

ANNUAL TOWN REPORT
of the
WESTPORT COMMUNITY SCHOOLS

All Schools & Departments

2018-2019

WESTPORT SCHOOL COMMITTEE

<u>Member</u>	<u>Residence</u>	<u>Term Expires</u>
Mark Carney	10 Spinnaker Way	2019
Margot DesJardins	27 Kelly Avenue	2019
Nancy Tavares	170 Davis Road	2020
Antonio Viveiros	20 Sandpiper Drive	2021
Nancy Stanton-Cross	15 Stonewall Court	2021
Melissa Pacheco	18 Dias Avenue	2022
Michelle Orlando	120 Christopher Circle	2022

Regular School Committee meetings are usually held on the second and fourth Wednesday of every month and are open to the public. The School Administration Offices are open from 7:30 a.m. to 4:00 p.m. Monday through Friday throughout the school year and 7:30 a.m. to 3:30 p.m. during school vacations.

Admission into school involves consideration of both chronological age and readiness to approach the challenge of a school program. The School Committee has established the following chronological minimum age requirements for entry into school:

- Children who will be three years of age on or before September 1 of the school year during which they wish to enroll will be eligible to enter the pre-school program;
- Children who will be five years of age on or before September 1 of the school year during which they wish to enroll will be eligible to enter kindergarten in September;
- Children who will be six years of age before January 1 of the school year will be considered for entry into grade one in September.

Transfer students from private and/or public kindergarten programs who have completed less than three months in a kindergarten setting will be required to follow the same entrance criteria.

**Report of the Westport Community Schools
Superintendent of Schools Introduction
Dr. Gary S. Reese
2018 - 2019**

The Superintendent of Schools implements the programs, policies and budget developed by the School Committee and is responsible for the leadership and management of the School Department. The Annual Report provides an opportunity to highlight the major district and school accomplishments and events of the year. It has been a year filled with much transition and great successes. I am very pleased to share the following information about the Westport Community Schools.

Our Vision:

Westport Community Schools is an exemplary 21st Century learning community whose graduates are empowered through an engaging, inspiring and personalized curriculum to meet the challenges of a global, complex, and changing world.

Our Mission:

Westport Community Schools' mission is to ensure that our children achieve academic and personal excellence, become lifelong learners and responsible, productive and engaged citizens of the world.

Organizational Values ~ The Westport Community Schools lives by the following values:

Pride – We will be passionate champions for the Westport Community Schools

Integrity – We will be sincere in our adherence to ethical principles and do what is in the best interest of all we serve.

Respect – We will demonstrate an appreciation for the value of all. We will foster an environment that is safe and nurturing for students and staff.

Responsibility – We will take ownership for following through with our mission. We will expect staff, parents, students and community members to be accountable for their contribution to the educational process.

Achievement – We will continually improve.

Communication – We will seek the input of all our stakeholders; sharing information openly and honestly and expect the same of all stakeholders.

There were many new faces in administrative roles in the school system this year. Dr. Gary Reese joined the district in July 2018 as the new Superintendent of Schools, replacing Dr. Ann Marie Dargon. Also new in the central office was Mr. Darren Elwell, who was hired as the Director of Curriculum, Instruction and Assessment. This was a new position for our district. The curriculum responsibilities had previously been coordinated by multiple staff members, including two part-time staff members. Each of our schools also welcomed new building-based administrators. At the Westport Junior Senior High School, Mr. Mitchel Aho was hired as the building principal. Mr. Aho is supported by two new assistant principals - Ms. Karen Archambault and Mr. Bryan Oliveira. While not new to Westport, Ms. Stacey Duquette was new to the role of principal of Westport Elementary. Ms. Duquette was appointed as the interim Principal following the retirement of Mr. Thomas Gastall. The Macomber Elementary School also welcomed Dr. Cheryl Greeson as their new principal.

The Macomber School continued to host students in grades Pre-kindergarten to grade two, with grade two students being educated in the Modular Classrooms located on the Macomber School property. The Westport Elementary School housed students in grades three to six and the Westport Junior/Senior High (grade seven through twelve). This grade-level structure will continue through the opening of the new Westport Middle-High School (projected for September 2021) when there will be a reconfiguration of grades in all buildings.

The Town of Westport and the School Department continued to work with the Massachusetts School Building Authority (MSBA) on a project to build a new school building that will house students in grades 5-12 on the site of the former Westport Middle School grounds. During this year, the community continued to work with our Owner Project Managers (OPMs) and Designers to complete the detailed design phase

of the project. During this phase, the Designer develops very specific plans that are used for bidding the project out to contractors in order to move into the construction phase.

Mr. Antonio Viveiros and Ms. Nancy Tavares were re-appointed as the Chair and Vice Chair of the School Committee respectively. Additionally, in April 2019, Ms. Michelle Orlando and Ms. Pacheco were elected to the School Committee.

This year, our curriculum efforts focused in two areas: the development of vertically/horizontally aligned curriculum units of study and improving literacy instruction across the content areas. The district worked with a consultant from McTighe and Associates to develop our curriculum units utilizing their Understanding by Design approach to curriculum. In this approach, educators are asked to consider their end result expectations for student learning in order to plan meaningful learning experiences that help students achieve the unit goals. In the area of literacy, the district continued to work with Landmark Outreach to refine our language-based program for students in grades five through eight. This exceptional program is unique to Westport in that it provides regular education supports for students with language-based learning challenges. This helps minimize the need for referral to special education, as the students are receiving the accommodations and specialized instruction within the regular education program. Additionally, the district also provided training to staff through an organization called Keys to Literacy. This professional development focused on ways to support students in writing and reading across the content areas.

The district also continued to review its school safety practices this year. In addition to regular fire and bus evacuation drills, the district began implementing school safety drills to practice steps that might need to be taken in the unlikely event of an active threat in the building. Working collaboratively with the Westport Police and Fire Departments, the district developed a specific protocol for training of students and staff, conducted practice drills and refined our practices through monthly meetings. The staff also received training through Mr. Glenn Nunes of the Westport Fire Department in a medical response protocol entitled Stop the Bleed. Through this training, staff learned strategies to provide initial support to an injured individual while waiting for medical professionals to arrive on site. The district also secured a Safer Schools grant through the Massachusetts Executive Office of Public Safety and Security to support the purchase of security cameras for our buildings, to upgrade our door locks in the classrooms, and to secure additional medical devices that might be used in case of an emergency.

The goal of the Westport Community Schools is to provide students, staff and families with a safe learning environment where students can receive the best possible educational experience and develop both the academic and social emotional learning skills necessary for success in college, career and life.

Our district website is updated frequently to provide valuable information about our schools and is the primary means of communication for the district. We encourage you to visit our website at www.westportschools.org.

As our district name indicates, community is so critical to the success of our students... we value and appreciate the continued support of all of our local community partners, including organizations such as the Westport Education Foundation, the Dharma Voyage, our various parent groups, local businesses, and local town/public safety officials and departments. Thank you for the opportunity to provide quality learning experiences to the students of Westport.

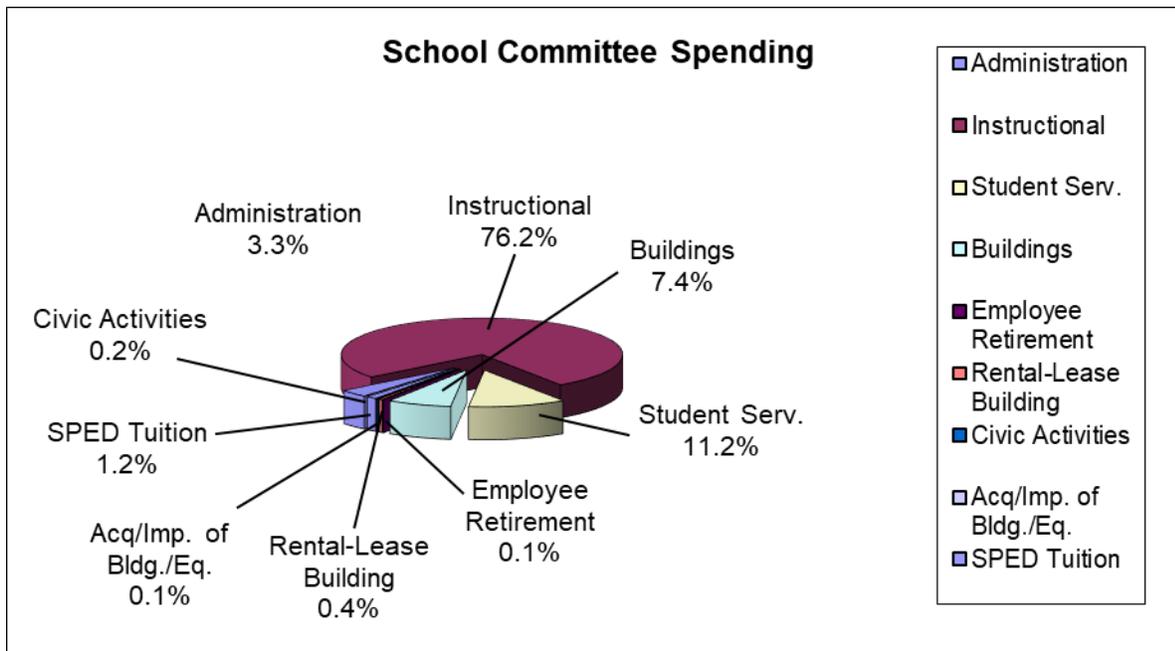
The pages that follow provide worthwhile information on our schools, school committees, and staff.

School Attending Children as of January 1, 2019

Grade Level	Westport Comm. Schools	Academic Regional Schools	Vocational Technical Regional Schools	Collaboratives	Charter Schools	Out-of-District Public Schools	Home Schooled	In State Private and Parochial Schools	Out-of-State Private and Parochial Schools	Total
Kindergarten	102	0	0	0	2	2	1	15	1	123
Grade 1	107	0	0	0	1	2	2	19	2	133
Grade 2	108	0	0	0	2	3	1	18	1	133
Grade 3	121	0	0	0	1	3	2	20	2	149
Grade 4	125	0	0	0	3	3	3	28	2	164
Grade 5	114	0	0	0	3	6	3	14	6	146
Grade 6	119	0	0	0	1	8	7	21	4	160
Grade 7	152	0	0	0	5	1	3	29	5	195
Grade 8	119	0	0	0	2	4	3	19	3	150
Grade 9	90	0	34	0	1	11	4	26	2	168
Grade 10	89	0	41	0	3	11	2	21	3	170
Grade 11	53	0	44	1	1	18	1	40	2	160
Grade 12	96	0	37	1	3	9	3	31	5	185
Total	1395	0	156	2	28	81	35	301	38	2036

FISCAL 2019 ACTUAL EXPENDITURES

<u>Expenses by School Committee</u>	FY 19 Expended
1000 Administration	595,242
2000 Instructional	13,818,515
3000 Student Services	2,029,678
4000 Buildings	1,333,508
5100 Employee Retirement	21,275
5300 Rental-Lease Building	70,884
6000 Civic Activities	32,802
7000 Acquisition/Improvement of Buildings/Equip.	16,820
9000 Special Needs Tuition	<u>213,663</u>
 Total School Committee Appropriation	 18,132,387



**Federal & State Revenues
2018-2019**

Federal Grants	Revenue Awarded
SPED 94-142 Evaluation & Therapy	363,976
Title I	189,325
Title IIA – Teacher Quality	42,106
Title IV	14,751
Total Federal Grants	610,158
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State Grants	Revenue Awarded
SPED Early Childhood	16,849
Total State Grants	16,849
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Private Grants	
Community Foundation of Southeastern Massachusetts	
MAC After School Maker Club	3,350
MAC Crazy 8s Math Club	1,024
MAC Theater Works	2,000
MAC Drama	1,874
MAC Robotics	1,190
WES Drama	2,520
WES Reading Literacy Challenge	500
WJRHS Destination Imagination	3,195
WJR/SRHS Drama/Arts	4,136
WJRHS Westport	
River/Herreshoff Museum	800
WJR/SRHS Boat Building/Dharma	3,000
WJR/SRHS DECA State Conf.	3,036
WSRHS Arts	500
Adult Education	1,500
PLTW	24,000
Greater FR Fitness/NE Dairy	900
Mass Cultural Big Yellow Bus	500
Total Private Grants	54,025
Total Federal & State & Private Grants	681,032

Revolving Account Balances

June 30, 2019

School Day Care Revolving	3,137
Use of School Property Revolving	0
Reimbursement Lost Supplies/Materials Revolving	396
Student Athletic & Activities Revolving	17,341
Adult & Continuing Ed./Community School Revolving/Extended Day	103,671
Insurance Claims Revolving	0
School Choice Revolving	22,954
Scholarship Revolving	14,174
Transportation Reimbursement Revolving	<u>37,094</u>
Total Revolving Accounts	198,767

ALICE A. MACOMBER PRIMARY SCHOOL
Dr. Cheryl Greeson, Principal
2018 - 2019

General Statement

We all share in the ongoing investment to ensure that our children successfully meet educational standards in the early grades. Essential in a good plan is providing, facilitating, and initiating meaningful and authentic opportunities and experiences to help children understand the world in which they live and grow. Young children learn best through active participation and experience. High-quality early childhood education is not just an ideal; it's an essential investment. Missed opportunities can put children behind and create barriers to achievement that can last through high school.

Giving children the right start greatly enhances their opportunities to succeed. Strong early learning leads to less remediation throughout the education system, which benefits students and families during the children's school years and beyond. Well-designed, high quality programs can support the development of higher level thinking skills that teach children how to learn.

School Programs

In the 2018-19 school year, preschool, pre-kindergarten, kindergarten, first grade, and second grade classes were located at the Alice A. Macomber Primary School, 154 Gifford Road. The second grade is housed in the modular units due to space issues. The Macomber School housed five sessions of Preschool/PreK, five Full-Day Kindergarten classrooms, five First Grade classrooms, five Second Grade classrooms, a Multi-age Transition classroom, and a Multi-age Special Education classroom. Children at the Macomber School were allowed to be successful with classroom experiences geared to their natural level of development. The Macomber School uses a developmentally appropriate curriculum, as well as learning materials specifically geared to this age group, allowing children to reach their greatest potential. This approach is consistent with the fundamentals of child development and emphasizes the belief that all children can learn.

In the 2018-19 school year, parents enrolled their children in either the PreK program for three full-day sessions or in the Preschool program for two full-day sessions per week. The Preschool/PreK program had 48 students enrolled. Children identified with special needs were entitled to attend the program free of charge, and programs were developed to meet the individual needs of each child. The school budget, Early Childhood Special Education Grant #262, Early Childhood Special Education Improvement Grant #298, and tuition fees supported the preschool program.

Full-day kindergarten has been in place since FY 2000 and continues to be a positive and welcoming environment for our young students. The school budget and Title I funds collectively supported expenses for full-day kindergarten. Kindergarten classrooms are each supported with a full-time teacher's assistant. Two classes were also supported with additional teacher's assistants to support students' needs, as well as a special educator. There were 102 students enrolled in kindergarten.

Grade one classes at the Alice A. Macomber School had 107 students enrolled in the 2018-19 year. There were two inclusion classrooms in grade 1 which was supported by a special educator and a teacher's assistant. The school budget supported expenses for the first grade program.

Grade two classes had their fourth year at the Alice A. Macomber School. The second grade program had 108 students enrolled. As with grade 1, there were two classes identified as inclusion classrooms and were supported in a mostly co-taught model by the special educator. The school budget supported expenses for the second grade program.

Daily lessons and school-wide activities for the preschool, prek, kindergarten, first grade, and second grade programs were developed to meet the criteria and benchmarks set forth by the Massachusetts Curriculum Frameworks standards. The ELA and Mathematics standards were revised in 2017 and the Science standards were updated in 2016. The content of the curriculum reflected a balance

of all areas of learning offered in an integrated manner and reflected the holistic nature of how young children learn and develop.

There was a team of interventionists that provided tiered instruction for grades K-2. The interventionists' caseload fluctuated based upon needs as determined through regular benchmarking assessments. Approximately 9 kindergarteners, 43 first graders, and 41 second graders received mathematics support. Around the same number received reading support. The interventionists are partially paid for by Title I grant and by the school budget. During the 201819 school year, the interventionists made the shift from mostly pull-out services to mostly push-in services. This allowed for a better transference of skills as students were supported in their learning.

There are two sub-separate specialized learning programs to service students who have cognitive delays or are medically fragile. Each of the classrooms has one full-time special education teacher. The number of teacher's assistants in the programs vary as necessary by the needs of the students.

Students who are identified as English Language Learners (EL) are provided direct instruction and instructional support within their classroom setting. This allows the students to learn English language skills while still being exposed to grade level curriculum.

Students in all grade levels were able to participate in rich specialists program: Physical Education, STEM, Music, and Art. The specialists teachers create developmentally appropriate, engaging activities that engage the young learners.

Parents and Community

Connections with local partners provided our community schools with a rich and continuous source of service and support. The Alice A. Macomber Primary School promoted partnerships and increase parent participation in many ways, which included: encouraging parents to volunteer time at school; supporting an active PTO; and participating as an active member of the School Council. Our outreach efforts continued to explore the expansion of our partnerships with community based organizations that included Fall River Public Schools' Early Childhood Services, the Fall River Head Start and Early Intervention Programs, Westport High School's internship program, Lees Supermarket, Westport Police and Fire Departments, Westport River Watershed Alliance, Westport Education Foundation, and Westport Historical Society. In the 2018-19 school year, the Westport Historical Society continued doing educational classes regarding the history of Westport to individual classrooms geared to their grade level. Through the Westport Education Foundation as well as the WES/MAC PTO, students were able to participate in many engaging after school activities including Makerspace, sports, and gymnastics.

Curriculum and Instruction

High-quality programs, such as the one provided at the Macomber School, provided learning experiences that keep instruction grounded in children's interests and are developed around themes that unite learning in several disciplines. Teaching strategies at the Macomber School reflected the knowledge that young children are active learners, drawing on direct physical and social experiences to construct their understanding of the world around them.

Children approach learning with their curiosity, motivation to learn, and pride in accomplishments. The goal of the Early Childhood Team had been to develop instructional and non-instructional activities that provided a nurturing and supportive school experience for the young learners in our care. An emphasis on purposeful play as a developmentally instructional practice was explored and implemented. In 2018-19, students used the "Journeys" program, published by the Houghton Mifflin Harcourt Company as a resource to literacy instruction. Teachers also created rich literacy centers that incorporated teacher led differentiated instruction, reading to self, reading to others, writing, and word work. They also used "Foundations" as the program for teaching phonological/phonemic awareness as well as for phonics and spelling published by Wilson Language in our kindergarten, first grade, and second grade classrooms. The "Go Math" program published by the Houghton Mifflin Harcourt Company also remained in the 2018-

19 school year as a mathematical resource to support the Massachusetts state standards. Teachers also used other best practices for teaching math including mathematical games and math centers. A Lexia Core05 reading computerized reading program continues to be used to work individually with students at their own levels. The Preschool/PreK used the "Letter People", "Writing Without Tears", and "Read it Once Again" programs which provided a comprehensive curriculum that promoted and established an early literacy based foundation for the development of basic skills which included cognitive, fine motor, gross motor, speech/language, daily living, and social skills.

During the 2018-19 school year, Macomber received a grant for a computer program ST Math. ST Math is a visual instructional program that helps to build a deep conceptual understanding of math through rigorous learning and creative problem solving that engages, motivates, and challenges the student from grades K-2. Students work through ST Math puzzles during their mathematics centers

Success Indicators

Professional development opportunities for staff at both the school level and at the system level were successfully planned and implemented. As a result, grade-level teams as well as cross-grade-level teams developed lessons that meet the Massachusetts Curriculum Frameworks objectives. These lessons have provided students with access to high-quality instruction and have been instrumental in improving students' success rates. Several members of the Macomber School participated in the district Curriculum group to help support vertical alignment of the curriculum throughout all of the grades. There was a focus from the district to revise the existing curriculum maps with a focus on Understanding By Design and all teachers participated in that training. Teachers also had training in the successful implementation of Lexia and ST Math. Data from both programs demonstrate that students used the programs sufficiently and indicated that many students made gains in the programs. Staff were also encouraged to go to outside professional development opportunities that would enhance their teaching repertoire. Mr. Elwell, the Director of Curriculum, was able to send every staff member seeking quality professional development to the workshops.

During the 2018-19 school year, there was a focus on PAWS (Practice Kindness, Accept Responsibility, Work Hard, Stay Safe) as a part of the PBIS initiative which had started the prior year.

Extracurricular Programs

The WES-MAC PTO sponsored events, and various evening special events were offered throughout the year. Lees Supermarket sponsored our Beach Party in the Winter. The Westport Education Foundation's 1000 Books Before First Grade remained in place. WESMAC PTO sponsored a Puppet Workshop and corresponding Marionette Performance, field trip transportation, and several assemblies during the year.

Closing Statement

Although each of the three schools is different, we share a number of program features that support Massachusetts Curriculum Frameworks objectives. We have worked at developing clear benchmarks that indicate where we are on the road to success for each and every student. At the Alice A. Macomber School, goals were to improve student outcomes in literacy and math by developing curricular map and units of study which align with the Mass State Standards in all curriculum areas and by developing instructional strategies within the classroom to differentiate instruction. Another goal was to maintain and foster a safe, healthy, and structured environment to encourage student learning. The staff at the Macomber School is looking forward to providing even more high-quality early childhood programs that will meet a wide range of student and family needs. Curriculum activities will continue to be soundly based in the Massachusetts State Frameworks. Staff will continue to strive to develop curriculum and lessons based on the following nine key areas that align with the National Board Teacher Certification standards:

- Understanding young children
- Equity, fairness, and diversity
- Assessment

- Promoting child development and learning
- Knowledge of integrated curriculum
- Multiple teaching strategies for meaningful learning
- Family and community partnerships
- Professional practice

We believe that children want to learn. We believe in inclusive practices to ensure that all students learn in an environment where they are exposed to high learning expectations. We believe that each and every child is capable of learning and that they learn best through play-based and project-based learning. We know that growing and learning and aspiring require support and encouragement in the early years. The challenges now facing the early childhood community are immense, yet we cannot allow these obstacles to deter us in our advocacy on behalf of young children and families. Making our vision a reality requires commitment through partnerships among all stakeholders. We are at an amazing time in education in which research is squarely on the side of learning through play and inclusion.

WESTPORT ELEMENTARY SCHOOL
Stacey Duquette, Principal
2018 - 2019

General Statement

Westport Elementary School consists of grades 3-6. There are 6 classrooms in grade three, 6 classrooms in grade four, 6 classrooms in grade five, and 6 classrooms in grade six. WES places student achievement and success as the basis for every initiative. Again this year, we have reviewed the data of our state testing results.

Students participated in the computer based MCAS (Massachusetts Comprehensive Assessment System) in the Spring of 2018. The results were analyzed to assess instruction and student achievement. We administer school-wide benchmark assessments to assess reading and math levels and growth three times during the course of the year. As a result, Westport Elementary School has developed an action plan for improved student success on a class by class basis. We remain committed to the philosophy that all children can achieve success.

Student Achievement Assessments:

I. MCap and MComp Benchmarks:

All students are assessed in Fall, Winter, and Spring in MCap which addresses math concepts and applications, and MComp which assesses math computation. Data is received and used to help determine needs based intervention.

II. DIBELS NEXT ORF (Oral Reading Fluency):

DIBELS NEXT Assessments were administered to all students in Fall, Winter, and Spring. Data was reviewed and students received intervention services based on identified needs in phonics, accuracy and fluency. Students identified as being Below or Well Below Average were progressed monitored on a bi-weekly basis to track progress.

III. CBM Maze (Comprehension):

CBM Maze Assessments were administered to all students in Winter and Spring. Data was reviewed and students received intervention services based on identified needs in comprehension. Students identified as being Below or Well Below Average were progressed monitored on a bi-weekly basis to track progress.

IV. MCAS Assessments:

MCAS Math and ELA assessments were given to students in all grades. Grade 5 students also completed MCAS Science assessments. Test results were used to assess growth during the next school year and the effectiveness of the district curriculum.

MCAS Results by grade:

MCAS Results	Grade 3 118 117 students		Grade 4 128 127 students		Grade 5 111 students			Grade 6 118 117 students		
	2019	ELA	Math	ELA	Math	ELA	Math	Science	ELA	Math
Exceeding Expectations	5%	6%	4%	4%	1%	3%	6%		4%	10%
Meeting Expectations	48%	43%	50%	35%	45%	45%	51%		50%	44%

Partially Meeting Expectations	44%	43%	42%	56%	50%	43%	35%	41%	42%
Not Meeting Expectations	3%	9%	4%	6%	5%	9%	7%	5%	4%

Westport Elementary School will continue to align teaching strategies that enable our students to utilize critical thinking skills and rely less on rote learning and memorization. We continue to increase expectations of student writing through teacher directed curriculum in all grades and encouraging writing across all subject areas. Westport Elementary School remains committed to providing the most current strategies and training to prepare our students for success.

It is important to be cognizant of the fact that no one standardized testing instrument is indicative of a student's overall performance. Rather, a district and school collection of formative and summative assessment data must be regularly monitored to evaluate effectiveness of curriculum.

Curriculum

Teaching and Learning is the focus of all school improvement. Our curriculum is constantly being discussed and enriched within grade level teams to follow the Massachusetts Frameworks. Comprehensive development of Tiered Instruction, providing intervention and small group instruction for targeted students, continues to be implemented. Curriculum alignment is still a goal between the grade levels. WES students continue to be assessed using grade level standards.

The **Go Math** curriculum formally adopted in Sept. 2012 continues to be a resource for our teachers. New to WES this year is the implementation of the computer-based ST Math program for 3rd and 4th graders. ST Math provides visual and conceptual instruction at each students' individual skill level.

We are utilizing the **Journeys Reading Program** as well as implementing **Guided Reading** throughout grades for ELA in hopes of providing consistent instruction and exposure to all students. All ELA teachers have been utilizing strategies and routines in their teaching from the Keys to Literacy program. Our 3rd graders are using the Lexia computer-based program to develop their critical reading skills through individualized, motivated learning paths at their own skill level.

Westport Elementary School will continue to strive for excellence in teaching and equitable opportunities for learning. We are committed to the continued development of a vision, programs, and policies that ensure the common purpose of improving achievement for all students.

WESTPORT JR./SR.HIGH SCHOOL
Mitchel G. Aho, M. Ed, Principal
2018 – 2019

Opening Statement

The mission of Westport Jr/Sr High School is to educate all students to become 21st century learners, to seek and value knowledge, and to emerge as productive citizens in a global community. As technology and globalization combine to create situations of constant innovation, the traditional skills of reading, writing and arithmetic will be supplemented with more up-to-date skills in technological literacy, creative thinking, critical thinking, collaboration and communication. Westport Jr/Sr High School remains committed to focusing on teaching particular skills that will help students survive and thrive not only at the workplace, but also in personal life.

During the 2018 - 2019 school year, grades 7 and 8 focused on their core academic subjects along with exploratory classes. Some new exploratory classes were made available to students including Master Class, Introduction to Film, first year Spanish and Project Lead the Way Design: Design and Modeling. Students also received targeted interventions in Language Based Learning interventions in the areas of ELA and mathematics.

Grades 9 thru 12 continue to prepare students for college, employment and/or the military. AP program has expanded and students can take a variety of electives to meet their interest with collaboration with Mass Insight. Blended learning is also at the forefront with more course offerings available at the school and online through Odysseyware. In addition, a pilot School to career initiative to promote career readiness with local employers and partnerships with the MassHire Youth Connection and Boat Building in collaboration with Dharma Voyage. Finally, several seniors had the opportunity to dual enrollment classes in partnerships with Bristol Community College, UMass – Dartmouth and Mass Maritime.

School Program

The student enrollment at the Senior High was 315. This consisted of 68 seniors, 95 juniors, 58 sophomores and 94 freshmen. Class size ranged from 8 to 27. Our staff consisted of 37 classroom teachers, 1 Library/Media specialist, 6.5 teaching assistants, .5 job coach, 1 para-professional, 2.5 clerks, 1 executive secretary, 1.0 FTE nurse, 2 FTE guidance counselors, 1.5 FTE school adjustment counselors, 1 Director of Athletics/Activities, two assistant principals, and the Principal.

The student enrollment at the Junior High was 232. This consisted of 117 seventh graders and 115 eighth graders. The staff included the following: one (1) assistant principal, one (1) guidance counselor, .5 FTE school adjustment counselor, 1.5 FTE clerks, 23 classroom teachers, 2 paraprofessionals, and 5 teaching assistants.

**Westport Junior/Senior High School
Accountability Analysis
2018 -2019**

This analysis is based on Westport Junior & Senior High School student results from Spring 2019 Massachusetts Comprehensive Assessment System (MCAS). In addition, other indicators are based on July Student Information Management System (SIMS) data. In Spring 2019, all grade levels for ELA & Math utilized the Next-Generation MCAS test. Only students in the 9th and 10th grade participated in the Legacy MCAS for Science. Massachusetts Department of Elementary and Secondary Education classified all schools in the state based on the following indicators, whose value towards targets is weighted as indicated:

1. Achievement on MCAS (Overall Scores in ELA, Math, and Science (grades 8 & 10 only) (60% MS) (40% HS)
2. Student Growth on MCAS measured as Student Growth Percentiles (SGP) (20%)
3. Performance of English Language Learners (EL) if cohorts were large enough (n/a)
4. Chronic Absenteeism of 18 days or more in a school year (10%)
5. High school completion rate (20% HS)
6. High School – percentage of 11th and 12th graders completed advanced coursework (Dual Enrollment, IB, and Advanced Placement Courses) (10% HS)

Each indicator was awarded points based on whether schools were meeting their DESE assigned 2019 targets; Declined (0), No Change (1), Improved (2), Met Target (3), or Exceeded Target (4). Based on students' combined scores in ELA and Math students were ranked into 4 achievement quartiles. The lowest scoring 25% of students were identified, and the achievement of these students was also measured to determine the school's overall achievement towards targets.

2019 Official Accountability Report - Westport Junior/Senior High School

Organization Information	
DISTRICT NAME Westport (03310000)	TITLE I STATUS Non-Title I School
SCHOOL Westport Junior/Senior High School (03310515)	GRADES SERVED 07,08,09,10,11,12
REGION Coastal	FEDERAL DESIGNATION -

Accountability Information

Overall classification Not requiring assistance or intervention

Reason for classification
Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
57% - Substantial progress toward targets	48

OVERALL RESULTS SUBGROUP RESULTS DETAILED DATA FOR EACH INDICATOR

Overall progress toward improvement targets

	2018	2019
Annual criterion-referenced target percentage	29%	76%
Weight	40%	60%
Cumulative criterion-referenced target percentage (2018 x 40%) + (2019 x 60%)	57%	
	Substantial progress toward targets	

Highlights for the Junior Senior High School:

- The annual target percentage increased by 47% points. WJSHS moved from “partially meeting targets” to “substantial progress towards targets” with a total weighed percentage of 57%.
- In both ELA and Mathematics, the Junior and Senior High School exceeded achievement targets, for all and the bottom 25% of students.
- The 9th grade Science achievement exceeded targets, for all and the bottom 25% of students.
- Math & ELA Student Growth Percentiles (SGP) for the Middle School met or exceeded targets.
- High Needs subgroup for the Junior High School met targets in mathematics in both achievement and SGP.
- The High School met targets for extended engagement rate and annual dropout rate.

Opportunities for Growth for the Junior Senior High School:

- Based on next year’s data submission, the Senior High School should be receiving points to ‘Advanced Coursework Completion’
- Although the Junior High School met targets for chronic absenteeism, we are working towards improving the High School attendance.
- Student growth percentiles in 10th grade ELA and Math declined or were below targets.
- In ELA, Junior High School High Needs students were below target for both achievement and student growth.
- In Science achievement, Junior High School High Needs students declined.
- High Needs High School Students declined in both chronic absenteeism and advanced coursework completion.

Notes: The SIMS transmission was not received by DESE in time for the High School to receive credits for Completion Advanced Coursework. The district’s hope is that this will be resolved with next year’s transmission.

Success Indicators

Students in the Junior High program’s focus was on college and career readiness, including industry tours, career fair, and introduction to the Massachusetts Career Information System. Students participated in the University of Michigan Study and PSAT testing. The Math Team participated in the regional Math Meet. The annual trip for 8th graders to Washington, DC was another success. Students organized and recognized local veterans as part of a Veteran’s Day celebration. The music department performed 2 chorus and band concerts in the winter and spring.

Twenty-nine seniors qualified for the John and Abigail Adams Scholarship. This scholarship recognizes high academic achievement on the MCAS tests, entitles the student to four years of free tuition at a state or community college. In addition, one student received the Stanley Koplik Certificate of Mastery. The students receiving Stanely Koplik achieved on minimum of 2 AP exams with scores of 3 or better and a least an advanced on one MCAS.

Seventy-four percent of the graduating class of 2019 indicated that they would be continuing their education. Fifty percent planned to attend a four-year college and twenty-four percent planned on attending a two-year college. This year's graduates received over \$349,411 in scholarships at the annual awards night. Scholarships were supported by community organizations, local businesses and local citizens. Eighty-three students participated in 115 Advanced Placement (AP) Exams in May.

Athletics

The 2018 - 2019 school year was another successful year for Westport Jr./Sr. High Schools' athletic teams. Among the bright spots were eight of our varsity teams that qualified for MIAA state tournament play.

Four out of five fall sports teams qualified for the postseason. The WJSHS field hockey team finished with an 8-1-4 overall record. The team qualified for tournament play, but were defeated by Carver in the 1st round of the D3 South Sectionals in an exciting 1-0 game. The young and inexperienced golf team saw participation numbers continue to rise and improved their league record from a year ago, going 2-7-1. The team finished the season 2-11-1 overall. The boys' soccer team qualified for tournament play by going 9-6-3 overall, with a league record of 3-4-3. They were defeated by a very strong Cohasset team, 2-0 in the 1st Round of the D4 South Sectionals. The girls' soccer team made the state tournament with an overall record of 10-8, including a league record of 3-7. They were defeated by a very talented Hull team 7-0 in the 1st round of the D4 South Sectionals. The volleyball team returned to the state tournament after a one-year hiatus, with an 11-9 overall record and a 5-5 record in the conference. The team then went on an impressive postseason run, defeating Old Colony 3-1 in Round 1 and Coyle & Cassidy 3-0 in the Quarterfinal Round. Their run would end against eventual state champion Bourne, who defeated Westport 3-0 in the South Sectional Semifinals. Bishop Connolly High School folded their football program in the Fall of 2018, ending our cooperative football team agreement.

The winter season saw both the boys' and girls' basketball teams qualify for tournament play. The boys' team finished the MAC Comprehensive Division with a 4-6 record but finished 10-8 overall. In the 1st Round of the D4 South Sectional tournament, WJSHS was defeated by powerhouse D4 program Cohasset. The girls' basketball team finished in 2nd place with a 6-2 league record, and overall went 11-9 heading into the South Sectional tournament. The girls' boarded the ferry to Nantucket and defeated the Skippers in an outstanding 1st Round game. Their season ended in the quarterfinals with a road loss at Carver. 22 members of our cheerleading squad did a good job energizing the crowds at our home basketball games all winter. WJSHS continued with Durfee High School in a cooperative agreement for ice hockey, in which Westport sent 2 student-athletes over to skate for their team.

The spring sports season proved to be successful as well, seeing half of the four Wildcat varsity sports teams qualify for the postseason. The baseball team finished the regular season 7-13 but went 3-7 in the MAC, missing out on postseason play. The young softball team improved to a 5-15 overall record, finishing 4-6 in the MAC. The boys' tennis team returned to the postseason after a 2nd place finish in the MAC with a 5-3 record. The team went 9-7 overall before losing to Norwell in the 1st round of the South Sectionals. Girls' tennis finished as runners up in the MAC with a 5-3 record and went 12-4 overall. The team qualified for the state tournament but was defeated in the 1st Round by a talented team from Sandwich. Five WJSHS student-athletes chose to play co-op lacrosse at Bishop Connolly, while 15 participated in spring track & field.

Student Activities

During the 2018 - 2019 school year, close to 200 students participated in our student activities program. Club offerings included: Student Council, School Committee Delegates, National Honor Society, International Exchange Club, Newspaper Club, Math Club, Drama Club, GSA (Gay/Straight Alliance), Yearbook Club, Art Club, SADD (Students Against Destructive Decisions), DECA, Robotics, Homework Club, Music Club, and our newly formed Pep Band. Under the guidance of dedicated advisors, our students enjoyed many memorable moments throughout the school year and really take initiative in helping to plan many student activities and functions within our school and community.

Our students and staff participated in numerous fundraisers and events which included: Homecoming Dance, Halloween Costume Dress-Up Day, Haunted Hallway, Movie Night with Santa, Spirit Week (culminated by Spirit Rally), Memorial Garden clean up, and Prom Planning Committee. Our students continue to produce and sell, WJSHS's own school newspaper, "The Villager", along with designing yearbooks, and school spirit items and clothing. In addition, the Advocats worked diligently to provide assistance to those in need throughout the Town of Westport, working closely with the Council on Aging. They sponsored food drives, volunteered at soup kitchens, the Senior Center and the Westport Schools during various holidays. It should be noted that the WJSHS school community was very generous throughout these drives. Members of SADD sponsored our annual Health Fair which promotes positive, healthy decision making on students' behalf. Also, in the spring of 2019, the International Exchange Club traveled to Europe over April vacation. Our Homecoming Dance was well attended again, with over 160 students and their guests in attendance at Rachel's Lakeside in November. We also had around 140 students attend the Jr./Sr. Prom at Hotel Viking in Newport, RI in May.

The Sr. High School Chapter of the National Honor Society inducted its new members in April. The guest speaker for the Induction Ceremony was National Honor Society Teacher of the Year, Celia daLuz. The National Junior Honor Society also inducted its new members in April. Michael Ponte was recognized as Teacher of the Year by the NJHS. Throughout the year, NHS members offered free tutoring to many students, sold candy canes at Christmastime, and carnations on Valentine's Day to raise funds for their ceremony.

Closing Statement

The Jr/Sr High School administration, faculty and staff work hard to provide rich meaningful instruction from a robust standards based curriculum to the students of Westport and providing them an education to prepare them for college, for employment and/or the military.

2018-19

PROFILE

WESTPORT JR/ SR HIGH SCHOOL

19 Main Road

Westport, MA 02790

774-309-3396

Fax: 508-636-1053

www.westportschools.org

ADMINISTRATION

Dr. Gary Reese, Superintendent	Ext. 4001
Elaine Santos, Special Education	Ext. 4011
Mitchel Aho, Principal	Ext. 4204
Karen Archambault, Assistant Principal	Ext. 4203
Brian Oliveira, Assistant Principal	Ext. 4003

COUNSELING STAFF

Marie Fallows, Guidance Counselor	Ext. 4234
Mary Jo Medeiros, Adjustment Counselor	Ext. 4215
Sherry Michael, Guidance Counselor	Ext. 4034
Jennifer Borelli, Adjustment Counselor	Ext. 4214
Leslie Ruel, Guidance Counselor	Ext. 4213

SCHOOL INFORMATION

Comprehensive 6-year public Jr/Sr. high school

Enrollment: 566
 Faculty: 64 (15 students/1 faculty) (100% of teachers licensed in teaching assignment)
 Accreditation: New England Association of Schools and Colleges
 CEEB Code: 222360

Westport Jr/Sr High School is located approximately 60 miles south of Boston and serves the south coast community of Westport, MA. Westport is a town of farms, of beautiful scenery, of people who live from the water, of small businesses and of homes. Each of these aspects of the community is characterized and strengthened by the superb natural resources to be found within the town's borders.

GRADUATION REQUIREMENTS

Total credits to graduate: min. of 150

English:	20 credits
Social Studies:	15 credits
Math:	20 credits
Science:	15 credits

Health/PE:	10 credits
World Language:	5 credits
Government:	2.5 credits
Personal Finance:	2.5 credits
Computer Literacy:	2.5 credits

COLLEGE ADMISSIONS TEST RESULTS

(2018-2019)

% of seniors taking SAT:	70%
% attending 4-year college:	50%
% attending 2-year college:	24%

MEAN SAT SCORES

(2018-2019)

School Composite-	1136
State Composite-	1102

AP TEST RESULTS

(2018-2019)

-83 students participate
 % of students with 3+ score
 -ELA-Writing: 67%
 -English Lit: 87%
 -US Government: 80%
 -US History: 100%
 -Art: 89%
 -Science: 38.1%
 -Psychology: 67.1%
 -Calculus AB: 46.1%
 -Statistics: 49.1%

SENIOR PROJECT

-Graduation requirement of an independent, topic-oriented research project culminating with an oral presentation.

GRADE POINT AVERAGE SCALE

<u>GRADE</u>	<u>AP</u>	<u>H</u>	<u>CP</u>											
A+	100	5.5	5.0	4.5	B	87	4.2	3.7	3.2	C-	74	2.9	2.4	1.9
	99	5.4	4.9	4.4		86	4.1	3.6	3.1		73	2.8	2.3	1.8
	98	5.3	4.8	4.3		85	4.0	3.5	3.0		72	2.7	2.2	1.7
A	97	5.2	4.7	4.2	B-	84	3.9	3.4	2.9	D+	71	2.6	2.1	1.6
	96	5.1	4.6	4.1		83	3.8	3.3	2.8		70	2.5	2.0	1.5
	95	5.0	4.5	4.0		82	3.7	3.2	2.7		69	2.4	1.9	1.4
A-	94	4.9	4.4	3.9	C+	81	3.6	3.1	2.6		68	2.1	1.8	1.3
	93	4.8	4.3	3.8		80	3.5	3.0	2.5	D	67	2.2	1.7	1.2
	92	4.7	4.2	3.7		79	3.4	2.9	2.4		66	2.1	1.6	1.1
B+	91	4.6	4.1	3.6		78	3.3	2.8	2.3		65	2.0	1.5	1.0
	90	4.5	4.0	3.5	C	77	3.2	2.7	2.2	F	64	0.0	0.0	0.0
	89	4.4	3.9	3.4		76	3.1	2.6	2.1		63	0.0	0.0	0.0
	88	4.3	3.8	3.3		75	3.0	2.5	2.0					

CLASS RANK is calculated by using a weighted system based on the academic rigor of the course; all courses are included in determining a student's rank in class.

INSTRUCTIONAL LEVELS

AP ADVANCED PLACEMENT: Designed for students who excel in a particular subject and have demonstrated exceptional ability and motivation to do advanced work. Students are expected to successfully participate in the College Board Advanced Placement examination at the end of the course.

H HONORS: Designed for students whose academic performance has been reflective of very strong ability, laudable motivation and strong work habits. Research projects, writing activities that challenge critical thinking skills and independent study will be a fundamentally important part of this achievement that challenge critical thinking presented in depth and at an accelerated pace.

CP COLLEGE PREPARATORY: Designed for students with average ability who are planning to further their education upon graduation at two or four-year institutions of higher learning. Regular homework assignments and an emphasis on the fundamental academic skills of reading, writing, and computing are the cornerstones of this instrumental level

Courses

ADVANCED PLACEMENT	HONORS
Art	Algebra II
Biology	Anatomy & Physiology
Calculus AB	Biology
English Composition	Chemistry
English Literature	English 9
Government	English 10
Physics I	English 11
Psychology	Geometry
Statistics	Physics
US History	Portuguese 3
	Portuguese 4
	Portuguese 5
	Pre Calculus
	Spanish 3
	Spanish 4
	Spanish 5
	US History I
	US History II
	World History

Dual Enrollment: Students are allowed to take a course at any of the campuses.

Bristol Community College
 Massachusetts Maritime
 University of Massachusetts-Dartmouth

*COLLEGE PREPATORY

Advanced Computer Applications	Genocide
Algebra I & II	Geometry
Anatomy and Physiology	Government
Biology	History of Rock & Roll
CAD	Intro to Accounting
Chemistry	Intro to Art
Chorus	Life Skills
College Writing	Marine Science
Computer Science	Multi Media I & II
Concert Band	Personal Finance
Creative Writing	Portuguese I & II
Digital Music	Psychology
Drawing and Painting	Public Speaking
Earth Science/Ecology	School to Career
English 9	Sociology
English 10	Theatre
English 11	US History I & II
English 12	Woman Studies
Environmental Science	World History
Film as Literature	**Independent Study: Students can increase their learning in a class by working on an independent project with the teacher.
Forensics	

COLLEGE ACCEPTANCES (2018-19)

Assumption College

Becker College
Bentley University
Boston University
Bridgewater State University
Brown University
Cal Poly Pomona
Technology
California College of the Arts
California State University-Dominguez Hills
Clemson University
College
Coastal Carolina University
Colgate University
College of Charleston
Curry College
Dean College
Emmanuel College
College
Framingham State University
Franklin Pierce University
Barbara
Iona College
Johnson and Wales University
Keiser University
College
Lasell College
Lesley University
Long Island University
Louisiana State University
Loyola University-Chicago
Massachusetts College of Art and Design
Massachusetts College of Liberal Arts
Beaufort
Massachusetts College of Pharmacy and Health Sciences
Massachusetts Maritime Academy
Merrimack College
Nicholas College
Technology
North Carolina State
University
Ohio State University-Honor's College
Pace University

Plymouth State University

PRATT
Providence College
Regis College
Rensselaer Polytechnic Institute
Rhode Island College
Rochester Institute of

St. Leo University
St. Michael's College
Salve Regina University-Honor's

Sarah Lawrence College
Simmons College
Springfield College
Stonehill College
Suffolk University
Temple University-Honor's

University of Bridgeport
University of California-Santa

University of Connecticut
University of Delaware
UMASS-Amherst-Honor's

UMASS-Boston
UMASS-Dartmouth
UMASS-Lowell
University of Michigan
University of New Hampshire
University of Rhode Island
University of South Carolina-

University of South Florida
University of Tampa
University of Vermont
Wentworth Institute of

Western New England

Wheaton College

WESTPORT HIGH SCHOOL
Graduation Exercises
Class of 2019

Class Valedictorian
Salutatorian
Class President
Certification of Class

Thomas Brown
Erin Carney
Sydney Pacheco
Dr. Gary Reese

*=National Honor Society

John Richard Almeida II	Jenna Louise LePage
Dylan Xavier Amorin	Rachel Aldina Letendre*
Samantha Marie Arsenault*	Nicholas John Levesque
Mollie Jean Audette*	Taylor Nicole Liles
Hanna Marie August*	Allison Penny Manchester
Colin James Bagley	Brendan Charles Martin*
Tyler James Benoit	Christopher Michael Medeiros
Talia Lillian Berghman*	Dylan Michael Medeiros
Jacob David Berthiaume	Henrique Fonseca Melo
Makayla Marie Branco*	Marisa Alexandra Melo*
Alyssia Marie Britto	Marissa Ashley Menard*
Thomas William Brown*	Logan Thomas Minnehan
Nicholas Connor Cabral	Caelin Elisabeth Molloy*
Erin Elizabeth Carney*	Elizabeth May Mulroy
Ryan Daniel Carter	Kevin Anh Nguyen
Travis David Michael Carter	Kyle Robert O'Brien
Acadia Cass*	Sydney Pacheco*
Sydney Grace Cassell*	Sophie Lee Pawlak*
Bianca Lexis Cipriano*	Kayla Marie Pimental*
Andrew Jason Clayton	Cabot William Priestner*
Kyley Nalitale Coelho	Emma Jean Proffitt
Tobey Ethan DaSilva*	Maria Clara Rapoza*
Cameron M. Davignon	Damien Michael Rego
Dylan Arthur DeGagne	Jade Whitney Rodrigues
Angelica Julia-Barbara DePina*	Melena Reitano Rodriguez*
Logan Clay Deree*	Nicholas Victor Roy, Jr.
Dawson Newton DosVais	Andrew Jacob Silva
Bailey Joseph Dumond	John Junior Arelo Silva
Alexander Dutra Africano	Samantha Paige Silveira
Marianela Dutra Africano*	David Silvia IV
Lauren Suzanne Eolin*	Megan Elizabeth Simoes
Ashley Marie Fay	Cheyenne Jane Smeaton*
Roberto Paul Ferreira*	Cody Stanley Smeaton
Brianna Furtado	Dylan Nicholas Soares
Miranda Marie Goldizen*	David Fitzgerald Sullivan
Myles Sean Greene-Beaupre	Cameron Gary Tavares
Dakota Thomas Honeycutt-Valcourt	Mackenzie Lu`ann Finnerty Thatcher
Lexcey Amber Jordan*	Anthony Tran
Leah Mackenzie Kahahelis*	Amber Morgan Valcourt*
Caleb John Kennedy	Greighlin S. Vasconcellos
Jaclyn Elizabeth Kennedy*	Alexus Jae Veilleux*
Nicholas Sanford Kirby	Bailey Elizabeth Wilkinson*
Om Kotadia	Gabrielle Louise Wilson*
Lauren Taylor Lavoie	Taya Isabel Wulff
Zachary Tyler Lavoie	Nicholas Cameron Yokel
Téa Elizabeth LeBelle*	Nathaniel David Young

Book Awards

Harvard Book Award	Adam Charest
University of Pennsylvania Book Award	Rachel Collins
St. Michael's Book Award	Zachary Calouro Conor Lecomte
Assumption College Book Award	Logan Silvia
Boston College Book Award	Zachary Rothwell
Bridgewater State University Book Award	Mark Allen
George Washington University Book Award	Luke Pichette
John Hopkins University Book Award	Olivia Collins
Rensselaer's Medal Program	Smit Patel
Wellesley Book Award	Madison Arruda

Scholarships

Westport Fair Scholarship	\$500	Miranda Goldizen, Allison Manchester Cheyenne Smeaton
Westport Women's Club	\$500	Dawson Dosvais, Lexcey Jordan, Allison Manchester, Cabot Priestner Alexus Veilleux
Grimshaw-Gudewicz Scholarship	\$500	Talia Berghman, Makayla Branco, Brendan Martin, Marisa Melo, Marissa Menard, Caelin Molloy, Sophie Pawlak, Kayla Pimentel Cheyenne Smeaton, Gabrielle Wilson
Grimshaw-Gudewicz Scholarship	\$1000	Travis Carter, Marianela Dutra Africano, Myles Greene-Beaupre, Henrique Melo, Anthony Tran
Clyde T & Yvonne Salisbury Scholarship	\$300	Erin Carney, Logan Deree, Tea LeBelle
Westport Music Boosters-Jane Dufault	\$1000	Lauren Eolin, Marisa Melo
	\$500	Bailey Dumond, Rachel Letendre
Westport Music Boosters-Jane Dufault	\$300	Logan Deree
Westport Music Boosters-Peter Habib	\$1000	Bailey Wilkinson

Betsy Taber Scholarship	\$1500 \$1000	Lexcey Jordan Talia Berghman, Maria Clara Rapoza Gabrielle Wilson
Potter Funeral Service Award	\$500	Allison Manchester
Janice Migneault Memorial Scholarship	\$500	Marisa Melo
Matthew T. Benoit Memorial Scholarship	\$1000	Dawson Dosvais
Raposa Foundation Scholarship	\$500	Cheyenne Smeaton
Chelsea Ann Ponte Scholarship	\$1000	Thomas Brown
Jane Dybowksi "Walking with Jane" Scholar.	\$4000	Thomas Brown
Domingos-Silva Scholarship	\$2500 \$2000	John Almeida, Lexcey Jordan Talia Berghman, Thomas Brown, Alexus Veilleux
WHSPA	\$250	Dawson Dosvais, Lexcey Jordan, Tea LeBelle, Brendan Martin
Lt. Richard Parker Scholarship	\$500	Tea LeBelle
Lisa Branco Bellavance Scholarship	\$500 \$400	Allison Manchester, Cheyenne Smeaton Kayla Pimentel
Health Science Award	\$1000	Bianca Cipriano

OFFICE OF CURRICULUM, INSTRUCTION, AND ASSESSMENT
Darren C. Elwell, Director of Curriculum
2018 - 2019

Department Overview

The Office of Curriculum works to improve conditions for teaching and learning in the Westport Community Schools. The Director, in collaboration with district and school leaders, teachers and support staff, works to ensure that students receive a comprehensive, 21st century education in preparation for college and career. The Office of Curriculum works to promote educational best practices, in accordance with the Massachusetts Department of Elementary and Secondary Education's (DESE) guidance, and other leading authorities in the field of education, with the ultimate goal of improving the student experience for all Westport students!

Curriculum and Instruction

A formal, comprehensive curriculum review and revision process is underway to guarantee that all Westport students receive a coordinated, standards-based education. This multi-year process will involve the efforts of teachers and instructional leaders, as well as the oversight of the District's Curriculum, Instruction, and Assessment Leadership Committee (CIALC). The District utilizes the Understanding by Design (UbD) conceptual approach to curriculum development, through which "backward design" is used to identify long-term learning goals before developing purposefully-planned lessons and assessments.

As teachers throughout the District engage in curriculum development and explore curricular materials and programs to enhance student learning, the Office of Curriculum works collaboratively with other instructional leaders to improve core instruction and assessment strategies. All of these initiatives are supported by strategically-aligned professional development, intended to build the capacity of the District's educators.

Professional Development

In order to maintain high quality instruction, staff throughout the District attend two full days and four half days of regularly-scheduled professional development during the school year. In addition, teachers attend individually-pursued professional conferences, workshops, and trainings out-of-district.

Throughout the 2018-2019 school year, the District provided professional development in support of the Massachusetts Standards of Professional Practice (Massachusetts Model System for Educator Evaluation). These experiences ranged from curriculum review and revision (Standard I) to safety procedures (Standard II) and cultural sensitivity (Standard IV). The District worked to be responsive to teachers' needs, while also considering district-wide strategic initiatives and objectives. Below, please find some of the offerings provided during the early release and full professional development days.

- Sheltered English Immersion Endorsement Course
- Safety Procedures with Glenn Nunes
- Keys to Literacy ANSWER Routine with Lisa Klein and Shauna Cotte
- Questioning Strategies in Elementary and Middle School Mathematics Classrooms with Marcie Abramson
- Differentiation through Collaborative Problem Solving with Kelly Hilton
- Math Stations and Parallel Tasks in Elementary and Middle School Classrooms with Marcie Abramson
- Physical and Earth Science Standards with Katie Clark
- CPR Training with Westport School Nurses
- CPI Training with Sandi Mauk

- Managing and Changing Difficult Behaviors with Polly Bath
- Understanding the Effects of Trauma with Julie Love
- Understanding by Design Curriculum Development with Elizabeth Cooney
- ST Math Seminars with Elizabeth Birie
- Courageous Conversations with Kalise Wornum

In addition, the District supported over 130 individual requests for professional development beyond District offerings, as well as Landmark School consultations in support of the District's language-based programming at Westport Elementary School and Westport Junior Senior High School.

Accountability and Assessment

The Office of Curriculum works with district and school leaders to make certain that the District is in compliance with important state and federal regulations, and also to ensure that the District maintains a strong reputation in the eyes of all stakeholders, from parents and families to DESE. Overseeing the District's implementation of the Educator Evaluation System is an important accountability component, as is ensuring that the District prepares for and administers the Massachusetts Comprehensive Assessment System (MCAS) exams to demonstrate students' mastery of the state's challenging content standards. The District continued to transition from the paper-based Legacy MCAS exams to the computer-based Next Generation MCAS exams. Students in grades 3, 4, 5, 7, 8 and 10 completed Next Generation MCAS exams in Math, English Language Arts and Science and Technology/ Engineering. Westport students continue to make significant progress toward growth targets, as indicated by the state's school and district accountability rating system.

Grants Management

Several grants fall under the purview of the Office of Curriculum, including program-specific grants such as Project Lead the Way and ST Math. Westport also receives money from the federal government through Title I, Title IIA, and Title IV, and the funds are targeted to help students meet the state's challenging content standards, in addition to providing professional development to teachers and administrators. The Office of Curriculum will continue to support the interests of teachers and district leaders when grant opportunities are identified.

SPECIAL EDUCATION
Elaine Santos, Director of Special Education and Pupil Personnel
2018 - 2019

The Special Education Department provides specialized instruction and related services, such as speech, occupational therapy, physical therapy and vision services to eligible students who reside in Westport or attend a private school within Westport's geographical boundaries. When a student is determined eligible for special education, an Individual Education Plan (IEP) and placement are proposed by the district. The parent, or student if s/he is 18 years old, must accept the proposed plan before services can be provided.

Special education services are required by law to be provided in the most appropriate, least restrictive educational setting. In Westport, the least restrictive setting is the regular education classroom where students with and without disabilities learn side-by-side, working individually and in groups. In this setting, called inclusion, special education students may be taught by special and/or regular educators, sometimes supported by a supervised teaching assistant.

In some cases, the IEP Team has determined that the student can only be educated if s/he is removed from the regular education setting to a special education classroom for instruction. Depending on the severity of the educational disability, a student may be removed for varying portions of the day. For these students, special education services may be provided in and/or out of the regular education classroom. When students are removed to a special education setting for instruction, they are taught by special education teachers and support staff.

A small number of students have disabilities that require services that cannot be provided within the district. These students usually attend specialized special education schools or programs that are so intensive or of such low incidence that it is more appropriate and cost effective for the district to pay tuition to a school outside of the district rather than to develop its own program.

The frequency and duration of time a student receives special education services are defined in the student's Individual Education Plan. In addition, any time the student is separated from the regular education setting a statement justifying the removal and describing its benefit must be written in the IEP.

The district has a legal obligation and moral commitment to provide services in the least restrictive environment and within the Westport Schools whenever possible. On July 1, 2018, the Student Management System recorded 274 special education students. This enrollment included 9 students placed in schools outside of Westport. A history of students in out-of-district placements is as follows:

July 1, 2015	July 1, 2016	July 1, 2017	July 1, 2018	July 1, 2019	July 1, 2020
18	16	12	9	6	9 (projected)

The individual schools within the district continue to provide and improve upon the development of high quality special education programming and staffing.

The Macomber Primary School contains classrooms for students in preschool through grade two, and has maintained a stability of programming and services. Students receive their initial educational experiences in a nurturing environment where they are taught to interact with other students and adults, to follow rules and work within a classroom setting, and to develop social skills through play and structured activities. A major focus of the curriculum is the development of language, with a particular emphasis on language processing skills which are vital to all learning. Preschool teachers are dually certified in regular and special education. A special education teacher is assigned to each grade level from Kindergarten to Second grade. This expertise allows staff to provide individualized interventions as needed within the general education setting while monitoring learning and progress based on developmental norms.

The Macomber Primary School has two classrooms to support students with severe disabilities. An integral part of this program is the integration of students into the general education classrooms as social and academic skills develop.

The Westport Elementary School provides special education services in small group and inclusion models in and out of the general education classrooms. A substantially separate class and a resource room address students who have varying degrees of needs. Staff supported mainstream integration is available as students are able to meet mainstream expectations. This approach allows the most challenged students to take advantage of exposure to the regular curriculum and peer socialization, interactions and relationships, while receiving individualized and specialized instruction or small group support in accordance with their IEPs.

At Westport Junior/Senior High School, special education students receive their instruction in inclusion/resource or substantially separate settings. Substantially separate classes are available to more severely disabled students as determined by the student's IEP Team. The Focus classroom is a multi-faceted program which includes direct special education services within the small group setting, as well as supportive services within the inclusion classroom for at risk students. This program targets practicing respectful behaviors, being a productive member of the high school community, and improving academic skills. Two substantially separate classrooms provide prevocational programming in the classroom or supported community-based sites to ensure students generalize skills to those settings. All students take one class per semester in the general education setting with support.

TECHNOLOGY DEPARTMENT
Raymond Nekrasz, Technology Director
Submitted by Anthony Tomah, Technology Director
2018 - 2019

Technology is a vital part of educating the students of Westport Community Schools as we prepare them for responsible digital citizenship. Our Instructional Technology and Curriculum aligns with the Massachusetts State Frameworks and the Common Core Standards.

The Technology Department is committed to providing excellent customer service for a diverse population of faculty, staff, and students.

Looking forward to the 2019-2020 school year, the technology department will be creating a 5 to 10-year technology plan which will help the school department normalize the technology budget with the ultimate purpose of providing appropriate classroom technology for the students as they navigate through the latest of educational technology revolutions. The IT Department is also planning for the construction and opening of the new middle/high school along with a town and school district technology infrastructure needs. As we move forward with these initiatives, we are also identifying staffing needs in the IT Department, which is a vital component concerning the business-side of the school system, and most importantly, our delivery of appropriate curriculum to our students.

STUDENT TRANSPORTATION SERVICES
Michelle A. Rapoza, Student Services Coordinator
2018-2019

The Westport Community Schools' student transportation program provides three types of service: regular school bus transportation, specialized van transportation for students with special needs, in compliance with Massachusetts General Laws Chapter 71B, and individualized service plans for homeless students, in compliance with the federal McKinney-Vento Homeless Assistance Act.

REGULAR SCHOOL BUS TRANSPORTATION

The district offers school bus transportation to all students who are residents. Transportation for students in grades K-6 is **paid entirely** by funds from the annual school budget. Grade 7 through 12 students purchase bus passes, entitling them to transportation to and from school for the entire school year. For students who rode the bus every day, the cost to them was \$1.11 per day; bus pass fees helped make transportation costs manageable. **Grades 7 through 12** bus passes for the 2018-2019 school year cost **\$200 per student** or a maximum of **\$400 per family**. Fees are waived for students whose family incomes meet Federal Guidelines set for the National School Lunch Program.

School bus transportation was provided by Amaral's Bus Company of Westport, MA, this was year one of a three year contract. The company maintains a yard and dispatch office in the town and runs 15 bus routes in two tiers, carrying high school and middle school students from 6:30-7:30 a.m. and transporting elementary school and kindergarten students from 7:30-8:30 a.m. The system takes students home after school in the same way. Each bus carries between 55 and 77 students with 2 to 3 students to a seat based on age and size of child; the district provided school bus service to about 334 Jr. Sr. High School students and approximately 793 Kindergarten to 6th grade students, with average daily route ridership about **79%** of students. We are charged at a rate of 15 routes @ 342.00 X 180 days, includes performance bond, for a total Regular Education Transportation cost of \$923,400.00 (2nd year of a 3 year contract). Routes are designed for maximum fuel efficiency while ensuring that no route is more than one hour in length.

SPECIAL NEEDS TRANSPORTATION

Massachusetts General Law Chapter 71B helps ensure that children with disabilities receive equal opportunities for education. The law requires towns to provide disabled school-age children with accessible transportation to and from local schools or special schools outside the town, where children can access special services and accommodations. The state reimburses the local school district for **some** of these special transportation costs. Special needs transportation in Westport was provided by Whaling City Transit of Westport, MA. During the year, the district utilized six specially-equipped vehicles as well as specially-trained drivers and monitors to transport **23 students** to Westport schools and other public, private and collaborative schools in the region. Most special needs students attend classes year-round and on weekends.

TRANSPORTATION FOR HOMELESS STUDENTS

The federal No Child Left Behind (NCLB) regulations require school districts to arrange transportation and cover or share coverage of the costs for homeless students who may no longer be able to live in the school district but still want to complete the school year in their community. Westport schools paid or shared the cost of transportation services for up to **35 homeless students** in the 2018-2019 school year. This mandate to transport homeless is declared an unfunded mandate by the state auditor.

Transportation Financial Report Fiscal Year 2018-2019	
Regular & Special Ed Transportation Salaries and Support Services	\$54,220
Regular Education Transportation Expenditures	\$917,847
Regular School Bus Transportation	902,489
Extra Curricular Transportation	-----
Transportation for Homeless Students	15,010
Other Expenses	348
Special Education Transportation Expenditures	\$470,685
Special Needs Transportation (provided by the district)	468,067
Special Needs Transportation (reimbursements to parents)	1,006
Sped Other Expenses	1,612
Total	\$1,442,752

STUDENT SERVICES
Michelle A. Rapoza, Student Services Coordinator
2018-2019

The Westport Community Schools' food services program is completely self-supporting, generating revenue through meal, vending sales, reimbursements from the U.S. Department of Agriculture (USDA), and the Massachusetts Department of Secondary & Elementary Education (DESE). Revenues fund all day-to-day operations, finance the replacement of aging equipment and cover the costs of implementing new technology in food service operations; including computerized point-of-sale systems at four schools.

All Westport schools participate in the National School Lunch Program, providing nutritionally balanced, low-cost or free lunches to Westport children during the year. School districts participating in the lunch program receive cash reimbursement and donated commodity foods from the USDA for each meal they serve. In return, schools must serve lunches that meet Federal nutrition requirements and they must offer free and reduced-price meals to eligible children.

Children with family incomes below 130 percent of the poverty level are eligible for free meals. Those between 130 and 185 percent of the poverty level are eligible for reduced-price meals. During the year, our schools served **117,527** lunches and **13,274** breakfasts. The percentage of Free and Reduced lunches for the 2018-2019 was **37%** with the total student enrollment of **1,425**. Applications for free or reduced-priced meals are available throughout the year. The privacy of students who receive these meals is protected; their participation is anonymous. Meal costs at Westport Schools are slightly *lower* than state and national averages: lunch at the Jr. Sr. High School is **\$3.00** and **\$3.00** at the Elementary School and Macomber School. Reduced-price meals are \$0.40.

Although school lunches must meet Federal nutrition requirements, decisions about what specific foods to serve and how they are prepared are made by our local school food services staff. All meals meet the Dietary Guidelines for Americans. Each meal provides at least one-third of the recommended daily allowances for protein, Vitamin A, Vitamin C, iron, calcium and calories. Our schools actively support local growers through SEMAP's "*Buy Fresh Buy Local*" consortium, buying fresh and/or organic produce.

During the year, our 13-member staff served **117,527** lunches and **13,274** breakfasts, with a **2.7%** decrease from last year due to a decrease of enrollment. Staff members participated monthly in food and industrial safety training, and all food preparation facilities and recordkeeping procedures were inspected monthly by a private compliance contractor. Facilities were also inspected at least two times by the Board of Health. Most staff members are ServSafe, Allergy and CPR certified.

Vending sales at Westport Schools are confined to healthy, reduced-calorie snacks and beverages that meet the nutritional guidelines of our Wellness Policy. The school district is a partner with Pepsi Beverages Company, the exclusive provider of our bottled water, fruit and vegetable juices (our schools do not offer any soda products to students or products that contain splendor products).

Food Services Financial Report Fiscal Year 2018-2019	
Beginning Balance	\$ 20,346
Revenues	622,719
Sales	382,820
State and Federal Reimbursement	238,071
Adult Meals Sales Tax	1,828
Expenditures	(639,116)
Salaries	(312,554)
Food	(254,621)
Contracted Services/Supplies and Materials/Other Exp. & Taxes	(71,941)
Equipment	(0.00)
Ending Balance	\$3,949
<u># of free lunches</u>	<u># of reduced lunches</u>
406	95

**SCHOOL DISTRICT PERSONNEL
2018 - 2019**

District Services

Position	Name
Superintendent	Reese, Gary, Ed.D
School Business Officer	Rapoza, Michelle
Director of Curriculum & Instruction	Elwell, Darren
Director of Technology	Nekrasz, Raymond
Superintendent's Secretary	Augusto, Karen
Human Resources Coordinator	McDaniel, Kristin
Special Education Director	Santos, Elaine
Student Services Supervisor (SPED)	Roberge, Wendy
Executive Assistant for Business Services	Sousa, Melissa
Business Services Assistant (Accounts Payable)	Kenyon, Sheila
Business Services Assistant (Payroll)	Hassey, Lucy
Administrative Clerk (Transport/Nutrition/Tech)	Moreau, Holly
Supervisor of Facilities & Custodians	Ouellette, Kimberly
Head of Maintenance & Facilities	Duarte, Michael
Maintenance Assistant	Ingalls, Ryan
Maintenance & Facilities Helper	Sarza, Peter
Courier/Custodian	Deston, Lori
Custodian (Floater)	Martel, Alex
Computer Systems Administrator	Augusto, Joseph
School Resource Officer (Town)	Fernandes, Kyle
English Language Learners	Pimentel-Hathaway, Ann
English Language Learners	Scott, Michelle
Instructional Technology Coordinator	Schuler, William

Westport Elementary School
Duquette, Stacey –Principal **Chesney, Leah – Vice Principal**

Grade 3 Teachers	Teacher Assistants	Secretaries/Clerks
Connors, Erin	Bedard, Donna	Amaral, Patricia – School Clerk
Morotti, Julie	Darkow, Debra	Viveiros, Angelet – Exec. Secretary
Porter, Susan	Fournier, Nadine	Lemar, Suzanne – Special Education Clerk
Reis, Katherine	Gesner, Barbara	
Silvia, Jessica	Martin, Susan	Food Services Staff
Gosson, Lindsey	Pierce, Kerri	Raposo, Maria – Manager
	Vachon, Janet	Arruda, Karen
Grade 4 Teachers	Lees, Sherrie	Fitzsimmons, Terry
Davenport, Jillian	Hayes, Scotty	Correia, Roseanna
Guild, Cheryl	Nadeau, Carol	Pacheco, Janet
Higham, Alison	Branco, Natalie	
Rego, Shelley		Custodians
Gildea, Teal	Interventionists	Malenfant, Paul
Chouinard, Elizabeth	Avila, Melissa	Costa, Michael
	Cottrill, Andrew	Mauk, Jacob
Grade 5 Teachers	Fitton, Jennifer (Title 1)	
Comeau, Diane	Melo, Amanda (Title 1)	
Driscoll, Lauren	Pontes, Kristina	
Ferreira, Jodi	Raposo, Kara	
Paiva, Trisha	Araujo, Kelly	
Shunney, Matthew		
Tripp, Michelle	Language Based Support Teacher Assistants	
	Amaral, Sherry	
Grade 6 Teachers	Sullivan, Robin	
Croft, Kelly	Williams, Jody	
Janik, Deborah	Lesieur, Madeline – 0.6 FTE	
Sirois, Nicole		
Struthers, Ryan	Interventionist Support	
Tetrault, Paul	Karam, Elizabeth – 0.2 FTE Reading	
Shaw, Lee Ann		
	Specialist Teachers	
Special Education Teachers	Bell, Cynthia - STEM	
Roberts, Faith	Carvalho, Elizabeth – 0.5 FTE, Music	
Smith, Avery	McGuire, Alicia – Art	
Howland, Catherine	Nunes, Christopher – 0.5 FTE, Music	
Douyon, Juline	Parziale, Gary – 0.5 FTE, Health & Wellness	
Robinson, Karen	Sullivan, Liam – 0.5 FTE, Music	
Teixeira, Elizabeth	Teixeira, Amy – Health & Wellness	
Horgan, Jaclyn	Viveiros, Susan - Library/Media	
Counselors	Lunch and Recess Monitor	
Bacchiocchi, Elizabeth – Guidance/SAC	Faria, Martha – 0.4 FTE	
Borelli, Jennifer SAC (.5)		
	Nurse	
	Machado, Nicole	

Westport Junior/Senior High School
Aho, Mitchel–Principal Archambault, Karen–Vice Principal Oliveira, Bryan–Dean of Students
Pacheco, Jason – Athletics and Activities Director

English Teachers	Specialist Teachers	Teacher Assistants
Bernier, Jonathan	Birch, Meredith – 0.4 FTE, Art	Beaupre, Carol
Bernier, William	Buckless, Bridget – Library/Media	Charbonneau, Wendi
Clark, Thomas	Carvalho, Elizabeth – 0.5 FTE, Music	Charest, Heidi
Dias, Nicole	DaLuz, Celia – Health/Wellness	Perry, Kimberly
Mercer, Regina	Frost, Scott – Technology	Avilla, Rebecca
Monast, Richard	Johnson, Nicole – 0.4 Art Teacher	Skov, Sharon
Robichaud, Patricia	Kampper, Matthew – Health/ Wellness	Soares, Jaime
Rowley, Amanda	Lambert, Melissa - Art	Sommer, Patricia
Shivers, Matthew	Marshalek, B. –Health/ Wellness	Giblin, Karen
Tripp, Nancy	Nunes, Christopher – 0.5 FTE, Music	Degagne, Annette
	Russell, Jarrod – Music	Damaso, Deserie
Math Teachers	Rezendes, John -0.5 FTE, Film/Video	
Burrows, Ian	Marques, Daniel – School to Career	Food Service Staff
Charette, Laura – 9-12th Grade		Souza, Linda – Manager
Gendron, Cassandra – 7-12 th Grade	Special Education Teachers	Melo, Ana
Gargiulo, Jennifer – 7-8 th Grade	Borges, Christina	Nascimento, Laura
Jennings, Judith – 7-8th Grade	Bornstein, Paul	Perrault, Sherry
King, Michael – 9-12th Grade	DaSilva, Derek	Perreira, Ronda
Santos, Mary Catherine – 7-8th Grade	Jones, Monique	
	Medeiros, Andrea	Custodians
Social Studies Teachers	Moisiades, Julia	Pacheco, James
Abrahamson, Norman	Ferreira, Linda	Jones, Casey
Dubois, Amy	Mello, Erin	Cateon, Robert
Mekshes, Rebecca	Pereira, Dianne	Silvia, Jacob
Ponte, Michael	Sardinha, Christopher	Sulyma, Patricia
Silva, Katherine		
Tetzloff, Amanda	Interventionists	Secretaries/Clerks
Thibodeau, Sheldon	Robichaud, Patricia – 0.5 FTE, Reading	Bednarz, Madeline – School Clerk
	Tripp, Nancy – 0.5 FTE, Reading	Cairol, Michelle – Exec. Secretary
Science Teachers		Corey, Jacqueline – Guidance Clerk
McGinnis, Andrew	Counselors	Arruda, Amy – Special Education Clerk
Ferreira, Christopher	Fallows, Marie – Guidance Counselor	
Flanagan, Thomas	Medeiros, Mary-Jo – School Adjustment Counselor	
Harrington, Daniel	Michael, Sherry – Guidance Counselor	
Pacheco, Holly	Borelli, Jennifer – .5 Student Adjustment Counselor	
Silva, Jordan	Ruel, Leslie – Guidance Counselor	
Medeiros, David		
Cichon, Michael (.6 FTE)	Language Based Support Teacher Assistants	
	Cummings, Kathleen	
	Karam, E. – 0.2 FTE, Reading	
	Mello, Paula	

World Language Teachers DeFrias, Ann – Spanish/Portuguese		
Farias, Edneuza - Portuguese	In-School Suspension Teacher Assistant	
Pavao, Caroline - Spanish	Silva, Natalia	
Business Teachers	Nurse	
Clark, Kevin	Walinski, Suzanne, R.N.	
Millett, Chester		
	Lunch Monitor	
	Dube, Roland - 0.4 FTE	

District Related Special Education Services

Position	Name
Psychologist	Lesuer, Martha
Psychologist	Madore, Amanda
Communications Support/COTA TA	Manton, Amanda
Behavior Teacher	Mauk, Sandra
Behavior Specialist TA	Kelly Cooper
Physical Therapist	Randall, Jessica
Speech Language Pathologist	DeFreitas, Cynthia
Speech Language Pathologist	Whitty, Alison
Speech Language Pathologist	Volk, Lynn
Speech Language Pathologist Teacher Assistant	Flynn, Rachel
Occupational Therapist	Cameron, Ginger
Occupational Therapist	Morrisette, Cristine
Licensed Practical Nurse	Cabral (Sylvia), Heather
Executive Secretary	Neves, Helena
.5 Floater Nurse	Duclos, Kim
.5 Floater Nurse	DaPonte, Diane

Extended Day Staff

Lead Teacher	Rioux, Jessica
Extended Day Staff	Deveau, Bethany
Extended Day Staff	Cabral, Jessica
Extended Day Staff	Dispirito, Katherine
Extended Day Staff	Destremps, Laura
Extended Day Staff	Amaral-Peterson, Rebecca
Extended Day Staff	Carreiro, Sydney
Extended Day Staff	Almeida, Andrew

EXTENDED DAY PROGRAM
Jennifer Chaves, Extended Day Coordinator
2018-2019

The Extended Day Program began September 1, 2014 at Westport Elementary and Macomber Primary Schools. We have an average daily enrollment of approximately 28 to 38 children daily. The Extended Day Program employees 9 teachers, one lead teacher and the Extended Day Coordinator all of which are trained professionals. The morning program runs at both Macomber and the Westport Elementary School and the afternoon program is at the Westport Elementary School. The Macomber Students are bused daily to the Westport Elementary School. The staff participates in ongoing professional development that deals with family engagement, early education, behavioral techniques, and transitions between school and home. The staff participates in First Aid, Epipen, CPR training, Convocation, Medication Administration, and EEC training; which is the Department of Early Education and Care that offers Professional Qualifications certification for certain positions in **EEC**-licensed group child care programs.

The program works on children's social and emotional skills as well as assisting children with academics, dramatic play, fine and large motor skills and physical activity. We provide a healthy light snack and a light breakfast to the children daily, along with nutritional education to assist the children with making healthy choices.

The program is open the entire school year, school vacations and out of school time as well as the summer vacation time. It has full time child care throughout the summer months, where we had 38 students enrolled throughout the summer time. The summer program had various visitors and activities throughout the season. We had children from preschool age through sixth grade participate in the program. There was a visit from Animal Instincts to work with the children's knowledge and understanding of different animals, we work with an environmental specialist to teach children about plant life.

Some of the Extended Day students and Elementary grade students participated in a Saturday STEM program which involved Science, Technology, Engineering, Art and Math, this involves programming, mathematics, engineering, reading and building structures that are capable of supporting weight. The children had the opportunity to have summer school with our Westport Community Schools finest Educators for Math, Reading and Art, during the child care time.

The Extended Day Program hours are Monday through Friday, 7:00 am until school starts and from the end of the school day until 6:00 pm. School Vacation hours are Monday through Friday, 7:00 am until 5:30 pm; specific schedules are on the Westport Community Schools Website at https://www.westportschools.org/apps/pages/index.jsp?uREC_ID=290715&type=d&pREC_ID=686465

The Extended Day Program will close due to inclement weather if the schools are closed.