

Northeast Metropolitan Regional Vocational High School District

Serving
Chelsea
Malden
Melrose
N. Reading
Reading
Revere
Saugus
Stoneham
Wakefield
Winchester
Winthrop
Woburn

Annual Report 2023

NORTHEAST METROPOLITAN REGIONAL VOCATIONAL SCHOOL DISTRICT

SCHOOL ADMINISTRATION

SUPERINTENDENT-DIRECTOR

David DiBarri

PRINCIPAL-DEPUTY DIRECTOR

Carla Scuzzarella

DISTRICT SCHOOL COMMITTEE

SCHOOL COMMITTEE CHAIRMAN

Deborah P. Davis - Woburn

VICE CHAIRMAN

Judith M. Dymont - North Reading

SECRETARY

Peter A. Rossetti, Jr. - Saugus

TREASURER

Ward Hamilton - Melrose

ASSOCIATE TREASURER

Robert S. McCarthy - Reading

COMMITTEE MEMBERS

Michael T. Wall - Chelsea

Anthony L. Caggiano - Revere

James J. Holland - Malden

Brittany A. Carisella - Wakefield

Larry Means - Stoneham

Brant Snyder - Winchester

Robert O'Dwyer - Winthrop

NORTHEAST METROPOLITAN REGIONAL VOCATIONAL SCHOOL DISTRICT

100 Hemlock Road - Wakefield, Massachusetts 01880-3597

ANNUAL REPORT 2023

OUTSTANDING STUDENT AWARD

Kenneth Ibarra Suarez from Saugus a student in the Electrical program was chosen as Northeast's nominee at the State Awards Dinner for Outstanding Vocational Technical Students. The event is co-sponsored by the Massachusetts Association of Vocational Administrators and the Massachusetts Vocational Association.

***NATIONAL TECHNICAL HONOR SOCIETY**

The Northeast Chapter of the National Technical Honor Society held its annual Induction Ceremony in April. At the ceremony, 54 Juniors and 2 Seniors were inducted. There are a total of 54 Technical Honor Society members for the 2022-2023 school year.

***NATIONAL HONOR SOCIETY**

The Annual Induction Ceremony to the Northeast Chapter of the National Honor Society "Artisans" was held in April. At the ceremony 41 Juniors and 17 sophomores were inducted for the 2021-2022 school year bringing the total membership to 69.

SCHOLARSHIP COMMITTEE

The Northeast Awards and Scholarship Committee and PAC board presented awards and scholarships to 65 deserving students at the annual Senior Recognition Night. A total of \$32,000.00 was presented to Northeast students who will be working in their vocational fields, entering trade apprentice programs, or going on to one, two, or four-year programs at accredited colleges, universities, and trade schools. These awards and scholarships provide the students opportunities to purchase tools and equipment, and assist in offsetting the expense of attending institutions of higher education.

SCHOOL WIDE PROFESSIONAL DEVELOPMENT 22-23

The goal of professional development is to:

- o Ensure that staff members are in compliance with current regulations enacted by the Massachusetts Department of Elementary and Secondary Education (DESE) including student rights, school responsibilities and the IEP process.
- o Guarantee that all staff members are knowledgeable of legislation impacting the educational process of the commonwealth.
- o Make staff members aware of the most recent trends and strategies in the district's mission of improving student achievement.
- o Ensure implementation of effective ESL teaching strategies in a vocational high school.
- o Introduce the Seal of Biliteracy program to our stakeholders
- o Correct the negatively affected academic growth during the pandemic, (as identified by our year end assessments) by developing trimester curriculum mapping, applicable pacing guides, lesson plans, common assessments, utilizing SEI techniques and other teaching strategies to align current curriculums with the appropriate MA Curriculum Frameworks for each course offered at Northeast. The expectation is we will

begin this process in September of 2021 and complete the process by the end of school year 2023/2024. This process is included in each teachers' professional practice goal.

- o Provide educators the opportunity to obtain a comprehensive overview of an inclusive culture of care that centers respect, transparent communication and the social-emotional needs of our stakeholders
- o For educators to work towards understanding the importance of Trauma Sensitivity as it relates to our students.
- o Introduction of Social Emotional Learning and ReThink Ed Wellness Suite Learning
- o Provide Co-Teacher training as we define & develop the Northeast Co-Teaching Mod

I. NEW TEACHER INDUCTION PROGRAM August 25, 2022 We provided new teachers a half a day of Professional Development as follows:

- Civil Rights Training
- Teacher responsibilities (IEP and a 504)
- School Security
- Boundaries/Mandated reporter
- SEL learning & practices to Promote Behavioral Success in the Classroom
- Northeast Co-Teaching Model

Technology:

- ASPEN X2
 - o Attendance
 - o Discipline
 - o Grading
 - o Teachpoint
 - o Skills Plus
- Intro to Google Classroom
- Monthly Meetings
- Mentor/mentee relationship
- Evaluation Overview
- Timelines
- Operational Issues
- Logistics of Building

II. (August 29 - September 1, 2022) we provided 4 days of professional development training as follows:

1. Boundaries, Harassment and Mandatory Reporting: Healthy Relationships in a School Environment
Attorney Susan E. Schorr
Review Risk Areas for Boundary Violations and How to avoid them
Understand and Prevent Harrasment
Review Your Obligations as Mandatory Reporters
- 2) Handling Stress within the Classroom L. LaRoche
- 3) Online Arx Training
- 4) Bullying Prevention and Intervention, Anti-Hazing
- 5) FERPA/DESE Student Records
- 6) Co-op requirements and procedures – R. Pisani
- 7) School Law Updates – Attorney M. Macavoy
- 8) Diversity, Inclusivity and Equality training with Director of Student Services and Diversity and Inclusion Coordinator

- 9) The School Resource Officer along with Deans and Administration presented Alice Training to the entire staff and students
- 10) Academic and Vocational Staff – Curriculum work towards Professional Practice goal and Student Learning Goal and Collaborative departmental work.

III. MONTHLY NEW TEACHER PROFESSIONAL DEVELOPMENT

A.) Northeast 1st year educator Induction and Mentoring Program (Monthly meetings)

- a. New educators training on 1 year developing educator plan; Evaluation forms; Evaluation timelines, evaluation observations and Educator Rubrics
- b. New educator training on Professional practice, goal preparation and student learning goal preparation.
- c. New educator training on SkillsPlus for Student learning goal
- d. New educator training on induction & mentoring program mentoring tracking, collaboration and peer mentoring training.
- e. New educator training on Formative and Summative evaluation evidence
- f. New educator training on Formative and Summative evaluation requirements

B.) Northeast 2nd & 3rd year educator Induction and Mentoring Program (Monthly meetings)

- a. 2nd & 3rd year educators training on 1 year developing educator plan; Evaluation forms; Evaluation timelines, evaluation observations and Educator Rubrics
- b. 2nd & 3rd year educators training on Professional practice goal preparation and student learning goal preparation.
- c. 2nd & 3rd year educators training on induction & mentoring program mentoring tracking, collaboration and peer mentoring training
- d. New mentor training for new educators, and 2nd & 3rd year educators

C.) Peer mentoring program with 1st year -3rd year teachers with mentors. Promoting collaboration among new educators to encourage sharing of ideas and working together to achieve the identified goals and objective

IV. PROFESSIONAL DEVELOPMENT DAY MARCH 13, 2023

A.) School Culture and Climate presentation on Northeast’s Vision: Educators to obtain a comprehensive overview of an inclusive culture of care that centers on respect, transparent communication and the social-emotional needs of our stakeholders.

B.) Professional Practice and Student Learning goals: Educators continuing to work curriculum development. Both academic and vocational staff worked on developing and implementing professional practice and student learning goals.

C.) Special Education staff professional development: Special education educators working on a better understanding of the IEP process with Allan Blume.

D.) English Learner Success; Building Block 1 Shared responsibility for English learner success. In an effort to provide educators SEI/ESL/Bilingual Education in order for them to be eligible to renew their

licenses. The district will provide PD emphasizing that collaborative planning time for general education, bilingual education, ESL, and, where appropriate, special education teachers is a districtwide priority and provides district wide opportunities for shared learning.

E.) Trauma Sensitive training for educators to work towards understanding the importance of Trauma Sensitivity as it relates to our students.

F.) MCAS State mandated training

2023 SUMMER TRANSITION PROGRAM:

The Summer Transition and Enrichment Program at Northeast Metropolitan Regional Vocational School is a two-week program that ran from July 8th until July, 19th. The program was an introduction to Career-Technical Education, as well as an introduction to High School English and Math courses, with a focus on MCAS preparation This program is for our incoming Freshmen who are part of our graduating class of 2027. We had 228 students partake in this program, and the students participated in the following shops: Cosmetology, HVAC, Drafting and Design, Auto technology, Auto Body and Collision, Business Technology, Culinary Arts, Design and Visual Communications, Electrical, and Plumbing. The students had the opportunity to explore four different shops over the two week period. This program is funded by federal Title 1 and Carl D. Perkins Grants. These services, as well as the program itself are run at no cost for the students or parents/guardians. Transportation is provided.

SUPPORT SERVICES

The Northeast Student Services staff offers support and counseling to all students through individual and group counseling, specialized workshops and presentations, health services, and mediation services. All Northeast counselors are certified as School Adjustment Counselors and are qualified to handle a wide range of student issues. Two School Adjustment Counselors are bilingual (Spanish-speaking).

The Career Counselor provides career awareness and career development services to all students. The Career Counselor and School Adjustment Counselors provide specialized support to students enrolled in non-traditional vocational areas. Two School Nurses provide health services.

Support counseling groups are established each year based on student needs. Counseling groups for social skills development, anxiety management, non-traditional support, and English Language Learner support groups have been offered in the past.

The School Adjustment Counselors provide individual counseling support and crisis intervention to all students as needed. They will provide support to homeless students, assessing their special needs and coordinating with the Homeless Liaison (Administrator of Student Services). They also are responsible for developing and monitoring Section 504 Accommodation Plans in conjunction with the Administrator of Student Services. School Adjustment Counselors collaborate with school personnel, family members, doctors, psychiatrists, outside therapists, social workers, police, court personnel, and others.

The School Adjustment Counselors work to connect students and families with community based mental health services as needed. Elliot Community Human Services of Lynn serves as our crisis intervention linkage for

emergency mental health services in the community.

The Bilingual School Adjustment Counselors provides native language support (Spanish) as needed to limited English proficient students and families across all grades. They provides specific support to the English Language Education program at Northeast, but support other Northeast Latino students and families as needed. Translation services (oral and written) and interpreting services are often required for parent communication throughout the building, and as needed, the counselor coordinates with all departments to assist. Referrals are made to a Spanish-speaking Psychologist for testing for Special Education evaluation. Coordinator for translation in other home languages is done on an as needed basis.

Career counseling and the college application process are emphasized by all school counselors. The Career Center is the focal area for a well-planned four-year career development program that prepares all Northeast students for their individually chosen career paths. The curriculum focuses on career assessment; career information and requirements; employability and entrepreneurial skills; interviewing skills; portfolios; and resume preparation. By providing assessments to evaluate skills, interests, and work values, the Career Counselor works with the School Adjustment Counselors to assist freshmen in their vocational selection process and upper class students with linkages to post-secondary education and employment opportunities.

The Career and Adjustment Counselors provide directed support to those students who are enrolled in career areas that are considered non-traditional for their gender. Students have the opportunity to participate in support groups, specialized presentations, and field trips that prepare them to understand the benefits of non-traditional choices, to manage challenges in each occupation and to understand the required post-secondary linkages to achieve their goals. The School Nurses have coordinated support services for pregnant and parenting teens with outside providers affiliated with local hospitals. In addition, they provide support to students with chronic medical conditions, coordinating with parents, doctors, nurses, etc. The School Nurses work closely with the School Adjustment Counselors to coordinate assistance when mental health needs arise. They also work closely with the Deans when emergency medical evaluations are required.

The Intervention & Prevention Coordinator at Northeast works collaboratively with the Administration, Guidance, and Teaching Staff to ascertain high risk needs areas for students and coordinate comprehensive intervention and prevention services utilizing internal and external resources. The IPC collaborated with outside Public Health agencies and utilized best practices in prevention services. The IPC Served as a liaison for Northeast Metro Tech on Public Health community teams to bring resources to our school. The IPC focused on the following areas during the school year: substance abuse, vaping, diversity, bullying prevention, conflict resolution, mental health.

In addition to the support provided by the counseling staff, the Special Education Department offers a TEAM meeting process that promotes monitoring of student progress and educational support. Each Special Education student is assigned a Liaison who is a teacher in the Special Education Department who oversees progress in relation to the Individual Education Program, communicating with parents, teachers, and counselors to help all students achieve success.

The Northeast Mentoring Program is a freshmen transition program that matches junior and senior mentors with small groups of freshmen students. The Northeast Mentors present the Freshmen Orientation day for freshmen and then meet with their groups throughout the year to offer support and to deliver positive lessons that promote a positive school climate. The mentors are trained in a leadership climate by the student services staff, developing a

core of approximately 90 peer leaders from 11th and 12th grades.

The After School Help Program is one of educational assistance provided to students having difficulty with one or more academic subjects by academic and vocational teachers. This free assistance is offered every Wednesday in the library from 2:45-3:25. Water and snacks are provided as well as free transportation home.

Special school-wide workshops and presentations are offered through the year for different groups of students. Each year, all freshmen participate in group workshops focusing on identifying the signs of depression and gender equity issues. Large group assemblies and presentations have been offered focusing on goal setting and acts of kindness, substance abuse, teen dating issues, tolerance, character building, and others.

On a larger scale, the student service emphasis is on communication – communication with students and with parents. Mid-term progress reports are sent to parents each trimester and report cards are sent home three times per year. E-mail communication is welcomed and progress update meetings are held as needed. Parents and guardians are asked to be involved with all class scheduling activities.

Post-graduate planning information is shared through career assessment and planning activities. Additionally, the Guidance department held a FASFA night was held in January for parents to offer free support with financial aid specialists. A college planning night was held in April for sophomore and junior parents. Career Plans are sent home annually for parent review. Language development is communicated for Limited-English proficient students through assessment data and parent meetings. It is our goal to service all students equitably while attending specifically to those who have specific life challenges.

The school year 2022-2023 brought the addition of our social emotional support dog, Nor'e to Northeast. Over the past year Nor'e has served a vital role in promoting social & emotional well-being and creating a supportive environment for students here at Northeast. In just over a year and a half, the growth of Nor'e is nothing short of remarkable. From a tiny bundle of fur that fit snugly in our arms, she has transformed into a beautiful companion; full of love and curiosity. Throughout this year, Nor'e has worked hard in her training at Auntie Dog of Tewksbury and passed several obedience tests to become fully licensed through Therapy Dog International. Training for Nor'e will be an ongoing process even after certification, as practicing obedience and socialization skills regularly is essential to maintain her proficiency.

One of Nor'e's primary duties is to provide comfort and companionship to students who may be experiencing stress, anxiety, or other emotional challenges. By simply being present students report Nor'e has helped reduce feelings of loneliness and isolation while also fostering a sense of connection and belonging in the school setting. Additionally, Nor'e serves as a calming influence during difficult situations. We have experienced great loss this year at Northeast. The presence of Nor'e creates a safe and calming environment for grieving students to feel more comfortable expressing their emotions and seek support needed with her nearby.

Moreover, Nor'e plays a pivotal role in promoting social and emotional learning within the school community. Through interactions with Nore, students have displayed valuable skills such as empathy, compassion and responsibility. Furthermore the presence of Nor'e has facilitated communication between students and school staff. This serves as a conversation starter in creating opportunities for meaningful interactions that ultimately contribute to a positive school culture & climate.

Nor'e's presence at many Northeast events such as open house, parent teacher conferences , ninth grade orientation and most recently; women in construction, is always well received by parents and extended community members. Many parents reporting Nor'e is often a wonderful and positive topic of conversation with their Northeast student. Nor'e has also become a regular participant in many gym classes; students say they cannot imagine her not participating in the fun.

Overall the duties of Nor'e in our school have extended far beyond mere companionship, encompassing the range of therapeutic benefits that support the well-being and development of all students of Northeast.

GRANTS RECEIVED IN FY 2023:

Entitlement and Allocation Grants

Title II, Part A: Improving Educator Quality, Fund Code: 140

The purpose of this federal grant program is to increase student achievement through comprehensive district initiatives that focus on the preparation, training, recruitment, and retention of highly qualified educators. These funds were utilized to support professional development in supervision.

IDEA Federal Special Education Entitlement, Fund Code: 240

The purpose of this federal entitlement grant program is to supplement local and state funds in providing services to students with disabilities. This funding source provides professional development for teachers of students with disabilities in addition to providing extended school day and extended school year (summer) learning opportunities for this targeted population.

Title I, Part A, Fund Code: 305:

Title I, the Elementary and Secondary Education Act, provides school district with funding to increase student achievement. The district utilizes these funds to support extended school day and extended school year (summer) learning opportunities for all students. The incoming grade 9 summer orientation program is one of the primary programs funded by Title I. Professional development, targeting increasing student achievement, is also funded through Title I.

Title IV: Fund Code 309

Funding to improve student academic achievement by providing all students with access to a well-rounded education, improving school conditions for learning and improving the use of technology in order to improve academic achievement and digital literacy of all students.

Perkins Act Allocation Grant Program – Secondary, Fund Code: 400

The Carl D. Perkins Occupational Education Act provides funding to assist school districts in improving secondary career and technical programs. The district utilizes this funding source primarily to secure supplies, technology and equipment to guarantee that state-of-the-art conditions are being replicated in each career pathway.

Perkins Program Improvement & Equipment Grant: Fund Code 422

The purpose of this targeted grant is to provide program improvement resources to districts eligible for Federal Perkins Funds in FY23. Expenditures including equipment must align with Perkins allowable cost requirements and drive program improvement.

Private Corporate Grant:

This is an anonymous corporate grant. These funds were earmarked toward 5 “high-demand” CTE Career areas designated by the Grantor. These CTE areas included Plumbing, Electrical, Carpentry, HVAC and Health Medical.

COMMUNITY EDUCATION PROGRAM

The Community Education Program is a broad base collaborative community initiative assisting learners of all kinds complete their education and achieve economic self-sufficiency through empowerment skills, health care, support services and meaningful employment.

Our vision is to deliver educational experience in a positive environment that will enable Northeast to reach new heights together with our lifelong learning community. The focus of the Community Education Program is to offer programs that meet the demands of our learning populations. In doing this, we give people the opportunity to improve employment skills, fulfill lifelong goals, or enrich their lives with social activities. With the most qualified instructors, and state of the art labs Northeast strives to maintain the highest standards of education. Emphasis is on our new technology, upgrades such as brochure modification, new state of the art web site construction, and the introduction of new programs in the medical field, new culinary classes, continuing education in all construction related courses, computer and CAD classes, photography and many other enrichment courses.

2023 GRADUATES

The 2022-23 school year represents the Fifty-third class to matriculate at Northeast Metropolitan Regional Vocational School. Northeast graduated 282 students. Breakdown of graduates’ status after graduation is as follows:

Attending 4-year college	92	Employed	93
Attending 2-year college	52	Entering Military Service	2
Apprentice school	8	Other	35

SPECIAL NEEDS ENROLLMENT

Special Needs enrollment for the 2022-23 school year continued to represent approximately one-quarter share of the total school enrollment with students. The 318 Special Needs students represent 25% of the school population. Additionally, 94 students were eligible for services under section 504 of the Rehabilitation Act.

DISTRICT SCHOOL COMMITTEE ELECTION OF OFFICERS

At the Annual Organizational Meeting of the District School Committee on January 12, 2023 the following members were elected as Officers of the Northeast District School Committee:

Chairman	Deborah P. Davis, of Woburn
Vice Chairman	Judith M. Dymont, of North Reading
Secretary	Peter A. Rossetti, Jr. of Saugus
Treasurer	Ward Hamilton, of Melrose
Assoc. Treasurer	Robert McCarthy, of Reading

CONCLUSION

As Northeast celebrates its fifty- third year of career/technical excellence with its twelve member communities, the district continues to offer students the finest career technical education with which to build a successful career.

The District supports curriculum in both academic and career technical classrooms with the latest equipment and technology. Evidence of our commitment is reflected in the State's grade 9 – 12 Dropout rate reports which indicates Northeast significantly lower at 0.2% versus the State rate of 1.5%. Recent graduate follow up data

indicates that 97.3% of students from the Class of 2022 were positively placed in relevant post-secondary areas (*Source: MA DESE CVTE Perkins V-Post secondary placement*).

In fact, Northeast currently employs 34 alumni at the school, including the Superintendent-Director. Alumni's stories of success and their readiness and willingness to help their alma mater by recruiting graduates for cooperative education experiences or employment is proof of their dedication to Northeast. Testimonials as to the success of our graduates continue to be received which makes us proud to have contributed in some small way to their accomplishments

The Career Center facilitates student access to technology to further learn business aspects of their industries, develop career plans, resumes, and comprehensive portfolios, and prepare college and other post- secondary documents with the assistance of our faculty including Career and Adjustment Counselors.

Northeast continues to provide students the finest career technical education with which to build a positive and productive post-secondary experience, be it college or career, offering experiences with the latest equipment and technology in both the career technical and academic programs.

Once again, I am proud to have represented Chelsea as a member of the Northeast Metropolitan Regional Vocational District School Committee. I will continue to serve as the guardian of funds allocated from the community to this educational institution, assist in, and provide counsel to the school in maintaining the highest standards of educational excellence possible.

Respectfully submitted,

James J. Holland, Committee Member
Northeast School Committee
Malden Representative

CITY/TOWN DISTRICT	S.Y. 11-12	S.Y. 12-13	S.Y. 13-14	S.Y. 14-15	S.Y. 15-16	S.Y. 16-17	S.Y. 17-18	S.Y. 18-19	S.Y. 19-20	S.Y. 20- 21	S.Y. 21- 22	S.Y. 22- 23
Chelsea	195	199	204	199	208	218	239	272	247	237	234	232
Malden	215	198	194	189	170	165	150	137	135	150	157	159
Melrose	62	61	67	74	62	60	42	41	47	44	64	66
North Reading	36	35	32	27	34	37	33	31	33	31	40	40
Reading	23	16	19	17	17	16	20	20	25	33	29	31
Revere	234	225	223	224	216	234	250	255	254	244	250	256
Saugus	191	204	200	190	199	187	215	192	182	171	143	144
Stoneham	54	59	69	73	71	62	59	62	76	79	72	70
Wakefield	98	79	70	68	64	63	68	75	81	100	98	101
Winchester	13	15	14	11	9	13	8	7	6	10	11	13
Winthrop	58	60	65	62	68	60	47	44	47	57	56	61
Woburn	55	65	83	98	115	114	105	105	112	112	120	121
TOTALS: NON DISTRICT GRAND TOTAL:	1234	1216	1240	1232	1235	1229	1236	1241	1245	1269	1274	1294
	31	35	28	29	32	30	10	8	11	7	1	1
	1265	1251	1268	1261	1267	1259	1246	1249	1256	1276	1275	1295
SPECIAL NEEDS ENROLLMENT	330	331	326	313	317	314	278	286	326	323	303	318
% SPECIAL NEEDS ENROLLMENT	26%	26%	26%	26%	27%	23%	23%	21%	25%	25%	25%	25%