

How do I know which shop to take?

Academic and Career Assessment for Placement and Planning

Smith Vocational and Agricultural High School makes every effort to assist incoming 9th grade students make appropriate career and academic choices. Preparations are made for incoming 9th grade students to visit Smith Vocational and Agricultural High School during the last week of school in June to participate in an assessment process. The initial tool used to assess student interests is the Internet-based Kuder Career Planning System. This system helps each student discover her/his career interests, skills, and work values, relates the results of this assessment to occupational information, and provides an electronic career portfolio that may be accessed online at any time. In addition to the Kuder assessment, the Stanford Achievement Test (also known as the Stanford 10) will be administered. The Stanford 10 evaluates students in reading skills, vocabulary, mathematics, language and listening skills, social studies, and science. The results of this process assists school personnel in the realistic guidance and scheduling of students.

Exploratory Program

Students entering in the fall of ninth grade have a chance to participate in a half-year Pre-exploratory and Exploratory program. During the September/October Pre-exploratory program, ninth graders spend one day in each of the thirteen shops. This allows students to visit the shops, meet the instructors and complete a sample shop day before selecting which shops they would like to explore further during the Exploratory periods. Students then spend one week in each of the four shops they have chosen to explore in more detail. During this Exploratory period, students are graded, an evaluation that can affect future eligibility in that shop. On alternate weeks, students will also participate in a ninth grade academic program.

By the end of December each grade nine student prioritizes his/her final shop choices. Acceptance into the final shop is competitive and based upon space availability, student interest, achievement, and performance along with the recommendation of vocational instructors. If a shop program is over-subscribed, students will be admitted based upon their exploratory grades in that shop. Students who do not get their first choice are placed on a waiting list for that shop, and they are offered a place in the next shop option. Students enter their selected vocational/technical areas in January.

Any new admission to a shop program after November of the tenth grade is made on a case-by-case basis.



Vocational/Agricultural/Technical Programs

Smith Vocational offers students vocational-technical training in 13 skill areas. The goal of the vocational programs is to prepare students to be successful in the world of work. Each area offers the best available equipment and the most up-to-date related curriculum in its training of students. Individuals learn how to apply academic skills through hands-on activities and experiences. Concepts learned in math, science, language arts and other subjects are applied in vocational programs. Students grow academically while learning hands-on skills.

Vocational/Technical Programs

Agriculture

Auto Body

Automotive Technology

Carpentry

Cosmetology

Culinary Arts

Electrical

Forestry/Horticulture

Graphic Communications/Printing
Technology

Health Technology

Information Technology

Manufacturing Technologies

Plumbing Technology

Program Advisory Committees

The Advisory Committees at Smith School are intended to serve a vital function in the planning, operation, and evaluation of vocational education programs. Each shop program has an advisory committee that consists of representatives of local business and industry related to the program, organized labor, parents and students. The advisory committees exist to keep vocational-technical education in tune with occupational trends. They do this in a variety of ways: by advising on equipment and facility needs; by advising on curriculum and instructional methods; by advocating for vocational-technical education with industry and the community; and by helping administrators plan and evaluate vocational-technical programs.



Agriculture

The Agriculture program provides students with the opportunity to learn about a broad and diverse industry that deals with the biological sciences and many new technologies. Students in the Agriculture program spend their time studying and working outdoors, nurturing living things, operating and repairing equipment, and working with our natural resources. There are hundreds of different jobs available in the area of animal science and agricultural mechanics that require many different types and levels of educational training. As with most careers, salaries and working conditions in the field of agriculture are usually better in jobs that require more education.

Smith Vocational and Agricultural High School has the only vocational and agricultural program in Western Massachusetts that offers training in both animal science and agricultural mechanics. Our facilities include working animal enterprises with over 500 acres of managed land.

Curriculum

ANIMAL SCIENCE

Training in the management of feeding, selection, and health of

- Pet animals
- Lab animals
- Horses
- Livestock
- Dairy cattle

AGRICULTURE MECHANICS

Training in

- Small engine maintenance and repair
- Equipment operation and repair
- Welding — gas and electric
- General repairs and woodworking
- EETC Certified (Equipment Engine Training Council)

Questions to ask yourself:

Are you challenged by a variety of seasonal jobs?

Do you like to nurture living things?

Do you like to operate and repair equipment?

Do you like to work outdoors?

Are you willing to work hard?

EMPLOYMENT OPPORTUNITIES

Vocational/Technical High School Graduate:

- Dog-Groomer
- Game Warden
- Parts Manager
- Pet Shop Manager
- Milker
- Herdsperson
- Sales and Service
- Small Engine and Equipment Operator

With Further Education/Experience:

- Veterinary Technician
- Veterinary Assistant
- Farm Manager
- Diesel Technician
- Inspector/Dog Officer

ARTICULATION AGREEMENTS

Holyoke Community College
Veterinary Technician Program (2 credits)



Auto Body

The Auto Body program is certified by NATEF (National Automotive Technician Education Foundation). The program provides students with the basic skills of repairing and refinishing vehicles in today's auto industry. Certified instructors, through the standards of NATEF (National Automotive Technicians Education Foundation) give students the technical and practical (hands-on) training needed to obtain job entry skills.

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

Students have the opportunity to apply their skills on practice modules and vehicles owned by city and county residents. The training consists of straightening, replacing, removing, installing and refinishing body panels as well as plastic bumper and fiberglass repair.

This shop is equipped with state-of-the-art hand and air powered tools, as well as painting refinishing equipment, a paint mixing machine, prep stations, a down-draft spray booth and a frame straightening machine.

Curriculum

- I-CAR/ASE (Automotive Service Excellence) based curriculum
- Painting and refinishing
- Non-structural damage repair
- Structural damage repair
- Plastic and adhesive repair
- Mechanical and electrical repair

Questions to ask yourself:

Do you have any interest in cars and trucks?

Do you pay attention to details?

Do you have good mechanical aptitude?

Are you willing to work until a job is perfect?

Do you have a good work ethic?

Do you have good eye-hand coordination?

Required Academic Courses

Junior and Senior Year: Automotive Electronics

Recommended Courses

Small Business Management
Microsoft Office I

EMPLOYMENT OPPORTUNITIES

Vocational/Technical High School Graduate:

- Auto Body Refinishing Technician
- Auto Body Repair Technician
- Auto Glass Repair Technician
- Auto Body Jobber (sales and supply)
- Dealership Parts Person
- Collision Damage Estimator
- Frame and Uni-Body Technician
- Fiberglass RV and Watercraft Body Repair Technician

With Further Education/Experience:

- Insurance Claims Adjuster
- Factory Paint Representative
- Body Shop Manager/Owner

Certifications

NATEF (National Automotive Technicians Education Foundation)



Automotive Technology

The Automotive Technology program is certified by NATEF (National Automotive Technicians Education Foundation, Inc.) and AYES (Automotive Youth Educational Systems). These certifications require ASE (Automotive Service Excellence) certified instructors train students in the necessary basic skills needed in order to meet an entry-level automotive technician's job requirements. The program provides students with the opportunity to develop skills in the use of technical manuals, tools, and equipment commonly employed in automotive service work. The major emphasis of this work is for students to gain a broad understanding of the scientific principles of mechanical, electrical and hydraulic systems found in the modern automobile.

The Automotive Technology Department is a fully operational twelve bay automotive service and repair facility equipped with a state-of-the-art computerized diagnostic center, computerized technical library, six lifts and a large power train laboratory for training in six areas of NATEF and AYES automotive technology competencies.

The goal of the program is to prepare students to take and pass ASE and AYES certification tests in the following areas: Engine Repair, Engine Performance, Manual Drive Train & Axles, Brakes, Heating, Suspension & Steering, Electrical/Electronic Systems, and Engine Performance.

While national certification is not currently mandated, it can provide greater opportunities for employment, higher rates of pay and greater mobility since the certification standards are recognized nationally.

Curriculum

Understanding and repair of:

- Engines
- Power trains
- Transmissions
- Steering systems
- Braking systems
- Electrical systems
- Use of diagnostic and testing equipment and tools used in the repair process.

Questions to ask yourself:

- Do you like working on vehicles?*
- Do you have a good work ethic?*
- Do you like to work with your hands and mind?*
- Do you have the patience for specializing and working with systems that update yearly?*
- Would you like a trade that allows you to seek employment anywhere in the world?*

EMPLOYMENT OPPORTUNITIES

Vocational/Technical High School Graduate:

- Dealership Car or Truck Technician
- Independent Repair Shop Technician
- Franchise Repair Shop Technician
- Specialty Service Technician
- Electronics Specialist Technician
- Diagnostic Technician
- Automotive Recycling Technician
- Fleet Repair Technician

With Further Education/Experience:

- Dealership or Independent Service Manager
- Dealership or Independent Service Writer
- Dealership or Independent Parts Specialist
- Dealership or Independent Sales Person
- Recreational Vehicle Service Worker
- Off Road Construction Service Worker
- Insurance Claims Adjuster

ARTICULATION AGREEMENTS

University of Northwestern Ohio

- Suspension and Steering (6 credits)
- Hydraulic Brake Systems (6 credits)
- Service and Procedure-I (6 credits)

New England Institute of Technology R.I.

Certifications

- NATEF (National Automotive Technicians Education Foundation, Inc.)
- ASE (Automotive Service Excellence)
- AYES (Automotive Youth Educational Systems)



AUTOMOTIVE TECHNOLOGY

Grade 9

Students will be introduced to the Automotive Technology trade and shop using IML (Instructional Materials Laboratory) and AYES (Automotive Youth Educational Systems) Curriculum as they complete NATEF tasks. The units to be covered in ninth grade in the related class room and in the power train laboratory area are:

Safety, identifying shop safety rules, M.S.D.S., O.S.H.A., Fire safety, Safety and pollution prevention training www.sp2.org, Define health and safety regulations. Demonstrate health and safety practices, Demonstrate responses to situations that threaten health and safety, Automotive chemical usage, Safety clothing and equipment, Automotive hand tools and power tools, Fasteners and precision measuring tools, Shop operation and shop equipment, Text and electronic repair manual usage (All data, Mitchell on Demand 5, Motor, OEM and Car Care Guides).

Engine theory and design, Cylinder head and valve train diagnosis and repair.

Short block diagnosis and repair, Lubricating systems diagnosis and repair, Engine reassembly, Cooling system diagnosis and repair, Basic automotive electrical principles (Ohm's Law as it applied to Automotive/Electrical application), electrical circuit design, testing and service, Battery theory, testing and service, Starting systems theory, testing and service, Charging systems theory, testing and service, Electrical safety and convenience accessories.

Grade 10

Basic units to be covered in tenth grade related classroom and power train Laboratory are:

Shop safety orientation and review, Identify/diagnose engine condition.

Clutch theory, operation and service, Universal and constant velocity joint theory, operation and service, Manual transmission/ transaxle theory, operation and service,

Differential theory, operation and service, Brake theory, operation and service, Steering and suspension theory, operation and service, Ignition systems theory, operation and service, Basic fuel systems theory, operation and service.

Grade 11

Intermediate units to be covered in the eleventh grade related classroom and customer vehicle repair shop are:

Shop safety orientation and review, Front suspension and steering system diagnosis and repair, Wheel alignment diagnosis and repair, Power hydraulic disc and drum brake diagnosis and repair, Anti-lock and traction control system diagnosis and repair, Fuel, air induction and exhaust system diagnosis and repair, Computerized engine controls diagnosis and repair, Ignition system diagnosis and repair, Emissions control systems diagnosis and repair, Battery, starting and charging system diagnosis and repair.

Lighting, horn, wiper/washer, and accessory systems diagnosis and repair.

Eleventh grade students are given the opportunity to job shadow at local dealerships and apply for an AYES summer internship at any participating service facility. This placement may develop into Cooperative work education in the senior year provided that the student meets and maintains all co-op requirements.

Grade 12

Advanced units to be covered in the twelfth grade related classroom and customer vehicle repair shop are:

Shop safety and orientation review, Front suspension and steering system diagnosis and repair, Wheel alignment diagnosis and repair, Power hydraulic disc and drum brake diagnosis and repair, Anti-lock and traction control system diagnosis and repair, Fuel, air induction and exhaust system diagnosis and repair, Computerized engine controls diagnosis and repair, Ignition system diagnosis and repair, Emissions control systems diagnosis and repair, Battery, starting and charging system diagnosis and repair, Lighting, horn, wiper/washer, and accessory systems diagnosis and repair, Automotive maintenance by O.E.M. standards, Massachusetts safety state inspection.



Carpentry

The Mill, Cabinet Making, and House Carpentry program provides students with the knowledge and skills for employment in the residential, commercial, or industrial trades of today. Students learn the safe and proper operating procedures of basic hand and power tools including the newest technical tools in the lab or on job-site construction projects.

Students will also learn handwork fundamentals, rough and finish carpentry including complete house framing, shingling, and interior and exterior applications. Juniors and seniors may also prepare for careers in the areas of painting, decorating, and finishing.

Practical experience is available for students in a modern, well-equipped industrial shop as well as on-site work in the house-building program. Classroom studies included in this program are safety, trade science, blueprint reading, computer aided design, estimating, trade math, architectural drawing, building materials, and building codes.

Curriculum

- Tool identification
- Safety, care, and use of tools and power equipment, portable and stationary
- Millwork cabinet making
- Complete house building
- On-site construction
- Drafting and blueprint reading
- AutoCAD and ArchiCAD
- Drywall and taping
- Wall coverings
- Finish Spraying

Questions to ask yourself:

Do you like working with wood, tools and machines?

Do you take pride in a job well done?

Do you have a good mechanical aptitude?

Are you willing to accept responsibility?

EMPLOYMENT OPPORTUNITIES

Vocational/Technical High School Graduate:

- Apprentice Carpenter or Painter
- Mill Carpenter
- Apprentice Cabinet Maker
- Window/Door Mill Fabricator
- Furniture Related Machine Operator
- Commercial Carpenter
- Furniture Finisher
- Paint/Carpentry Salesperson

With Further Education/Experience:

- Developer
- Building Contractor
- Journeymen Commercial Construction
- Construction Supervisor
- Construction Estimator
- Patternmaker
- Antique Refinisher
- Paint Contractor
- CAD Designer

Certifications

OSHA 10-hour Construction Safety Certificate



Cosmetology

The Cosmetology program provides students with the opportunity to become licensed cosmetologists. This involves training in current theory and extensive practical training. Instruction includes all phases of cosmetic care including shampooing techniques, hair shaping, hair coloring, permanent waving, roller sets, relaxers, facials, scalp treatments, manicuring, and make up.

In our active, on-site cosmetology laboratory, the students gain skills in the use of sanitation, products, equipment, and safety practices through demonstration, example, and supervision. Students also learn about sciences related to the field as well as develop business practices necessary to work in, manage, and own a salon. Upon successful course completion, which includes the required 1,000 instructional cosmetology hours, students are qualified to take the State Cosmetology Board examination for licensing.

Curriculum

- Your professional image
- Infection Control
- Anatomy and physiology
- Basics of chemistry and electricity
- Properties of the hair and scalp
- Principles of hair design
- Haircutting and hairstyling
- Braid extensions
- Wigs and Hair Enhancements
- Chemical texture services
- Haircoloring
- Hair removal
- Facials and makeup
- Manicuring and pedicuring
- Advanced Nail Techniques
- Salon Business
- SkillsUSA

Questions to ask yourself:

Do you have a desire to work in an interesting, fast-paced, exciting, and constantly changing field?

Do you have a pleasant manner for dealing with people at a close range?

Do you enjoy following fashion trends?

Does your health allow you to stand during work?

Do you take directions well?

Do you like to work creatively with your hands?

EMPLOYMENT OPPORTUNITIES

Vocational/Technical High School Graduate:

- Operator/Receptionist
- Skin Care Specialist
- Hair Cutter
- Coloring Specialist
- Permanent Wave Specialist
- Curl Restructuring Specialist
- Salon Manager/Owner
- Manicure and Pedicuring Specialties
- Product Sales Consultant

Further Opportunities in Related Fields:

- Merchandiser
- Chemical Researcher, Developer, or Manufacturer
- Beauty Columnist
- Instructor
- Salon Manager/Owner
- Laser Technologist
- State Board Member/Investigator
- Theater or Paramedical Make-up Artist
- Licensed Aesthetician or Manicurist
- Desairologist
- Cosmetic Tattooing

Required Academic Courses

- | | |
|---------------------|--|
| Junior Year: | Small Business I
Biology III
Microsoft Office I |
| Senior Year: | Small Business II
Biology IV
Microsoft Office II |



Culinary Arts

The Culinary Arts program is designed to provide students with the various skills necessary for employment in the food service industry.

In a modern, fully equipped kitchen laboratory, students receive instruction in commercial cooking, baking, meat preparation, and food service sanitation. In the guest dining area, table setting, service and artistic food displays are practiced.

The classroom studies include pricing, selecting, and purchasing. Sound management and business practices related to this industry are also explored.

Curriculum

- Preparation of foods served in the Culinary Arts restaurant
- Broiling
- Grilling
- Breakfast cookery
- Dining room service
- Meat, fish and poultry cooking
- Exploration of ethnic cooking
- Exploration of vegetarian cooking
- Baking

Questions to ask yourself:

- Do you like to prepare food?*
- Are you in good health?*
- Can you plan ahead?*
- Do you have artistic and creative ability?*
- Do you have the patience and ability to get along with people?*
- Can you work as a member of a large team?*
- Do you have the stamina to work hard and fast when the occasion arises?*
- Can you function well under pressure?*

EMPLOYMENT OPPORTUNITIES

Vocational/Technical High School Graduate:

- Cook
- Coffee Shop Attendant
- Baker
- Waiter/Waitress
- Short Order Cook
- Counter Server
- Bakery Helper
- School Lunch Personnel
- Prep Cook

With Further Education/Experience:

- Chef
- Assistant Chef
- Kitchen Manager
- Purchasing Agent
- Hotel Manager
- Airline Food Manager
- Instructor
- Steward

ARTICULATION AGREEMENTS

Holyoke Community College
Hospitality Management (14 credits)



Electrical

The Electrical program provides students with training in all areas of electrical equipment installation for light, heat, power, data, and telecommunications in commercial, industrial, and residential buildings in accordance with applicable electrical codes. Instruction involves shop simulations, laboratory experiments, new installations, and maintenance.

Areas of instruction include residential, commercial, and industrial wiring, using the common wiring methods, motor-generator construction, design, repair, and operation, mechanical and electronic controls, test equipment and safe testing procedures.

The industrial type work area includes equipment for instruction in electromechanical systems, electrical maintenance, industrial electronic circuits, robotics and equipment repair.

Curriculum

- Construction wiring
- Generators and motors
- Controls and relay
- Electrical theory
- Trouble shooting
- Testing equipment
- Basic laws of electricity
- Electrical blueprint reading
- Electrical safety
- Industrial electronics
- House wiring transformers/telecommunications systems
- Motor controls

Questions to ask yourself:

- Do you like a challenge?*
- Do you like to work with electrical equipment?*
- Do you have mechanical aptitude?*
- Are you a "tinkerer" or do you enjoy fixing things that need repair?*
- Can you follow codes, orders, and specific instruction?*
- Are you able to work on ladders?*
- Are you willing to travel?*

EMPLOYMENT OPPORTUNITIES

Vocational/Technical High School Graduate:

- Electrical Apprenticeship
- Light and Power Worker
- Telephone and Communications Worker
- Military Related Assignments
- Fire and Burglar Alarm Installer
- Electrical Salesperson

With Further Education/Experience:

- Electronics Technician
- Robotics Technician
- Electronic Control Systems Technician
- Residential Electrician
- Industrial Electrician
- Manufacturing Technician
- Engineering Technician
- Electrical Engineer
- Licensed Electrician

Certifications

OSHA 10-hour Construction Safety Certificate



Forestry/Horticulture

The Forestry/Horticulture program provides students with training in all areas of the forestry, horticulture, and landscaping industry. Students learn landscape design, construction, and maintenance, heavy equipment operations, tree care, nursery and greenhouse production, turf management, and golf course and park recreational area maintenance. Students gain experience in the use of chain saws, tractors, small engines, and hand tools.

Work sites are located at the school's off-campus forest, in the greenhouses, and on the grounds of the school.

The program also prepares students to take tests for their Commercial Drivers License, Pesticide Application License, Hoisting Operator's License and Timber Harvesting License.

Curriculum

- Heavy equipment safety, maintenance and operation
- Landscape design, construction and maintenance
- Arboriculture techniques
- Timber harvesting
- Plant and soil sciences
- Floral design
- Plant propagation
- Equipment operation
- Hydraulics
- Chain saw technology
- First Aid and CPR
- Forest management
- Tree climbing
- Turf care
- Plant identification
- Floriculture basics
- Surveying
- Wood-lot management.

Questions to ask yourself:

- Do you like to work outdoors?*
- Do you like a variety of jobs?*
- Do you appreciate living things?*
- Do you have good mechanical ability?*
- Do you have pride in your workmanship and products?*
- Can you deal effectively with customers?*

Required Academic Courses

- Junior Year:** Horticulture I
Landscaping Principles
- Senior Year:** Horticulture II
License Prep

EMPLOYMENT OPPORTUNITIES

Vocational/Technical High School Graduate:

- Heavy Equipment Operator
- Logger
- Landscaper
- Arborist
- Parks and Recreations
- Golf Course Maintenance Worker
- Equipment Repair Specialist
- Garden Center and Nursery Worker
- Grower/Farmer
- Flower Shop
- Equipment Sales & Repairs
- Greenhouse Worker
- Pest Control Worker

With Further Education/Experience:

- Management and Supervisory Positions
- Forestry/Horticulture Teacher
- Researcher
- Forester
- Landscape Designer
- Tree Warden
- Surveyor
- Environmental Technician

ARTICULATION AGREEMENTS

Stockbridge School of Agriculture at the University of Massachusetts, Amherst

Certifications

- Commercial Drivers License*
- Hoisters License*
- Pesticide License*
- Timber Harvesters License*



Graphic Communications and Printing Technology

The shop is designed so students learn all four areas of the graphic communications/printing technology trade. After introductory training, students are given “real” printing jobs allowing them to have a hands-on experience of jobs within the industry.

The four areas of instruction are:

- Desktop Publishing and Design using the Apple Platform (G4 Towers with 20 inch monitors and G4 Emac computers are utilized)
- Darkroom, Image Assembly, and Plate-making
- Presswork Operations (2 manufacturers/3 styles are utilized)
- Paper Handling and Bindery

Curriculum

- MAVCC
(Multistate Academic and Vocational Curriculum Consortium, Inc.)
- Textbook: Offset Lithography Technology
- Training aids also provided by:
 - Quark XPress
 - Adobe Photoshop
 - Adobe Illustrator
 - Microsoft Office

Questions to ask yourself:

- Do you like to work with your hands?*
- Do you like working with mechanical and electrical devices?*
- Do you have an interest in art, designing materials, computers or the printing field?*
- Do you have the patience for working with exactness and neatness?*
- Do you like to plan what you do?*
- Do you like to be involved in more than one thing at a time?*
- Do you like to work in a comfortable environment?*
- Do you like using your creative skills?*
- Do you enjoy working with others?*

EMPLOYMENT OPPORTUNITIES

Vocational/Technical High School Graduate:

- Digital Copier Operator
- Press Operator
- Plate Maker/Feeder Operator
- Pre-press Technician
- Printing Machine Operator
- Bindery Worker/Operator
- Job Printer
- Paper Goods Machine Setter/Operator/
Tender
- Photographic Processing Machine Operator
- Pre-press Technician/Worker
- Desktop Publisher
- Customer Service

With Further Education/Experience:

- Desktop Specialist
- Job Printer
- Desktop Publisher
- Graphic Designer
- Freelance Artist
- Teaching
- Teachers Aide
- Journeyman/Pressman
- Manager of Print/Copy Shop
- Self Employed

Related Fields/Occupations

- Layout and Design
- Copy/Press Repair
- Print Equipment Repair

ARTICULATION AGREEMENTS

Springfield Technical Community College
Graphic Arts Technology (12 credits)

GRAPHIC COMMUNICATIONS/PRINTING TECHNOLOGY

Grade 9 Exploratory

The exploratory program acquaints grade 9 students with the many aspects of the graphic arts industry and the skills needed to be successful. Through daily rotations into the different areas of shop and hands-on projects in each area, students learn basic skills in desktop publishing, prepress, offset press, binding and finishing.

Grade 9 Related

The Grade 9 related program in Graphic Communications/Printing Technology provides students with an overview of the Graphic Arts Industry and in particular focuses on the basic areas of prepress, desktop publishing, binding, estimating, and paper types and features. The students also learn trade math/science that is pertinent to the trade.

Grade 10 Shop

Sophomore students rotate through four areas of the shop: Prepress, Press, Bindery and Customer Service (Shop Foreperson). The Prepress area gives students a basic working knowledge of traditional prepress technology as well as desktop publishing software. In the Press area, students learn the operation and controls of the press machinery, including ink color mixing. Sophomores in Bindery/Finishing learn binding and finishing methods such as cutting, GBC binding, stapling, stitching, drilling, folding, padding, collating, packaging, as well as three other types of binding. Customer Service (Foreperson's Duties) offers students a unique opportunity to operate and manage a "print on demand" copy center, assisting school staff and outside consumers with their classroom and administrative copy needs.

Grade 10 Related

The Sophomore program in Graphic Communications/Printing Technology provides students with an overview of the Graphic Arts industry and in particular focuses on the basics of the more specialized areas of prepress, desktop publishing, binding, estimating, and paper types and features. The students continue to learn trade math/science that is pertinent to the trade. Students begin to develop their Portfolios.

Grade 11 Shop

Students continue their rotation among the various shop areas, perfecting their proficiency and developing both speed and skill while working with underclassmen. More advanced projects are presented in the Prepress and Press areas, offering students the opportunity to challenge themselves and their abilities. In the Bindery area, students hone their skills in binding and finishing. The shop Foreperson continues to give students the responsibility of communicating with customers, estimating, prioritizing and scheduling jobs, maintaining equipment, and managing the copy center. The junior shop year is continuing work on student portfolios, taking the skills they have acquired in shop and creating a portfolio with materials they design, output, strip, and bind themselves. The Juniors also burn their portfolio onto CDs.

Grade 11 Related

More advanced topics in Graphic Arts are covered, with an emphasis on presenting the theory behind the various projects students work on in shop. Shop safety continues to be stressed.

Grade 12 Shop

As seniors, students proceed to the most advanced levels in each area of the shop as they perfect their prepress, press, binding and customer service skills by completing a wide range of subjects. Students who are eligible for the school's co-op program work in a variety of printing establishments and obtain valuable on-the-job training.

Grade 12 Related

Senior related incorporates the knowledge that students have acquired in shop with advanced theory. Color is one special area emphasized in this course, including use, function, and chemistry. A term paper related to the trade is assigned in the 3rd quarter.



Health Technology

The Health Technology program provides students with reliable and realistic information about health care careers by focusing on both theory and practice. The multi-competency instruction and practice allows students to master tasks or competencies for entry-level employment in the health industry and this is a basis for making informed career decisions.

Medical/Nursing classrooms and a well-equipped clinical laboratory provide the setting for this program along with community based health care sites

Curriculum

- Ethics
- Health career opportunities
- Growth and development
- Basic nutrition and diet theory
- Body structure and function
- Introduction to microbiology
- Health care skills
- Resume writing and interviewing
- Basic First Aid & CPR
- Principles of food service
- Medical terminology
- Nursing Assistant skills
- Homemaker/Home Health Aide skills

Questions to ask yourself:

- Do you like to work with people?*
- Are you willing to take orders and follow instructions?*
- Are you willing to accept responsibility?*
- Are you a dependable person?*
- Are you a kind and caring person?*
- Do you have satisfactory reading and comprehension skills?*

EMPLOYMENT OPPORTUNITIES

Vocational/Technical High School Graduate:

- Nursing Assistant
- Homemaker Home Health Aide
- Central Sterile Aide
- Dietary Aide processing
- Housekeeping Aide
- Health Assistant
- Veterinary Aide
- Activities Aide
- Medical Clerical Aide
- Rehabilitation Therapy Aide
- Dental Aide
- Pharmacy Assistant
- Teacher Aide
- Hospice Aide
- Visiting Nurse Assistant
- Medical Records Assistant

With Further Education/Experience:

- Registered Nurse
- Licensed Practical Nurse
- Medical Assistant
- Radiographic Technologist
- Operating Room Technician
- Respiratory Therapist
- Occupational-Therapy Technician
- Physical Therapy Technician
- Rehabilitation Therapist
- Medical Transcription
- Dental Assistant
- Veterinary Technician
- Phlebotomist

Certifications

- CNA (Certified Nurse Assistant)*
- HHHA (Homemaker Home Health Aide)*
- Alzheimer's Care Certification*

HEALTH TECHNOLOGY

Grade 9

Students will learn the beginning clinical skills associated with their nursing assistant certificate such as the following: hand washing, bed making, oral/denture care, nail care, hair care and feeding/intake of residents.

The students will have related theory using Diversified Health Occupations including ethics, personal health and hygiene, exploring allied health fields, body mechanics, safety skills, bandages and binders, hot and cold treatments, basic nutrition and growth and development from conception to puberty.

Internship areas: Term 3—Long term care facility

Term 4—Child care facility—infant, toddler and pre-school care

Grade 10

The Nursing Assistant text is used to assist students with their study as well as lab practice. Students will study the following: measuring and recording of vital signs and weights, principles of admission, transfer and discharge, dietary food service theory, nutrition and dietary modifications, infection control and safety measures.

Students will have related theory using Body Structures and Functions. The units of study include the following: orientation to the structural units, cells, tissues and membranes, organs and systems, the Lymphatic system, the Skeletal system and the Muscular system.

Internship areas: Term 1, 2—Local Community Health Care Facility, assigned areas such as radiation oncology, surgical day care, medical records, patient care areas, transportation, nutritional services and central sterile processing.

Term 3, 4—Choice of Child care-infant, toddler and pre-school care, Physicians office, Veterinarians office, Dental office, Long Term Care Activities and Dietary department.

Grade 11

Students will complete nursing assistant skills including personal hygiene, advanced safety skills, elimination control, charting, pre- and post-operative care, assisting with a physical exam and knowledge of diabetes. Job seeking skills including a cover letter, resume and letter of resignation.

Students will have related theory completing the Nursing Assistant text and preparing to pass the American Red Cross Certification exam. Body Structures and Functions text work will include the following systems: Endocrine, Sensory, Nervous, Respiratory and Urinary. Growth and development curriculum continues with the focus on the period of adolescence to geriatrics.

Internship areas: Term 1, 2—Long term care facility

Term 3, 4—Opportunity for Co-operative employment, or choice of Internship area

Grade 12

Students will complete the Body Structures and Functions text with the following units: Integumentary, Digestive, Blood, Circulatory, Reproductive and Genetics.

Students will begin and complete the Homemaker Home Health text and those certified nursing assistants will test for the homemaker home health aide certificate. Job seeking skills will be revised and edited. Care of the Alzheimer's patient curriculum and certificate will be awarded with completion of a twelve-hour program.

Internship areas: Term 1, 2, 3, 4—Opportunity for Co-operative employment or choice of Internship area



Information Technology

Curriculum

Information Technology (Grade 9)

Students will learn important topics of computer concepts, including defining and categorizing computers and operating systems; purchasing and installing hardware and software; understanding files and data storage options; exploring computer architecture; accessing the Internet and using the Web; understanding digital media; developing information systems; exploring database basics, understanding computer programming basics, and concluding with a unit on the computer industry which covers careers and gives tips on how to find computer-related jobs. There will be hands-on installation and configuration of hardware and software, both system and application.

Information Technology Shop (Grade 10)

Students will be provided an opportunity to obtain the knowledge and skills necessary to service microcomputer hardware and supported peripherals, build a computer from parts, and prepare for a successful result on the CompTIA A+ PC Hardware exam. The objectives during this year are for the students to successfully identify all parts of a PC; discuss the functions and interactions of all PC subsystems; identify and troubleshoot common PC hardware problems; select quality PCs and constituent components based on performance and cost; install, replace, and upgrade PC hardware components; and install and troubleshoot PC peripherals such as printers, modems, and networked devices.

Information Technology Shop (Grade 11)

Students will be provided an opportunity to obtain the knowledge and skills necessary to service, support, design, and manage various computer networks and prepare for a successful result on the CompTIA Network+ exam. The objectives this year are for the students to successfully identify various networks; networking standards and the OSI model, network protocols, transmission basics and networking media, understand physical and logical topologies, install and configure various networking hardware, WAN's and remote connectivity; become familiar with various Network Operating Systems such Windows Server, Novell, and Linux; perform network configurations using TCP/IP; troubleshoot network problems, maintain and upgrade networks, ensuring integrity, availability, and network security.

Questions to ask yourself:

- Do you like computers?*
- Do you like to learn to fix things using your hands?*
- Do you want to go on to College ?*
- Do you have patience working with people and computers?*
- Do you like to help others in solving problems?*
- Do you enjoy working with others?*
- Do you like to work on and fix electronic equipment?*

EMPLOYMENT OPPORTUNITIES

Vocational/Technical High School Graduate:

- Help Desk
- PC Technician
- Application Support
- Network Support and Installation
- Systems Support and Installation
- Hardware Support Specialist
- Network Cabling
- Computer Troubleshooting and Repair

With Further Education/Experience:

- Network Administrator
- Network Engineer
- Systems Administrator
- Help Desk Manager
- MCSA (Microsoft Certified System Administrator)
- MCSE (Microsoft Certified System Engineer)
- CCNA (Cisco Certified Network Administrator)
- Data Communications Engineer

ARTICULATION AGREEMENTS

Greenfield Community College
 Computer Information Systems Program
 A+ Hardware and Software

Certification
A+ Hardware and Software Certification



Microsoft Office I (Grade 11)

The goal of this course will allow students to effectively use the computer as a business tool and resource to gather, process, sort, format, store, and share information. The course objectives will be to effectively use the various Microsoft Office applications, Word, Excel, and Access. Students will create attractive and effective text documents and letters using Microsoft Word; use word commands to change the contents (edit) and appearance (format) of a document; create simple spreadsheets and charts using Microsoft Excel. In addition students will use Excel commands to create, save, retrieve, and edit spreadsheets, create charts, and incorporate functions and formula to use spreadsheets in decision making processes; develop simple databases with tables, queries, forms, and reports using Microsoft Access. This will give students the knowledge of database objects, defining the terms field, record, and table in allowing students to create tables, edit data and produce reports.

Information Technology (Grade 12)

In this shop, 12th graders will be provided an opportunity for students to obtain the knowledge and skills necessary to successfully support end users and to successfully troubleshoot desktop environments running on the Microsoft Windows operating system and office applications and prepare for a successful result in the Microsoft Certified Desktop Support Technician (MCDST) credential proves that you have the skills to successfully support end users and to successfully troubleshoot desktop environments running on the Microsoft Windows operating system. The objectives during this year are for the students to resolve issues related to Microsoft User Applications, Operating System Customization, Configure User-Related Issues, Configure and Troubleshoot Internet Explorer and Outlook Express, Install Microsoft Office, Configuring and Troubleshooting Operating System Features, Resolving Issues Related to Office Application Usage, Configure, Customize, and Migrate to Outlook, Configure and Troubleshoot Devices and Connectivity, Resolve Folder and File Issues, Configure Application Security, Manage Office Application Updates and Upgrades. Upon successful completion of this program the student will be capable of working as an entry level PC technician, Desktop Support technician, Help desk analyst and many other computer related occupations.

Linux and Microsoft Desktop Support (Grade 12)

In the last of our networking, hardware, software, service and support curriculum, the twelfth grade course of study is designed to help students successfully pass CompTIA's Linux+ and Microsoft MCDST # 70-272 Certification exams. In our Linux area of concentration, the course covers Red Hat Fedora Core 2 and 3 versions of the popular Linux operating system, its applications, packages, and terminal commands. Not only will this prepare students for CompTIA's Linux+ Certification, the course will equip all students with the information necessary to remain current with industry changes as many organizations utilize the Linux operating system as their Internet web and local area file and print servers. Our Microsoft Certified Desk Top Support Technician (MCDST) 70-272 curriculum offers an in-depth study of all the functions and features of installing, configuring, and maintaining Microsoft Office 2003 on the Windows XP operating system such as configuring Internet Explorer and Outlook Express; resolving issues related to customizing and personalizing Office Applications; migrating from Outlook Express to Outlook; identifying and troubleshooting network problems; configuring Office security settings; and monitoring security vulnerabilities and updates. Throughout the year, we provide detailed activities that let students experience firsthand the processes involved in desktop support. We then provide pointed review questions to reinforce the concepts introduced in each chapter and to help them prepare for the Microsoft certification exam. Finally, to put a real-world slant on the concepts introduced in each chapter, we provide Case Projects to prepare you for situations that must be managed in a live desktop environment. In addition, some of our hand-on labs will involve the use, installation, configuration, and administration of Microsoft Server 2000 and Server 2003, where students will install and configure Microsoft's Server operating systems as if they were in an operational business environment.

All 10th, 11th and 12th grade students help maintain the school's computer network. Students answer help desk questions and troubleshoot hardware and software issues on a live network with real users. The Smith Vocational and Agricultural High School Information Technology Shop is a member of Microsoft's Academic Alliance; this allows student access and home use of all Microsoft operating systems (Windows 2000, XP, Server 2000, 2003, beta version of future releases) and server applications (Exchange, Share Point, Streaming Media) this software is worth thousands of dollars. Each Student is assigned to their own computer.



Manufacturing Technologies

The Manufacturing Technologies program provides students with an opportunity through practical experience to operate various basic machines and "special purpose" machines. The program focuses on the understanding and use of Computer Assisted Design (CAD), Computer Assisted Machining (CAM), and Computer Numeric Control (CNC). Emphasis is placed on safety, quality, and working to trade standards.

Curriculum

- Experience in operation of various machines
- Drill presses
- CNC Lathe
- Grinders (surface and cylindrical)
- Mathematics
- Blueprint reading, drawing and sketching machine trade terms, (CNC-Mill-Tool design) Machine trade science (CNC-lathe)
- Lathes
- CNC Wire EDM
- Milling machines
- CNC milling
- Manufacturing process
- Inspection
- Computer Aided Machine technology
- Computer Aided Design

Questions to ask yourself:

- Do mechanical things interest you?*
- Do you like to operate machinery and tools?*
- Do you want a good paying job when you graduate?*
- Do you like to build models?*
- Do you like to make special items?*
- Do you like to design things?*

EMPLOYMENT OPPORTUNITIES

Vocational/Technical High School Graduate:

Machine Operator
Apprentice Machinist
Inspection Supervisor
Parts Inspector
Machine Adjuster and Repairer
Production Controller
Shop Planner
Piece Rate Supervisor
CNC Lathe Operator
CNC Related Operations

With Further Education/Experience:

Tool and Die Maker
CNC Programmer
Instrument Maker
Tool Designer

ARTICULATION AGREEMENTS

Springfield Technical Community College
Mechanical Engineering Technology (7 credits)



MANUFACTURING TECHNOLOGIES

Manufacturing Area

The principle emphasis in the manufacturing technology program will be on action learning. Individuals will build technical expertise and manual skills through active machine operations and material processing. Familiarity with machine techniques, machine capabilities and control methods will be developed through individual projects. Introduction of basic concepts and demonstrations of processes and equipment will be presented to large and small groups. Where appropriate, programs will make extensive use of audio-visual materials.

Computer Numerical Control

Computer Numerical Control is designed to help in the programming of Turning and Milling Centers using various programming manuals unique to each machine. Skills taught include, basic programming skills, manual programs, parts set up, tool offsets, tool set up, tool nose radius, and all G and M codes. Learning experiences in this class will take place in the manufacturing area, as well as the classroom, working in conjunction with CAD/CAM-12.

Blueprint

Blueprint is designed for students to improve and understand blueprint design. The following topics are covered: rendering numerical control documents; die casting; combined sections; half section views; detail sections; multi-scale drawings; assembly drawing; combined assembly and detail drawing; partially detail assembly drawing specification of parts; working assembly drawing, pictorial assembly drawing; computer part drawing; metric drawing; spur and bevel gears. This class is taught in conjunction with Auto CAD 2D Drawing as an introduction to Solid Modeling I.

3D Solid Modeling I

This class is designed to present to students the concepts of solid modeling and blueprint making using Solidworks software. The following concepts are covered: simple sketches and concepts of drawing geometric shapes. There will be an emphasis placed on understanding constraints and relations and their effect on part design. Students will learn how to modify and add features to their models. They will also alter part design and add auxiliary and section views.

3D Solid Modeling II

This class is a continuation of Solid Modeling I. Students will further their modeling skills using Solidworks software. The concepts covered will be simple extrusions, revolve and sweep commands, as well as lofted features. The emphasis will be on creation of assemblies and applying constraints and relations to component mating. Students will use Photoworks and Solidworks Animator to help with rendering and visualization of their models. Creation of assembly blueprints will be covered. Both 11th. and 12th. grade students will participate in Solid Modeling I and II.

Manufacturing Technologies Math - 11th. Grade

This math class is designed to use, and to understand geometry. Topics include: using angles and angle movement, right, equilateral, isosceles triangles, ratio proportions and the volume of pyramids. Other topics include the identification of: steels, dovetails, casting finishes and protective coatings, structural steel shapes, welding symbols and their use, pin fasteners, springs swivels, and universal joints.

Manufacturing Technologies Math - 12th. Grade

This class is designed to use, and understand shop trigonometry including trigonometric functions: sine, cosine, tangent, cotangent, etc. The course also teaches the use of the Law of Sine, Law of Cosine, and the use of Sine Plate Bold/Hole circles. Solving problems, such as, where to place triangles and computation; formulas, the Pythagorean Theorem, the use of different triangles, right triangles and oblique triangles and their formulas.



Manufacturing Technologies Theory

This class is designed to help the students in all grade levels to understand and use the following: Drills and drilling, machine operating; the lathe and lathe operations; milling machine operations; shaping; slotting, planning and broaching operations; abrasive and grinding machines; abrasive machining, cutting action; cutting fluids, numerical controls; programming metals and alloys; basic metallurgy and heat treatment. This class also broaches on career opportunities.

CAD/CAM – 12th. Grade

CAD/CAM - Computer Aided Design and Computer Aided Machining. Students in this class will use CAM Works Software. Convert Solid Model Renderings to machine programming using CAM Works. Students are assigned and responsible for the design and manufacture of a useful product that will be used in today's market place.

Plumbing Technology

The Plumbing and Basic Hydronic program provides students with the skills to install and repair a variety of piping systems, including heating and gas piping. The program of instruction encompasses related classroom instruction in math, science and plumbing/gas code. Students install drainage, waste, and vent systems as well as potable water and some heating systems. Residential and commercial piping systems are addressed.

Work areas are equipped with modern boilers, water heating equipment and plumbing fixtures in a shop which has a two story mock-up wood frame dwelling.

Curriculum

- Shop safety and accident prevention
- Introduction and fundamentals of plumbing
- Study of fixtures and plumbing sketches
- Plumbing codes and their application
- Gas piping
- Water piping
- Blueprint reading
- Plumbing mathematics
- Basic Hydronics

Questions to ask yourself:

- Are you mechanically inclined?*
- Are you interested in the construction business?*
- Are you prepared to work in unfavorable weather?*
- Are you willing to work flexible hours?*

EMPLOYMENT OPPORTUNITIES

Vocational/Technical High School Graduate:

- Apprentice Plumber
- Apprentice Gas Fitter
- Pipe Fitter
- Manufacturer's Technical Representative
- Plumbing and Supply and Sales

With Further Education/Experience:

- Journeyman Plumber
- Master Plumber

Certifications

- OSHA 10-hour Construction Safety Certificate*



Academic Preparation

Academic Programs

- English
- Mathematics
- Science
- History
- Electives

Smith Vocational offers students a complete academic program leading to a traditional high school diploma. The core curriculum includes English, Mathematics, Science, Social Science, Technology Engineering, Health and Physical Education.

Classroom study is supplemented with library research. Students use the Smith Vocational library to work on individual reports and research for academic and shop classes. The library is a large facility with an extensive collection of reading materials including fiction, non-fiction, and trade journals for each of the vocational programs. The library also has computers to aid students in on-line research and writing projects.

Integration of technology in course work is encouraged. To that end, there is a computer-writing laboratory available to all students. In addition, there is a computer laboratory with access to the Internet. Expanding that Internet access throughout the school is a goal that is in the process of being completed.

"I like being in shop one week and academic classes the other week. It really helps me apply what I've learned."

English

Grade 9	Grade 10	Grade 11	Grade 12
English	English	Applied Communication	Applied Communication
Developmental English	Developmental English	Creative Writing	Creative Writing
		Media	Media
		College Prep	College Prep
		Developmental English	Developmental English

Grade 9 English

Grade 9 English will begin with an orientation unit that will introduce the student handbook, shop safety, and issues in the workplace. Writing will focus on writing skills, including essays, journal writing and creative writing. Literature will include using critical reading and appreciating literature. Skills learned will include listening, writing, speaking, presenting, and interpreting.

Grade 10 English

Students will be expected to produce longer pieces of writing including analytical essays, trade related, business, technical, and creative writing. Reading assignments will include trade-related materials, fiction, non-fiction and poetry. Skills learned will include listening, writing, speaking, presenting, and interpreting. MCAS preparation is incorporated into the curriculum.

Grade 11 Applied Communications

This course will help the student develop and practice communication skills that will be used on the job. The reading, writing, speaking, listening and critical thinking activities that are done in this class will be job-related. The units that are studied may vary from “Starting a New Job” to “Planning for the Future”. The course will be especially helpful to students who are planning to be on Co-op, are already on Co-op, or have part-time jobs.

Grade 11 Creative Writing

This class will cover eleventh grade texts and skills while incorporating aspects of creative writing used in short stories, plays, poetry, and the personal essay. Extensive emphasis will be placed on the use of words, imagination, creativity, and vocabulary.

Writing assignments will include the production of a portfolio including poems, short stories, personal essays, and a complete short play. Oral presentations will be assigned as well.

Grade 11 Media

This class will cover eleventh grade texts and skills while incorporating aspects of media, including print and electronic journalism. Students will be expected to contribute to the yearbook and school newspaper.

Writing assignments will include news writing and reporting, research papers, and creative writing. Debates and oral presentations will be assigned as well.



Reading assignments will include local newspapers and national news and trade magazines, fiction, poetry, and drama.

Grade 11 College Prep

This is a course designed to meet the needs of students who are considering higher education. Students will be expected to read extensively outside of class. Class time will be devoted to discussions, writing, and projects. Periodic papers, including a research paper, will be a requirement. Portfolios will be used in this course, and these portfolios may eventually be used to exempt students from remedial writing requirements at two-and-four year colleges. SAT verbal preparation will also be covered.

Grade 12 Applied Communications

This course will help the student develop and practice communication skills that will be used on the job. The reading, writing, speaking, listening and critical thinking activities that are done in this class will be job-related. The units that are studied may vary from “Starting a New Job” to “Planning for the Future”. The course will be especially helpful to students who are planning to be on Co-op, are already on Co-op, or have part-time jobs.

Grade 12 Creative Writing

This class will cover twelfth grade texts and skills while incorporating aspects of creative writing used in short stories, plays, poetry, and the personal essay. Extensive emphasis will be placed on the use of words, imagination, creativity, and vocabulary.

Writing assignments will include the production of a portfolio including poems, short stories, personal essays. Oral presentations will be assigned as well.

Reading assignments will include local newspapers, fiction, poetry, and drama.

Grade 12 Media

This class will cover twelfth grade texts and skills while incorporating aspects of media, including print and electronic journalism. Students will be expected to contribute to the senior video and school newspaper.

Writing assignments will include news writing and reporting, and creative writing. Debates and oral presentations will be assigned as well.

Reading assignments will include local newspapers and national news and trade magazines, fiction, poetry, and drama.

Grade 12 College Prep

This is a course designed to meet the needs of students who are considering post-secondary education. Students will be expected to read extensively outside of class. Class time will be devoted to discussions, writing, and projects. Periodic papers will be a requirement. Portfolios will be used, and may eventually be used to exempt students from remedial writing requirements at two-and-four year colleges. SAT verbal preparation will also be covered. Group or independent projects integrated with shops are required.

Developmental English (Grades 9-12)

The Reading/Writing Program emphasizes the academic and critical skills needed to be successful in the real world, addresses the different ability levels and learning styles of students, and complies with the Massachusetts English Language Arts Curriculum Frameworks. The course provides skills development in vocabulary, reading, and formal and workplace writing while focusing on multicultural and justice issues.

Math

Grade 9	Grade 10	Grade11	Grade 12
Algebra I	Geometry	Algebra II	Trigonometry
Integrated Math I	Integrated Math II	Algebra II Part A	Algebra II Part B
Developmental Math	Developmental Math	Applied Math I	Applied Math II
		Developmental Math	Business Math
			Developmental Math

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

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

Currently, students are required to take math for three years, although most of our students recognize the importance of mathematical skills and elect to take math for all four years.

Integrated Math I

This course is the first in a two course series. It is designed for students who are not ready to go into Algebra I in the ninth grade, but will be expected to pass the MCAS test in the tenth grade. Traditional Algebra I topics are covered in depth over a two year period. In addition, Basic Geometry topics (which will be tested on the MCAS) are studied.

Algebra I topics studied include the following: patterns and sequences; integers; rational numbers; adding and subtracting algebraic expressions; multiplying and dividing algebraic expressions; solving equations and inequalities; linear equations (graphing, slope intercept form, etc.); systems of equations; and if time allows, statistics and a preview of functions.

Geometry topics studied include the following: angles; triangles; perimeter; area; Pythagorean theorem; scale factors and similarity; circles; area; volume; prisms; cylinders; cones and spheres.

Algebra I

This is a traditional Algebra I course and will include all algebra topics from integers through quadratic equations. This course is recommended for highly motivated students who have excellent general math skills.

Geometry

This course will enable students to identify and work with angles, polygons, and circles. Students will learn altitudes and medians connected with these figures. Perimeter, area, and volume of geometric figures will be stressed. Students will study parallel lines, transversals, ratio and proportion, and similar figures. The Pythagorean theorem, theorems associated with plane geometric figures, right triangle properties, and working with radicals will be studied. This course is recommended for highly motivated students who have successfully completed Algebra I.

Integrated Math II

This course is the second in a two-course series. As in Integrated Math I, algebra topics are studied in conjunction with geometry topics. Students will be experiencing a rigorous Algebra I course while gaining some knowledge of basic geometry.



Algebra I topics studied include the following: functions, equations and inequalities, linear functions and systems, matrices, probability and statistics, exponents, polynomials and factoring, quadratic functions, and rational functions. Geometry topics studied include the following: transformations, radicals, and coordinate geometry.

Algebra II

This course will review all topics from Algebra I. New topics will include binomial theorem, quadratic equation, irrational and complex numbers, negative and fractional exponents, conic sections and logarithms. Students will use graphing calculators to graph equations and solve simultaneous equations using matrices.

Algebra II Part A

This course will review topics from Algebra I. New topics introduced will be radicals, negative and fractional exponents, quadratic equations, the quadratic and distance formulas and the binomial theorem. The emphasis of this course is to reinforce each student's algebra skills and prepare them for success in post secondary mathematics.

Applied Math I

This course is designed to develop and refine technical job-related mathematics skill. It uses materials developed by the Center for Occupational Research and Development (CORD), and includes video, text, and hands-on laboratory activities. Students use scientific calculators to solve problems from specific occupational areas. Topics include estimating, problem-solving, graphing, converting measurements, working with shapes in two and three dimensions, working with scale drawings, using signed numbers and vectors, and scientific notation.

Trigonometry

This course will review all topics covered in Algebra II. Trigonometric topics will include Trigonometric Functions and Graphs, including Trigonometric Functions of Special Angles, Values of Trigonometric Functions, Graphing and Laws of Sines and Cosines. Focus will also be placed on Trigonometric Identities and Equations, including Fundamental Identities, Sum and Difference Identities, and Double and Half angle formulas

Applied Math II

This second year of Applied Math covers topics found in conventional algebra and trigonometry but is taught with vocational-technical applications. Again, students will use texts and video developed by the Center for Occupational Research and Development (CORD). Students participate in hands-on laboratory activities to make the material they study come to life. Students use scientific calculators to solve problems from specific occupational areas. Topics include precision, accuracy and tolerance, solving problems with powers and roots, using formulas to solve practical problems, solving word problems that involve linear equations and non-linear equations, and using trigonometric functions.

Business Math

This course will include business applications covering money records, gross and net pay, regular and overtime pay, fringe benefits, commission, budgeting, shopping, and borrowing and saving money. Calculators will be used throughout the course. This course is recommended for any student interested in the business applications of mathematics.

Algebra II Part B

This course will review topics from Algebra I and Algebra II Part A. New topics introduced will be complex rational expressions, solving literal equations, probability and statistics. The emphasis of this course is to reinforce the students algebra skills and prepare them for success in post secondary mathematics.

Developmental Math

This course will cover topics included in Algebra, Geometry, and Algebra II. The class size will be small and the instructors will be mindful of student's individual needs.

Science

Grade 9	Grade 10	Grade 11	Grade 12
Biology I	Biology II	Introductory Physical Science	Environmental Science
Introduction to Engineering Design	Introduction to Engineering Design	Introduction to Engineering Design	Anatomy & Physiology II
	Digital Electronic	Anatomy & Physiology I	Principles of Chemistry
		Principles of Technology	Computer Integrated Manufacturing
		Principles of Engineering	Engineering Design and Development

Biology I & II

Biology I and Biology II are full year courses offered to all ninth and tenth graders. Topics will focus on the Massachusetts Curriculum Frameworks and will include scientific method, organic molecules, cell structure and function, cell division, genetics, evolution and ecology. Students will learn through a variety of activities including hands-on projects, laboratory experimentation, research, reading, writing, portfolios, presentations and inquiry

Introductory Physical Science

Introductory Physical Science is designed for students who wish to learn about the physical world of matter and energy. Students will learn through a variety of individual and group activities, including hands-on projects, research, reading, writing, portfolios, presentations, and problem solving. Students will study motion, energy, work, power, and machines.

Anatomy & Physiology I

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

Principles of Technology

This course presents the fundamental principles of physics for students pursuing technical careers. Units include force, work, and rate taught in applied rather than theoretical settings. Hands-on laboratory activities use a systems approach covering topics from mechanical, electrical, fluid and thermal points of view. This is a challenging course and is recommended for students who have solid general math skills, and wish to pursue a technical career. It is a recommended Tech Prep course.

Anatomy & Physiology II

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



Environmental Science

This course will examine human interaction with the environment. Topics will be drawn from current concerns and will include ecosystems, endangered species, population and energy resources. Students will gain a better understanding of human impact on the earth.

Principles of Chemistry

This course is designed to emphasize the chemical concepts of life and how these establish the foundation necessary for understanding life processes. Laboratory activities parallel class work to reinforce student understanding of these principles.

Project Lead The Way, a sequence of five courses in pre-engineering, is listed below. The first two courses are offered for the 2005-2006 school year. The other courses will be phased-in each year. Students taking pre-engineering courses must also be enrolled in a college preparatory math course and must maintain above average grades in all their courses.

Introduction to Engineering Design

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

Digital Electronics

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

Principles of Engineering

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

Computer Integrated Manufacturing

This course teaches the fundamentals of computerized manufacturing technology. It builds on the solid-modeling skills developed in the Introduction to Engineering Design course. Students use 3-D computer software to solve design problems. They assess their solutions through mass property analysis (the relationship of design, function and materials), modify their designs, and use prototyping equipment to produce 3-D models. Students program robots to handle materials in assembly-line operations.

Engineering Design and Development

This is the capstone course in the Project Lead The Way sequence. Students apply what they have learned in academic and pre-engineering courses as they complete challenging, self-directed projects. Students work in teams to design and build solutions to authentic engineering problems. An engineer from the school's partnership team mentors each student team. Examples of projects may include a robotic mascot for the school, a remote-controlled hovercraft, or a solar-powered device. Each team must submit progress reports and a final research paper. The team members then defend the solution with an oral presentation before an outside review panel.



History

Grade 9	Grade 10	Grade 11	Grade 12
US History I	US History II	World Cultures and Geography	Psychology
			World History

The goal of the Social Studies Program is to have students learn how to become active, responsible participants of their communities, committed to the fundamental values of principles of democracy. Students will:

- Develop a sense of chronology and the complex thinking to identify patterns of events.
- Develop a geographical understanding of the world and the cultures of people around the world.
- Gain insight into what power is, how it is legitimized through governance, and what their roles and responsibilities are as members of society.
- Learn to respect and value a diversity of cultures and to recognize a rich diversity of human expression.
- Learn that as members of the global community, it is important to care about what happens in other places.

United States History I

This is a survey course of American history presented as a chronological study of the events, issues and themes, from 1763 through the Reconstruction Period (1877). Connections between events of the past and American society today are emphasized. Current events are also discussed.

United States History II

This is a survey course of American History presented as a chronological study of the events, issues and themes from the post-Reconstruction period (1877) to modern times. Connections between events of the past and American society today are emphasized. Current events are also discussed.

World Cultures and Geography

This is a survey course in World Cultures and Geography presented using an area studies approach allowing the student to develop an appreciation for the interconnection among the five fields of social studies. Students will also appreciate how culture regions are grouped, how they change, how they evolve, and how there is a connection between geography and current events.

Psychology

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

World History

This is a survey course of world history presented as a chronological study of the events, issues and themes from the early ages to the modern era. Connections between events of the past and society today are emphasized. Current events are also discussed.



Physical Education

Grade 9*	Grade 10*	Grade 11	Grade 12
Physical Education (one semester)	Physical Education (one semester)	Physical Education Elective (full year)	Physical Education Elective (full year)
Health Education (one semester)	Health Education (one semester)		

***Note:** Some grade 9 and/or grade 10 students will be enrolled in a Developmental Language Arts course. These students may not be enrolled in Physical Education or Health Education in grades 9 or 10.

Physical Education

This course is designed to offer activities that will stimulate an interest in the value of physical education and instill an attitude toward physical fitness, that will carry over and be beneficial throughout life. Students will have the opportunity to experience a wide range of activities that include; health related fitness, such as walking; individual/dual activities, such as table tennis; and team activities, such as flag football and volleyball. Students are graded on a letter grade system, based on preparation for class, attendance, cooperation and participation.

Health Education

The Health Education course is designed to teach skill and practice in decision making, effective communication, stress management, goal setting and refusal skill. Lessons focus on current concepts of health promotion (the connection between healthy eating/exercise and academic learning), disease prevention and risk assessment (examples of ways to lower the risk for becoming a tobacco/drug user or a teen parent). The relationship between the adolescent as a “consumer” and media influences is also taught. Standard CPR and First Aid is included. Lessons may be integrated with the physical education classes. Students are graded on a letter grade system.



Electives

Grade 11	Microsoft Office	Multimedia I	Landscaping Principles	Horticulture I	Small Business I
Grade 12	Microsoft Office I and II	Multimedia I and II	License Preparation	Horticulture II	Small Business I and II

Microsoft Office I

An advanced course of interest to students who would like to learn how to layout text in combination with various print styles, sizes, and graphics for business documents such as newsletters, advertisements, and sales presentations. The primary goal of this program is to learn how to use this powerful integrated software package in such a way as to support learning in other academic and vocational classes.

Multimedia I and II

This course provides students with an opportunity to prepare presentations using text, graphics, video, and audio clips, a digital camera, and scanners. Various kinds of presentations are explored using Microsoft PowerPoint. The course requires an independent project that is closely related to each student's vocational area.

Microsoft Office II

An advanced course of interest to students who would like to learn how to layout text in combination with various print styles, sizes, and graphics for business documents such as newsletters, advertisements, and sales presentations. The primary goal of this program is to learn how to use this powerful integrated software package in such a way as to support learning in other academic and vocational classes.

Landscaping Principles

This course is designed to acquaint the student with all aspects of the landscaping industry. Topics include the scope of the landscape business, principles of landscape design, selection of plants, using construction materials, lawn installation, developing cost estimates, maintaining the landscape, interior plant landscapes, etc.

Horticulture I

This course covers the following topics: plant science, plant propagation, tree and plant identification, using plants in the landscape, and vegetable gardening and math applications related to horticulture.

License Preparation

This course is designed to prepare students for the written portion of three Massachusetts license tests: Pesticide Applicator, Hoisters, and Commercial Drivers License. Students will study the rules and regulations published by the Commonwealth for each of the three licenses, as well as other literature designed to help potential applicants.

Horticulture II

This course will be an extension of the first year of Horticulture I and will cover science and math topics in the field of horticulture. The course will also include environmental science topics and issues related to forestry and agriculture with a focus on science and math.



Small Business Entrepreneurship

In this course, the students will set up a business as a project for the course, utilizing legally appropriate business practices. When the projects are all completed, they will form a significant part of a comprehensive plan, presented in Microsoft Office PowerPoint. Students will become eligible contestants in the Young Entrepreneurial Scholars (Y.E.S.) annual business plan competition. Other areas covered will be business principles and management and personal financial literacy. Underlying principles of technology and employability will be embedded throughout the course.

Additional Course Offerings

Developmental Language Arts

Content includes pre-writing strategies, reading comprehension strategies, vocabulary development and phonic awareness development. (Students are assigned per Special Education Individualized Plan.)

Applied Academic Learning

Classroom assignments and teacher-selected materials are used to support the development of compensation skills related to students Individual Education Plan goals. (Students are assigned per Special Education Individualized Plan.)

Library Services

Reading comprehension and critical thinking skills are essential for students to succeed on the MCAS. The library is the place where students develop these skills and learn how to access, research, retrieve, process and evaluate information. Open to students during the school day, our library also provides the following media services:

- Online search capabilities
- Print resources for research and leisure reading
- Under teacher supervision, the use of digital cameras and tape decks to make and edit video recordings and audiotapes.

Support Services . . .

Smith Vocational and Agricultural High School provides a comprehensive system of support services and alternative programs to help students profit from their vocational-technical and academic education.

Guidance Services

Guidance services are available to all students and focus on helping the student attain his/her personal and educational goals. The ninth grade counselor meets with each student on a weekly basis during the Exploratory program to discuss shop selection. Personal and vocational counseling, Special Education and English as a Second Language Services are available throughout a student's career at Smith.

Special Education

Students with special education plans are included in regular education classes in the general curriculum and in vocational shops. Instructional Assistants are available in many classes for student support. Students receive accommodations in regular education classes as listed on their Individualized Education Plans (IEP's).

The Applied Academic Learning Program is a supplementary special education service, which provides accommodations and compensation instruction related to the Individualized Education Plan goals. Special education specialists provide these services in small groups.

The Developmental Language Arts program is a supplementary special education service for students with significant language skill weaknesses. The program is designed according to the student's Individualized Education Plan goals.

The Adjustment Counseling program provides services to help students manage school-related issues and develop connections to local social service agencies where needed.

Related services such as speech, physical and occupational therapy, are available where need is indicated in the Individualized Education Plan.

A transitional special education team meeting takes place at the sending school for all incoming students. A Smith school representative participates in the meeting to help plan services for students entering Smith Vocational and Agricultural High School.

Peer Mediation

A Peer Mediation Program has been established at Smith Vocational and Agricultural High School. Following a training program and under the supervision of a faculty peer mediation coordinator, trained and responsible students will work in teams to mediate conflict between other students. Peer mediators help students identify the core issues involved in their conflict, discuss these core issues in a productive manner, and find non-violent, win-win solutions to the conflict.

Health Services

Healthy students are better learners. To that end, a registered nurse is available during school hours. The School Nurse facilitates positive student responses to normal development, promotes health and safety, intervenes with actual and potential health problems, provides case management services, and actively collaborates with others to build student and family capacity for adaptation, self management, self-advocacy and learning. The School Nurse provides care for illness, injury, and emergency situations; health counseling; medication administration; a health screening test; and serves as a health resource for the school community. The School Nurse will address specific health care issues with students/ families as needed. The School Nurse links the school health services program with community providers and services.

Advisor/Advisee Program

In the fall of 2000, Smith School initiated an Advisor/Advisee program called S.U.C.C.E.S.S. (Students Using Character and Career Education at Smith School) under the *High Schools That Work* educational reform initiative. Every student is assigned a faculty advisor with whom they meet monthly. The advisor keeps a portfolio of student work and career information and follows the students' progress through their four years at the school.

Earning While Learning . . .

Cooperative Work Employment Program

The Cooperative Work Employment program at Smith Vocational functions within the scheduled program of instruction at the school. Students who qualify can participate in the cooperative work program during their shop week, alternating a week of employment with a week in academic classes. Co-op students earn wages while gaining valuable work experience. Offered to juniors and seniors, the cooperative work experience can serve as a reward to students who excel in both shop and academics and demonstrate a positive attitude in attendance and behavior. Cooperative work experience can also serve as an incentive tool to initiate within the students a desire to achieve a good scholastic average, show the value of good attendance, and demonstrate the benefits of good citizenship in both school and industry. Employment experience is matched as closely as possible to the needs of each student.

The Cooperative Work program serves a variety of purposes:

1. Augmenting the school curriculum in increasing the skill level of the student.
2. Providing additional social advancement in a work-place atmosphere.
3. Providing a wider variety of trade experiences than are available in the student's chosen shop.
4. Providing a different instructional atmosphere than is available in the traditional school shop program.

The cooperative work opportunity originates in each department where the student's eligibility and suitability will be determined based on grades, attendance, and a recommendation from the instructor. The final decision for co-op will be based on a composite picture of the recommendation of the instructor, Guidance Counselor, Administrator, and the Cooperative Placement Coordinator. Employers evaluate students and file reports that result in grades earned by students in their technical specialty. During past years the majority of our seniors were placed in cooperative employment positions prior to graduation.

The Guidance Counselor and the Co-op Coordinator work with our cooperative employers to evaluate students. The evaluation uses Work-based Learning Plans to ensure that we are preparing students for the full range of skills needed in 21st century workplaces.

"One of my favorite things about Smith School is the Co-op program because I can make money and get experience while earning credits toward graduation."

Preparing for higher education . . .

Tech Prep

The job market of the future will demand individuals who can solve a wide range of challenging technical problems. Students must be better educated, both academically and technologically, to prepare for the rapidly changing job market which will confront them throughout the next decades. The Tech Prep program at Smith School has been developed in collaboration with three area community colleges to encourage students to prepare themselves for a college education.

By joining the Tech Prep Club students can learn more about specific college programs that will lead them to their career goal. Students can also learn about SATs and the financial aid process, visit area colleges, and meet with admissions officials.

Throughout this Program of Studies there are listed careers that require more than a high school education. Tech Prep students are encouraged to take the more challenging academic courses at Smith to better prepare them for post-secondary education.

In addition, through articulation agreements with area community colleges students can now earn college credit while they pursue their education at Smith School in Agriculture, Automotive Technology, Culinary Arts, Graphic Communications and Printing Technology, Information Technology, Forestry/Horticulture, and Manufacturing Technologies programs. The Tech Prep Club meets monthly and is open to all Juniors and Seniors who are seeking a rewarding, high paying career and who may be interested in furthering their education.

"Tech Prep is a great way to concentrate your studies so that you can go on to high-skilled, high-tech employment."

Training for the body . . .

- BASEBALL
 - Varsity
 - Junior Varsity
- BASKETBALL
 - Varsity (boys)
 - Varsity (girls)
 - Junior Varsity (boys)
- CHEERLEADING
 - Varsity
- FOOTBALL
 - Cooperative with Northampton High School
- ICE HOCKEY
 - Cooperative with Easthampton High School
- SOCCER
 - Varsity
 - Junior Varsity
- SOFTBALL
 - Varsity
 - Junior Varsity
- TRACK
 - Cooperative with Northampton High School
- WRESTLING
 - Cooperative with Northampton High School

Athletics

Smith Vocational students participate in many athletic activities. These enrich school life, enhance personal development and increase leadership ability.

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

Athletes are reminded that they are students first and, as such, must be in good academic standing in order to participate.

There are no user fees required for any sport, thus insuring that cost does not exclude any student.

"I really like the sports teams at Smith Vocational. There are sports for both boys and girls every season and the coaches are really good."



Becoming a well-rounded person . . .

Activities

Students are encouraged to pursue their interests through a variety of activities. These activities enrich school life, enhance personal development and increase leadership skills. Most students form stronger bonds with teachers who serve as advisors and coaches for these activities. Studies have shown that students who participate in school-sponsored extra or intra-curricular activities tend to earn higher grades, become better at time management and are more successful at the workplace than those who do not participate in such offerings. While many of the programs offered take place after school, some meet during the school day. Students should not reject school activities due to transportation issues.

Intracurricular Activities

The Smith School community strongly supports two intracurricular activities that are woven throughout the school curriculum. They are FFA and SkillsUSA.

FFA

FFA is a dynamic youth organization within agricultural education. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success. Members have the opportunity to participate in career development events, competing for both individual and chapter awards. Members earn degrees which are based on participation and achievements. The Smith FFA Chapter enrollment is open to students of the Forestry/Horticulture and Agriculture Departments.

SkillsUSA

Skills-USA is a student run organization that promotes leadership and employability skills. Students have an opportunity to learn about workplace expectations, social etiquette and total quality management. Students also have the opportunity to compete in area-wide competition in their specific trade skill focus. This competition extends through the state and nation. Some national winners go on to compete on the international level.

Extracurricular Activities

Arts After School

“Creativity is the expression of an individual’s unique self” (Doris J. Shallcross). With this in mind, the Arts After School Group gathers weekly to express individual creativity in the Arts. Whether it be in drawing, painting, poetry, acting, or photography, the students work on group projects and, at the same time they work on self-expression. Some past projects include a mosaic medieval tile painting, depicting a school-wide trebuchet competition; a September 11 Evening of Remembrance and paintings; and currently a series of photography workshops.

JABOP

JABOP (Just a Bunch of People), is Smith School’s gay/straight alliance. The organization tries to create a safe atmosphere for all students regardless of sexual orientation. The group has attended local Pride Marches, conferences, and plays. The JABOP group sponsored a Hat Day, brought a panel of gay speakers to address the students, and co-sponsored Mix-It Up Day. JABOP strives to promote tolerance and acceptance school wide.

Journalism Club

Students who join the Journalism Club will have the opportunity to participate in many different aspects of putting together a school newspaper; may write editorials, news or features; take photos, draw car-

toons, lay out the newspaper, proof-read, or all of the above. Students interested in writing short stories or poetry may contribute to the literary journal. Meetings are held once a week, but students are not required to attend all meetings.

Multi-Cultural Club

The purpose of this group is to learn more about diversity issues to provide support for minority students. The group investigates ways to improve the atmosphere at the school and to offer suggestions for changing school policy. It is also involved with recruitment of minority students to our school community.

National Honor Society

The National Honor Society emphasizes high standards and goals in academics and vocational studies. Specifically, the school belongs to a national organization that recognizes students who reflect outstanding accomplishments in the areas of scholarship, character, leadership and service. The National Honor Society at Smith began in June 2002.

Sportsman's Club

The Smith Vocational and Agricultural High School Sportsman's Club is for any student who is interested in participating or learning about outdoor sporting activities such as hunting, fishing, archery, fly tying, ice fishing etc. The club is also involved with the stocking of trout in the spring through an agreement with Mass Wildlife Tags-n-Trout program and local businesses.

Student Government

The Student Government exists to aid students in solving problems that might arise in the daily life of the school. It serves as a channel to the administration and the school council. The Student Government has the responsibility to keep the student body informed of its rights and responsibilities. Meetings are held during the school day, but students may be asked to assist in projects outside of the school day. Members must attend all meetings and participate in the activities in order to earn the right to represent the school.

Tech Prep Club

The Tech Prep Club is open to all students in their junior and senior year who are interested in pursuing further education after graduation. The club meets once a month during the school day to share information about careers and colleges.

Women in Technology

Smith Vocational and Agricultural High School's Women in Technology Program helps young women understand that careers in our non-traditional shops. Non-traditional career opportunities can empower young women and give them choices they thought perhaps were "not for them." The group will continue field/site trips that break through these biases, and expose young women to women role models who are in career fields that very much involve science, technology, engineering, and mathematics. There are regularly scheduled meetings during the school year to include the presentations of speakers, career decision-making lessons, and interactive technology activities/projects.

Yearbook

The Yearbook Club at Smith Vocational and Agricultural High School is greatly involved in all aspects of the planning, gathering information and pictures, and production of the school yearbook. Members assist with photography, sales, layout, advertising, and other goals. All students involved play a major role in the completion of our outstanding and memorable product.



School Council

A school council is representative, school building-based committee composed of the principal, parents, teachers, community members and, at the secondary level, students. Every school is required to establish a school council pursuant to Mass. General Laws Chapter 71, Section 59C of Section 53. Teachers, parents, students and community members can become more committed to improving the school and more supportive of Smith School when they employ the opportunity to serve or be represented on a school council that has a role in shaping the policies and programs of our school. The school council assists the principal in reviewing the school building's annual budget, in developing the School Improvement Plan, adopting educational goals for the school and identifying the educational needs of students attending the school. The school council at Smith Vocational and Agricultural High School meets on first school Monday of the month at 6:00 pm in the Culinary Arts Dining Room at the school.

Animé Club

The Animé Club broadens the horizons and allows students to understand another culture through the Animé prophets. Many of the Japanese traits are deeply embedded in animation. Students will learn to understand a different culture through the hobby and pastime of animation.

Promotion Requirements

1. A passing grade in each subject is 60.
2. Passing shop is required to advance to the next grade level. Grades 10, 11, and 12 shop will receive **20 credits per year**. Grade 9 shop will receive **10 credits per year**. The shop credits equal the total combined related and shop credits during shop week.
3. Students who fail to meet promotion requirements in academic classes from year to year may be required to attend summer school before they are promoted to the next school year.
4. If a student passes a subject through the make up process of summer school, the credits lost will be restored.
5. Students who make up credits during the summer, and all others whose status is questionable because of credit deficiencies, must provide school officials with made up credit verifications.

Graduation Requirements

1. A minimum of 141 credits over 4 years.
2. Must pass shop every year.
3. Must take and pass a minimum of 24 credits of English over 4 years.
4. Must pass a minimum of 15 credits of Math.
5. Must take U.S. History and pass a minimum of 9 credits of History/Social Studies.
6. Must pass a minimum of 9 credits of Science.
7. Must meet attendance standards as set in the Student Information Handbook.
8. Students on Cooperative work agreements will be given shop credit (20).

Course requirements will be waived for those courses not carried by students whose needs necessitate individualized planning. All students must register for a full academic course schedule every year.

Senior Honors

Seniors who have participated in leadership roles at Smith Vocational and Agricultural High School (examples - School Council, Student Government, Advisory Boards, Class Officer) will have the distinction of wearing a gold cord during graduation ceremonies.

Senior Privileges

Any senior who has a minimum of an A- (90%) in Term 1, 2 **and** 3 in his/her senior year in a given course and has maintained an A- average in the fourth quarter, **may be** exempt from the final exam in such course.

Homework Policy

Smith Vocational and Agricultural High School recognizes regular, purposeful homework as an essential component of the instructional process. Homework is an integral factor in fostering the academic and vocational achievement of students. Regular homework provides opportunities for the development of independent study skills, enrichment activities, self-discipline, developmental practice, drill and the application of skills. Therefore:

- Every teacher will assign a minimum of three homework assignments per week.
- These assignments will be averaged into the student's quarterly grade, accounting for at least 10% of the grade.
- The teacher will establish individual goals and practices, and students will make a commitment to preparation outside the classroom.



Marking System

All quarterly grades will be entered as a numerical value based on an 0-100 instead of the letter values A-F. For informational purposes, the numeric grades will convert to the following letter grades:

A+	97-100
A	94-96
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	0-59

Honor Roll

The school recognizes scholarship by announcing a scholastic/vocational honor roll at the end of each marking period.

Students who receive **no grade below 70** in any subject may be eligible for the honor roll. First Honor Roll for a grade point average of 94 or better; Second Honor Roll for grade point average of an 87 and Third Honor Roll for a grade point average of an 84.

CREDIT SYSTEM

Grade 9 – Exploratory Program – Class of 2010

Subject	Periods/two-week cycle	Credits
Vocational Shop/Related	40	10.0
English	10	6.0
Language Arts	5	2.0
Math	10	6.0
Science	5	3.0
Intro to Engineering Design	5	3.0
U.S. History I	5	3.0
Physical Education*	5	1.0
Health Education*	5	1.0
Applied Academics	5	2.0
Developmental Skills	5	2.0

*one semester course

Grade 11 – Class of 2008

Subject	Periods/two-week cycle	Credits
Vocational Shop/Related	40	20.0
English	10	6.0
Language Arts	5	2.0
Math	10	6.0
Science	5	3.0
Principles of Engineering	5	3.0
World Cultures and Geography	5	3.0
Physical Education	5	2.0
Applied Academics	5	2.0
Selective/Related	5	2.0

Grade 10 – Class of 2009

Subject	Periods/two-week cycle	Credits
Vocational Shop/Related	40	20.0
English	10	6.0
Language Arts	5	2.0
Math	10	6.0
Science	5	3.0
Digital Electronics	5	3.0
U.S. History II	5	3.0
Physical Education*	5	1.0
Health Education*	5	1.0
Applied Academics	5	2.0
Developmental Skills	5	2.0

*one semester course

Grade 12 – Class of 2007

Subject	Periods/two-week cycle	Credits
Vocational Shop/Related	40	20.0
English	10	6.0
Language Arts	5	2.0
Math	5	3.0
Science	5	3.0
Computer Integrated Manufacturing	5	3.0
Engineering Design & Development	5	3.0
Psychology	5	3.0
World History	5	3.0
Selective/Related	5	2.0
Physical Education	5	2.0
Applied Academics	5	2.0



Choose Smith Vocational

VISIT:

Observe Smith Vocational and Agricultural High School students in action. Get acquainted with instructors. Check out the modern facilities and equipment. Students may visit Smith Vocational individually or in a group. Smith Vocational also holds an open house in March.

ELIGIBILITY:

Smith Vocational and Agricultural High School is an independent vocational school overseen by a Board of Trustees. Three are Board members elected by the citizens of the City of Northampton and two are ex-officio members. It is a public high school for those students who reside in Northampton. Every applicant for the ninth grade must be eligible for promotion from grade eight and have successfully passed English and mathematics, according to the standard set by their school district. Applicants for upper grades must have earned the graduation credits required for that grade placement.

Students from the following Hampshire County towns/districts are accepted on a tuition basis: Amherst Regional, Central Berkshire, Easthampton, Gateway Regional, Hadley, Hatfield, Hampshire Regional, and Mohawk Regional. Students from other districts and/or counties may be accepted if there is space available. The town of residence provides high school tuition and transportation.

APPLY:

Students and their parents/guardians must fill out the application included in this booklet or contact the Smith Vocational Guidance Department directly for additional applications. The completed application must be returned to the student's eighth grade counselor. The counselor then prepares a packet for each applicant and forwards it to Smith Vocational and Agricultural High School. The counselor must also notify the student's local school superintendent of the application. **The application materials must be received before the end of March.**

CALL FOR FURTHER INFORMATION:

Contact our Guidance office for further information, to set up a tour, or to talk about the opportunities available to you at Smith Vocational and Agricultural High School. Our phone number is (413) 587-1414 ext 113.



*School Department Resources at
Smith Vocational and Agricultural High School
80 Locust Street, Northampton, MA 01060
(413) 587-1414*

Resource	Name	Phone
Superintendent/Director	Frank Llamas, Ed.D.	x106
Principal	Veronica Carroll	x100
Dean of Students	Michael Quinlan	x103
Business Manager	Nancy Roberts	x105
Campus Technology Coordinator	Donna Sroka	x119
Curriculum Coordinator	Arthur Apostolou	x160
Special Education Coordinator	Linda Bisailon	x114
Agriculture Cluster Coordinator/Lands Manager	John Szafranski	x110
Guidance Counselor/Recruitment Coordinator	Joseph Laino	x113
Guidance Counselor/Co-op Coordinator	Kelly O'Leary	x113
Adjustment Counselor	Scott Andrew	x124
Adjustment Counselor	Annabel Bradford	x151
Tech Prep Site Coordinator	Richard Prée	x155
School Nurse	Patricia Weller	x118
Attendance Officer	Maureen Dwyer	587-1489
Facilities Manager	Tim Smith	x120
Athletic Director	Edward Shaughnessy	x300



Name:		Date:									
CAREER PLANNING GUIDE											
SMITH VOCATIONAL AND AGRICULTURAL HIGH SCHOOL											
	9th Grade	10th Grade	11th Grade	12th Grade	13th Grade		14th Grade				
English											
Math											
Social Studies											
Science											
Selectives											
Related (if appropriate)											
Other											
Vocational/Technical Program											
	Internship			Cooperative Education			Tech Prep				
							Articulated Community College Courses				
Extra Curricular											
Student Activities and Athletics											



Admissions

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

- Informational presentations are offered to eighth grade classes in local schools.
- Campus tours are scheduled for interested students with sending district Guidance Counselors (individual tours may also be scheduled).

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

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

Applications for admission may be obtained from the local school Guidance Counselor. In all school districts except Northampton, the local school Guidance Counselor notifies the sending school Superintendent which students have applied to Smith Vocational and Agricultural High School and forwards those applications to the sending school application. Since the cut off date for applications vary by school district, please check with your local Superintendent's office for the application deadline in your school district.

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

ADMISSION POLICY

Introduction

An admission process is necessary in vocational/technical schools where space is a limiting factor. Vocational/Technical and Agricultural shops are designed and equipped to safely serve a specific maximum number of students. Vocational/Technical and Agricultural shops lack both the space and flexibility to accommodate the possible needs and/or interests of all applicants. Therefore, a selection process is necessary to determine which applicants may most benefit from such educational opportunities. All applicants to grades nine through twelve at Smith Vocational and Agricultural High School will be evaluated using the criteria contained in the Admission Policy. Smith Vocational and Agricultural High School Board of Trustees approved this policy on February 15, 2005.

Equal Educational Opportunity

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

If there is a student with limited English proficiency, a qualified representative from Smith Vocational and Agricultural High School will assist the applicant in completing the necessary forms and assist in interpreting during the entire application and admission process upon the request of the applicant.

Disabled students may voluntarily self-identify for the purpose of requesting reasonable accommodations and assistance during the entire application process.

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

Eligibility

Any eighth, ninth, tenth, eleventh or twelfth grade student who is a resident (i.e. lives with his/her parent(s)/guardian(s) or other relatives, by themselves, or in a foster or group home or in virtually any other living situation) of Hampshire County who expects to be promoted to the grade they seek to enter is eligible to apply for fall admission or admission during the school year subject to the availability of openings at Smith Vocational and Agricultural High School. Resident students will be evaluated using the criteria contained in the Admission Policy. Priority for admission is given to Northampton residents according to Smith Vocational and Agricultural High School Agreement. Should the total number of Northampton students exceed the number of openings within Smith Vocational and Agricultural High School, the criteria in the "Selection Process" will be in place. The total number of ninth grade students admitted annually will not exceed 150 students unless approved otherwise by the Board of Trustees. The total number of non-Northampton students accepted may change from year to year, depending upon the number of Northampton applicants. Students who are not residents of Northampton are eligible to apply for fall admission or admission during the school year subject to the availability of openings at Smith Vocational and Agricultural High School provided they expect to be promoted to the grade they seek to enter by their local district. Non-resident students will be evaluated using the criteria contained in this Admission Policy.



Transfer students from other vocational technical schools are eligible to apply for fall admission or admission during the school year to grades 9-12 at Smith Vocational and Agricultural High School provided they expect to be promoted to the grade they seek to enter by their current school. Transfer students will be evaluated using the criteria contained in this Admission Policy.

Organizational Structure

Smith Vocational and Agricultural High School is a public independent vocational/technical and agricultural school overseen by a Board of Trustees elected by the citizens of the City of Northampton. We are obligated to accept students that wish to enroll who reside in Northampton and who meet promotional requirements to grade 9 including passing English and mathematics. Smith Vocational and Agricultural High School is accredited by the New England Association of Schools and Colleges. We are committed to providing quality vocational/technical and agricultural programs.

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

Smith Vocational and Agricultural High School has an Admission Counselor appointed by the Superintendent. The Admission Counselor's duties include but are not limited to:

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

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

Recruitment Process

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

- Fall visitations with an informational presentation to eighth grade classes in local schools by Smith Vocational and Agricultural High School staff under the direction of the Admission Counselor
- Scheduled group tours for interested students conducted by the Smith Vocational and Agricultural High School Admission Counselor in conjunction with sending district Guidance Counselors
- An Open House scheduled during the month of March. Prospective students and their parent(s)/guardian(s) and sending school staff have an opportunity to visit all vocational/technical and agricultural programs and speak with teachers and administrators as well as view a presentation about all academic and shop offerings
- Individual visits scheduled by prospective students/parent(s)/guardian(s) at a mutually convenient time
- Distribution of brochures during the eighth grade visitations and at the annual Open House, describe vocational/technical and agricultural programs including academic courses, sports, cooperative work education, and special education services and programs

APPLICATION PROCESS

For admission to the ninth, tenth, eleventh or twelfth grades

Students interested in applying to Smith Vocational and Agricultural High School for admission must:

- Obtain an application from the local school Guidance Counselor as early in the school year as possible
- Return the completed application form to the local school Guidance Counselor by the deadline set by the Guidance Counselor
- Schedule and attend an interview at Smith Vocational and Agricultural High School. If the applicant or parent(s)/guardian(s) cannot provide transportation, a representative from Smith Vocational and Agricultural High School will go to the local school to interview the applicant

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

- Complete the Guidance section of the application form including, when applicable, the non-resident application
- Forward the completed application form to the Admission Counselor at Smith Vocational and Agricultural High School by April 1

A complete application includes:

- * For applications to grade 9 (fall admission), the average of grade 7 and terms 1 & 2 grade 8 marks in English language arts, social studies, math and science from the local school report card/transcript are required. For applications to grades 10, 11 & 12 (fall admission), the average of the previous school year and terms 1 & 2 of the current school year marks in English language arts, social studies, math and science from the local school report card/transcript is required

For applications to grade 9 (fall admission), the sum of grade 7 and terms 1 & 2 grade 8 unexcused absences from the local school report card/transcript are required

For applications to grades 10, 11 & 12 (fall admission), the sum of the previous school year and terms 1 & 2 current school year unexcused absences from the local school report card/transcript is required

For applications to grade 9 (fall admission), the average of grade 7 and terms 1 & 2 grade 8 assessments of behavior from the local school report card or from the local school Guidance Counselor's assessment are required. For applications to grades 10, 11 & 12 (fall admission) the average of the previous school year and terms 1 & 2 of the current school year assessments of behavior from the local school report card or from the local school Guidance Counselor's assessment are required

For applications to grade 9, 10, 11 and 12 (fall admission), the local school Guidance Counselor's recommendation is required

- * Non-resident forms should be distributed to the Superintendent of the sending school district, and attached to the Smith Vocational and Agricultural High School's application. A copy remains in the sending district's file after sign off by the local Superintendent

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

- The Smith Vocational and Agricultural High School's Admission Counselor will notify the local



- school's Guidance Counselor that the application is incomplete and completion is requested
- The applicant's parent(s)/guardian(s) will be notified by Smith Vocational and Agricultural High School's Admission Counselor in the event the problem is not resolved by the local school Guidance Counselor
- If after notifying the local school's Guidance
- Counselor and parent(s)/guardian(s), the application remains incomplete for ten days, the application will be void

By April 1st the Guidance Counselor of the sending school must notify the office of the Superintendent of the sending school district, outside Northampton, of all students who have applied. The non-resident applications must be sent to the sending school's Superintendent by the local school's Guidance Counselor.

Transfer Students

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

Applications from students who are enrolled in a state-approved (Chapter 74) vocational/ technical high school program in another school (transfer students) will be considered for admission (including admission during the school year) if they relocate away from their current school and wish to pursue the same program of study at Smith Vocational and Agricultural High School. All transfer applicants must attend an interview with the Admission Counselor at Smith Vocational and Agricultural High School. If the applicant or parent(s)/guardian(s) cannot provide transportation to the interview, an official from Smith Vocational and Agricultural High School will go to the local school to interview the applicant. Applications will be evaluated according to the provisions of this Admission Policy.

Students Who Withdraw

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

SELECTION CRITERIA

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

A. Scholastic Achievement: Maximum 16 points

For applications to grade 9 (fall admission), the average of grade 7 and terms 1 & 2 grade 8 **grades** in English, social studies, mathematics and science from the local school report card/transcript are used. For applications to grades 10, 11 and 12 (fall admission), the average of the previous school year and terms 1 & 2 of the current school year marks in English, social studies, mathematics and science from the local school report card/transcript are used. For applications to grades 9, 10, 11 and 12 (admission during the school year) the current school year to the date

of the application grades in English, social studies, mathematics and science from the local school report card/transcript are used.

Grade Averages	Points
90-100	4
80-89	3
70-79	2
60-69	1
0-59	0

A maximum of 4 points each for each core subject: English, social studies, mathematics and science from the local school report card/transcript are used.

B. School Attendance: Maximum 25 points

For applications to grade 9 (fall admission), the sum of grade 7 and terms 1 & 2 grade 8 **unexcused** absences from the local school report card/transcript are used. For applications to grades 10, 11 and 12 (fall admission) the sum of the previous school year and terms 1 & 2 current school year unexcused absences from the local school report card/transcript are used. For applications to grades 9, 10, 11 and 12 (admission during the school year) the current school year to the date of the application, unexcused absences from the local school report card/transcript is used.

*Number of Unexcused Absences	Points
0-3	25
4-7	15
8-11	10
12-15	5
Over 15	0

* unexcused absence: recorded when a student does not have a documented medical excuse.

C. School Discipline/Conduct: Maximum 25 points

For applications to grade 9 (fall admission), the average of grade 7 and terms 1 & 2 grade 8 assessments from the local school **Guidance Counselor's assessment** are used. For applications to grades 10, 11 and 12 (fall admission) the average of the previous school year and terms 1 & 2 current school year assessments from the local school report card/transcript or from the Guidance Counselor's assessment are used. For applications to grades 9, 10, 11 and 12 (admission during the school year) the current school year to the date of the application assessments from the local school report card/transcript or from the local school Guidance Counselor's assessment are used.



Discipline/Conduct Rating	Points
0 suspensions	25
1-2 suspensions	20
3-5 suspensions	10
6-10 suspensions	5
Over 10 suspensions	0

D. Sending School Guidance Counselor’s Recommendation: Maximum 9 points

Rating	Points
Excellent	9
Above Average	7-8
Average	5-6
Below Average	3-4
Poor	0-2

E. Interview: Maximum 25 points

Rating	Points
Very Strong	25
Average	15
Weak	5
Poor	0

All applicants receive the same questions and are rated in a uniform standard. The interview is intended to gain insight into the students’ motivation for applying to Smith Vocational and Agricultural High School and reasons for selecting a particular vocational/technical area.

Following the interview, Smith Vocational and Agricultural High School’s Admission Counselor will complete the Interview Rating Sheet. Areas of consideration:

- Interest in Vocational/Technical Education
- Realism of a Vocational/Technical program
- Motivation to attend

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

1. After a point total for each resident applicant has been determined, all resident applicants are placed in order of their “point total” and town of residence. 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 openings occur, the seats are filled by accepting resident applicants from the waiting list. These resident applicants, like those accepted earlier, are accepted in order of their place on the waiting list determined by the total points given according to the selection criteria.

2. 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.
3. The Admission Counselor at Smith Vocational and Agricultural High School will examine, discuss and select applicants. The Admission Counselor considers scholastic achievement, attendance, school behavior, interview and the sending school district Guidance Counselor's recommendation. Applications are reviewed, processed and assigned points according to grade level. Selecting criteria for A – D will be done by the sending school district's Guidance Counselor. Points assigned for criteria E (interview) will be done by the Admission Counselor of Smith Vocational and Agricultural High School.

Selection Process

After a point total for each applicant, the applicant is ranked in order of his/her "point total" and town of residence. Non-resident applicants are then accepted in order of the point total they have achieved. The non-resident applicant with the highest point total is accepted first; the non-resident with the second highest point total is accepted second, and so on until the seats are filled. All non-resident applicants are accepted, declined, or placed on a waiting list. Non-resident applicants on the waiting list will only be accepted after Northampton applicants have been accepted. In the case of an excess number of applicants from a particular city/town, students will be notified of their placement on a waiting list by their sending city/town Guidance Counselor. They will be accepted in rank order from the waiting list of applicants from each city/town, as openings occur.

All accepted students must participate in a placement assessment prior to entrance to Smith Vocational and Agricultural High School.

Enrollment and Conditional Enrollment

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

Vocational/Technical Program Admission/Exploratory Programs

All ninth grade students who enroll in the fall at Smith Vocational and Agricultural High School participate in a vocational/technical and agricultural exploratory program designed to help them learn about their talents and interests relative to a variety of vocational/technical and agricultural programs. Students initially explore each vocational/technical and agricultural shop for one day. Students then list their top four (4) exploratory choices and explore each of them for one week. Students are evaluated and scored (0-100 points) by each shop teacher during the exploratory week in each shop. At the end of this four (4) week exploratory period, each student selects his/her program of choice, as well as a second and third choice from the four (4) explored shops. Students are admitted into the shop of their choice based on the student's exploratory grade rank in that shop. In a situation where two (2) or more students attained the same grade rank, attendance will be the determining factor.



Each shop teacher evaluates students during the week in each shop. They are evaluated and scored (total of 0-100 points) on shop grades received for the week (25 points), attendance (25 points), discipline/conduct (25 points) and recommendations from vocational technical instructors (25 points)

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

Review and Appeals

The applicant's parent(s)/guardian(s), upon receipt of a letter from the Admission Counselor of Smith Vocational and Agricultural High School, indicating that the applicant was not accepted or was placed on a waiting list, may request a review of the decision by sending a letter requesting a review to the Admission Counselor within thirty days of the receipt of the letter. The Admission Counselor will respond in writing with the findings of the review within thirty days. If after the review, the parent(s)/guardian(s) wishes to appeal the findings of the review he/she may do so by sending a letter requesting that he/she be scheduled to appear before the Principal to appeal the Admission Counselor's findings. The Principal will respond in writing with her decision on the appeal within thirty days of the meeting when the appeal was presented.

The applicant's parent(s)/guardian(s), upon receipt of a letter from the Principal of Smith Vocational and Agricultural High School indicating that the applicant was not accepted or placed on a waiting list for a particular shop program, may request a review of the decision by sending a letter requesting a review to the Superintendent within thirty days following the receipt of the letter from the Principal. The Superintendent will respond in writing to the letter with the findings of his review within thirty days.



Smith Vocational and Agricultural High School Home Language Survey

Dear Parents and guardian: Child's Name: _____

In order to help your child succeed in school, we ask that you please answer the following questions for each child in your home.

1. What language did your child first understand or speak? _____
2. What language did you use most often when speaking with your child at home?

3. What language does your child use most often when speaking with you at home?

4. What language does your child use most often when speaking with other family members?

5. What language does your child use most often when speaking with friends?

6. What language(s) does your child read?

7. What language(s) does your child write? _____

8. At what age did your child start attending school? _____
9. Has your child attended school every year since that age? ___ Yes ___ No
10. Would you prefer oral and written communication from the school in English or in your home language? ___ Yes ___ No

Signature of Parent/Guardian

Date

To be completed by Guidance Counselor of sending district:		
Date/School Enrollment in local district:	Student's Name	Age Birthdate Grade
Relationship of Person Completing survey: <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Guardian <input type="checkbox"/> Other (specify):		Number of Years Student in USA: Signature of Guidance Counselor:
Recommendation: <input type="checkbox"/> Proficiency Testing/Records Review <input type="checkbox"/> No ELL Services		
Home Language survey English Form		



Smith Vocational and Agricultural High School

80 Locust Street

Northampton, MA 01060

413 587-1414

STUDENT EVALUATION FORM

Name of Applicant: _____
(Please Print)

Current School District: _____

The Guidance Counselor of the sending school district must complete the Student Recommendation on the reverse side of this form. The Guidance Counselor must also complete the information required for Scholastic Achievement, School Attendance, School Discipline and Recommendation based on scores described in the Admission Policy. This form together with a copy of the transcript/or academic record, to date, must be sent to the Admission Counselor c/o Guidance Office at Smith Vocational and Agricultural High School **by April 1.**

The total point score will be used to determine order of acceptance for students from the sending school district. Please review the selection criteria in the Admission Policy.

	Points
A. Scholastic Achievement (maximum 16 points)	<input style="width: 80px; height: 40px;" type="text"/>
B. School Attendance (maximum 25 points)	<input style="width: 80px; height: 40px;" type="text"/>
C. School Discipline (maximum 25 points)	<input style="width: 80px; height: 40px;" type="text"/>
D. Sending School Guidance Counselor's Recommendation (must complete the reverse side of this form first) (maximum 9 points)	<input style="width: 80px; height: 40px;" type="text"/>

Maximum Points = 75 (A-D)

E. *Interview (maximum 25 points)	<input style="width: 80px; height: 40px;" type="text"/>
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Total Points = _____

*** Interview Points will be awarded by the Smith Vocational and Agricultural High School's Admission Counselor**



Recommendation

The sending school’s Guidance Counselor must complete the recommendation below.

Please check the appropriate box in EACH AREA EVALUATED.

Area Evaluated	Excellent (1.0)	Average (.5)	Poor (0)	Total Points
Attitude				
Effort				
Able to follow safety rules				
Respect for authority				
Follows directions				
Peer interaction				
Stays on task				
Follows school rules				
Completes assignments				

Total Points = _____

**To be filled in – Box D
(front of form)**

Sending School Guidance Counselor’s Signature

Date

Please return the completed form to your Guidance Counselor.



Student Application

The **parent or guardian and applicant** should carefully complete this application for admission to Smith Vocational and Agricultural High School.

Do you need accommodations or translation assistance to complete this application? Yes _____ No _____

Student Information

Name: _____
Last Name First Name Full Middle Name

Birthdate: _____ Soc Sec #: _____ Grade Applying for: _____
Month Day Year

Address: _____
Number Street Apt. Number City/Town Zip

Current School Attending: _____ Current Grade: _____

Place of Birth: _____

Language Spoken at Home by Applicant: _____

Parent/Guardian Information

Name: Father/Guardian _____ Name: Mother/Guardian _____

Address: Father/Guardian _____ Address: Mother/Guardian _____
Number Street Number Street

City/Town Zip City/Town Zip

E-mail address: Father/Guardian _____ E-mail address: Mother/Guardian _____

Home Phone Number: Father/Guardian _____ Home Phone Number: Mother/Guardian _____

Work Phone Number: Father/Guardian _____ Work Phone Number: Mother/Guardian _____

Cell Phone Number: Father/Guardian _____ Cell Phone Number: Mother/Guardian _____

Emergency Contact Name: _____ Emergency Contact Phone Number: _____

With Whom Does the Applicant Reside: _____ Relationship: _____

Address: _____ Telephone Number: _____
Number Street Town Zip

In the case of divorced parents please attach a court order documentation of parent custody.

Smith Vocational and Agricultural High School admits students and makes available to them its advantages, privileges, and course of study, without regard to race, color, sex, religion, national origin, sexual orientation or handicap.



Student Application

Release of Records

Smith Vocational and Agricultural High School has permission to receive all of the applicant's school records including health, course grades, attendance, disciplinary, recommendations, standardized test results, MCAS scores, Individual Success Plan, 504 Plan, Individual Education Plan, Special Education/Psychological assessments and reports and records of extracurricular activities. Your signature indicates that all the statements on this application are correct and that you authorize the release of the above records. Students accepted may be subsequently withdrawn from our membership if found giving false information.

Signature of Applicant: _____ Date: _____

Signature of Parent/Guardian _____ Date: _____

School Information — To be completed by the sending school's Guidance Counselor

Is the applicant a Ward of the State? Yes _____ No _____ SASID #: _____

With this application please submit a completed copy of the applicant's Individual Home Language Survey.

During this past two school years, has the student been suspended? Yes _____ No _____

If yes, how many times? _____

Has applicant ever been expelled? Yes _____ No _____

If yes: Date _____ Reason _____

Please Check:

Recommended English Course: _____ English _____ Developmental English

Recommended Mathematics Course: _____ Algebra _____ Integrated Math _____ Developmental Math

Signature of Sending School Guidance Counselor Printed Name School System Date



Student Application

Directions to Applicant: In the space provided below, please number your choices from 1 through 13. Place 1 next to your first choice, 2 next to your second choice and so forth. **Your application cannot be processed unless all programs are numbered with a separate number from 1 to 13.**

Environmental, Natural Resources and Agricultural Sciences

- _____ Agriculture
- _____ Forestry/Horticulture

Construction and Design

- _____ Carpentry/Painting
- _____ Electrical
- _____ Plumbing Technology

Business, Finance and Marketing

- _____ Information Technology

Health and Human Services

- _____ Cosmetology
- _____ Health Technology

Technology and Engineering

- _____ Auto Body
- _____ Automotive Technology
- _____ Manufacturing Technology

Arts and Communication

- _____ Graphic Communications/
Printing Technology

Hospitality Tourism

- _____ Culinary Arts

Affirmative Action Data

Completion of this section is optional

Racial or Ethnic Group: Check all that apply

- White, not of Hispanic origin _____
- Hispanic _____
- Black, not of Hispanic origin _____
- American Indian/or Alaskan Native _____
- Asian American or Pacific Islander _____

Gender:

- Male _____
- Female _____

RETURN THIS APPLICATION TO YOUR LOCAL GUIDANCE COUNSELOR.

If you have any questions please contact Mr. Laino, Admission Counselor at Smith Vocational and Agricultural High School at 587-1414 x113.