

**New England Association of  
School and Colleges, Inc.**

**Commission on Public Schools**



**Commission on Public Schools**

**Collaborative Conference Visit Report for  
Manchester Essex Regional High School**

Manchester, MA

November 15, 2020 - November 18, 2020

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# School and Community Summary

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## School and Community Summary

### Our Schools

The Manchester Essex Regional School District has consistently and proudly been among the highest-performing districts in the state. It is a growing district with a student population of 1400 and a commitment to maintaining low student-teacher ratios. In addition to a robust core curriculum that balances high expectations for student achievement with the needs of the whole child, we offer specialty programming and a variety of twenty-first century learning opportunities, such as: Elementary Foreign Language, Integrated Pre-K, the SWING Program, Middle School Engineering, Project Adventure, FIRST Robotics, ASR -Authentic Science Research, a Nationally Recognized Debate Team, an Award Winning Drama Program, and the Green Team & Green Scholars.

MERSD is comprised of four schools. Memorial Elementary and Essex Elementary are neighborhood schools that serve grades PreK-5. The Manchester Essex Regional Middle School serves grades 6 through 8 and shares an impressive new facility, recognized for its utilization and commitment to green technology, with Manchester Essex Regional High School, which serves grades 9 through 12. Our district realizes the importance of professional development and renewal, and, as such, provides staff development through the Northshore Education Consortium, the Northeast Professional Development Consortium, and Salem State Collaborative for Interdisciplinary Studies, and the UMASS Lowell STEM Initiative.

MERSD is an inclusive school district; as such, we are a collaborative culture that welcomes all members into our learning community. Recognizing that students share more similarities than differences, our learning community respects each individual's unique contributions. It is expected that all adults share the responsibility for providing every student with access to and participation in high quality education.

### Our Community

The Manchester Essex School District serves the communities of Manchester and Essex, located on Cape Ann in Essex County, twenty-five miles north of Boston. The towns have a combined population of 8,640 people, 5136 in Manchester and 3,504 in Essex, as of the 2010 Census. In 2000, the two communities voted to regionalize their schools, opening up a wealth of opportunity that is currently shaping the future of our students....expanding academic, athletic and social offerings....forming a partnership to ensure a legacy of outstanding education and excellence. Though the towns enjoy unique identities, they have in common the same priority: a desire to provide the best possible resources to facilitate their children's growth and prepare them for the 21st century....at home, in school, and in the community. The realization of this goal is dependent upon the strong involvement and port that comes from parents, businesses, clubs and organizations, other branches of Town government and the many individuals who do not have children in the system but believe that the community is only as strong as its educational institutions. Hard to measure, but definitely present, is an unusual and enthusiastic willingness to work together to provide the resources necessary to prepare our young people for productive, fulfilling lives.

Demographic Information: [DESE School Profile](#)

## Core Values, Beliefs, and Vision of the Graduate

### Mission Statement

The mission of Manchester Essex Regional High School is to provide a rigorous, well-rounded educational

program in a learning environment that encourages individual growth and prepares all students for the diverse challenges of their futures.

## **Expectations for Student Performance**

### **Academic**

Read critically for a variety of purposes

Communicate clearly to an intended audience

- Variety of mediums
- Expressing original thoughts/ideas
- Receptive communication

Write effectively

Identify /utilize technological and informational resources to synthesize information

Demonstrate problem solving and critical thinking skills

### **Social**

Experience growth through participation in elective offerings, extra-curricular and school-sponsored activities

Demonstrate respect for themselves, others, and the community

### **Civic**

Participate in activities that foster citizenship and contribute to the community

# LEARNING CULTURE

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## Learning Culture

*The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive student learning as well as policy, practice, and decision-making while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school's core values, beliefs about learning, and vision of the graduate.*

1. The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.
2. The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.
3. The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.
4. The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.
5. The school's culture promotes intellectual risk taking and personal and professional growth.
6. The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.
7. The school culture fosters civic engagement and social and personal responsibility.

# STUDENT LEARNING

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## Student Learning

*The school has a vision of the graduate that includes the attainment of transferable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to prepare learners for their future. Students are assured consistent learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways. Students actively participate in authentic learning experiences while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning.*

1. The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.
2. There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.
3. Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.
4. Instructional practices are designed to meet the learning needs of each student.
5. Students are active learners who have opportunities to lead their own learning.
6. Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.
7. Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.
8. Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.
9. Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

# PROFESSIONAL PRACTICES

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## Professional Practices

*The school maintains and implements a school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs. Educators engage in ongoing reflection, collaboration, and professional development to improve their practice and examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, programs, and services.*

1. The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.
2. Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.
3. Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.
4. Collaborative structures and processes support coordination and implementation of curriculum.
5. School-wide organizational practices are designed to meet the learning needs of each student.
6. Educators develop productive student, family, community, business, and higher education partnerships that support learning.

# LEARNING SUPPORT

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## Learning Support

*The school has timely, directed, and coordinated interventions for all students. The school provides targeted supports to meet each student's individual needs, including counseling services, health services, library/information services, and other appropriate support services to assist each student in meeting the school's vision of the graduate.*

1. All students receive appropriate intervention strategies to support their academic, social, and emotional success.
2. All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.
3. All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.
4. All students receive library/information services that support their learning from adequate, certified/licensed personnel.
5. Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

# LEARNING RESOURCES

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## Learning Resources

*The school has adequate and appropriate time, funding, and facilities to support the realization of its core values, beliefs about learning, and vision of the graduate. The school and school community provide time, funding, and facilities for student learning and support; teacher collaboration and professional growth; and full implementation of curricular and co-curricular programs in the school. The school has appropriate plans, protocols, and infrastructure in place to ensure consistent delivery of its curriculum, programs, and services.*

1. The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.
2. The school/district provides time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.
3. The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.
4. The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.
5. The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

# Introduction

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## Introduction

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation. The governing body of the Association is its Board of Trustees, which supervises the work of three Commissions: the Commission on Independent Schools (CIS); the Commission on Public Schools (CPS), which is comprised of the Committee on Public Secondary Schools (CPSS), the Committee on Technical and Career Institutions (CTCI), and the Committee on Public Elementary and Middle Schools (CPEMS); and the Commission on International Education (CIE).

As the responsible agency for matters of the evaluation and accreditation of public school member institutions, CPS requires visiting teams to assess the degree to which schools align with the qualitative Standards for Accreditation. The Standards are Learning Culture, Student Learning, Professional Practices, Learning Support, and Learning Resources.

The accreditation program for public schools involves a five-step process: the self-reflection conducted by stakeholders at the school; the Collaborative Conference visit, conducted by a team of peer educators and NEASC representatives; the school's development and implementation of a growth/improvement plan; the Decennial Accreditation visit conducted by a team of peer educators and NEASC representatives; and the follow-up program carried out by the school to implement the findings of its own self-reflection, the recommendations of the visiting team, and those identified by the Committee in the follow-up process. Continued accreditation requires that the school participate in the accreditation process over the ten-year cycle and that it show continued progress addressing identified needs.

### Preparation for the Accreditation Visit - The School Self-Reflection

Accreditation coordinators and a steering committee comprised of the professional staff were appointed to supervise the school's self-reflection and Accreditation process. At Manchester Essex Regional High School, a committee of ten members, including the principal, supervised all aspects of the Accreditation process. The steering committee organized an appropriate committee or committees to determine the quality of all programs, activities, and facilities available for young people by completing the school self-reflection.

Public schools evaluated by the Commission on Public Schools must complete appropriate materials to assess their alignment with the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, vision of the graduate, and unique student population. Manchester Essex Regional High School used questionnaires developed by the Commission on Public Schools to reflect the concepts contained in the Standards for Accreditation. These materials provided discussion items for a comprehensive assessment of the school by the professional staff during the self-reflection.

In addition, the professional staff was required to read and vote on Part 2 of the self-reflection to ensure that all voices were heard related to the alignment of the school to the Standards for Accreditation. All professional staff members were expected to participate in the self-reflection process either by participating on a committee or by participating in discussion and evidence gathering to support the school's alignment to the Standards.

### The Process Used by the Visiting Team

A visiting team of three members was assigned by the Commission on Public Schools to conduct a Collaborative Conference visit to Manchester Essex Regional High School. The visiting team members spent two days in Manchester, MA; reviewed the self-reflection documents, which had been prepared for their examination; met with administrators, teachers, other school and system personnel, students and parents; and visited classes to

determine the degree to which the school aligns with the Committee on Public Secondary Schools' and Public Elementary and Middle Schools' Standards for Accreditation. The team also reviewed the proposed priority areas for the school's growth plan to be developed as part of the Accreditation process.

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each conclusion drawn by the visiting team are included within each section of the report. The report includes commendations and recommendations that, in the visiting team's judgment, will be helpful to the school as it works to improve teaching and learning and implement its plan for growth and improvement.

This report of the findings of the visiting team will be forwarded to the Committee on Public Secondary Schools or the Committee on Public Elementary and Middle Schools, which will make a decision on the Accreditation of Manchester Essex Regional High School

# Foundational Element Ratings

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## Foundational Element Ratings

Foundational Elements	School's Rating	Visitors' Rating
1.1a - Learning Culture	Meets the Standard	Meets the Standard
1.2a - Learning Culture	Does not Meet the Standard	Does not Meet the Standard
2.2a - Student Learning	Meets the Standard	Meets the Standard
3.1a - Professional Practices	Meets the Standard	Meets the Standard
4.1a - Learning Support	Meets the Standard	Meets the Standard
5.1a - Learning Resources	Meets the Standard	Meets the Standard

# Foundational Element 1.1a - Learning Culture

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## Narrative

The school community deliberately builds and maintains a safe environment, with 87.2 percent of students and 86.5 percent of adults reporting that they feel safe all or almost all of the time according to the NEASC survey. MERHS has specific policies in place which address bullying, harassment and discrimination. The school also has specific safety/crisis protocols and implements Alert, Lockdown, Inform, Counter, Evacuate (ALICE), fire and evacuation drills on a regular basis. All members of the school community including the students have been trained in ALICE response protocol.

Every other year, Manchester Essex Regional High School (MERHS) conducts the Youth Risk Behavior Survey (YRBS). According to the YRBS, the scores have improved since 2013 in the areas of behavior including, fighting, carrying a weapon, dating violence, and bullying. The data also shows improvement in symptoms of depression as well as illegal drug use.

MERHS a relatively new facility and the campus is secure with cameras on the entrances and around other key areas on campus. These policies, protocols and processes are in place and designed to ensure safety of learners and adults at MERHS.

## Rating

Meets

# Foundational Element 1.2a - Learning Culture

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## Narrative

There is a clear mission statement and expectations for student learning in the program of studies and the school improvement plan reflects the high school's core values and beliefs about learning.

The school does not yet have a written document describing its vision of the graduate and plans are in place to develop a district K-12 vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for each students' future success and the school plans to provide feedback to learners and their families on each learner's progress in achieving this vision. In addition, school's written curriculum will need to integrate the skills and dispositions outlined in the school's vision of the graduate.

## Rating

Does Not Meet the Standard

# Foundational Element 2.2a - Student Learning

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## Narrative

MERHS has a written curriculum in a consistent format for all courses in all departments across the school. During the 2017-2018 school year, the mapping of curriculum was a professional practice goal for all members of the MERHS faculty, using Aspen, the school's student management system. All courses have developed curriculum maps that are accessible to all teachers and are aligned to both state and national standards. The units of study include essential questions, concepts, content and skills. The maps are "living documents" that are reflected upon regularly and updated to meet students' learning needs. The curriculum review cycle includes 4 stages:

- Stage 1: Curriculum and Program Review and Development
- Stage 2: Possible Pilot Programs/Updated Editions
- Stage 3: Implementation
- Stage 4: Data Gathering, Evaluation and Renewal

## Rating

Meets the Standard

# **Foundational Element 3.1a - Professional Practices**

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## **Narrative**

The school improvement plan outlines overarching school and district-specific goals that include student-centered learning, social/emotional learning, curricular review and mapping, athletics review, A World of Difference Implementation, and the NEASC Accreditation process. These goals inform decision-making in the school and have been the catalyst for school growth, including a master schedule change that emphasizes embedded academic support time and the reduction student stress; professional development focused on student-centered learning; curriculum mapping in Aspen; increased community partnerships; implementation of the Bridge and RULER programs; and an athletics review. The school has also re-allocated staff and allocated funding resources to support these goals. In addition, the school principal and faculty recognize social/emotional health of students; inclusivity, tolerance, and empathy; and the development of a vision of the graduate as areas that require additional focus moving forward.

## **Rating**

Meets the Standard

# Foundational Element 4.1a - Learning Support

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## Narrative

Manchester Essex Regional High School (MERHS) provides a range of intervention strategies and referral processes to ensure the success of all students. MERHS has created several targeted supports to meet each student's individual needs. In particular, the school has focused on providing comprehensive supports for the social emotional needs of their students. Staff has been trained to implement the RULER program, an evidence-based approach for integrating social and emotional learning into schools. The Academic Center and the BRIDGE program provide supports to students so that they can, respectively, receive help with organization and successfully transition back into to their regular class schedule after a disruption to their school day or a return to school after an extended illness. The U block provides time in the school day for students to connect with adults in the building for academic assistance or emotional support. Other supports include the Teacher Assistance Team (TAT) and a school adjustment counselor. MERHS has a clear process to identify and refer students who need assistance including a referral system that is communicated to parents and staff for special education, 504's, and the Teacher Assistance Team.

## Rating

Meets the Standard

# **Foundational Element 5.1a - Learning Resources**

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## **Narrative**

Manchester Essex Regional High School (MERHS) has adequate funding and facilities provided to support the school's values and beliefs about learning and the delivery of curriculum and services. The community and district provide adequate and dependable funding to implement curriculum and learning opportunities. The school and district have plans to address the capital and maintenance needs of the building and its facilities. Protocols are in place to respond to crisis situations. Students and staff are regularly trained and practice intruder alert and evacuation drills. Safety features such as magnet strips are installed to enhance security measures at the school. The facilities meet all applicable laws and are in compliance with local fire, health, and safety regulations.

## **Rating**

Meets the Standard

# Standard 1 - Learning Culture

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## Narrative

Manchester-Essex Regional High School (MERHS) provides a safe, positive, respectful, an inclusive learning culture that ensures equity and honors diversity throughout. MERHS actively emphasizes and strengthens their understanding of, and commitment to equity and diversity, and the school community includes groups such as the Gay/Straight Alliance (GSA) and Anti-Defamation League (ADL). The ADL is in the process of implementing the World of Difference Program at the high school. This program recognizes that attitudes and beliefs affect actions, and that each of us can have an impact on others, and ultimately, on the world in which we live.

There is also a school-wide goal focused on social and emotional learning. Mood Meter posters are in each classroom as part of the Recognizing, Understanding, Labeling, Expressing and Regulating (RULER) program, an evidence-based approach for integrating social and emotional learning into schools, and teachers are integrating these strategies into their lessons and classroom practices. Several teachers and administrators went to a training on the RULER program last year and have led in the training for the rest of the staff. In addition, there are many programs, policies and professional development opportunities that contribute to providing a safe, positive, respectful learning culture for everyone in the building. Both students and faculty at MERHS foster an inclusive culture and honor diversity for all members of the community.

The school community deliberately builds and maintains a safe environment, with 87.2 percent of students and 86.5 percent of adults reporting that they feel safe all or almost all of the time according to the NEASC survey. MERHS has specific policies in place which address bullying, harassment and discrimination. The school also has specific safety/crisis protocols and implements Alert, Lockdown, Inform, Counter, Evacuate (ALICE), fire and evacuation drills on a regular basis. All members of the school community including the students have been trained in the ALICE response protocol.

Every other year, Manchester Essex Regional High School (MERHS) conducts the Youth Risk Behavior Survey (YRBS). According to the YRBS, the scores have improved since 2013 in the areas of behavior including, fighting, carrying a weapon, dating violence, and bullying. The data also shows improvement in symptoms of depression as well as illegal drug use.

MERHS a relatively new facility, and the campus is secure with cameras on the entrances and around other key areas on campus. These policies, protocols and processes are in place and designed to ensure safety of learners and adults at MERHS.

MERHS believes schools must establish a safe environment conducive to the development of the whole child, which extends beyond the academic core to include experiential learning, the arts, cultural awareness, and physical and emotional well-being. Their core values address the importance of the whole child, student achievement, school climate, and community partnerships and resources.

MERHS is developing a vision of the graduate that will be used to drive student learning, professional practices, learning support, and the provision and allocation of learning resources. MERHS has not yet engaged in explicit collaboration to revise the documents related to the school's mission. According to survey results, not all stakeholders have a firm understanding of their core values and beliefs about learning. The school has identified this as an area of growth.

There is a clear mission statement and student learning expectations in the program of studies and the school improvement plan reflects the high school's core values and beliefs about learning. The school does not yet have a written document describing its vision of the graduate and plans are in place to develop a district K-12 vision of the graduate that includes attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision. In addition, the school's written curriculum will need to integrate the skills and dispositions contained in the school's vision of the graduate.

MERHS provides a balance of academic, social, emotional and civic opportunities to meet the needs of all learners. The school community takes collective responsibility for the intellectual, physical, social, and emotional well being of every student. Survey results indicate that students feel that are connected to at least one adult in the building, and there are programs in place to such as the RULER program to support students' social and emotional wellness. In addition, the school schedule has an embedded U Block that provides opportunities for adults to connect with students outside of the structured classroom, and school counselors are available throughout the school day. The Teacher Assistance Team (TAT) provides opportunities for teachers and counselors to discuss student needs and provide tier one and two interventions. The Bridge Program helps students transition back to school after a long absence, and the Signs of Suicide program provides a another way to assess students' social and emotional needs.

Growth mindset is evident at MERHS. The school improvement plan reflects a focus on continual improvement and innovation and professional development opportunities for faculty are focused on the implementation of student-centered learning. Students are encouraged to bring their own technology devices to use as a tool/resource in the classroom. The school offers new elective courses each year, AP courses, and music and art courses. Teachers have the opportunity to develop new courses such as: Democracy in the Digital Age, English 12 Electives, Intro to Biotech, Conspiracy Theories, Sustainability, Women in Engineering, and Life Skills for the 21st Century. The new master schedule supports student learning and engagement with the creation of the U block. The faculty's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.

The school's culture promotes intellectual risk taking and personal and professional growth. The development of study groups such as the group formed to look at the daily schedule and the group formed to study best practices for English Language Learners reflects a focus on researched-based practices. MERHS developed a new schedule which includes a U Block that allows for students to meet with teachers outside of the structured classroom. Teachers use a Google Doc spreadsheet to keep track of where students are going at this time. The development of the new schedule demonstrates a commitment to continuous improvement and fosters a growth mindset.

The School Improvement Plan reflects a commitment to growth and expansion of programs. Opening day presentations reflect school goals for continuous improvement and a focus on risk taking for all members of the school community. There is an emphasis on the importance of student persistence as well as opportunities for revision of work depending on which teacher students have.

MERHS has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning. Teachers have the opportunity to present and share best practices at the district's annual professional development day conference. The department head structure provides teacher leaders the opportunity to make decisions about best practices related to their content area. Decisions, such as the change in the bell schedule, are studied collaboratively. There is shared leadership between high school administration, department heads and teachers with regard to the program of studies and school-wide initiatives such as the RULER program.

The MERHS culture fosters civic engagement and social and personal responsibility. The student handbook contains anti-discrimination, anti-bullying and other policies which promote social awareness, respectful behavior and treatment of others. The mission statement and academic, social and civic expectations for student performance can be found in the student handbook. In addition, there is the Senior Choice of Related Experience (SCORE) internship requirement for graduation and a community service requirement. There are several elective classes aimed to foster civic engagement and social responsibility such as: Facing History and Ourselves, Evidence Based Argumentation, Democracy in the Digital Age, Sustainability, and Green Scholars. The Green Scholars programs encourages students to engage with sustainability projects that impact the community.

Co-curricular activities also support civic engagement and social and personal responsibility such as: The Humanitarian League, Gay Straight Alliance, Debate and Distributive Education Clubs of America (DECA). DECA class engages in community service projects such as ALS ice bucket challenge, initiatives with the MERHS green team and Cape Ann Chamber of Commerce. The foreign language department hosts an annual international week with presenters from the community including students, parents, and other members of the community. MERHS is implementing a safe, positive, respectful, and inclusive culture that ensures equity and

honors diversity in identity and thought. Organizations or systems have been formed to support and sustain these practices.

## **Sources of Evidence**

- central office personnel
- classroom observations
- department leaders
- facility tour
- NEASC survey
- parents
- school leadership
- self-reflection
- students
- teachers

# Standard 2 - Student Learning

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## Narrative

Manchester-Essex Regional High School (MERHS) is preparing to develop its vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learner and their families on each learner's progress in achieving this vision. School and district leadership see this endeavor as a comprehensive K-12 initiative that will involve school, district, and community stakeholders, and the faculty has a growth mindset about developing this vision.

The written curriculum is in a consistent format for all courses and includes units of study with guiding/essential questions, concepts, content and skills. The curriculum, instruction and assessment practices in the high school emphasize transferable skills with a focus on creativity, collaboration, and communication. MERHS does not currently have a formal process to assess and communicate individual learning and school-wide progress for the current learning expectations, but one will be developed once the school has a vision of the graduate. The school does well on state measured tests such as the Massachusetts Comprehensive Assessment System (MCAS). Currently, some departments have common rubrics and assessments that reflect the development of transferable skills. During the 2017 - 2018 school year, the mapping of curriculum was a professional practice goal for all members of the MERHS faculty. All courses have developed curriculum maps that are accessible to all teachers through the Aspen student management system, and are aligned to both state and national standards. The units of study include essential questions, concepts, content and skills. The maps are living documents that are reflected upon regularly and updated to meet students learning needs.

The school's written curriculum demonstrates a depth of understanding over a breadth of knowledge and reflects a focus on skills as well as knowledge in most subject areas. There are several project-based opportunities and assessments throughout the school. Students have many reflection opportunities to promote higher order thinking skills, including the Authentic Science Research (ASR) two-year program and a Green Scholars program. The journalism course encourages high-order thinking and transferable skills as demonstrated in their monthly release of a school newspaper. The foreign language department is implementing a seal of bi-literacy, and the foreign language and the social studies departments have collaborated on a social justice curriculum that allows students see cross-curricular connections and gives them the opportunity to apply their learning outside the traditional classroom. Distributive Education Clubs of America (DECA) also provides students with authentic, project-based learning opportunities as well, requiring students to apply their learning and classroom knowledge to solve real world problems.

Seniors are required to participate in Senior Choice of Related Experience (SCORE), an internship program that releases seniors from regular classes to carry out hands-on learning projects in the career fields of their choice. Each SCORE project consists of an internship, weekly status reports, and a presentation. Through SCORE, all seniors have an opportunity to learn by doing, explore possible careers, acquire job skills, clarify what further training they need, and finally apply what they have learned in their years of schooling. While students actively participate in authentic learning experiences at MERHS and have multiple opportunities to demonstrate their learning, there continues to be an emphasis on traditional assessment and teacher-centered instruction in much of the core curriculum, particularly in Advanced Placement (AP) and honors classes.

Instructional practices at MERHS are designed to meet the learning needs of each student. The expansive Advanced Placement program is open to all students, and MERHS also offers heterogeneous electives in the program of studies. MERHS uses instructional practices that are designed to meet the learning needs of each student and students have multiple opportunities to demonstrate their learning at MERHS. Special education students have access to the challenging core and elective curriculum through an inclusive model using special educators as co-teachers as well as support in content-area courses. Teachers use formative assessments regularly and make adjustments to practice, and a social and emotional curriculum is addressed through the RULER program. Additional academic supports are embedded in the school schedule through the U Block directed study period. In addition, the Teacher Assistance Team (TAT) identifies students in need and develops support plans for students.

MERHS students have consistent opportunities to be active learners and to lead their own learning, particularly in project-based classes such as DECA, ASR, Global Issues, and Green Scholars. In addition, all students participate in the self-designed, extended learning SCORE program as a requirement for graduation. Many classes include authentic tasks and projects, and students also function in roles as peer mentors, teaching assistants, and Tech Team technical support for teachers and students. In addition, the school has placed increased emphasis on student-centered learning in all classrooms through professional development and sees this as an area for growth in the development of their vision of the graduate moving forward. That being said, teacher-centered instruction along with traditional forms of assessment are a staple of the school, particularly in AP and honors classes.

Learners regularly engage in inquiry, problem-solving, and higher-order thinking skills throughout their day and over their four years of high school. Project-based classes require high degrees of independence, flexible thinking, and persistence, and additional structures are in place, especially the directed study U Block, to support students in their development of these skills and dispositions. Unique programs such as Authentic Science Research, Green Scholars and DECA provide opportunities for students to authentically use inquiry-based problem solving. In addition, the NEASC survey confirms that faculty, students, and parents believe that the school's broader core and elective curriculum engages students in higher order questioning, inquiry, critical and creative thinking skills that are cognitively challenging, and the school is currently working to incorporate more active, student-centered learning strategies into instruction. In addition, the co-teaching model pairing special educators with general education teachers supports inclusive access to challenging content and skills for all students. A large percentage of students participate in the school's extensive Advanced Placement course offerings; however, the school currently has no formal interdisciplinary classes.

Students demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum, including projects, performance tasks, creative and real-world writing tasks, and presentations, but traditional tests, quizzes, and papers remain the dominant forms of assessment in most areas, especially in AP and Honors courses. Learners are frequently asked to complete formative assessments on a variety of technology tools including Google Classroom questions and Google Forms, Kahoot, Poll Everywhere, and Quizlet. Beyond the core curriculum, there are a number of authentic, project-based courses and experiences offered at the school, including DECA, ASR, Green Scholars, Tech Team, and the SCORE extended learning program required for seniors. Teachers provide individual feedback to students, and while there is no school-wide re-assessment policy, many teachers use re-assessment and revision strategies as part of the school's growth mindset culture. Students also engage in peer feedback activities as well as self-reflection to guide the next steps in their learning. Teachers make frequent checks for understanding and provide corrective feedback through both formative and summative assessment, often using Google Classroom as a tool, and small class sizes (15-20) as well as the U block provide for individual attention for students who need it. Teachers communicate learning goals as well as specific and measurable criteria for success prior to assessments, and most departments share some common rubrics. The school currently has no mechanism to assess achievement of the school-wide learning expectations and few common assessments to ensure consistent and equitable learning opportunities across grades or courses. There is also has no separate reporting for work habits and academic skills, so assessment and report card grades are an unspecified calculation of both and vary among teachers, courses, and departments.

Students use technology across all curricular areas to support, enhance, and demonstrate their learning. The school has a bring your own device (BYOD) policy but also has loaner and classroom computers for student use. This approach does create challenges due to the variety of platforms and software used within the school and access to loaners is limited. Teachers and students make extensive use of Google Classroom, and the technology integration specialist has trained students to assist her in providing technical support for the school. Basic technology access and use by teachers and students is evident throughout the school, and there are some examples of enhanced technology use such as 3D printers, hydroponics, and virtual reality glasses. The technical integration specialist also provides instructional expertise for teachers and programs and has a strong vision for more sophisticated applications of technology in the classroom.

## Sources of Evidence

- central office personnel
- classroom observations
- department leaders
- facility tour
- NEASC survey
- parents
- school board
- school leadership
- school support staff
- self-reflection
- students
- teachers

# Standard 3 - Professional Practices

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## Narrative

The school maintains and implements a school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs. The school has engaged multiple stakeholders in the development and implementation of the plan, which is reviewed annually by the school council and presented annually to the faculty and in public forum at a school committee meeting. The school also used feedback from students, faculty, and families in the development of the plan through the administration of several surveys. Current research was referenced in the master schedule study document as well as in the development of programs to address the social and emotional wellness of students, including the Recognizing, Understanding, Labeling, Expressing, and Regulating Emotion (RULER) and Bridge programs.

The school improvement plan outlines overarching school and district-specific goals that include student-centered learning, social/emotional learning, curricular review and mapping, athletics review, A World of Difference Implementation, and the NEASC self reflection study. These goals inform decision-making and have been the catalyst for school growth, including a master schedule change that provides a directed study/academic support block as well fewer classes in the day to reduce student stress, professional development focused on student-centered learning, curriculum mapping in Aspen, increased community partnerships, implementation of the Bridge and RULER programs, and an athletics review. The school has also applied and re-allocated staff and funding resources to support these goals. In addition, the district administrators, the school principal, and faculty members recognize the social/emotional health of students; inclusivity, tolerance, and empathy; and the development of a vision of the graduate as areas that require additional focus moving forward.

Manchester Essex Regional High School (MERHS) educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being. The school has a formal professional development program led by the district director of curriculum and technology, a schedule of dedicated meeting time, a number of review committees and study groups, professional development days including the recent addition of three early release days, and classroom observation opportunities. The school maintains some formal, professional collaboration time for teacher-designed projects while other time is dedicated to school and district initiatives such as curriculum mapping. While department heads engage in some instructional coaching, the principal is currently the primary evaluator of all staff, which continues to be a challenge with the time she has available.

The school examines evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services, which include a review of standardized test scores; common final exams; surveys from parents, students, teachers, and graduates; and various other sources. The school has been responsive to this data. Two examples include the addition of the Academic Center as well as the discontinuation of midterm exams in favor of more frequent formative assessments. Several recent initiatives have been implemented in response to concerns about the social and emotional wellness of students, including the master schedule change, the addition of the U Block for directed study and academic support, as well as the RULER and the Bridge programs. While there are some examples of collaborative examination of student work in departments, common rubrics and assessments, and student feedback, no formal process is in place to ensure this is happening on a consistent, systemic basis.

The school has designated meeting times as well as six early release days per year for teacher collaboration, which includes three teacher-directed and three building directed sessions. In addition, common planning time is scheduled for most, but not all co-teachers. Some departments share common materials through a shared drive, and there are some common grading practices and rubrics among departments. Teachers are currently working on curricular mapping; however, responsibility for curricular coordination within and among each academic area, department, and program in the school is unclear. There is also no oversight process to ensure that the written, taught, and learned curriculum are aligned.

The school strives to meet the learning needs of each student through a wide array of courses, intervention and

support programs, teacher professional development on student-centered learning, the structure of the new master schedule, the implementation of a supervised study block (U Block) for all students, and the availability of co-curricular activities. The NEASC survey reflects broad satisfaction in this area from students (including those with IEPs and 504 plans), parents, and teachers, and data from the school profile shows a high-achieving student population. The school uses an inclusion model for special education students with special educators working as co-teachers in mainstream, grade-level classrooms to meet the learning needs of these students in an academically challenging environment with their non-identified peers. While core academic classes are leveled college-preparatory, honors, and Advanced Placement (AP), there are a substantial number of heterogeneous classes including DECA, Green Scholars, Authentic Science Research, as well as a wide array of elective courses.

The school has developed many learning connections with the community, business, and higher education, including DECA, Green Scholars, ASR, Global Issues, Career, the Cape Ann Business/Education Collaborative, the Red Cross, and most significantly, the required Senior Choice of Related Experience (SCORE) extended learning program.

## **Sources of Evidence**

- central office personnel
- classroom observations
- department leaders
- facility tour
- NEASC survey
- parents
- school board
- school leadership
- self-reflection
- students
- teachers

# Standard 4 - Learning Support

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## Narrative

Manchester Essex Regional High School (MERHS) provides a range of intervention strategies for students and has a process to refer students in need of assistance. MERHS has created several targeted supports to meet each student's individual needs. In particular, the school has focused on providing comprehensive supports for the social-emotional needs of their students. Faculty have been trained to implement the RULER program, an evidence-based approach for integrating social and emotional learning into schools. The Academic Center and the BRIDGE program provide supports to students so that they can, respectively, receive help with organization and successfully transition back into their regular class schedule after a disruption to their school day or a return to school after an extended illness. The U block provides time in the school day for students to connect with adults in the building for academic assistance or emotional support. Other supports include the Teacher Assistance Team and the school adjustment counselor. MERHS has a clear process to identify and refer students who need assistance including a referral system that is communicated to parents and staff for special education, 504's and the Teacher Assistance Team.

All students receive counseling services that meet their personal, social, emotional, academic, career and college counseling needs from adequate, certified/licensed personnel. The MERHS school counseling mission is to assist and support all students in achieving academic, social, emotional, and career success and to ensure that all students will have the skills necessary to successfully participate as productive citizens in an ever-changing multicultural world. All guidance counselors are appropriately licensed and have a balanced caseload. A four-year development guidance program is in place and includes class presentations for 9th, 11th, and 12th grades on topics such as scheduling and college choice. The department has a Guidance Advisory Board consisting of student, faculty and community representatives who give feedback on guidance services. The school adjustment counselor provides services for student on individual education plans and 504's as well as students who self refer. The guidance department provides a calendar for students and parents that lists all of the applicable deadlines for tests and applications as well as programs offered by the department throughout the year. Programs such as the College Homecoming Panel where recent graduates share their experiences from their first semester of college and College Scholarships 1.0 and 2.0 where counselors discuss national, regional, and local scholarships that are available are examples of ways that the department provides information to support students. The department includes outreach and referrals to community and area mental health agencies and social service providers and keeps a Mental Health Services Resource list that provides resources for students and parents.

All students receive health services that ensure their physical and emotional well-being from adequate certified personnel. Health Services consist of one nurse, certified in holistic medicine, who is responsible for 846 students in both the middle school and the high school. The nurse is a member of the Teacher Assistance Team and works with the athletic department on concussion protocols. School health services include preventive health services and direct intervention services for students. The nurse conducts ongoing health assessments by collecting physicals in Grades 7 and 10. The nurse dispenses medication to students based on the policy in the student handbook. She also provides appropriate referrals for students who need additional care. A complete health services review was completed by an outside evaluator two years ago. Health services collects monthly data to inform changes to their services.

The Learning Commons, which is a space shared by the middle school, is staffed with a teaching assistant who is a certified librarian. The Technology Integration Specialist and the Tech Team also are housed in the Learning Commons. High school students may access the Learning Commons throughout the day to study, research, collaborate or relax. The librarian teaches research skills and offers sources for research projects. Students are referred to the Learning Commons for research assistance, but the librarian is not regularly accessed by classroom teachers for work on curriculum.

English Language Learners and students with special needs and 504 plans receive appropriate programs and services. There is a district dedicated ELL Teacher to support ELL and FELL students. The Academic Center

provides regular education support for students struggling with executive functioning challenges. The Transitions program is in place for special education students who have concerns with post secondary outcomes. The Swing program is a high needs special education program and Learning Strategies is a program to support students with special education goals. Differentiated Instruction is practiced throughout the building and supported by co-taught classrooms.

## **Sources of Evidence**

- classroom observations
- department leaders
- facility tour
- NEASC survey
- parents
- school leadership
- self-reflection
- students
- teacher interview
- teachers

# Standard 5 - Learning Resources

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## Narrative

The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services. The school is equipped with science labs, space for the arts, athletic facilities, a learning commons and adequate classroom space. One weakness is the lack of field space leading to athletic practices into the evening hours.

The school and district provide time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services. Currently, there are two extended Wednesdays each month for faculty to meet together. One is used by departments to collaborate; the other is used for faculty meetings and/or professional development. MERHS has three early release days and two full professional development days scheduled each year. One of the full professional development days is building based and focused on teacher goals and growth. The other full professional development day is district coordinated and run as a teachers teaching teachers seminar. In addition, there are three early release days where the agenda is completely teacher driven. The school and district provides time and resources for research-based professional development for all staff.

The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities. MERHS has adequate funding, time, financial resources and facilities provided to support the school's core values and beliefs about learning and the delivery of curriculum and services. The school has a strong core and elective curricular program; relatively small class sizes; effective support and intervention programs; and an expansive offering of co-curricular activities for students. The community and district provide adequate and dependable funding to implement curriculum and learning opportunities.

The school and district have short-term and long-term plans to address the capital and maintenance needs of its buildings and facilities. The high school works collaboratively with the district office to identify and plan for short term and long term needs. Currently, the building is only nine years old and is well maintained. A long term plan exists for the maintenance of athletic facilities. The turf field is scheduled to be replaced within the next three to five years.

The school has infrastructure and protocols in place to ensure effective responses in crisis situations. MERHS partners with the police and fire departments of both Manchester and Essex to develop and implement safety plans. In addition to a district crisis committee, there is a high school safety committee that meets four times per a year. Safety drills are scheduled annually and include an ALICE overview, evacuation drills, and reunification drills. A parents safety information meeting is held annually. Students and staff are regularly trained and practice intruder alert and evacuation drills, including ALICE protocols. Safety features such as magnet strips are installed to enhance security measures at the school. The facilities meet all applicable laws and are in compliance with local fire, health and safety regulations.

## Sources of Evidence

- central office personnel
- classroom observations
- facility tour
- NEASC survey
- parents
- self-reflection
- teachers

# Priority Areas

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## Priority Area

### PRIORITY AREA FOR GROWTH #1

Priority area for growth #1 is for Manchester Essex Regional High School (MERHS) to develop a vision of the graduate that includes attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision. In addition, school's written curriculum will integrate the school's vision of the graduate.

**Visiting Team Comments:** The visiting team concurs with the school's plan to create a vision of the graduate as a complete, district-wide, K-12 project that will drive decisions about teaching and learning, programming, and potential areas of school-wide growth. The team recommends a review of the school's core values, beliefs, and learning expectations to reflect its increased emphasis on social/emotional wellness and the whole child and to align with and support the vision of the graduate once it is complete.

## Priority Area

### PRIORITY AREA FOR GROWTH #2

MERHS will increase focus on use of data to inform teachers about student learning and well-being, and to improve instruction, programs, and services. Data will also be used to inform differentiated instructional practices in the classroom.

**Visiting Team Comments:** The visiting team concurs with this priority area. The school has made copious use of data in the development of its organizational structures and programs, including the master schedule, the U Block directed study/academic support period, and the RULER program to support social and emotional wellness. The school would benefit from a regular, systemic approach to the review of student work, and using data to inform instruction, revise curriculum, and monitor progress toward its vision of the graduate. The school should also continue to expand the use of active, student-centered learning strategies and authentic, project-based tasks in all classrooms, including honors and AP.

## Priority Area

### PRIORITY AREA FOR GROWTH #3

MERHS would like to find more time build in for interdisciplinary collaboration, collaboration with special education, and opportunities for lesson planning with co-teachers.

**Visiting Team Comments:** The visiting team concurs with this priority area and encourages the school to prioritize collaboration time for curricular alignment and create a systemic process for teachers to collaborate in the examination of student work to inform curriculum, instruction, and assessment practices based on its new vision of the graduate.

## Priority Area

### PRIORITY AREA FOR GROWTH #4

MERHS would like to expand its curriculum to ensure that students are able to make real-life connections of

knowledge and skills.

**Visiting Team Comments:** The team supports the school's goal and recommends this priority area as a central focus in the development of its vision of the graduate. Students currently have a number of opportunities to engage in authentic, real-world learning activities; however, there is still an overall emphasis on a traditional, college preparatory program of instruction and assessment in the core curriculum, especially for younger students. The school should also continue to expand the use of active, student-centered learning strategies and authentic, project-based tasks in all classrooms, including honors and AP.

## Priority Area

### PRIORITY AREA FOR GROWTH #5

MERHS will continue its work on social-emotional learning through the implementation of Yale's RULER program. This work will take time as students move up to the high school using the common language of the program.

**Visiting Team Comments:** The team concurs with this priority area and wants to acknowledge the school's significant commitment to students' social and emotional wellness through the RULER program as well as through the master schedule change, the U Block directed study/academic support period, and the RULER and Bridge programs. This focus on the whole child should become an important component of the development of their vision of the graduate.

# Commendations

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## Commendation

The school's safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought

## Commendation

The commitment of the faculty and principal to school improvement and growth to support learning and the best interests of students

## Commendation

The new master schedule including the U Block directed study period, which prioritizes student learning, achievement, and well-being

## Commendation

The development and implementation of effective student support programs such as Bridge, the Academic Center, U Block, and the Teacher Assistance Team to meet students' individual needs

## Commendation

The authentic, project-based courses and experiences offered at the school that emphasize real-world learning, especially the SCORE extended learning program required for all students

## Commendation

The inclusive, co-teaching special education delivery model that supports access to the school's challenging curriculum for all students

## Commendation

The community and district support for the school's curriculum, co-curricular activities, and programs

## Commendation

The active engagement and commitment of the professional staff in the development and implementation of the school improvement plan

## **Commendation**

The extensive, authentic learning connections the school makes with community, business, and higher education

## **Commendation**

The rigorous core and elective curriculum that engages students in inquiry, problem-solving, and higher-order thinking skills

# Recommendations

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## Recommendation

Explore ways to communicate student work habits separately from academic skills in assessment and report card grades as the school develops its vision of the graduate

## Recommendation

Provide increased access to computers with consistent software and platforms for more dependable implementation in classroom activities

## Recommendation

Expand the school counseling department's connection to students by increasing outreach in the classroom for all grades and developing collaborative curriculum opportunities with academic departments in the school

## Recommendation

Add a full-time librarian for the building and develop a consistent collaborative program with academic departments in the school

## Recommendation

Develop a process for curricular coordination among each academic area, department, and program and ensure that the written, taught, and learned curriculum are aligned

## Recommendation

Provide additional support for the physical, social, and emotional needs of students such as an additional school adjustment counselor or school nurse

## Recommendation

Examine options for the teacher evaluation process that would provide consistent, productive feedback to educators and be less taxing on the principal's time

# **FOLLOW-UP RESPONSIBILITIES**

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This Collaborative Conference visit report reflects the findings of the school's Self-Reflection and those of the visiting team. It provides a blueprint for the faculty, administrators, and other officials to use to improve the quality of programs and services for the students in this school. The faculty, school board, and superintendent should be apprised by the building administrators yearly of progress made in addressing visiting team recommendations.

A school's initial/continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting team and others identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle. To monitor the school's progress in the Follow-Up Program, the Commission requires that the principal submit routine Three- and Six-Year Progress Reports documenting the current status of all report recommendations, with particular detail provided for any recommendation which may have been rejected or those items on which no action has been taken. In addition, responses must be detailed on all recommendations highlighted by the Commission in its notification letters to the school. School officials are expected to have completed or be in the final stages of completion of all valid visiting team recommendations by the time the Six-Year Progress Report is submitted. The Commission may request additional Special Progress Reports if one or more of the Standards are not being met in a satisfactory manner or if additional information is needed on matters relating to Decennial Accreditation report recommendations or substantive changes in the school.

To ensure that it has current information about the school, the Commission has an established Policy on Substantive Change requiring that principals of member schools report to the Commission within sixty days (60) of occurrence any substantive change which negatively impacts the school's alignment to the Commission's Standards for Accreditation. The report of substantive change must describe the change itself and detail any impact which the change has had on the school's ability to meet the Standards for Accreditation. The Commission's Substantive Change Policy is included on the next page. All other substantive changes should be included in the Three- and Six-Year Progress Reports and/or the Annual Information Report (AIR) which is required of each member school to ensure that the Commission office has current statistical data on the school.

The Commission urges school officials to use the results of the Collaborative Conference Report as well as the school's identified priority areas for growth to draft a school growth and improvement plan, and to review and implement the findings of the Self-Reflection and valid recommendations identified in the Collaborative Conference report. An outline of the Follow-Up Program is available in the Commission's Accreditation Handbook, which is available on the Commission's website.

The visiting team would like to express thanks to the community for the hospitality and welcome. The school community completed a Self-Reflection that clearly identified the school's strengths and areas of need. The time and effort dedicated to the Self-Reflection and preparation for the visit ensured a successful Collaborative Conference visit.

# **SUBSTANTIVE CHANGE POLICY**

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## **NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES Commission on Public Schools**

Principals of member schools must report to the Commission within sixty (60) days of occurrence any substantive change in the school which has a negative impact on the school's ability to meet any of the Commission's Standards for Accreditation. The report of a substantive change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding - cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

# **Roster of Team Members**

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## **Chair(s)**

**Chair: Ms. Susan Bureau** - Alvirne High School

## **Team Members**

**Kirsten Losee** - Hamilton-Wenham Regional High School

**Ms. Elizabeth Taylor** - Beverly High School