

NHS School Council

December 9, 2025

MEETING SUMMARY

Attendance: Violet Aldrich, Chris Cain, Jeanne Coffey, Luna Mutabzi, Aaron Ribaud-Smith, Lucy Rimer, Thomas Rich, Cady Seaton, Erin Seaton, Andy Wulf

I) High School Updates

- Reminder of the Winter Concert taking place on Tuesday, December 16th. The music program continues to build off of last year's work. Mr. Smith shared that he will be emceeing the event as well as playing with the Clipper Ups.
- Students have been very involved with providing service across the community. The National Art Honor Society has used their artistic talents to support many events happening across Newburyport. The Interact and Lions clubs have also been participating in many activities throughout the month. They are helping with several collections as well from Toys for Tots to food drives. Andy Wulf reminded the team how the school promotes service by providing 2.5 credits for every 75 hours of logged community service.
- The Competency Determination (CD) Policy has been approved by the school committee. Andy Wulf thanked the council for their feedback on the policy.
 - ◆ [CD Policy](#)
 - ◆ [CD Summary for Students and Families](#)
 - ◆ As recommended by the council, Andy Wulf will visit classrooms during the second semester to review the new policy with students.

II) Exploring Career Technical Education Programs

- Andy Wulf reviewed the school improvement plan's objective to expand options and pathways to help students explore their interests or go deeper in an area they want to explore after high school.
- He explained over the past three years how the school has added 3 Innovation Career Pathways (Environmental, Advanced Manufacturing, and Health and Social Assistance). All three come with funding to support their implementation.

- Alongside the Innovation Pathways, the school has a partnership with the Peterson School in which NHS currently has upperclassmen participating in Electrical, HVAC and Plumbing programs.
- Chapter 74 Programming - Through applying for innovation pathways, Andy Wulf explained how the school has learned about Chapter 74 programs which are typically found at Vocational Technical Schools such as Whittier and Essex Tech.
- Difference Between Chapter 74 and Innovation Pathways
 - ◆ Chapter 74 programs involve more hours (900) for students to earn industry area credentials. Innovation Pathways involve 4 courses and 100 hours of internship.
 - ◆ Chapter 74 programs offer more significant funding sources for schools.
- Visit to Salem High School
 - ◆ Salem High School is a comprehensive high school, meaning it has traditional educational programs (like NHS) and it has Chapter 74 and Non Chapter 74 Vocational/Technical programs.
 - ◆ A team from NHS went to visit Salem High School to learn more about their structure and programs on November 14th.
 - ◆ Link to [SHS Vocational/Technical Offerings](#)
 - ◆ For every student enrolled in a chapter 74 program at Salem High School, Salem is reimbursed over 6000 dollars.
 - ◆ Andy Wulf further explained by having Ch. 74 programs this opens avenues to other funding sources the school can apply for to support the build out of spaces and purchasing equipment. Adjusting building space to expand pathway programming is part of the NHS School Improvement Plan
- What Chapter 74 programs is NHS considering to apply for:
 - ◆ Early Education and Care
 - ◆ Multimedia Broadcast
 - ◆ Medical Assisting

III) School Culture Data Discussion

- The council reviewed 2 data sources relative to school climate.
 - **School Quality Measures** - Tool that uses a mix of academic (test scores, growth, graduation rates, advanced courses) and school environment survey data (climate, safety, teacher quality, leadership), to capture a holistic view of a school's effectiveness. This survey was given for the first time last spring.
 - **Views of Climate and Learning** - This is a survey that is given to grade 10 students every year after taking the math MCAS. It is administered by the state.

The team reviewed the past 3 years of this survey's data.

- Links to data:
 - [School Quality Measures](#)
 - [Views of Climate and Learning](#) (past 3 years)

- The team engaged in a discussion around the following prompts:
 1. What strengths or bright spots do you see?
 2. Are there any patterns or commonalities you observe across the 2 data sources?
 3. What areas for growth do you observe?

SUMMARY OF DISCUSSION

Bright Spots

- School Climate Observations
- Data shows positivity around the student atmosphere with exceeding or meeting state average scores.
- Indication of good student-teacher relationships and safety in the school.
- Students feel they have a voice in school-level decisions (I.E. Students were involved in the new cell phone policy.)

Commonalities and Areas for Growth

- Though students feel they have a voice in the school as a whole, in the classroom their sense of empowerment is not as high.
 - Responses to whether teachers asking for student feedback and/or use student ideas to build off their lessons was low.
- Student engagement is an area for growth
 - SQM shows 100% of students meeting school requirements but their level of engagement with school is low.
 - VOCAL data shows a need for students to find more relevance in their learning to improve engagement

Wrap-up Thoughts

- Can teachers implement 360 feedback to help students have input in the learning process?
- Is there an opportunity for teachers to have discussions with students about their thoughts on powerful learning?
- May be worth brainstorming with teachers on ways to help students feel they have a voice in their academics and the learning process.