

ANNUAL TOWN REPORT
of the
WESTPORT COMMUNITY SCHOOLS

All Schools & Departments

2019-2020

WESTPORT SCHOOL COMMITTEE

<u>Member</u>	<u>Residence</u>	<u>Term Expires</u>
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.

Westport Community Schools
Introduction
Gary S. Reese Ed.D, Superintendent
Submitted by Thomas F. Aubin, Interim Superintendent
2019 - 2020

Enclosed is our Annual Report for the 2020 school year. Within the report, you will find a summary of the events and happenings that took place in all of our three schools during the 2020 school year. Additionally, the report also provides critical budget and policy initiatives implemented or discussed at the school and district levels. It should be noted that with the arrival of the Covid pandemic to the United States and the subsequent shuttering of our schools in March 2020, various district initiatives that were underway were significantly altered or stopped. For example, the district had researched topics like climate and culture, school uniforms, cell phone policy, and staff attendance. Additional topics include water quality testing at the Macomber Primary School and discussions centered around capital projects such as the Westport Elementary roof and parking lot projects. Additional topics encompassed the future of the administrative offices and the learning pods' future at the Macomber School.

In an ironic twist, many initiatives implemented by the district before the arrival of the pandemic in March were significantly accelerated. For example, the district's one-to-one initiative, where the plan was to provide Chromebooks to all K-12 students incrementally accelerated exponentially. The pivot to remote learning required all students to have the requisite technological hardware to access instruction. The pivot to remote learning also required coordinating and purchasing additional support for parents and families, as some did not have the technological infrastructure at home to access the curriculum.

During this unprecedented time, the staff did a great job of providing instruction and support to the students of Westport.

School Attending Children as of January 1, 2020

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	105	0	0	0	0	2	3	14	0	124
Grade 1	106	0	0	0	3	4	3	17	2	135
Grade 2	108	0	0	1	1	3	2	26	3	144
Grade 3	112	0	0	0	1	4	2	24	0	143
Grade 4	124	0	0	0	2	3	1	21	3	154
Grade 5	134	0	0	0	4	2	1	28	2	171
Grade 6	113	0	0	0	2	6	4	18	4	147
Grade 7	123	0	0	0	1	8	7	24	3	166
Grade 8	145	0	0	1	8	4	4	27	4	193
Grade 9	83	0	32	1	4	12	2	22	4	160
Grade 10	78	0	33	0	1	11	3	31	2	159
Grade 11	87	0	40	0	4	12	2	22	1	168
Grade 12	48	0	43	0	2	21	1	40	2	157
Total	1366	0	148	3	33	892	35	314	30	2021

FISCAL 2020 ACTUAL EXPENDITURES

FY 20
Expended

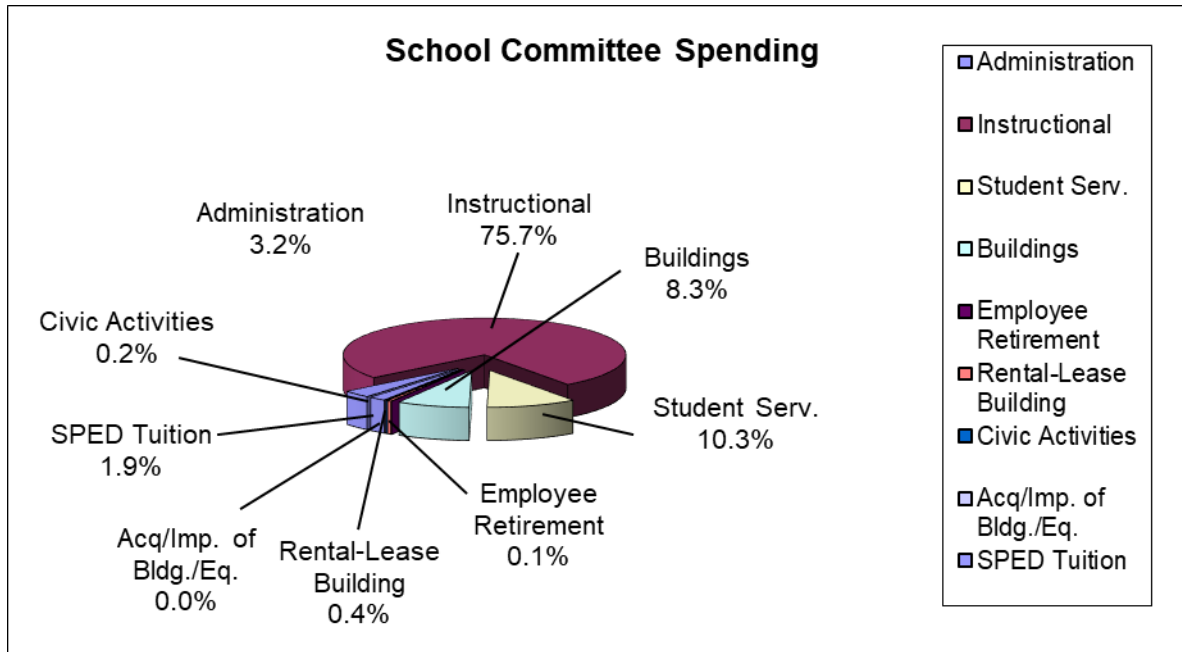
Expenses by School Committee

1000 Administration	600,349
2000 Instructional	14,211,665
3000 Student Services	1,932,184
4000 Buildings	1,551,436
5100 Employee Retirement	10,000
5300 Rental-Lease Building	78,567
6000 Civic Activities	32,608
7000 Acquisition/Improvement of Buildings/Equip.	3,637
9000 Special Needs Tuition	<u>353,070</u>

Total School Committee Appropriation

18,773,516

School Committee Spending

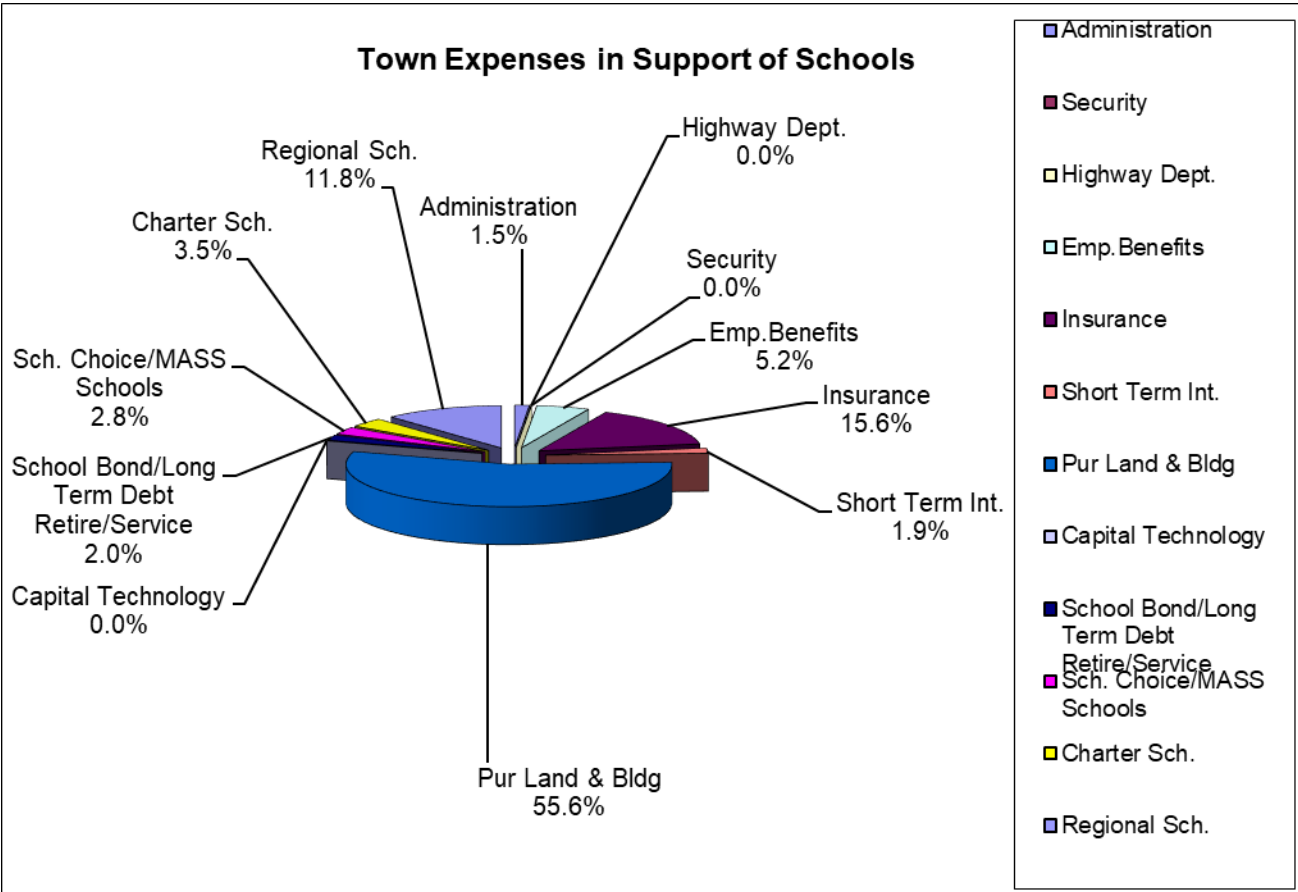


Expenses by Town Hall

1000 Administration	238,242
3600 Security	0
4000 Highway Department	7,500
5100 Employee Retirement Benefits	859,176
5200 Insurance	2,561,518
5450 Short Term Interest	313,083
7200 Purchase Land & Buildings	9,107,937
7350 Capital Technology	0
8000 School Bond/Long Term Debt Retire/Service	329,339
9100 Tuition – School Choice/MASS Schools	464,068
9120 Tuition – Charter Schools	569,209
9500 Regional Schools	<u>1,936,920</u>

Total Expenses by Town Hall **\$16,386,992**

Total Town/School Expenses **\$35,160,508**



**Federal & State Revenues
2019-2020**

Federal Grants	Revenue Awarded
SPED 94-142 Evaluation & Therapy	380,816
Title I	220,485
Title IIA – Teacher Quality	44,437
Title IV	12,754
Total Federal Grants	658,492
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State Grants	Revenue Awarded
Rural Aid	23,841
Safer Schools	103,636
SPED Early Childhood	17,108
Total State Grants	144,585
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Private Grants	
Community Foundation of Southeastern Massachusetts	
MAC Theater Works	2,000
MAC Robotics	3,155
WES Drama	2,560
WSRHS Credit for Life/SRHS.Dinner	1,300
WJR/SRHS Destination Imagination	3,380
WJR/SRHS Drama	4,000
WJRHS Westport	
River/Herreshoff Museum	150
WJR/SRHS Boat Building/Dharma	1,500
WJR/SRHS DECA State Conf.	1,944
WSRHS Resiliency Sch.&SAT	3,750
PTW-JR/SR HS & WES	18,000
Breakfast After The Bell	7,500
Greater FR Educational Fund	29,923
Mass Mini Ideas	13,040
Total Private Grants	92,202
Total Federal & State & Private Grants	895,279

Revolving Account Balances

June 30, 2020

School Day Care Revolving	4,040
Use of School Property Revolving	0
Reimbursement Lost Supplies/Materials Revolving	396
Student Athletic & Activities Revolving	21,796
Adult & Continuing Ed./Community School Revolving/Extended Day	75,975
Insurance Claims Revolving	0
School Choice Revolving	65,107
Scholarship Revolving	13,025
Transportation Reimbursement Revolving	<u>25,061</u>

Total Revolving Accounts	205,400
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ALICE A. MACOMBER PRIMARY SCHOOL
Dr. Cheryl Greeson, Principal
2019 - 2020

General Statement

The 2019-20 school year ended up being unprecedented for the students at the Macomber as well as in the country in general. We remained committed to ensuring that students were able to meet the Massachusetts State Standards in developmentally appropriate play and learning activities. Even as the Macomber switched from fully in-person instruction to remote learning, the basic belief was held that high-quality childhood education is an essential investment for the growth and development of young learners. To that end, staff explored a multitude of ways to keep the joy of learning, even when done via the computer.

Westport and the Macomber continue to believe that providing children the right start greatly enhances their opportunities to succeed. It is continually believed that thoughtful, developmentally appropriate early instruction can lead to greater academic and social-emotional development and can eliminate needs for remediation. Staff continually explores best practices to ensure effective and engaging instruction.

School Programs

In the 2019-20 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 2019-20 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 63 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/PreK 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. One class also was supported with an additional teacher's assistant to support students' needs, as well as a special educator. There were 110 students enrolled in kindergarten.

Grade one classes at the Alice A. Macomber School had 109 students enrolled in the 2019-20 year. There were two inclusion classrooms in grade 1 which were supported by a special educator and there were two 1:1 teacher's assistants. The school budget supported expenses for the first grade program.

Grade two classes had their fifth year at the Alice A. Macomber School. The second grade program had 107 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. One classroom had a 1:1 teacher's assistant. There was also a general teacher's assistant who helped to support the instruction of grade two students. 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. Grade Preschool/PreK/K teachers were also using the Guidelines for Preschool and Kindergarten Learning Experiences to guide their practice. This document which came out in 2019 provides both the social-emotional standards as well as the learning standards. It provides teachers with concrete benchmarks as well as suggested activities that can enhance the instruction of students.

During the 2019-20 school year, the Macomber had 2.5 interventionists. Grades 1 and 2 had full time interventionists who worked closely with the grade level teachers. They developed remedial interventions that aligned with the grade level standards and instruction. Grade K had a .5 interventionist. All of the interventionists gave the DIBELS benchmarking test three times a year, analyzed the data and used the information to form intervention groups. Interventionists were mostly focused on ELA, but when necessary the interventionists provided mathematics intervention. All of the interventionists participated in Common Planning Time with the grade level teams and were active participants in the Instructional Support Team. The model of the interventions were typically push-in, but on some occasions, interventionists provided individualized pull-out services.

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. During the 2019-2020 SY, the preschool/PreK sub-separate program also included several model students to provide the younger students with time to interact with their more typical peers.

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.

During the 2019-20 SY, Macomber was able to add a computer teacher to the Specialists team of teachers. This allowed students to have developmentally appropriate instruction in computers, which is becoming increasingly more important as students are using technology in all areas of their schooling. The specialists were able to offer more opportunities to the preschool/preK students by providing students in this age group a 'mini-specialist' for 15 minutes Mondays through Thursdays as well as an integrated specialists' block on Fridays. The integrated specialists' block was thematic with each specialist providing a 10 minute mini lesson in their field. Students rotated between each center throughout the class period.

At the close of the school day on March 13, 2020, the Macomber was notified that we would be closed for two days (March 17 and 18th). This guidance was followed by the State's decision to close all public schools. That resulted in all schools in the state to be closed for the remainder of the school year. That shift brought about the immediate need to provide remote instruction to students. Because of the lack of planning for remote learning as well as changing directives from the state, there was no consistent instruction from grade to grade and sometimes within a grade level. Teachers were able to use various platforms for instruction: Google Classroom, Class Dojo, Facebook, Seesaw. Most teachers continued to provide daily rich instruction either through live meets or with pre-recorded lessons. Teachers continued to be in communication with parents. Around April, the state provided "Power Standards" to ensure that there was continuity. Teachers used this document to inform their instruction. Teachers also worked collaboratively with their grade level team during this time and met regularly with school administration. This period of remote instruction/learning was challenging but resulted in information that proved useful in informing future remote instruction.

Parents and Community

Connections with local partners provided our community schools with a rich and continuous source of service and support. Prior to the school closure in March, the Alice A. Macomber Primary School continued to promote 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 2019-20 school year, the Westport Historical Society continued doing educational classes regarding the history of Westport to individual classrooms geared to their grade level. The Westport Watershed provided rich instruction about the different biomes in Westport. They continued to support student learning through the school closure through videos shared with students. Students were unable to participate in important end of the year field trips to town nature areas due to the closure. 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. During the 2019-20 school year, an innovative Lego program was set up with funding from the WEF. This was able to be continued through the school closure.

Due to the extended school closure in the Spring of 2020, many of the parent and community activities were cancelled. As a way of continuing to connect with families, the school administration provided weekly updates via emails to families. The school administration also did weekly read alouds to share with students and families to maintain a connection to the school.

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 2019-20 students used the "Journeys" program, published by the Houghton Mifflin Harcourt Company as a resource for 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 2019-20 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 2019-20 school year, Macomber received a continuation 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.

Guidelines for Preschool and Kindergarten Learning Experiences was published by the state to be used to help in selecting, planning, implementing, and adapting developmentally appropriate curriculum for preschool, PreK, and kindergarten. The teachers at this grade level were introduced to this document and it is intended to be used to ensure alignment of their curriculum. The document is aligned to state curriculum frameworks and has an emphasis on social emotional learning strategies.

Teachers at all grade levels were also provided explicit professional development from Keys to Literacy to support the instruction of reading and writing in the classrooms. The training utilized a series of

instructional supports which can be used with any reading excerpts and use common language. This helps to provide vertical and horizontal alignment and provide consistency.

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. Along with continuing to revise and revamp the curriculum maps at each grade level, teachers also took part in training for Keys to Literacy and continued to receive training for Lexia and ST Math. Several teachers also started training in Project Lead the Way, a science curriculum initiative. Westport Community Schools received a grant to support the funding of this initiative.

Data analysis for DIBELS benchmarking and ST Math was provided throughout the year with the help of the Reading and Mathematics coach. Teachers used the data to inform instruction and to form flexible teaching groups as well as intervention groups.

Extracurricular Programs

Until the school closure, The WES-MAC PTO sponsored events throughout the year which included field trips and assemblies. The Macomber school had several after school activities which were supported by the WES-MAC PTO which included cooking, exercise, and crafts. The WEF sponsored additional afterschool activities such as the Lego club. The WCS supported a Homework Club for students in grade K-2.

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's goals were to improve student outcomes in literacy and math by developing curricular maps 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.

Additionally, Macomber staff exceeded expectations by pivoting this past school year from in-person instruction to remote instruction. The staff showed remarkable flexibility and adaptability as they navigated unfamiliar territory. This allowed for students to continue to be connected to the learning process.

WESTPORT ELEMENTARY SCHOOL
Stacey Duquette, Principal
2019 - 2020

General Statement

The Westport Elementary School was responsible for educating 480 students in grades 3,4,5,& 6 during the 2019-2020 school year. WES placed student achievement and success as the basis for goal setting and initiatives. WES stakeholders remained committed to the philosophy that all children can achieve success.

Model

Students worked with teams of teachers to receive instruction in ELA, Mathematics, Science, and Social Studies. Each grade level housed six classrooms. Students attended In-Person Learning until March 13th and then pivoted to Remote Learning for the remainder of the school year due to the pandemic. Two classrooms per grade level were deemed Inclusion Rooms which had a Special Educator

Curriculum

Teaching and Learning was the focus of all school improvement. The curriculum was constantly being discussed and enriched within grade-level teams to follow the Massachusetts Frameworks. Curriculum alignment was still a goal between the grade levels. WES students continually were assessed using grade-level standards.

The **GoMath** program continued to be a resource for teachers. Students in grades 3 & 4 utilized the ST Math program to build and develop problem-solving skills. As the year progressed, our 5th and 6th grade students were introduced to the program. ST Math provided visual and conceptual instruction at each students' individual skill level.

The **Journeys Reading Program** supported our English language arts teaching and learning. Students also participated in Novel studies in guided reading groups to apply learned skills and targeted varied personal interests as a driving motivator. Our students also used the Lexia computer-based reading program to develop and strengthen their critical reading skills through individualized, learning paths at each student's learning level.

All teachers utilized strategies and routines in their teaching from the Keys to Literacy program which also was the focus of all Professional Development throughout the school year.

Student Achievement Assessments

I. MCap and MComp Benchmarks (Fall 2019 & Winter 2020):

All students were given the MCap and MComp assessments in the Fall and Winter to monitor progress. The MCap addressed math concepts and applications, and the MComp assessed math computation. Data was received and used to help determine needs-based interventions. *Due to the Covid-19 pandemic, the Spring 2020 Benchmark Assessments could not be administered to provide end of year achievement.

II. DIBELS NEXT ORF (Oral Reading Fluency) Fall 2019 & Winter 2020:

The DIBELS NEXT Assessments were administered to all students in Fall and Winter. Data was reviewed and students received intervention services based on identified needs in phonics, accuracy, comprehension, and fluency. Students identified as being below grade level were progressed monitored on a bi-weekly basis to track progress.

*Due to Covid-19 pandemic, the Spring 2020 Benchmark Assessments could not be administered to provide end of year achievement.

III. MCAS

The MCAS Math and ELA assessments for grades 3-6 and the MCAS Science assessment for grade 5 students usually administered in the Spring were not required to by the state due to the Covid-19 pandemic.

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

Overall Summary

Westport Elementary School continues 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 a 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.

Westport Elementary School continues to strive for excellence in teaching and equitable opportunities for learning. We are committed to the continued development of programs and policies that ensure the common purpose of improving achievement and the well-being of all students.

WESTPORT JR./SR.HIGH SCHOOL
Mitchel Aho, Principal
Submitted by Kerri McKinnon, Interim Principal / Interim Assistant Superintendent
2019 – 2020

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 2019 - 2020 school year, grades 7 and 8 focused on their core academic subjects along with exploratory classes. The exploratory classes available during the 2019-2020 school year included Master Class, 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

Westport Junior Senior High School is composed of grades 7 through 12. Grades 7 and 8 are classified as the Junior High. Grades 9 through 12 are classified as the Senior High. In the 2019-2020 school year, the student enrollment at the Senior High was 296. This consisted of 48 seniors, 87 juniors, 78 sophomores and 83 freshmen. In the 2019-2020 school year, the student enrollment at the Junior High was 268. This consisted of 123 seventh graders and 145 eighth graders. Class size ranged from 1 to 29. In 2019-2020, the staff consisted of 34 senior high classroom teachers, 25 junior high classroom teachers, 1 Library/Media specialist, 14 teaching assistants, 3 clerks, 1 executive secretary, 1 nurse, 3 guidance counselors, 2 school adjustment counselors, 1 Director of Athletics/Activities, 2 Assistant Principals, and 1 Principal.

**Westport Junior/Senior High School
Accountability Analysis
School year 2019-2020**

Due to the pandemic, the Massachusetts Department of Elementary and Secondary Education (DESE) cancelled the 2020 Massachusetts Comprehensive Assessment System (MCAS) administration. The information below is the 2019 MCAS that was included in the 2018-2019 Town Report. This analysis is based on Westport Junior & Senior High School student results from Spring 2019 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

Twelve seniors qualified for the John and Abigail Adams Scholarship. This scholarship recognizes high academic achievement on the MCAS tests, entitling the student to four years of free tuition at a state or community college.

Seventy-four percent of the graduating class of 2020 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 \$22,750 in scholarships at the annual awards night. Scholarships were supported by community organizations, local businesses and local citizens. One hundred and ten students participated in Advanced Placement (AP) Exams in May.

Athletics

The 2019 - 2020 school year was another successful year for Westport Jr./Sr. High Schools' athletic teams. Among the bright spots were five of our seven varsity teams that qualified for MIAA state tournament play. Unfortunately, all Massachusetts schools were forced to close in March due to the COVID-19 pandemic so the spring sports season had to be cancelled.

Three out of five fall sports teams qualified for the postseason. The WJSHS field hockey team finished with a 14-1-1 overall record. The team qualified for tournament play, but were defeated by Wareham in the 1st round of the D2 South Sectionals in an exciting 1-0 game. The young and inexperienced golf team saw participation numbers continue to rise, but went 0-12 in league matches. The team finished the season 0-14 overall. The boys' soccer team qualified for tournament play by going 10-5-3 overall, with a league record of 5-3-2. They were defeated by South Shore Voke 2-1 in the 1st round of the D4 South Sectionals. The girls' soccer team narrowly missed the state tournament with an overall record of 7-9-2, including an improved league record of 3-6-1. The volleyball team returned to the state tournament with a 12-8 overall record and a 7-3 record in the conference. The team defeated Calvary Chapel Academy 3-0 in round 1, but lost to eventual state champion Rockland 3-0 in the quarterfinal round.

The winter season saw both the boys and girls basketball teams qualify for tournament play. The boys team finished the MAC Comprehensive Division schedule in 2nd place with an 8-2 record, and were 16-4 overall. In the 1st round of the D4 South Sectional tournament, WJSHS was defeated by Mashpee 62-58 in a great game. The girls' basketball team was crowned Mayflower Athletic Conference Comprehensive Division champions with an undefeated 10-0 league record, and overall went 18-2 heading into the South Sectional tournament. The girls defeated Cape Cod Academy 79-49 in their 1st round game, and went on to beat Holbrook 54-39 in the quarterfinals. The girls' semifinal round game was played against Cathedral HS of Boston at Bridgewater-Raynham HS, and although Westport played them tough, the season came to an end after a 73-54 defeat. Our thirteen-member cheerleading squad did a great 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 team captain Madison Collins-Macedo over to skate for their team.

As previously mentioned, the COVID-19 pandemic forced schools to close in March. Westport's spring sports season had to be cancelled.

Student Activities

During the 2019 - 2020 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, Homework Club, Music Club, and our Pep Band. Under the guidance of dedicated advisors, our students enjoyed many memorable moments throughout the school year and really took 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), and the Memorial Garden clean up. 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. Our classes and clubs sponsored food drives, volunteered at soup kitchens, the Senior Center and the Westport Community 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. Unfortunately, in the spring of 2020, the International Exchange Clubs' trip abroad over April vacation had to be cancelled due to the COVID-19 outbreak. Our Homecoming Dance was well attended again, with over 200 students and guests in

attendance at White's of Westport in November. Again, due to the COVID-19 pandemic our Prom had to be cancelled in the spring of 2020.

The Sr. High School Chapter of the National Honor Society inducted its new members with guest speaker for the Induction Ceremony NHS Teacher of the Year Jordan Silva. 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 provide them with an education to prepare them for college, for employment and/or the military.

2019-2020

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. 4202
Karen Archambault, Assistant Principal	Ext. 4203
Laura Charette, 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: 564
 Faculty: 59 (98% 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

(2019-2020)

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

MEAN SAT SCORES

(2019-2020)

School Composite-	1103
State Composite-	1126

AP TEST RESULTS

(2019-2020)

- 110 students participate
- % of students with 3+ score
- ELA-Writing: 83%
- English Lit: 100%
- US Government: 100%
- US History: 89%
- Art: 100%
- Biology: 77%
- Psychology: 71%
- Calculus AB: 13%
- Statistics: 8%
- Physics: 44%

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 (2019-20)

Aberdeen University
Anna Maria College
Assumption College
Bridgewater State University
Bryant University
Community College of Rhode Island
Curry College
Emmanuel College
Endicott College
Gordon College
Johnson and Wales University
Lasell University
Merrimack College
Pennsylvania State University
Pierpont College
Plymouth State University
Quinnipiac University
Rensselaer Polytechnic Institute
Roger Williams University
Salem State University
Salve Regina University
Springfield College

Stonehill College
Suffolk University
Three Rivers College
UMass Amherst
UMass Boston
UMass Dartmouth
University of Amherst-Honor's College
University of Connecticut
University of Edinburgh
University of Glasgow
University of Maryland
University of Michigan
University of New Hampshire
University of New Haven
University of Rhode Island
University of Vermont
University of Wisconsin-Madison
Wentworth State University
Westfield State University
Wheaton College
Worcester State University

**WESTPORT HIGH SCHOOL
Graduation Exercises
Class of 2020**

Class Valedictorian	Adam Charest
Salutatorian	Rachel Collins
Class President	Rachel Collins
Certification of Class	Dr. Gary Reese

*=National Honor Society

Evan Amaral	Mikyle Couto*
Alex Gagnon	Casey Oliveira
Ariana Antunes	Morgan D'AMaral
Jaidynn Garcia-Villari	Lily Pelletier
Madison Arruda*	Nathaniel Dias
Josepg Gonsalves	Aaron Piva
Skyla Atkinson	Michael Fruci
Zachary Heddy	Alex Raposa*
Peter Cabral	James Reilly
Dakotah Jennings*	Jaren Reis
Brianna Carvalho	Ethan Silva
Conor Lecomte*	Tyler Soares
Madison Carvalho	Jessica Souza
Darian Machado	Colby Sowersby
Larissa Chace	Mason Terra
Anastasia MacMaster*	Zackhary Torrez
Khodie Coburn	Alex Tran
Codie Medeiros	Guillermo Veras De Leon*
Madison Collins-Macedo	Matt Willis
Alexia Melo	Emmie Young-Kershaw

Book Awards

Harvard Book Award	Emily McMahon
John Hopkins Book Award	Gabriella Machairas
University of Pennsylvania Book Award	Isabella Glennon
George Washington Book Award	Ava Matos
Suffolk University Award	Daniel Swain
Clarkson University Awards	Leadership Willem LeBelle and Achievement Jessica Carney
St. Michael's Book Award	Robert Raposa and Nichole LePage
Bridgewater State University Book Award	Maeve Leary

Scholarships

Westport Fair Scholarship	\$500	Ariana Antunes, Madison Arruda, Victor Oliveira, Aaron Piva
Westport Woman's Club	\$500	Mark Allen
Grimshaw Gudewicz	\$1,000	Ariana Antunes, Madison Collins Macedo, Anastasia MacMaster, Aaron Piva, Logan Silvia, Mason Terra, Zachary Torrez
Grimshaw Gudewicz	\$500	Mark Allen, Madison Arruda, Rachel Collins, Luke Pichette, Alex Raposa, Guillermo Veras de Leon
Clyde T and Yvonne Salisbury	\$500	Connor Lecomte
Westport Music Boosters- Peter Habib Memorial Scholarship	\$1,000	Mark Allen
Westport Music Boosters- Jane Dufault Scholarship	\$1,000	Emmie Young Kershaw
Westport Music Boosters- Jane Dufault Scholarship	\$500	Larissa Chace

Westport Music Boosters- Jane Dufault Scholarship	\$250	Ariana Antune and Lily Pelletier
Betsy Taber Scholarship	\$1,250	Ariana Antunes, Zachary Torrez
Betsy Taber Scholarship	\$1,500	Victor Oliveira
Potter Funeral Service Award	\$500	Connor Lecomte
Janice Migneault Memorial Scholarship	\$500	Mark Allen
Raposa Foundation Scholarship	\$500	Mason Terra
Chelsea Ann Ponte Memorial Scholarship	\$1,000	Rachel Collins
Walking with Jane Scholarship	\$4,000	Rachel Collins
Domingos Silva Scholarship	\$2,000	Luke Pichette and Alex Raposa
Domingos Silva Scholarship	\$3,000	Guillermo Veras de Leon
WHSPA	\$250	Ariana Antunes, Aaron Piva, Mason Terra, Zackhary Torrez
Lisa Branco Bellavance Memorial Scholarship	\$500	Aaron Piva
Health Science Award	\$1,000	Madison Arruda
Poole Barker Memorial Scholarship	\$1,000	Morgan D'Amaral

OFFICE OF CURRICULUM, INSTRUCTION, AND ASSESSMENT
Darren C. Elwell, Director of Curriculum
2019 - 2020

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 provide students 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 curriculum review and revision process continues to ensure that all Westport students receive a coordinated, standards-based education. This on-going process involves 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 2019-2020 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 literacy strategies (Standard II) and professional culture (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.

- Keys to Literacy Comprehension and ANSWER Routine Support with Shauna Cotte
- "Captain Paul Cuffee, Westport Resident: His Life and Relevance" with Betty Slade, David Cole, and Richard Gifford
- CPR Training with Westport School Nurses
- CPI Training with Sandra Mauk
- "Managing and Changing Difficult Behaviors" with Polly Bath
- "Understanding the Effects of Trauma" with Julie Love
- "Best Practice for Recognizing and Responding to Child Abuse," Child Advocacy Center
- Understanding by Design Curriculum Development with Elizabeth Cooney
- ST Math Seminars with Elizabeth Birie
- "RTI with Intention!" with Amanda Madore and Martha Lesuer

- “Facilitating Student Thinking and Understanding in ST Math” with Jennifer Fitton
- “Incorporating Keys to Literacy Techniques into Content Areas” with Kristina Pontes
- “Using Google Slides for Instruction and Assessment” with Linda Ferreira
- “Maintaining a Respectful Workplace: Meeting Halfway” with Daphney Valcinor

In addition, the district supported over 125 individual requests for professional development beyond in-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. Especially noteworthy is the extent to which teachers took advantage of hundreds of online webinars during the period of school closure in order to build remote instruction capacity.

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. Due to the period of state-ordered school closure in the spring of 2020, students in grades 3, 4, 5, 6, 7, 8 and 10 were not assessed. Nevertheless, the district continues to prepare students for future Next Generation MCAS administrations in order to meet and exceed identified 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
2019-2020

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, 2019, the Student Management System recorded 267 special education students. This enrollment included 7 students placed in schools outside of Westport. A history of students in out-of-district placements is as follows:

July 1, 2016	July 1, 2017	July 1, 2018	July 1, 2019	July 1, 2020	July 1, 2021
16	12	9	7	9	11 (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
Anthony Tomah, Technology Director
2019 - 2020

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.

The 2019-2020 school year brought significant change to the technology department. In August of 2019, a new technology director was hired to create a new vision and technology path for the district. At that time, there was only a part-time technician working in the schools. In November, a full-time technician was hired and in December, a network manager was hired.

The beginning of school posed many challenges relative to new hires, new computers for labs, and antiquated teacher workstations. The technology department created a proper inventory system for equipment, devised plans for replacement of old equipment, coordinated with computer recyclers to remove old equipment, and proposed a long-term computer replacement program covering the entire district. The technology department is now poised to properly serve the needs of the faculty, staff, and students for the foreseeable future.

STUDENT TRANSPORTATION SERVICES
Michelle A. Rapoza, Student Services Coordinator
2019-2020

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 2019-2020 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 202 Jr. Sr. High School students and approximately 805 Kindergarten to 6th grade students, with average daily route ridership about 70% 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 (3rd 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 **26 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 **27 homeless students** in the 2019-2020 school year. This mandate to transport homeless is declared an unfunded mandate by the state auditor.

Transportation Financial Report Fiscal Year 2019-2020	
Regular & Special Ed Transportation Salaries and Support Services	\$54,544
Regular Education Transportation Expenditures	\$784,022
Regular School Bus Transportation	774,056
Extra-Curricular Transportation	-----
Transportation for Homeless Students	9,818
Other Expenses	148
Special Education Transportation Expenditures	\$374,970
Special Needs Transportation (provided by the district)	369,314
Special Needs Transportation (reimbursements to parents)	544
Sped Other Expenses	5,112
Total	\$1,213,536

FOOD SERVICES
Michelle A. Rapoza, School Business Administrator
2019-2020

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 **82,507** lunches and **9,980** breakfasts. The percentage of Free and Reduced lunches for the 2019-2020 was **34%** 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 12-member staff served **82,507** lunches and **9,980** breakfasts, with a **43%** 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 2019-2020	
Beginning Balance	\$ 3,949
Revenues	495,401
Sales	281,554
State and Federal Reimbursement	212,584
Adult Meals Sales Tax	1,263
Expenditures	(450,040)
Salaries	(204,924)
Food	(198,497)
Contracted Services/Supplies and Materials/Other Exp. & Taxes	(46,616)
Equipment	(0.00)
Ending Balance	\$49,310
<u># of free lunches</u>	<u># of reduced lunches</u>
395	86

**SCHOOL DISTRICT PERSONNEL
2019 - 2020**

District Services

POSITION	NAME
Superintendent	Gary Reese, Ed.D
School Business Officer	Michelle Rapoza
Director of Curriculum & Instruction	Darren Elwell
Director of Technology	Anthony Tomah
Superintendent's Secretary	Karen Augusto
Human Resources Coordinator	Kristin McDaniel
Special Education Director	Elaine Santos
Student Services Supervisor (SPED)	Wendy Miranda
Extended Day Director	Jennifer Chaves
Executive Assistant for Business Services	Melissa Sousa
Business Services Assistant (Accounts Payable)	Sheila Kenyon
Business Services Assistant (Payroll)	Lucy Hassey
Administrative Clerk (Transport/Nutrition/Tech)	Holly Moreau
Supervisor of Facilities & Custodians	Kimberly Ouellette
Head of Maintenance & Facilities	Mike Duarte
Maintenance Assistant	Peter Sarza
Courier/Custodian	Lori Deston
Custodian (Floater)	Jeffrey Lopez
English Language Learners	Ann Pimentel-Hathaway
English Language Learners	Michelle Scott
Network Systems Administrator	Judith Graham
Technology Support Technician	John Kenepf
Technology Support Technician	John Cabral
Special Education Executive Secretary	Helena Neves
School Resource Officer (Town)	Kyle Fernandes

**Alice A. Macomber Primary School
Greeson, Cheryl Ed.D – Principal**

Dr. Cheryl Greeson, Principal

*Carolyn Lavalley – Lead Teacher

Integrated Pre-K Teachers	Teacher Assistants	Secretaries/Clerks
Parker, Melissa		Charette, Diane – School Clerk
Sigman, Karen	Carreiro, Crystal	Paula Raposa - .5 Receptionist/.5 SPED Clerk
Shott, Kristen	DeAndrade, Lindsey	Oliveira, Judith – Exec. Secretary
	Deveau, Jeanine	
	Dias, Christine	Custodians
	Fortier, Rachel	Steiblin, Maurice – Day Shift
Special Education Teachers	Harding, Susan	Thibodeau, Mark – Mid-Shift
Abdow, Elizabeth – PK/K Sub Separate	Lavoie, Jennifer	
Sousa, Amy – Kindergarten Inclusion	Pimentel, Tammy	
Charpentier, Kara – Grade 1 Inclusion	Vincelette, Mary Anne	Food Service Staff
Cabral, Lindsey – Grade 2 Inclusion	Anderson, Nicole	Giovannini, Sherrie – Manager
Spanos, Maria – Sub Separate	Dean, Kelly	Hadala, Susan
	Flanagan, Kathryn	Silva, Maria Fatima
	Cordeiro, Lucy	
Kindergarten Teachers	Legendre, Kimberly	
Lambauer, Rachel	Branco, Heather	Nurse
Lavenda, Karen	Farias, Stacey	Pereira, Tracy - RN
Medeiros, Jennifer	Douyon, Juline	
Correia, Allison	Gesner, Barbara	
Thomas, Michelle	Dias, Tricia	
Grade 1 Teachers	Interventionists	
Gluchacki, Tammy	DeFusco, Ingeborg – 0.5 FTE	
Edwards, Donna	*Lavalley, Carolyn	
Morin, Robin	Christopher, Allison	
Salva, Karen		
Willard, Andrea		
	School Adjustment Counselor	
Grade 2 Teachers	Harrington, Elisabeth	
Almeida, Kristy		
Boyle, Rebecca	Specialists Teachers	
Merchant, Jennifer	Chantal Allen - Art	
Rapoza, Aimee	Dennis, Marlo - Music	
Veloza, Lindsay	Mahjoory, Teresa – Health/Wellness	
	Bosworth, Eric – Computer Science	
	Costa, Ellen – STEM	
	Coaches	
	Fitton, Jennifer – .5 Math	
	Pontes, Kristina - .5 ELA	

Westport Elementary School

Duquette, Stacey –Principal

Leah Chesney – Assistant Principal

Grade 3 Teachers	Special Education Teacher Assistants	Secretaries/Clerks
Connors, Erin	Bedard, Donna	Amaral, Patricia – School Clerk
Morotti, Julie	Martin, Susan	Melo, Loriann – Exec. Secretary
Porter, Susan	Pierce, Kerri	Lemar, Suzanne – SPED Clerk
Reis, Katherine	Vachon, Janet	
Silvia, Jessica	Lees, Sherrie	Food Service Staff
Gosson, Lindsey	Nadeau, Carol	Raposo, Maria – Manager
	Branco, Natalie	Arruda, Karen
Grade 4 Teachers	Carr, Elana	Fitzsimmons, Terry
	Rego Carvalho, Stephanie	Correia, Roseanna (District)
Davenport, Jillian	Amaral, Sherry	Pacheco, Janet
Guild, Cheryl	Lesieur, Madeline – 0.6 FTE	
Higham, Alison		Custodians
Rego, Shelley		Malenfant, Paul – Day Shift
Gildea, Teal	Interventionists	Costa, Michael – Night Shift
Chouinard, Elizabeth	Cottrill, Andrew	Mauk, Jacob – Night Shift
	Melo, Amanda	
Grade 5 Teachers	Raposo, Kara	Lunch and Recess Monitor
Comeau, Diane	Araujo, Kelly	Pires, Lydia - .4 FTE
Driscoll, Lauren		
Ferreira, Jodi		
Paiva, Trisha		
Shunney, Matthew		
Tripp, Michelle	Language Based Support Teacher Assistants	
	Darkow, Debra - TA	
Grade 6 Teachers	Sullivan, Robin - TA	
Croft, Kelly	Williams, Jody - TA	
Janik, Deborah		
Sirois, Nicole		
Struthers, Ryan	Specialist Teachers	Counselors
Tetrault, Paul	Bell, Cynthia - STEM	Bacchiocchi, Elizabeth – Guidance/SAC
Cottrill, Andrea	Carvalho, Elizabeth – 0.5 FTE, Music	Borelli, Jennifer SAC (.5)
	McGuire, Alicia – Art	
Special Education Teachers	Nunes, Christopher – 0.5 FTE, Music	
Roberts, Faith – 3 rd Grade Inclusion Teacher	Parziale, Gary – 0.5 FTE, Health & Wellness	Nurse (2)
Smith, Avery – 4 th Grade Inclusion Teacher	Teixeira, Amy – Health & Wellness	Machado, Nicole
Howland, Catherine – 5 th Grade Inclusion Teacher	Viveiros, Susan - Library/Media	Kelly, Mary Ann
Robinson, Karen – RR Teacher		
Teixeira, Elizabeth – 6 th Grade Inclusion	Coaches	
Horgan, Jaclyn- Multi-Grade Inclusion Teacher	Fitton, Jennifer - .5 Math Coach	
Rego, Renee – Sub Separate Teacher	Pontes, Kristina - .5 ELA Coach	

Westport Junior/Senior High School

Mitchel Aho – Principal Karen Archambault - Assistant Principal Laura Charette – Assistant Principal
Jason Pacheco – Athletic Director

English Teachers	Specialist Teachers	Special Education Teacher Assistants
Bernier, Jonathan – 7/8 th Grade	Milton, Deborah -STEM	Beaupre, Carol
Bernier, William – 7/8 th Grade	Buckless, Bridget – Library/Media	Charbonneau, Wendi
Clark, Thomas – 9-12 th Grade	Carvalho, Elizabeth – 0.5 FTE, Music	Charest, Heidi
Dias, Nicole – 9-12 th Grade	DaLuz, Celia – Health/Wellness	Fournier, Nadine
Mercer, Regina – 9-12 th Grade	Frost, Scott – Technology	Perry, Kimberly
Monast, Richard – 7-12 th Grade	Johnson, Nicole – Art Teacher	Avilla, Rebecca
Robichaud, P. – 0.5 FTE, 7/8 Grade	Kampper, Matthew – Health/ Wellness	Skov, Sharon
Rowley, Amanda – 9-12 th Grade	Lambert, Melissa - Art	Soares, Jaime
Shivers, Matthew – 9-12 th Grade	Marshalek, B. –Health/ Wellness	Sommer, Patricia
Tripp, Nancy – 0.5 FTE 7/8 th Grade	Nunes, Christopher – 0.5 FTE, Music	Giblin, Karen
	Rezendes, John -0.5 FTE, Film/Video	Degagne, Annette
	Marques, Daniel – School to Career	Damaso, Deserie
	Avila, Melissa – Computer Science	Hayes, Scotty
Math Teachers		
Burrows, Ian – 9-12 th Grade		
Gargiulo, Jennifer – 7-8 th Grade	Special Education. Teachers	
Jennings, Judith – 7-8 th Grade	Borges, Christina – 9-12 th Grade	
King, Michael – 9-12 th Grade	Bornstein, Paul – 9-12 th Grade	Food Service Staff
Santos, Mary Catherine – 7-8 th Grade	DaSilva, Derek – 7-8 th Grade	Souza, Linda – Manager
Lindo, Cassandra – 9-12 th Grade	Jones, Monique – 9-12 th Grade	Vidinha, Ana
McMeniman, Laura – 9-12 th Grade	Medeiros, Andrea – 7-8 th Grade	Nascimento, Laura
Silva, Amy – 9-12 th Grade	Moisiades, Julia – 9-12 th Grade	Perrault, Sherry
	Ferreira, Linda – 7 th -8 th Grade	Pereira, Ronda
Social Studies Teachers	Substantially Separate Special Education Teachers	
Abrahamson, Norman – 9-12 th Grade	Mello, Erin – 9-12 th Grade	
Dubois, Amy – 7-8 th Grade	Pereira, Dianne – 7-8 th Grade	Custodians
Mekshes, Rebecca – 9-12 th Grade	Sardinha, Christopher – 9-12 th Grade	Pacheco, James – Day Shift
Ponte, Michael – 7-8 th Grade		Jones, Casey – Mid-Shift
Silva, Katherine – 9-12 th Grade	Interventionists	Cateon, Robert – Night Shift
Tetzloff, Amanda – 7-8 th Grade	Robichaud, Patricia – 0.5 FTE, Reading	Richard, Kevin – Night Shift
Thibodeau, Sheldon – 9-12 th Grade	Tripp, Nancy – 0.5 FTE, Reading	Sulyma, Patricia – Night Shift
Science Teachers	Counselors	Secretaries/Clerks
	Fallows, Marie – Guidance	Bednarz, Madeline – School Clerk
McGinnis, Andrew – 9-12 th Grade	Medeiros, Mary-Jo – SAC	Cairol, Michelle – Executive Secretary
Ferreira, Christopher – 9-12 th Grade	Michael, Sherry – Guidance	Corey, Jacqueline – Guidance Clerk
Flanagan, Thomas – 7-8 th Grade	Borelli, Jennifer – .5 SAC	Arruda, Amy – SPED Clerk
Harrington, Daniel – 9-12 th Grade	Ruel, Leslie - Guidance	
Pacheco, Holly – 7-8 th Grade		
Silva, Jordan – 9-12 th Grade	Interventionist Teacher Assistants	
Brown, Nathaniel – 7-8 th Grade	Cummings, Kathleen – LBL TA	
	Mello, Paula – LBL TA	

World Language Teachers	In School Suspension Teacher Assistant	
DeFrias, Ann – Spanish/Portuguese	Silva, Natalia	
Farias, Edneuza - Portuguese		
Pavao, Caroline - Spanish	Nurse	
	Walinski, Suzanne, R.N.	
Business Teachers		
Clark, Kevin	Campus Supervisor	
Millett, Chester	Dube, Roland - .6 FTE	

District Related Special Education Services

POSITION	NAME
Psychologist	Lesuer, Martha
Psychologist	Madore, Amanda
Communications Support - .5COTA/.5TA	Manton, Amanda
Behavior Teacher	Mauk, Sandra
Behavior Specialist TA	Kelly Cooper
Physical Therapist	Randall, Jessica
Blind & Visually Impaired Teacher	Dullea, Angela
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	Morrissette, Cristine
Licensed Practical Nurse	Cabral (Sylvia), Heather
.5 Lead Nurse	Duclos, Kim
.5 Lead Nurse	DaPonte, Diane
Speech Language Pathologist Assistant	Tami Donahue

Extended Day Staff

Deveau, Bethany
Dispirito, Katie
Destremps, Laura
Amaral-Peterson, Rebecca
Carreiro, Sydney

Westport Community Schools Extended Day Program
Jennifer Chaves, Westport Community Schools Extended Day Director
2019-2020

The Westport Community Schools Extended Day Program has provided before and after school care to students at both the Westport Elementary and Macomber Primary Schools since August 2014.

In August 2019, Jennifer Chaves was hired as the new Program Director. From September 2019 to March 2020, the program increased its capacity, and was able to serve a total of 85 students between both schools. Due to the increase, and for the convenience to parents/guardians, the Extended Day Program was able to create programs at each of the respective schools. The transition to two programs has been wonderful for both parents/guardians and students, and has eliminated the need for transportation as well. Parent/guardian feedback has been wonderful, the students are happy to remain at their schools, and the switch to separate programs is developmentally more appropriate for children to be with other children that are much closer in age. Breakfast is provided during morning care, and a snack and beverage is provided in the afternoon.

The Extended Day Program employees the Director, four Child Care Educators, and two Lead Teachers, one at each of the sites. The staff participates in ongoing professional development opportunities provided by the Department of Early Education Care (EEC) and covers various topics such as de-escalation techniques for children with behavioral difficulties, health and safety protocols to ensure safety at the program, Medication Administration, and additional EEC training. All staff are CPR and First Aid certified. The staff address each child's social and emotional needs, assist children with homework and academics, participate in dramatic play, as well as physical activity each day.

The Extended Day Program provides care from September to June, which also includes care during both February and April vacations. Due to the COVID-19 pandemic, the program was forced to close on March 15th, 2020, and per the Governor's order to close child care. We were able to reopen on July 6th, 2020 for summer camp.

The Extended Day Program provides care Monday through Friday. Morning care is accessible to parents/guardians at 7:00 am, and remains open until 5:30 pm at both schools. During school vacation weeks, care is provided from 7am to 5:30pm. The Extended Day Program remains closed if the school district is closed due to inclement weather.