeling Shops • Tool Rooms.

Career Pathways

DIRECT FROM HS/ON JOB TRAINING



CNC Setup Operator CNC Machine Installer/Mechanic Machine Operator Machine

POST-SECONDARY DEGREE PROGRAM



Tool and Die Maker Mold Maker Process/Engineer
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POST SECONDARY TECHNICAL TRAINING



CNC Machine Installer/Mechanic CNC Programmer Machine Tool Salesperson Quality Control Inspector

Tool Salesperson Machinist Mold Maker Production Manager Quality Control Inspector Tool and Die Maker		
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Automotive Collision Repair & Refinishing

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

Articulations:

Central Maine College
New England Institute of Technology
Universal Technical Institute

MA Statewide Community College
Southern Maine Technical College

Employers:

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

495 Auto Parts
Body Works
Don Kennett's Paints
Specialty Autobody

Adamson Industries
Brush Stroke Sign
Keith Burdin Car Care

Allens Auto Body
DesignCommonwealth Motors
Royal Limousine

Licenses, Certificates and Affiliations:

ASE License
AAA Affiliation
OSHA General Industry
SP2

Refrigerant Recovery & Recycling License
NATEF Certificates
SkillsUSA

Occupational Titles: A/C Technicians • Adjusters • Auto Body Repair Technicians • Auto Detailers • Automotive Claims • Estimators • Paint Mixologists • Parts Specialists • Salespeople • Service Writers

Career Opportunities: Adjusters • Auto Body Supply Stores • Bus Companies • Entrepreneurs • Frame Shops • Insurance Companies • Managers • Paint and Repair Shops • Parts Recycler • Restoration Shops • Trucking Firms

Career Pathways

**DIRECT FROM HS/ON JOB
TRAINING**



**POST-SECONDARY DEGREE
PROGRAM**



**POST SECONDARY
TECHNICAL TRAINING**



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

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

Articulations:

MA Statewide Community College
Southern Maine Community College

New England Institute of Technology
UTI (Universal Technical Institute)

Employers:

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

Bill Deluca Chrysler, Jeep, Dodge
IRA Toyota
Quirk Chevrolet
Rockingham Toyota
Toyota of Nashua

Commonwealth Motors, Nissan
Moveras Transmissions
RGA Tire and Automotive Repair
Sutton Street Service
Trombly's Bus Company

Licenses, Certificates and Affiliations:

AAA Affiliations
NATEF Certificates
Skills USA
SP2 Certificates

A.S.E. Certification
Refrigerant Recovery & Recycling License
OSHA
General Industry

Occupational Titles: Air Conditioning Specialists • Alignment Specialists • Automotive Technicians • Marine Mechanics • Parts Specialists • Service Writers • Service Managers

Career Opportunities: Automotive/Diesel Repair Shops • Bus Companies • Business Owners • Dealerships • Small Engine Repair • Trucking Firms

Career Pathways

DIRECT FROM HS/ON JOB TRAINING



POST-SECONDARY DEGREE PROGRAM



POST SECONDARY TECHNICAL TRAINING



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

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

Articulations:

Successful graduation from existing FAA certified AMT High School’s has earned students up to 30 college credits at post-secondary institutions. Currently, GLTS is in collaboration with the National Aviation Academy located in Concord, Massachusetts.

Employers:

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

Licenses, Certificates and Affiliations:

Students who successfully complete an FAA Certified Part 147 School are given a certificate of completion which grants the student the ability to test to earn a federal license for the rating on which they were trained. Licenses are either “Airframe”(A), “Powerplant”(P), or “Airframe and Powerplant” (A&P). AMT’s may pursue advanced training in Avionics systems or specific aircraft for which they become subject-matter experts. After 3 years of relevant experience as an AMT, technicians may test for their “Inspection Authority” (IA) which gives AMT’s the ability to return-to-service aircraft after major repairs, inspections, or alterations.

Occupational Titles:

Under the FAA 14 CFR Part 65, AMT’s are licensed as either an “A”, “P”, or “A&P”. AMT’s who earn an Inspection Authority will have an extended title, for example, “A&P IA”.

Career Opportunities: Aircraft Maintenance Technician; Aircraft Maintenance Technician with Inspection Authority; Aircraft Production Manager; Aircraft Maintenance Quality Control Technician; Advanced Avionics Systems Aircraft Maintenance Technician; Military Aircraft Maintenance Technician, General and Specialty.

Career Pathways

DIRECT FROM HS/ON JOB TRAINING



Aircraft maintenance Technician

POST-SECONDARY DEGREE PROGRAM



Aerospace Engineering
Pilot
Aviation Management

POST SECONDARY TECHNICAL TRAINING



Airframe or Powerplant ratings
Inspection Authority
Avionics or advanced systems training

Biotechnology

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

Articulations:

MA Statewide Community College

Employers:

Straumann LLC.

CVS

Pfizer

Licenses, Certificates and Affiliations:

CPR

OSHA General Industry

SkillsUSA

Occupational Titles:

Aseptic Fill Technicians • Bio-processing Technicians • Cell Culture Technicians • CIP Technicians • Documentation Specialists • Media Prep Technicians • Process Operators • Purification Technicians • Quality Control Analysts • Research Associates • Research Laboratory Assistants • Research Laboratory Technicians • Technical Support Technicians • For more information see <http://massbio.org/careers>

Career Opportunities:

Pharmaceutical Companies • Research Centers • Laboratories • Clinics • Hospitals • Medical Offices • Government Laboratories and Institutions • Veterinary hospitals, pharmacies, students are prepared to work in any laboratory setting.

Career Pathways

DIRECT FROM HS/ON JOB TRAINING



POST-SECONDARY DEGREE PROGRAM



POST SECONDARY TECHNICAL TRAINING



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

Students acquire the necessary skills to become successful in any business environment. Students are trained to use a variety of technology and software programs. Through project-based units, students learn various business software (such as Microsoft Office, Adobe, Google, and Intuit Quickbooks) and when to apply them. Skills include word processing, presentations, spreadsheets, databases, desktop publishing, web page design, and accounting. A collaborative and inquiry-based learning environment encourages students to apply critical thinking skills. Students explore relevant business and technology topics through real-world simulations that prepare them for college or for the workforce.

Students also have the opportunity to attain Microsoft Office and Adobe Certifications through our on-site testing center.

Articulations:

MA Statewide Community College

Employers:

Bank of America
H & R Block
Lowell General Hospital

Charm Sciences
Holt & Bugbee

Children's Hospital
Lahey Clinic

Licenses, Certificates and Affiliations:

OSHA General Industry

SkillsUSA

Occupational Titles:

Administrative Assistant • Bookkeeper • Customer Service Rep • Entrepreneur
• Human Resource Specialist • Medical Assistant • Office Manager • Paralegal
• Programmer • Purchasing Assistant • Treasury Analyst

Career Opportunities:

Small, Medium and Large-sized Companies • Banks • Governmental
Institutions • Hospitals • Libraries • Mortgage Companies • Schools

Career Pathways

DIRECT FROM HS/ON JOB TRAINING



POST-SECONDARY DEGREE PROGRAM



POST SECONDARY TECHNICAL TRAINING



(with Program Completion)	(Bachelor's Master's, Ph.D., Specialized Training, Experience, etc.)	(Apprenticeship, Associate's Degree, Advanced Certification, Experience, etc.)
Bank Teller Financial Clerk Bill Collector Customer Service Retail Clerk General Office Clerk Public Service Telecommunicator Receptionist/Secretary Administrative Assistant Desktop Publisher	Financial Planner/Advisor Bookkeeper Retail Manager/Sales Engineer Accountant Meeting, Convention, and Account Planner Research Analyst Human Resource Specialist Executive Assistant	Real Estate Agent Mortgage Underwriter Insurance Sales Agent Insurance Adjuster Hospitality Management Bookkeeper Clerk Payroll Clerk Travel Agent Database Manager

Human Resources Assistant Medical Admitting Clerk Tax Preparation Assistant	Advertising and Promotions Marketing Manager Social Media Strategist Human Resource Manager Grant Writer Taxation Advisor	Human Resource Assistant Public Relations Assistant Web Page Designer Tax Preparer
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Carpentry

The Carpentry Program provides the highest quality technical education to all of its students in the community house building project, while fostering high expectations of achievement in the real world workplace. The focus of this course is on the community house building project. Students in the carpentry program receive instruction in house building. Students are instructed in all aspects of carpentry, gaining knowledge of the tools of the trade, building design, plan reading and layout. Course content includes the identification and application of house building materials, proper building methodology and theory, the incorporation of carpentry mathematics in building construction and the safe and proper use of hand and power tools. The students will be introduced to state building codes, and research the career opportunities in the carpentry field. They will gain real life experience by participating in and practicing all phases of the house building process.

Articulations:

MA Statewide Community College , New England Regional Council of Carpenters Local 339
New England Carpenters Training Fund, Career Connections Programs, Merit Apprenticeship Program

Employers:

Brad Jones Construction	Carpenters Union 339	CentiMark
Contour Building	Valiant Industries	Cote&Foster
ContractingEastern Shed	Harvey Industries	Hitech Windows
Holt & Bugbee	Howell Custom Homes	Landmark Finish McNeil
Builders	Pete's Construction	

Licenses, Certificates and Affiliations:

Hilti Power Actuated Qualified Operator Certifications	Construction	OSHA 10
NECTF Career Connections Levels 1, 2 and 3 Certifications	Skills USA	
MAP-Merit Apprentice Program	New England Builders Association	

Occupational Titles:

Architect • Building Inspectors • Career and Technical Education Instructor • Carpenter • Construction Supervisor • Engineer • General Contractor • Job Foreman • Project Manager • Remodeling Contractor

Career Opportunities:

Apprentice • Commercial Carpenter • Estimators • Finish Carpenter/Cabinet Maker • Flooring Carpenter • Framing Carpenter • Laborer • Lumberyard sales • Maintenance Technician • Siding Carpenter • Roofing Carpenter • Stage/set Designer-builder

Career Pathways

DIRECT FROM HS/ON JOB TRAINING



POST-SECONDARY DEGREE PROGRAM



POST SECONDARY TECHNICAL TRAINING



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

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

Employers:

GLTS maintains a full-service cosmetology facility open to the public.

Amelia's Salon

EL Corte Magico

Mint Rose Day Spa

Salon Mii

Canvas Hair Studio

Laly's House of Beauty

Philip Giampa

Spa Ni "Joli

Chez Pierre Salon

Mathia's Beauty Salon

Salon 22

Supercuts

Licenses, Certificates and Affiliations:

Massachusetts Cosmetology Association

OSHA General Industry

State Cosmetology License

Massachusetts State Board Cosmetologists Association

National Cosmetology Association

SkillsUSA

Occupational Titles:

Colorists • Educators • Hair Stylists • Nail Technicians • Platform Artist • Makeup Artists

Career Opportunities:

Barber • Cosmetologist • Nail Technician • Product Line Chemists • Salon Management • Salon Owner

Career Pathways

DIRECT FROM HS/ON JOB TRAINING



POST-SECONDARY DEGREE PROGRAM



POST SECONDARY TECHNICAL TRAINING



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

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

Articulations:

Central Maine Community College
Massachusetts Statewide Articulation Agreement

Culinary Institute of America

Employers:

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

Andover Country Club

Academy Manor

Borelli's Italian Deli

Bertucci's

Burton's Steakhouse

Indian Ridge Country Club

Mann Orchards

Marriott Hotel

Mary Immaculate

No. Andover Country Club

Revitalise

Panera Bread

Prescott House

Wingate at Andover

Tripoli Bakery

Licenses, Certificates and Affiliations:

CPR

Mass. Restaurant Association

National Restaurant Association

ProStart™

OSHA General Industry

Servsafe™

Food Handlers Certificate

SkillsUSA

Occupational Titles:

Banquet Captains • Banquet Managers • Catering and Sales • Executive Chefs •
Garde Mangers • Hosts/Hostesses • Front Office Agents • Line Cooks • Pastry
Chefs • Purchasers • Prep Cooks • Restaurant Supervisors/Managers • Servers
• Sous Chefs • Stockroom

Career Opportunities:

Boutique Hotels • Commercial Bakeries • Conference Centers • Corporate
Dining • Country Clubs • Cruise Ships • Exposition • Fine Dining Restaurants
• Full Service Hotels • Institutional Food Service • Private Clubs • Quick-Serve
Restaurants • Resorts

Career Pathways

**DIRECT FROM HS/ON JOB
TRAINING**

**POST-SECONDARY DEGREE
PROGRAM**

**POST SECONDARY
TECHNICAL TRAINING**



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

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

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

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

Students are prepared for and are eligible to take:
 Dental Assisting National Board (DANB) Infection Control Exam
 DANB Radiation Health and Safety Exam
 Tufts Radiology Certification Course and Examination




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

Employers:		
Community Dental Lawrence Dental Partners	Community Dental Lowell Gentle Dental No. Andover	Dental Dreams Hassey Dental
Licenses, Certificates and Affiliations:		
CPR/First Aid/AED	DANB Infection Control Exam	
DANB Radiation Health and Safety Exam	OSHA General Industry	
SkillsUSA		

Occupational Titles: Certified Dental Assistant • Dental Receptionist • Licensed Dental Assistant • Insurance Company Office Staff • Office Manager • Oral Health Assistant • Oral Surgeon Assistant • Orthodontic Assistant • Vocational Dental Assistant Instructor

Career Opportunities: Clinics • Dental Laboratories • Dental Offices • Dental Laboratory Technician • Dental Supply Technical • Federal, State and Local Government • Hospitals • International and Local Community Service • Private Dental Practice • Schools

Career Pathways

DIRECT FROM HS/ON JOB TRAINING	POST-SECONDARY DEGREE PROGRAM	POST SECONDARY TECHNICAL TRAINING
		
(with program Completion) Licensed Dental Assistant Dental Receptionist Clinics	(Bachelor's Master's, Ph.D., Specialized Training, Experience, etc.) Public Health Educator Public Health Dentist	(Apprenticeship, Associate's Degree, Advanced Certification, Experience, etc.) Dental Equipment Sales Dental Supply Sales Representative

<p>Schools</p> <p>Dental Hygiene Assistant</p> <p>Front Desk Assistant</p>	<p>Dentist</p> <p>Prosthodontist</p> <p>Pedodontist/Pediatric Dentist</p> <p>Oral Surgeon</p> <p>Oral & Maxillofacial Surgeon</p> <p>Orthodontist</p> <p>Forensic Dentist</p>	<p>Dental Hygienist</p> <p>Insurance Coordinator</p> <p>Dental Office Manager</p> <p>Dental Finance Coordinator</p> <p>Dental Assisting Instructor</p> <p>Oral/Maxillofacial Surgery Assistant</p> <p>Dental Software Sales/Trainer</p> <p>Treatment Coordinator</p> <p>Orthodontic Assistant</p>
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Early Education & Care

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

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

Articulations:

Massachusetts Statewide Articulation Agreement

Employers:

Licenses, Certificates and Affiliations:

CPR/First Aid

AED

Early Education & Care Teacher Certificate

NAEYC Accreditation

CDA

Occupational Titles:

Elementary Teacher • Special Education Teacher • Childcare Director • Social Worker •

Guidance Counselor • Daycare Teacher • Headstart Instructor • Family Childcare Provider • Private Nanny • Preschool Teacher

Career Opportunities:

Childcare Centers • Private Homes • Elementary Schools

Career Pathways

DIRECT FROM HS/ON JOB TRAINING



Daycare Teacher Head Start Instructor Family Childcare Provider Private Nanny Preschool Teacher

POST-SECONDARY DEGREE PROGRAM



Elementary Teacher Special Education Teacher Childcare Center Director Social Worker Guidance Counselor

POST SECONDARY TECHNICAL TRAINING



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Electrical

The electrical field continues to lead the construction industry in job growth. Commercial, residential and industrial opportunities exist for the students who learn to apply their skills. Basic wiring techniques that lead to more advanced system installations prepare the students for this exciting and rewarding field.

The Electricity program teaches the students the fundamental concepts of electricity in AC and DC circuits. Students apply this training in order to attain a Journeyman and Master Electrician license. Tremendous opportunities for self-employment and contracting exist for graduates, many of whom eventually own their own businesses. Students have the option to further their education in the field or in related areas of business and related industries. Upon successful completion of this program, students receive documentation of their shop and classroom hours that can be applied towards their apprentice training.

Articulations:

Massachusetts Statewide Articulation Agreement

Employers:

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

Licenses, Certificates and Affiliations:

Commonwealth of Massachusetts State Board of Electricians	IBEW 103
International Association Electrical Inspectors I.A.E.I.	Journeyman
Masters	Systems Contractor
Association	Skills USA
OSHA 10 Construction Safety and Health	National Fire Protection

Occupational Titles:

Consultant • Data Communication • Data Technician • Electrical Contractor • Estimator • Foreman • Electrical Inspector • Industrial/Plant Electrician • Motor Repair Technician • Engineer • Lineman • Maintenance Electrician • Marine Electrician • Photovoltaic Installer • Project Manager

Career Opportunities:

Cable Companies • Fiber Optics • Data Communication • Electrical Companies • Electric Supply Houses • Generators • Green Energy Systems • Hospitals • Intrusion/Fire Alarms * Manufacturing Facilities * Power Plants * Private Ownership • Programmable Controllers • Public Utilities • Smart Home Wiring • Telecommunications • Union Electrician

Career Pathways

**DIRECT FROM HS/ON JOB
TRAINING**



**POST-SECONDARY DEGREE
PROGRAM**



**POST SECONDARY
TECHNICAL TRAINING**



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

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

Articulations:

Massachusetts Statewide Articulation Agreement

Employers:

Licenses, Certificates and Affiliations:

ArcGis Desktop Entry 19-001	Drinking Water Distribution License	
Drinking Water Treatment Plant Operator License	First Aid & CPR	LEED Green Associate
International Society of Sustainability Professionals -	Sustainability Excellence Associate (SEA)*	
Municipal Wastewater Operators License	OSHA 10 General Industry *HAZWOPER	SkillsUSA

Occupational Titles: Civil Engineer • Drinking Water Treatment Plant Operator • Drone Operator • Environmental Advocate • Environmental Cleanup Technician • Environmental Educator SCADA Technician • Environmental Permitting Specialist • Environmental Planner • Environmental Scientist • Environmental Engineer • Field Technician and Inspector • Geographic Information System Analyst (GIS) Technician • Health and Safety Technician • Industrial Hygienist • Laboratory Analyst • Stormwater Program Manager • Watershed Planner • Wastewater Treatment Plant Operator

Career Opportunities: Aerospace • Aquaculture • Conservation Biology • Conservation Law • Environmental and Civil Engineering • Environmental Law Enforcement • Geographic Information System Analyst (GIS) • Environmental Planning • Marine Biology • Maritime • Wastewater and Drinking Water

Career Pathways

DIRECT FROM HS/ON JOB TRAINING



Environmental Cleanup Technician
Geographic Information System (GIS)
Analyst
GIS Technicians

POST-SECONDARY DEGREE PROGRAM



Environmental Scientist
Environmental Engineer
Civil Engineer
Industrial Hygienist

POST SECONDARY TECHNICAL TRAINING



Wastewater Treatment Operator	Health and Safety Technician Watershed Planner SCADA Technician	
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Health Assisting

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

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

Articulations:

MA Statewide Community College

Employers:

Academy Manor

Edgewood Retirement Community

Mary Immaculate

Pitter Patter

Atria Marland Place

Holy Family Hospital

Methuen Village

Prescott House

Casa de Maria

Little Sprouts

Nevin Nsg. Center

Licenses, Certificates and Affiliations:

Alzheimer's Certification

C.P.R.

Professional Development

Nurse Assisting Certification

First Aid

SkillsUSA

Home Health Aide

OSHA General Industry

Occupational Titles:

Certified Nurse Assistant • Home Health Aide

Career Opportunities:

Child Care Centers • Clinics • Hospitals • Laboratories • Medical Offices •
Nursing Homes/Long-term Care Facilities • Rehabilitation Centers

Career Pathways

DIRECT FROM HS/ON JOB TRAINING



POST-SECONDARY DEGREE PROGRAM



POST SECONDARY TECHNICAL TRAINING



(with Program Completion) Certified Nurse Assistant Home Health Aide Medical Receptionist Pharmacy Aide/Technician Post-Operative Assistant Pre-Operative Assistant Nanny/ Au-Pair Mental Health Assistant Home Health Aide Hospice Nurse Aide Dietary Aide	(Bachelor's, Master's Ph.D., Specialized Training, Experience, etc.) Registered Nurse Nurse Practitioner Director of Nursing Hospice Clinical Manager Athletic Trainer Certified Trainer Certified Nurse Midwife Certified Nurse Practitioner Medical Research Specialist Midwife/Nurse Midwife Physician's Assistant Physician/Doctor Physical Therapist Speech/language Occupational Therapy	Apprenticeship, Associate's Degree, Advanced Certification, Experience, etc.) Licensed Practical Nurse Patient Care Attendant Cardiovascular/Nuclear Technician Certified Billing & Coding Specialist Certified Medical Transcriptionist Labor & Delivery Technician Laboratory Technician Licensed Practical Nurse Massage Therapist Paramedic Phlebotomist/Phlebotomy Technician
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Heating, Ventilation, Air Conditioning and Refrigeration

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

Students will take courses in shop math, mechanical drawing, applied physics and chemistry, electronics, blueprint reading, and computer applications. An introduction to plumbing and electrical work will give a basic understanding to the world of HVAC/R. Students will learn about theory of temperature control, equipment design and construction, and electronics. They will also learn the basics of installation, maintenance, and repair as well as receive a working knowledge of green construction applications. Upon successful completion of this program, students receive documentation of their shop and classroom hours toward their apprentice training.

Articulations:

MA Statewide Community College

Employer:

Berry Mechanical Services
Correct Temp
Vellerio Air

Breen and Sullivan
Merrimack Valley Corp

Central Cooling
North Mechanical Services, Inc.

Licenses, Certificates and Affiliations:

Environmental Protection Agency Refrigerant Recovery and Recycling Certification
OSHA Construction

Occupational Titles:

Service technicians • Installation Technicians • Refrigeration Technicians • Air Conditioning Technicians • HVAC/R Salespersons

Career Opportunities:

Plumbing, Heating, and Air-Conditioning Contractors • Refrigeration Systems • Repair Shops • Schools • Stores that sell Heating and Air-Conditioning Systems • Local State and Federal Government • Hospitals • Office Buildings

Career Pathways

DIRECT FROM HS/ON JOB TRAINING



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

POST-SECONDARY DEGREE PROGRAM



HVAC/R Salespersons

POST SECONDARY TECHNICAL TRAINING



Control Technician
Oil Burner Technician
Sheet Metal

Information Technology

The Internet is changing life as we know it, bringing new economic and social opportunities to communities throughout the world and increasing the global demand for information and communication skills through the use of technology. Innovations such as social networking, cloud computing, e-commerce, web conferencing and desktop virtualization are changing the way we live, work, play and learn.

Freshman and Sophomore students will be introduced to the fundamentals of desktop computer hardware, operating systems, basic batch file scripting, and the basics of programming. Freshman and Sophomore will also be introduced to networking and security.

Junior and Senior year students who follow the networking and security path will progress through a series of advanced cyber network security topics which include, but are not limited to, switch and router configuration and management, network operating systems, network access and analysis software including DHCP, DNS, and Active Directory servers, security management concepts, encryption technologies, and cyber security awareness.

Articulations:

MA Statewide Community College

Northern Essex Community College

Employer:

Greater Lawrence Technical School

Information Technology Department

Licenses, Certificates and Affiliations:

Sophomore Year

CompTIA A+

Junior Year

CompTIA Network+

OSHA General Industry

Senior Year

CompTIA Security+

Occupational Titles: Network Engineer • Security Engineer • Computer Administrator • IT Manager • Technical Support Technician •

Career Opportunities: Networking Engineers (Tier 1 - 3) • Computer Technician • Cybersecurity and Forensics • Database Administration • Home Theater and Network Installers • Network Cabling • Project Management • Technical Support (Tier 1 - 3) • Telecommunications Industry • Customer Support Services (Tier 1 - 3)

Career Pathways

DIRECT FROM HS/ON JOB TRAINING



(with Program Completion)
Tier 1 Technical Support Technician
Computer Hardware Technician
Computer Repair Technician
Computer Support Intern
Data Entry Specialist
Desktop Support Specialist

POST-SECONDARY DEGREE PROGRAM



Bachelor's, Master's, Ph.D., Specialized
Training, Experience, etc.)

Software Developer/Engineer
Network Engineer
Security Engineer – Cyber Security
Computer Administrator

POST SECONDARY TECHNICAL TRAINING



(Apprenticeship, Associate's Degree,
Advanced Certification, Experience, etc.)

Computer Administrator
Tier 1 and Tier 2 Technical Support
Technician
Backup/Recovery Specialist

<p>Help Desk Technician Information Clerk</p>	<p>Tier 2 and Tier 3 Technician Applications Specialist CIS Manager Computer Forensics Computer Operator</p>	<p>Computer Support Specialist Data Center Technician Field Service Technician Field Service Technician Help Desk Specialist (Level 2) Network Operations Center Technician Social Media Strategist PC Technician (Level 2, 3) Technical Support Specialist</p>
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Landscape Construction and Sustainable Horticulture

The Landscape Construction and Sustainable Horticulture program prepares students with the necessary skills in landscape design, maintenance, operations and construction related fields. Students learn to understand the environment to plan for climate, moisture, soil type and site as they work to design, cost and install a variety of landscaping and hardscaping projects. Students enrolled in the program will participate in project based learning activities that will help them to learn landscape design, construction, maintenance, equipment operations, greenhouse production, turf management. Students will be trained in the safe operation of string trimmers, tractors, trade related hand tools and a variety of grass mowing machinery under the supervision of qualified and dedicated instructors. Upon graduating, students are prepared to enter the landscaping industry or continue with higher education opportunities.

Articulations:

None at this time

Employers:

Andover Landscape

M. O'Mahoney Landscape

North Point Outdoors

Licenses, Certificates and Affiliations:

DSW-Dry Stonewall Certification

Licensed Arborist

Massachusetts Certified Horticulturist

Massachusetts Landscape Professional Certification

Union Boston Masonry Allied Craft

OSHA Construction

ICPI-Concrete Paver Certification

Local 3 Apprenticeship Certification

Massachusetts Hoisting Engineers License

Massachusetts Pesticide License

Landscape Architect

Occupational Titles:

Arborist • Equipment Operator • Environmental Engineer • Farmer • Floral Design • Florist • Greenhouse Management • Irrigation Specialist • Landscape Architect • Landscape Construction Technician • Landscape Designer • Landscape Maintenance Technician • Parks Manager • Pest Management Technician • Public Works • Sports Field Manager • Turf Management

Career Opportunities:

Building Construction • Commercial Residential • Engineer • Food Production • Golf Courses • Laborer • Landscape Business Owners • Landscape Design/Architect • Maintenance Contractors • Mason • Nursery Supply Companies • Public Works Department • Schools • Sporting Facility Maintenance Crews

Career Pathways

DIRECT FROM HS/ON JOB TRAINING



Farmer
Irrigation Specialist
Landscape Maintenance Technician
Mason
Public Works

POST-SECONDARY DEGREE PROGRAM



Arborist
Environmental Engineer
Farmer
Floral Design/Florist
Greenhouse Management
Landscape Architect

POST SECONDARY TECHNICAL TRAINING



Arborist
Equipment Operator
Environmental Engineer
Farmer
Floral Design/Florist
Greenhouse Management

	Landscape Construction Manager Landscape Designer Park/Golf/Sports Field Superintendent Pest Management/Fertilization Technician Turf Management	Irrigation Specialist Landscape Architect Landscape Construction Manager Landscape Designer Landscape Maintenance Technician Mason Park/Golf/Sports Field Superintendent Pest Management/Fertilization Technician Turf Management Public Works
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Medical Assisting

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

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

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

Articulations:

MA Statewide Community College

Employers:

Family Health Matters

Meyer Chiropractic

New England Eye

Licenses, Certificates and Affiliations:

C.P.R./First Aid

Massachusetts Statewide Articulation Agreement

National Healthcareer Association

Clinical Medical Assisting National Certification

OSHA Certification

Professional Development

SkillsUSA

Occupational Titles: Medical Assistant

Career Opportunities: Clinics • Hospitals • Laboratories • Medical Offices • Specialist Offices • Urgent Care

Career Pathways

DIRECT FROM HS/ON JOB TRAINING



(with Program Completion)

- Pharmacy Technician
- Patient Care Technician
- Certified Medical Assistant
- EKG Technician
- Medical Secretary/Receptionist
- Medical Billing/Coding Clerk
- EMT

POST-SECONDARY DEGREE PROGRAM



(Bachelor's Master's Ph.D., Specialized Training, Experience, etc.)

- Speech Pathologist
- Registered Nurse
- Public Health
- Sports Medicine
- Physical Therapist
- Pharmacist
- Health Care Administration

POST SECONDARY TECHNICAL TRAINING



Apprenticeship, Associate's Degree, Advanced Certification, Experience, etc.)

- Office Manager
- Medical Sales
- Vocational Instructor
- Administrative Medical Assistant
- Certified Clinical Medical Assistant
- Certified ECG Technician
- Paramedic

	<ul style="list-style-type: none"> · Radiology Technologist · Athletic Trainer · Audiologist · Certified Nurse Midwife · Chiropractor · Physician · Physician Assistant · Nurse Practitioner 	<ul style="list-style-type: none"> · Licensed Practical Nurse · Phlebotomist · PTA-Physical therapist Assistant · OTA-Occupational Therapist Assistant · Medical Interpreter · Ultrasound Technologist
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Metal Fabrication and Joining Technologies

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

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

Metal fabrication is utilized in manufacturing construction, automobile, aircraft components and many custom fabrication jobs. Layout, fabrication, installation skills and knowledge acquired within this career area will provide a foundation for our students to obtain gainful employment within the industries listed below.

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

Licenses, Certificates and Affiliations:		
Bureau of Pipefitters, Sprinkler Fitters and Refrigeration Technicians		
Board of State Examiners of Sheet Metal Workers		
Environmental Protection Agency Refrigerant Recovery and Recycling Certification		
Massachusetts Statewide Articulation Agreement		OSHA 10 Hour Construction
SkillsUSA		

Occupational Titles: Boiler Maker • Equipment Operator • Iron Worker • Machine Operator • Metal Fabricator • Pipeline Welder • Pipe Fitter • Radiographic Interpreter • Supervisor/Manager • Structural Welder • Underwater Welder • Welders • Welding Educator • Weld Engineer • Weld Inspector

Career Opportunities: Advanced Manufacturing • Aviation • Boiler Makers • Construction Equipment Repair & Service • Custom Automotive/Motorcycles • Engineering • Iron Workers Union • Mechanical Contractors • Oil Rigs • Pipefitters Union • Process Piping Weld/Fabrication Shops • Ship Yards •

Career Pathways

DIRECT FROM HS/ON JOB TRAINING



Boiler Maker
Equipment Operator
Iron Worker
Machine Operator
Metal Fabricator

POST-SECONDARY DEGREE PROGRAM



Welding Educator
Weld Engineer
Weld Inspector

POST SECONDARY TECHNICAL TRAINING



Boiler Maker
Equipment Operator
Iron Worker
Metal Fabricator
Pipeline Welder

Pipeline Welder Radiographic Interpreter Structural Welder Underwater Welder Welders		Radiographic Interpreter Structural Welder Supervisor/Manager Underwater Welder Weld Inspector
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Plumbing

Students in the Plumbing program are trained in the theory and practice of plumbing. Each student is provided with the opportunity to have hands-on experience in measuring, cutting, cleaning, soldering and testing copper projects, Pex tubing, gas pipe, cast iron and PVC projects. They will gain knowledge in how to make a stock list, tool list and do the math required to complete each project. A safety course is given before using any hand or power tools, soldering torch or ladders. Besides the intensive training they will receive, students will assist with the plumbing maintenance of the school facility as well as take part in the annual house building project. Students are also provided with information regarding employment opportunities so they can make an educated decision concerning their career choices. Upon successful completion of this program, students receive documentation of their shop and classroom hours toward their apprentice training.

Employers:		
Apollo Plumbing	Avila Plumbing	Capeless P&H
Columbia Gas/Northern Utilities	Deschamps P&H	FW Webb
Kannan & Pricone Plumbing	Kerry Martin P&H	Kirkland & Shaw
Merrimack Valley Plumbing/HVAC	Morelli P&H	North Mechanical
North Shore Mechanical	Paul Martin Plumbing & Heating	Peabody Supply
PJ Dion	Schiager P&H	Wilder Plumbing
Licenses, Certificates and Affiliations:		
Commonwealth of Massachusetts Board of Examiners of Plumbing		
Heating & Cooling Contractors Association	OSHA Construction	Skills USA
Viega ProPress/Mega Press		

Occupational Titles:	Plumber • Consultant • Gas Fitter • Maintenance Person • Pipefitter • Plumber Process Piping Installer • Proprietor of Own Company • Salesperson • Sprinkler Fitter • Warehouse Plumber
Career Opportunities:	Boiler Manufacturers • Plumbing Firms • Contracting Firms • Heating Firms • Installation Companies • Plumbing Fixtures Stores • Self Employed • Union Plumber

Career Pathways

DIRECT FROM HS/ON JOB TRAINING	POST-SECONDARY DEGREE PROGRAM	POST SECONDARY TECHNICAL TRAINING
Salesperson Warehouse Plumber		Plumber Consultant Gas Fitter Maintenance Person Pipefitter Plumber Process Piping Installer Proprietor of Own Company Sprinkler Fitter

Programming & Web Development

The Internet is changing life as we know it, bringing new economic and social opportunities to communities throughout the world and increasing the global demand for information and communication skills through the use of technology. Innovations such as social networking, cloud computing, e-commerce, web conferencing and desktop virtualization are changing the way we live, work, play and learn

Freshman and Sophomore students will be introduced to the fundamentals of programming using GameMaker Video Game programming, Batch File scripting, and the fundamentals of Web Design and Development using HTML5, CSS3 and Introduction to JavaScript. Freshman and Sophomores will also be introduced to computer hardware, software, and introduction to network systems.

Junior and Senior year students will progress through advanced programming and database concepts where they will learn intermediate and advanced JavaScript programming, entry level and intermediate Python programming, SQL and noSQL Databases.

Articulations:

Northern Essex Community College

Employer:

Greater Lawrence Technical School

Programming and Web Development Department

Licenses, Certificates and Affiliations:

Sophomore Year

AP Computer Science A using Java

Junior Year

Certiport IT Specialist HTML and CSS

Certiport IT Specialist JavaScript Programming

Senior Year

Certiport IT Specialist Python Programming

OSHA 10 General Industry

Occupational Titles: Software Developer/Engineer • Data Scientist • Software Development Project Manager • Quality Assurance Engineer • Scrum Master • Tech Lead • Software Architect Systems Analyst Computer Forensics

Career Opportunities: Web Design/Development (Frontend, Middleware, Backend, Full Stack) • Database Administration • (Big) Data Analyst/Engineer • Machine Learning (ML) Engineer • Artificial Intelligence (AI) Engineer • Mobile Application Design/Development • Project Management • Video Game Design/Development • Software Architect Computer Forensics , Cloud Architect

Career Pathways

DIRECT FROM HS/ON JOB TRAINING



Junior Software Developer
Data Entry/ Data QA Specialist

POST-SECONDARY DEGREE PROGRAM



Software Developer/Engineer
Data Science
Database Administrator
Project Manager

POST SECONDARY TECHNICAL TRAINING



Entry Level Software Developer

Robotics and Automation Technology

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

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

Articulations:

MA Community Colleges

Employers:

None at this time

Licenses, Certificates and Affiliations:

FANUC Handling Tool Operations and Programming
SACA

OSHA General Industry

Career Pathways

**DIRECT FROM HS/ON JOB
TRAINING**

Industrial Maintenance or Automation
Technician

**POST-SECONDARY DEGREE
PROGRAM**

Associates or Bachelors degree
Automation Engineering

**POST SECONDARY TECHNICAL
TRAINING**

Automation
Robotics
Industrial Electrical Systems

GET INVOLVED AT GLTS!

Activities/Clubs

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

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

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

GLTS Sports

Fall Sports

Cheering
Cross Country
Football
Golf
Boys Soccer
Girls Soccer
Girls Volleyball

Winter Sports

Boys Basketball
Cheering
Girls Basketball
Indoor Track
Swimming & Diving
Wrestling

Spring Sports

Baseball
Boys Volleyball
Field & Track
Softball
Tennis

Appendix

GREATER LAWRENCE TECHNICAL SCHOOL ADMISSIONS POLICY

I. INTRODUCTION

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

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

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

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

II. EQUAL EDUCATIONAL OPPORTUNITY

Greater Lawrence Technical School 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, sexual orientation, or disability.

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

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

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

Consistent with Massachusetts state regulations (603 CMR 4.00) Greater Lawrence Technical School will continue to develop a plan with deliberate, specific strategies to promote equal educational opportunities and attract, enroll, and retain a student population that, when compared to students in similar grades in sending districts, has a comparable academic and demographic profile.

III. ELIGIBILITY

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

Note: Non-resident applicants must submit an application of admission no later than March 15 of the preceding school year and will be subject to the admissions criteria of the Greater Lawrence Regional Vocational Technical School District. Non-resident students will be evaluated using the criteria contained in this Admission Policy. However, priority for admission is given to Greater Lawrence Regional Vocational Technical School District residents according to the District Agreement.

Transfer students from other Chapter 74 state-approved vocational technical education programs are eligible to apply for fall admission or admission during the school year to grades 9, 10, 11, or 12 at Greater Lawrence Technical School provided they expect to be promoted to the grade they seek to enter by their current school. Transfer students will be evaluated using the criteria contained in this Admission Policy.

School Choice Eligibility

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

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

McKinney -Vento

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

Students in Foster Care

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

Homeschool Students

Students who are being homeschooled may apply for admission to Greater Lawrence Technical School, including admission during the school year, provided all Admission Policy criteria are followed where applicable. The homeschooled student's parent(s)/guardian(s) must submit a copy of the Homeschool Approval Letter from the local school superintendent and if official grades are not available, a portfolio of the student's body of work in English language arts or its equivalent, math, science, and social studies must be provided. The level of work must be appropriate for the grade level being sought. A letter from the local superintendent attesting to this grade level may be requested.

IV. ORGANIZATIONAL STRUCTURE

Greater Lawrence Technical School is a public regional vocational technical school situated on a 26-acre campus located in Andover, MA. serving four communities (Andover, Lawrence, Methuen and North Andover) with prime location to area industry and easy accessibility to major highways such as routes 93 and 495. Greater Lawrence

Technical School is accredited by the New England Association of Schools and Colleges. Greater Lawrence Technical School is committed to providing quality vocational technical programs.

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

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

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

V. ADMISSIONS COMMUNICATION POLICIES

Greater Lawrence Technical School provides information and resources on its [school website](#), including information on the admissions process, a link to the online application system, and information about program offerings. Students and their families can request hard copies of available information by emailing the Admissions Office at admissions@glts.net, or by calling (978)686-0194, ext. 2061 or 2062.

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

- A. Visitations by all students in 8th grade classes in local schools to Greater Lawrence Technical School or a presentation at each of the middle schools to all 8th grade students within the district.
- B. An Open House during the fall is scheduled. Prospective students and their parent(s)/guardian(s) have an opportunity to visit all vocational technical programs during a fall Open House event. They may speak with teachers as well as view a presentation about all offerings.
- C. Brochures describing all technical and academic programs, sports, cooperative education, and special education and English learner resources, are distributed during the 8th grade visitations and the Open House. Admissions and promotional materials will be made available in a student/family's home language whenever possible.
- D. Tours may be arranged by calling the Admissions Office at (978)686-0194, ext. 2061, or by emailing admissions@glts.net. If the

agreed-upon time slot for a tour occurs during the applicant's school day, the Admissions Office will provide documentation that the applicant attended a tour during this time. Such tours may **not** be counted as unexcused absences by sending districts.

- E. A copy of the approved Admissions Policy will be posted annually on the school website, included in the Program of Studies, and will be provided in hard copy or electronically upon request.

VI. APPLICATION PROCESS FOR FALL ADMISSION

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

1. Complete and submit an electronic application through the GLTS website under the Admissions page. Students can also contact the Admissions Department to request a paper application, or obtain an application from their Guidance Counselor. This application should be returned to the GLTS admissions office.
2. For applications for grade 9 Fall Admission, the application should be submitted, either electronically or paper copy, by the priority admission deadline of February 1st. Applications and all supporting documentation for admission to grades ten and eleven should be submitted by the end of the current school year.

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

1. Complete their portion of the application form through the electronic application portal upon notification that a student has applied.
2. Upload all required documents and complete all required parts of the application by February 1st. If an application is submitted after this date, the middle school counselor/staff should upload all required documentation as soon as possible. Completed applications include:
 - a. Completed application form (including required signatures), along with counselor recommendation and official school record of grades, attendance, and discipline.
 - b. For applications to grade 9 (fall admission),
 - The final grades for 7th and Quarter/Trimester 1 8th grade grades in English Language Arts, Social Studies, Math and Science are required.
 - The sum of unexcused absences in grade 7 plus grade 8

- unexcused absences from quarter/trimester 1 are required.
- An official school record of disciplinary infractions for grades 7 and 8 must be submitted.
- All applications must also include a recommendation by sending school personnel.

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

- The final grades for the previous two school years in English Language Arts, Social Studies, Math and Science are required.
- The sum of unexcused absences for the two previous school years is required
- An official school record of disciplinary infractions for the two previous school years is required.
- All applications must also include a recommendation by sending school personnel.
- Admission for Grades 10 and 11 is subject to class enrollment size and interest in available CTE programs

d. Late Applications:

- Applications for Grade 9 received after February 1 will be evaluated using the same criteria as other applications, which includes being notified if students are accepted, declined or placed on the waiting list.
- Waiting list students will be integrated in rank order on the established waiting list, which will be valid for the current school year only.

CHAPTER 74 TRANSFER STUDENTS

Applications from students who are enrolled in a state-approved Chapter 74 vocational technical high school program in another school will be considered for admission (including admission during the school year) if they relocate away from their current school and wish to pursue the same program of study at Greater Lawrence Technical School. All transfer applicants must attend an interview at the Greater Lawrence Technical School prior to acceptance. Their applications will be evaluated according to the provisions of this Admission Policy. Ability of incoming students to select shops is restricted based on the seats available and the nature of the shop competency requirements.

WITHDRAWN STUDENTS WHO REAPPLY

Students who withdraw from Greater Lawrence Technical School and who are

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

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

A. Scholastic Achievement: Maximum 30 points

A-B (80 - 100) = 30

C (70-79) = 25

D (60-69) = 10

F below 60 = 1

B. Attendance: Maximum 25 points

0-5 = 25

6-8 = 23

9-12 = 20

13-15 = 15

16-20 = 10

21-24 = 5

25+ = 1

C. School Discipline/Conduct: Maximum 5 points

0 Suspensions = 5 points

1+ Suspensions=1 point

An official school record of student discipline must be submitted as part of the application process. Points will be deducted only for infractions that resulted in suspensions or expulsion pursuant to [M.G.L. c.71, § 37H](#) or [M.G.L. c.71, § 37H-1/2](#), or resulted in suspension or expulsion for more than 10 days for a single infraction or cumulatively pursuant to [M.G.L. c.71, § 37H-3/4](#).

D. Sending School Recommendation - Maximum 15 Points

A recommendation from the sending school's counselor or designated staff member will be completed using a specific rubric that aligns with Greater Lawrence Technical School's core values (Growth Mindset, High Expectations, Supportive Environment, Lifelong Learning), as well as their demonstrated interest in career technical education. Students

will receive a score for each category with a detailed rubric defining the criteria. Students can receive up to 3 points for each of the 5 criteria resulting in the possible accumulation of 15 points in this category.

Criteria	<i>Exceeding (3 pts)</i>	<i>Meeting (2 pts)</i>	<i>Partially Meeting (1 pt)</i>	<i>Not Meeting (0 points)</i>
Growth Mindset	The student is always willing to grow and learn in all aspects of their education.	The student is mostly willing to grow and learn in all aspects of their education.	The student is not typically willing to grow and learn in all aspects of their education.	The student is unwilling to grow and learn in all aspects of their education.
High Expectations	The student consistently holds high expectations for themselves in all aspects of their education.	The student mostly holds high expectations for themselves in all aspects of their education.	The student doesn't typically hold high expectations for themselves in all aspects of their education.	The student does not hold high expectations for themselves in all aspects of their education.
Supportive Environment	The student always contributes to a supportive environment in the school community.	The student mostly contributes to a supportive environment in the school community.	The student doesn't typically contribute to a supportive environment in the school community.	The student does not contribute to a supportive environment in the school community.
Lifelong Learning	The student consistently seeks out opportunities to continue to learn beyond the classroom.	The student mostly seeks out opportunities to continue to learn beyond the classroom.	The student doesn't typically seek out opportunities to continue to learn beyond the classroom.	The student does not seek out opportunities to continue to learn beyond the classroom.
Demonstrated Interest in Career Technical Education	The student has expressed a strong interest in CTE and can identify a	The student has expressed a strong interest in CTE pathways	The student has expressed some interest in CTE pathways	The student has not expressed interest in CTE pathways

	potential career path			
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After points are allotted in each area, the points are totaled for each applicant. A maximum total of seventy-five (75) points can be earned.

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

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

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

VIII. REVIEW AND APPEALS

The applicant's parent(s)/guardian(s), upon receipt of a letter from Greater Lawrence Technical School indicating that the applicant was not accepted or placed on a waiting list for admission to the school, may request an appeal of the decision if there were any extenuating circumstances that may have impacted their application point total. This appeal request, which must be accompanied by documentation from the middle school counselor or administrator, should be submitted in writing to the Director of Admissions & Counseling within thirty (30) days of receipt of the decision letter. This request can be emailed to admissions@glts.net, or mailed to GLTS Admissions, 57 River Road, Andover, MA 01810. The Director will schedule a hearing with the parent(s)/guardian(s) and student, and will send a decision in writing within thirty days. If the appeal is denied, the applicant's parent(s)/guardian(s) can pursue a final appeal with the Principal, following the same procedure.

IX. ENROLLMENT

In order to enroll at Greater Lawrence Technical School for the fall, applicants must have been promoted to the grade they wish to enter by their local school district. Acceptance and enrollment at Greater Lawrence Regional Vocational Technical School is conditioned upon the accuracy and completeness of a student's application. The Greater Lawrence Regional Vocational Technical High School District reserves the right to revoke its conditional

acceptance of any student, at any time, if it determines that the student, the student's parent(s)/guardian(s), or the student's sending school district provided inaccurate, incomplete, or misleading information during the application process. Any student who is accepted but fails to respond to the offer of admission and/or does not submit required enrollment documents after repeated attempts to contact the student/parent may be removed from the list of accepted students and be coded as "no longer interested in attending."

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

X. EXPLORATORY PROGRAM

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

XI. PROGRAM-SPECIFIC ADMISSION

Greater Lawrence Technical School uses the following system for students to identify and enroll in their Chapter 74 technical program. During the Exploratory Program, students are evaluated by the career instructors who work with them and observe them. Each student is evaluated based on a scoring rubric which includes the following categories:

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

At the end of the Exploratory Program each student selects a first, second, and third choice of the career area(s) that they are interested in studying. In addition to the Exploratory Program evaluation that each student receives from the career instructors, additional factors are considered in determining career program placement. A formula is utilized to rank order each student. Individual student scores are tabulated using Greater

Lawrence Technical School's Student Information Management System in order to create a rank order for career area placement. The ranking formula, which is based on 100%, is explained below:

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

Students will be ranked, by individual score according to the grading formula, within their first choice career area. Priority is provided to first choice students. As such, no student with a higher rank can "bump" a student with a lower rank, provided the students have selected different career areas as their first choice.

For example:

A student with an individual score of 97% who selected Horticulture as their second choice can not bump a student with an individual score of 85% who selected Horticulture as their first choice.

Should a shop fill with all first choice students, students will be placed as follows:

- Students will be placed in their second choice career area, by rank order, provided there is space available.
- Students not able to access their second-choice career area will be placed into their third-choice career area, by rank order, provided there is space available.
- Students not placed in one of their top three career areas will meet with their guidance counselor. Their guidance counselor will review career areas with remaining seats. Of those shops available, students will identify a new first, second and third choice. Students will then be placed, in rank order, into career areas with remaining space based on their revised selections.

Wait lists will be created for each shop and again students will be ranked by individual score according to the stated grading formula. Additionally, original career area shop selection is considered when filling openings. Wait listed students are notified when openings occur and are given the option of transferring to the requested career area.

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

transfer applicant will be interviewed and counseled individually to determine the suitability of the transfer.

XII. MAINTENANCE OF RECORDS

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