

NHS School Council

February 3, 2026

MEETING SUMMARY

Member Attendance: Amber Barbere, Violet Aldrich, Chris Cain, Jeanne Coffey, Luna Mutabzi, Lucy Rimer, Cady Seaton, Erin Seaton, Mike Testa, Andy Wulf

Others in Attendance: Dr. Erin Hobbs (Pathways Coordinator)

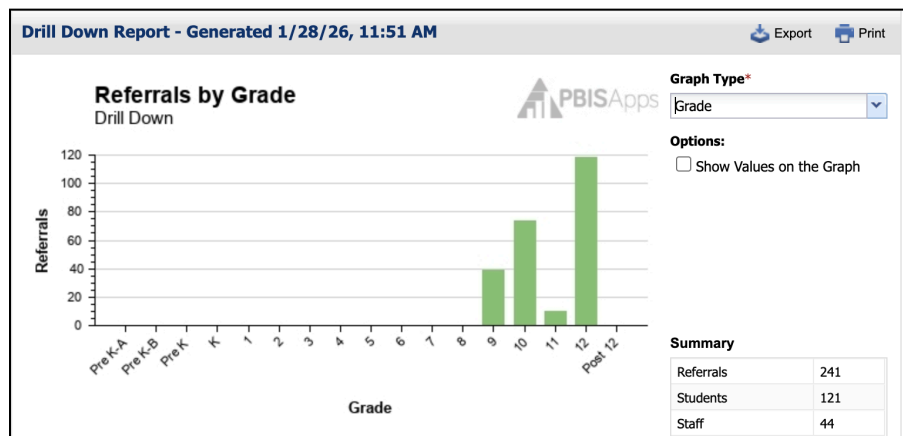
I) High School Updates

→ **Program of Studies Night on 2/3/26**

Andy Wulf shared that tonight is the presentation regarding the scheduling process for incoming 8th grade families. A coffee was held this morning for upperclassmen families who had questions about the process.

→ **Cell Phone Policy Updates & Data Review**

Following up on the January discussion around the NHS cell phone policy, Andy Wulf shared referral data with the council. The team noted that the summary indicates repeat offenders of the policy.



Students spoke about their recent assembly, in which the administration shared the data and emphasized that the focus is on repeat offenders. Moving forward, repeat violations will result in phones being secured in the main office for a period of time, potentially up to the remainder of the school year depending on the violation.

Andy Wulf emphasized that the spirit of last year's dialogue feedback was to create a policy that is age-appropriate, reinforces self-regulation, and focuses interventions on those unable to limit their device use.

→ **Inspired Learning Day 3/20/26**

Mr. Testa and Andy Wulf explained that teachers are in the process of planning this year's Inspired Learning Day, which will occur during the early release on March 20. Students and parents commented that last year's Inspired Learning Day was a great experience. Using feedback from last year, this year's program will include three 60-minute lessons so students can experience more sessions.

→ **Student Learning Dialogue**

Andy Wulf shared that, following the council's review of school engagement data in December, the faculty has begun exploring student engagement more deeply. The faculty is working to develop a common understanding of what makes learning powerful for students. A next step will be gathering feedback from students about their classroom experiences.

After February vacation, the instructional leadership team will facilitate a dialogue involving approximately 8 students for every 2 teachers. Using a random sampling of students, a wide range of learners will have the opportunity to provide feedback. In total, about 350 students will participate. The math department will run a mini-lesson on random sampling to help students understand the selection process if their name is not chosen.

→ **Student Fan Participation/Behavior**

Andy Wulf shared that overall student fan behavior has been positive throughout the fall and winter seasons. However, at the Triton hockey game, the energy escalated and unsportsmanlike conduct occurred. A message was shared with students during the school day, and parents received a voicemail so they were aware of Mr. Wulf's address to students.

→ **Budget Updates**

Andy Wulf explained that there are no current updates regarding next year's budget. The brainstorm from January's meeting has been organized for future reference at budget meetings.

II) Initial Policy Discussion

→ **Policy Reflection**

The team reviewed the message Andy Wulf sent to the school community and noted that, as of now, there have been no entries in the Google Form.

Mr. Cain shared that some students park on campus while working out in the morning, which

impacts teachers arriving at school. The team agreed that the policy should include a clear time restriction prohibiting student parking on campus during those hours.

→ **Graduation Requirements Review**

Andy Wulf explained how the high school program has evolved over the past six years. There are now multiple pathways that allow students to explore their interests, and a wider variety of elective courses has been added. He also shared that the school intends to continue expanding its pathways. With the advancement of school offerings driven by the Portrait of a Graduate, the council agreed it makes sense to review the current graduation requirements for two purposes:

- alignment with state recommendations (MassCore), and
- support for the district’s Portrait of a Graduate goals.

The team then reviewed and clarified the current local graduation requirements.

Section 3 - Academics		
3.1 – Credits and Graduation Requirements		
Newburyport High School credits for graduation are obtained by having attended NHS for at least one semester. All courses at Newburyport High School are semester courses that normally yield a total of 2.5 graduation credits. Credit values for individual courses are contained in the description presented in the current <i>Program of Studies</i> and are granted to students upon successful completion of a given course of study. To graduate from NHS, students must accumulate 110 credits, pass all of the required courses of study, achieve competency determination "CD" (see below 3.2), and have attended NHS for at least one semester.		
The subject areas and credit quantities required of students are as follows:		
English	4 years	20 credits
History	4 years	20 credits
Mathematics	3 years	15 credits
Science	3 years	15 credits
World Language	2 years	10 credits
Physical Education	4 semesters	10 credits
Visual and Performing Arts	2 semesters	<u>5 credits</u> 95 credits
The additional credits required to reach 110 credits for graduation are to be chosen from those courses listed in the <i>Program of Studies</i> .		

Ms. Seaton asked whether the current graduation requirements could be an obstacle for students attempting to complete pathway and CTE requirements. Dr. Hobbs, who coordinates the pathway program, shared that she has analyzed the course requirements for a CTE program. While the current graduation requirements do allow a student to meet CTE pathway obligations, the schedule is very tight.

The team identified the following action steps for the March 3rd meeting:

- Compare MassCore requirements with NHS graduation requirements
- Review sample graduation requirements from other schools, particularly those with pathway programs
- Review feedback from faculty