

ANNUAL TOWN REPORT
of the
WESTPORT COMMUNITY SCHOOLS

All Schools & Departments

2020-2021

WESTPORT SCHOOL COMMITTEE

<u>Member</u>	<u>Residence</u>	<u>Term Expires</u>
Nancy Tavares	170 Davis Road	2023
Antonio Viveiros	20 Sandpiper Drive	2024
Nancy Stanton-Cross	15 Stonewall Court	2024
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
Thomas F. Aubin, Superintendent
2020 - 2021

It is hard to capture in words the incredible transitions experienced by the Westport Community Schools and their stakeholders during the 2021 school year. Preparing for the opening of our new 97-million-dollar school in September 2021 was a significant challenge. The simultaneous redesign of our schools in 2021 was an additional contingency, making this year as challenging as 2015 when the Middle School was closed suddenly. Adding to this complexity was the continuing Coronavirus pandemic. Nonetheless, our professional staff demonstrated once again that they put the well-being and education of our students and families at the forefront of our mission objectives. In writing this annual report, it will be impossible to document in enough detail the angst and fear facing our staff during the early stages of the pandemic. Yet, despite the unknowns of the Coronavirus, they stepped up and did what 90% of other schools in the Commonwealth could not do, which is to open for full-in-person school.

Our school year began in earnest during the summer of 2020 when our Health and Safety Committee met to discuss how to open our schools safely during the pandemic. Thanks to the diligent work performed by the Committee, strategies encompassing both the physical plant and operations were implemented, allowing us to develop a staggered opening plan for safely reopening our schools. Critical to our reopening success was our Extended Day Program that ran successfully throughout the summer of 2020. They established the benchmarks required to conduct school safely for students and staff alike. Through their efforts, the Extended Day program established the classroom protocols that our three schools would incorporate throughout the 2021 school year. As a result of their diligence and Covid protocols, the Extended Day program recorded zero in-school Covid transmission cases during the summer of 2020.

As a result of these factors, the Westport School Committee made it their mission to open in-person as soon as it was practicable. Consequently, the Macomber Primary School commenced with full, in-person learning in September of 2020. Following the Macomber was the Westport Elementary School, which started full, in-person learning in October 2020. Due to space limitations that precipitated the financing of a new school, the Junior/Senior High School could not bring students in full until February 2021. However, special education students from the Junior/Senior High School were brought in for full, in-person learning in September 2020. Additionally, the junior/senior high school building leadership analyzed data to identify our most "at-risk" kids and invited them to participate fully in person in November 2020.

Recognizing the importance of safely bringing in our students and staff for full in-person learning, the School Committee allocated over 1.5 million dollars to ensure that the district had the mechanical operations and adequate PPE to meet our school community's needs. Operationally, this allowed the district to have UV technology installed for the common areas of both the Macomber and Elementary schools. HEPA purifiers were purchased, installed, and maintained weekly to ensure that the learning environment was as safe as possible under pandemic conditions. Cleaning and sanitation schedules were created and were conducted with fidelity. Additionally, the district paid for monitoring air quality in both classrooms and common areas to ensure the operational safety of our buildings.

During the challenges schools face during the pandemic, special recognition is given to our professional nursing staff for their efforts in planning and implementing the ever-changing health directives coming from the Centers for Disease Control and Prevention during the 2021 school year. When there were many questions regarding the pandemic, our professional nursing staff stepped up and performed in the field while continually researching information about the Coronavirus to ensure our students and staff remained safe throughout.

We are very proud of the accomplishments of our students and staff during the 2021 school year. The content of this report will highlight the activities and successes of our school community. We would be

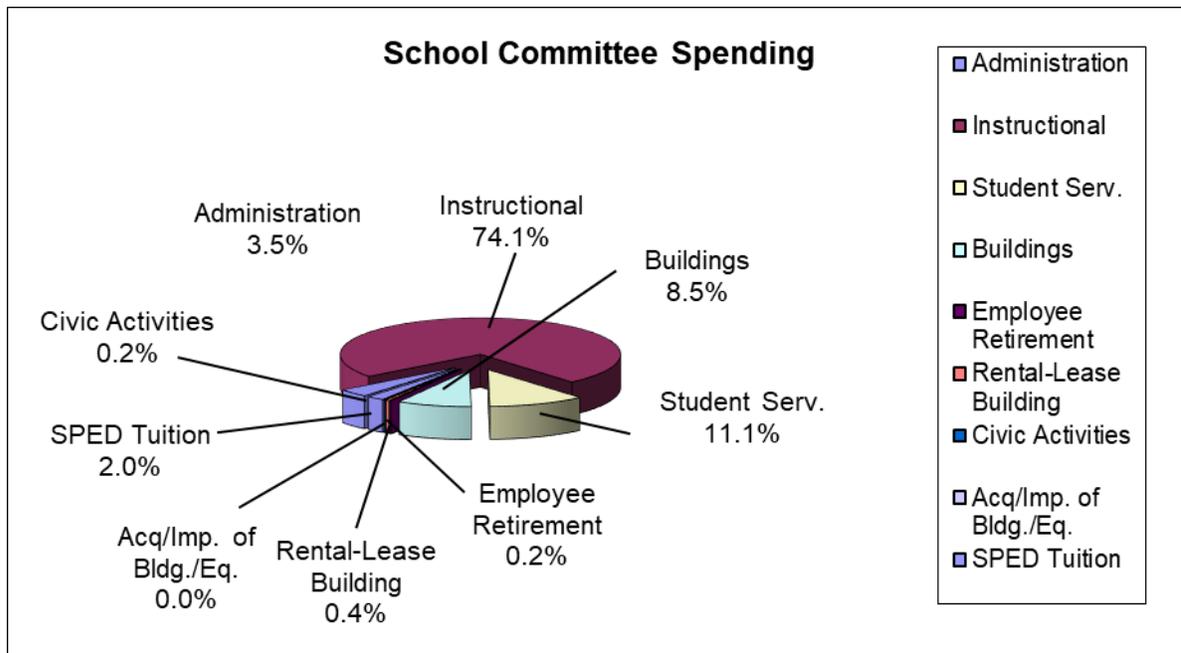
remiss if we did not thank the stakeholders throughout the community who provided us with the help and assistance to help us carry out our mission. The remainder of this report will highlight the many successes experienced by our Community Schools. As we move forward, we will continue to provide the world-class education our citizens expect and our students deserve.

School Attending Children as of January 1, 2021

Grade Level	Local Public 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	99	0	0	0	1	0	7	15	3	125
Grade 1	100	0	0	0	0	3	12	9	0	124
Grade 2	107	0	0	0	4	4	10	17	5	147
Grade 3	97	0	0	0	1	3	15	24	4	144
Grade 4	108	0	0	0	1	5	9	21	0	144
Grade 5	123	0	0	0	3	4	6	24	4	164
Grade 6	132	0	0	0	3	4	4	29	2	174
Grade 7	106	0	0	0	4	5	9	16	5	145
Grade 8	124	0	0	0	2	7	7	26	4	170
Grade 9	92	0	37	1	4	26	3	21	2	186
Grade 10	71	0	38	1	6	15	2	24	2	159
Grade 11	73	0	34	0	1	14	3	30	1	156
Grade 12	84	0	40	0	6	11	4	23	1	169
Total	1316	0	149	2	36	101	91	279	33	2007

FISCAL 2021 ACTUAL EXPENDITURES

<u>Expenses by School Committee</u>	FY 21 Expended
1000 Administration	677,275
2000 Instructional	14,143,491
3000 Student Services	2,113,469
4000 Buildings	1,628,058
5100 Employee Retirement	45,265
5300 Rental-Lease Building	77,976
6000 Civic Activities	31,322
7000 Acquisition/Improvement of Buildings/Equip.	0
9000 Special Needs Tuition	<u>378,652</u>
 Total School Committee Appropriation	 19,095,508

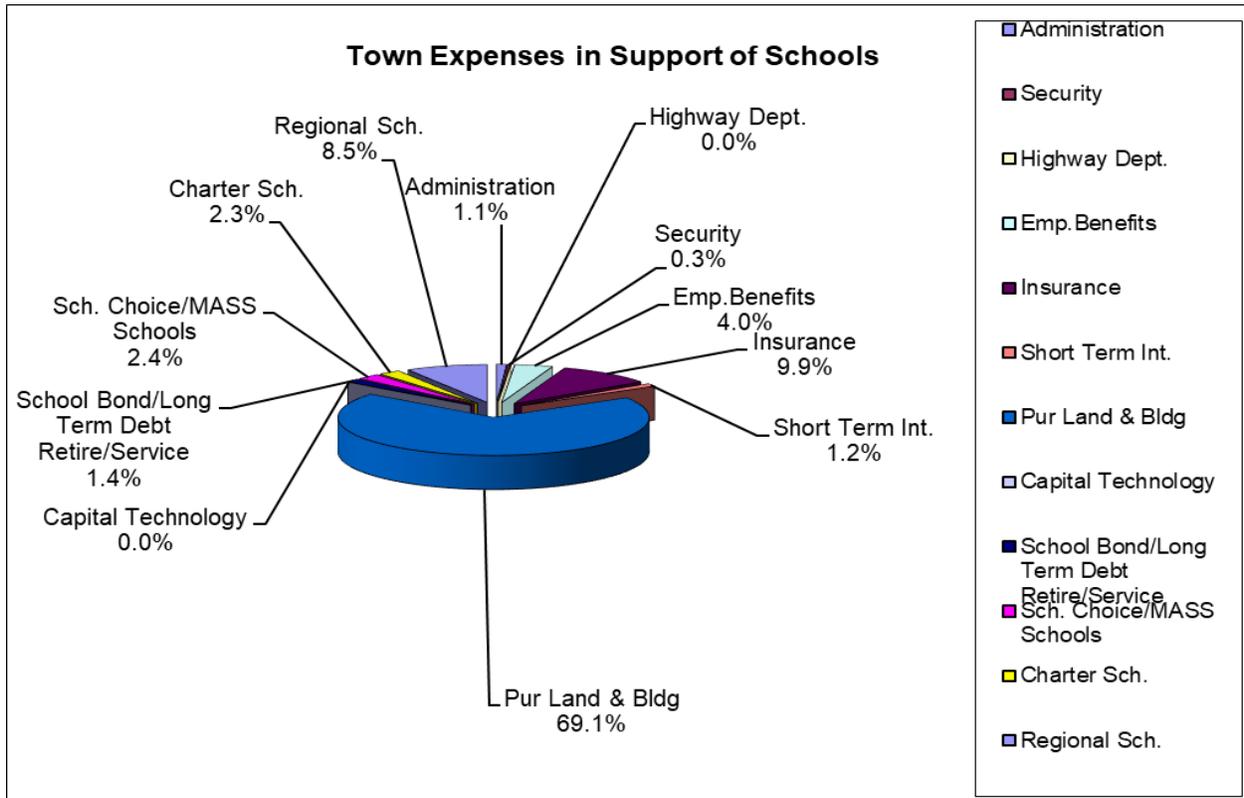


Expenses by Town Hall

1000 Administration	248,241
4000 Highway Department	7,500
4225 School Building Security	59,780
5100 Employee Retirement Benefits	933,323
5200 Insurance	2,334,698
5450 Short Term Interest	279,514
7200 Purchase Land & Buildings	16,335,446
7350 Capital Technology	0
8000 School Bond/Long Term Debt Retire/Service	321,689
9100 Tuition – School Choice/MASS Schools	568,785
9120 Tuition – Charter Schools	532,587
9500 Regional Schools	<u>2,005,528</u>

Total Expenses by Town Hall **\$23,627,091**

Total Town/School Expenses **\$42,722,599**



**Federal & State Revenues
2020-2021**

Federal Grants	Revenue Awarded
SPED 94-142 Evaluation & Therapy	380,026
Title I	217,684
Title IIA – Teacher Quality	41,982
Title IV	16,078
ESSER	181,584
CVRF	336,002
SPED EC Improvement	1,988
SPED Program Improvement	12,947
Total Federal Grants	1,188,291
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State Grants	Revenue Awarded
Rural Aid	18,465
Summer/Vacation Learning	10,240
SPED Early Childhood	17,195
Remote Learning Essentials	13,176
Coronavirus Prevention	64,800
Financial Literacy Planning	5,340
DLCS Student Learning Devices	3,662
Total State Grants	132,878
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Private Grants	Revenue Awarded
Community Foundation of Southeastern Massachusetts	
MAC Project Outdoor Learning	3,000
MAC Manipulatives	820
WES Phonics	636
WES Eyes on Owl Enrichment	1,317
WJR/SRHS Dinner & Luncheon	3,250
WJR/SRHS Drama	0
 WJR/SRHS Boat Building	 518
 WJR/SRHS DECA State Conf.	 0
 WSRHS Intertidal Study-PTO	 298
 PLTW-MAC& WES	 7,657
Project Bread	9,000
Greater FR Educational Fund	50,000
Mass Mini Ideas	0
Total Private Grants	76,496
Total Federal & State & Private Grants	1,397,665

Revolving Account Balances

June 30, 2021

School Day Care Revolving	5,032
Use of School Property Revolving	0
Reimbursement Lost Supplies/Materials Revolving	396
Student Athletic & Activities Revolving	39,221
Adult & Continuing Ed./Community School Revolving/Extended Day	37,468
Insurance Claims Revolving	0
School Choice Revolving	61,506
Scholarship Revolving	10,024
Transportation Reimbursement Revolving	<u>24,752</u>
Total Revolving Accounts	178,399

ALICE A. MACOMBER PRIMARY SCHOOL
Stacey Duquette, Principal
2020 - 2021

General Statement

The 2020 - 2021 school year was one of many challenges for schools across the country. The Alice A. Macomber Primary School was able to collaborate with the other schools in the district to pull resources to invest in the learning of the District's youngest learners by offering in person learning to all who accepted and a Remote Learning opportunity to all other learners.

Westport and the Macomber continue to believe that providing children the right start greatly enhances their opportunities to succeed. Staff continually explored best practices to ensure effective and engaging instruction through classroom and online remote learning.

Structure & Classing

In the 2020-2021 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 main structure housed the Preschool/Pre-K through grade 1 and the second grade housed in the modular units due to spacing overflow. The Macomber School housed five sessions of Preschool/Pre-K, 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. All Macomber students were allowed to be successful with classroom experiences whether in the in-person or remote setting. The Macomber School continued to use 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 2020-2021 school year, parents enrolled their children in either the Pre-K program for three full-day sessions or in the Preschool program for two full-day sessions per week. The Preschool/Pre-K 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.

During the 2020-2021 SY, the Preschool/Pre-K sub-separate program also included several model students to provide the younger students with time to interact with their more typical peers. The enrollment for Preschool and Pre-K were at the lowest with 52 students making up the program. The decline in enrollment was directly due to the Coronavirus Pandemic.

Full-day kindergarten continued to be the model which provided the best opportunity for students to gain social emotional gains as well as a foundation for the love of learning. Kindergarten classrooms were 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 107 students enrolled in kindergarten. Out of those 107, 10 students (9%) chose to learn in the Remote setting with an assigned teacher meeting with them online throughout the day.

Grade one classes at the Alice A. Macomber School had 101 students enrolled in the 2020-2021 school 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. Out of those 101, 16 students (16%) chose to learn in the Remote setting with an assigned teacher meeting with them online throughout the day.

Grade two classes at the Alice A. Macomber School had 109 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 one 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. Out of those 109, 11 students (10%) chose to learn in the Remote setting with an assigned teacher meeting with them online throughout the day.

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

Specialist areas Support programs

During the 2020-21 SY, Macomber Specialist Teachers covered, Technology, Music, Art, STEM, Physical Education & Health. These areas provided students opportunities for exposure and growth in the arts and physical domains. Technology use in each area was also fostered and encouraged.

During the 2020-2021 school year, the Macomber had 1 Interventionist and a Math Teacher "Champion" to guide the ST Math Initiative. All of the interventionists gave the DIBELS benchmarking test three times a year, analyzed the data and used the information to form intervention groups. The Intervention model was typically push-in, but on some occasions, provided individualized pull-out services.

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

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. In 2020-21 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 2020-21 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/Pre-K 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 2020-21 school year, Macomber students were expected to practice 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 worked through ST Math puzzles while online 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. Curriculum maps at each grade level were revisited and revised throughout the year. Teachers took part in training for Keys to Literacy and continued to receive training for Lexia and ST Math.

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 & Supports

The WES-MAC PTO and Westport Education Foundation, Music Boosters provided supports that could be utilized and enjoyed while adhering to distancing guidelines due to the pandemic.

Closing Statement

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 to support student learning and development. Another goal was to continue to maintain and foster a safe, healthy, and structured environment to encourage student learning whether it take place online or in-person.

Additionally, the Macomber staff is proud to have had the support of the district to offer daily in-person learning for Kindergarteners and Grade 1 students from the first day of school throughout the whole year for those students who chose in-person learning. The Preschool, Pre-K and grade 2 students were offered the same after the second week of school after acquiring more staff to support lower class sizing in order to maintain spacing guidelines for our grade 2 students in the Pod structure and Teachers who were flexible and open to Remote teaching in the other grades. The opportunity to choose which environment children were to learn provided families with a sense of confidence and ease during this time of the pandemic. Students in grades K-2 were also guided to get ready for the transition to the Westport Elementary School in the upcoming school year when the new Westport Middle High School would be completed. At that time each school would return to the previous grade level structures of Preschool/Pre-K & Kindergarten at the Macomber, grades 1-4 at the Elementary, and grades 5-8 and 9-12 entering the new building.

WESTPORT ELEMENTARY SCHOOL
Stacey Duquette, Principal
2020 - 2021

General Statement

The 2020 - 2021 school year was one of many challenges for schools across the country. The Westport Community Schools District values education and the health and safety of all students, families, and staff. Thus, all Westport Elementary School students started the year remotely while staff members were in the building providing enriching and meaningful lessons to all learners through Google Classrooms. All students were provided with a Chromebook as a 1 to 1 Initiative promoted by the School Committee whether they were utilizing In-person or Remote Learning opportunities.

Structure & Classes

Westport Elementary School located at 380 Old County Road consisted of grades 3-6.

At the start of the year, Grade 3 had an enrollment of 99 students. Out of those 99 students, 24 (24%) chose to learn in the Remote setting with assigned teachers meeting with them online throughout the day.

Grade 4 had an enrollment of 108 students. Out of those 108 students, 22 (20%) chose to learn in the Remote setting with assigned teachers meeting with them online throughout the day.

Grade 5 had an enrollment of 125 students. Out of those 125 students, 29 (23%) chose to learn in the Remote setting with assigned teachers meeting with them online throughout the day.

Grade 6 had an enrollment of 134 students. Out of those 134 students, 33 (25%) chose to learn in the Remote setting with assigned teachers meeting with them split up into two online sections throughout the day.

The model for 2020-2021 consisted of 5 In-person classrooms and 1 Remote Learning class in grade three, 5 In-person classrooms and 1 Remote Learning class in grade four, 5 In-person classrooms and 1 Remote Learning class in grade 5, and 5 In-person classrooms and 2 Remote Learning sections then forming 1 class as the year went on in grade six.

Each grade level at Westport Elementary School placed social and emotional well-being and student achievement and success as the basis for every initiative. Throughout the year, more students chose In-person learning in each grade level as more was learned about the Coronavirus pandemic.

During the 2020-2021 SY, our students with Special Needs also had the opportunity to receive learning and services In-person and/or online depending on each family's decision.

Specialist areas Support programs

During the 2020-21 SY, Westport Elementary Specialist Teachers covered, Technology, Music, Art, STEM, Physical Education & Health. These areas provided students opportunities for exposure and growth in the arts and physical domains. Social Emotional support was also provided through our School Adjustment Counselors during small group sessions and Lunch Bunch groups.

During the 2020-2021 school year, Westport Elementary had 3 Interventionists, one also serving as a Math Teacher "Champion" to guide the ST Math Initiative. All of the interventionists utilized many forms of assessments to best group students by areas of need in both ELA and mathematics. The Intervention model was both push-in and pull-out services.

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

Student Achievement Assessments

Due to the Coronavirus Pandemic, the teachers did not have the opportunity to analyze MCAS (Massachusetts Comprehensive Assessment System) scores as the MCAS was not administered in Spring 2020. The MCAS was presented in the Spring of 2021 in a sampling model which differed from prior years, pre-pandemic.

We were able to administer i-Ready 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 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.

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 continues to be a resource for our teachers. Our 3rd, 4th, 5th, and 6th grade students utilized the ST Math program to build and develop problem solving skills. As the year progressed, 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 students used Lexia and/or Power-Up computer-based programs to develop their critical reading skills through individualized, motivated learning paths at their own skill level.

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.

Extracurricular Programs & Supports

The WES-MAC PTO and Westport Education Foundation, Music Boosters provided supports that could be utilized and enjoyed while adhering to distancing guidelines due to the pandemic.

The Student Council was able to persevere and meet to promote School Spirit and morale. Student Leaders chose days to show School Spirit by having days such as Pajama Day, Hat Day, Silly Sock Day and others. The School Council also looked to promote Community awareness and service. Canned goods, outerwear during Winter months, and monetary donations were given to the Homeless Heart Foundation, Westport Food pantry, 21 Friends organization, and many more.

Closing Statement

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.

The Westport Elementary School Administration feels very confident in all models of learning through the 2020-2021 school year and noted that the students' family's, teachers', and the staff's flexibility and dedication to learning made the year as successful as possible.

WESTPORT JUNIOR SENIOR HIGH SCHOOL
Dr. Kerri McKinnon, Principal
2020 – 2021

Opening Statement

The mission of Westport Junior Senior 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 Junior Senior 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 2020-2021 school year, grades 7 and 8 focused on their core academic subjects along with exploratory classes. The exploratory classes available during the 2020-2021 school year included Foundations in Research, first year Portuguese and Project Lead the Way App Creators. Students also received targeted interventions in Language Based Learning interventions in the areas of ELA, Mathematics, Science, and Social Studies.

Grades 9 thru 12 continue to prepare students for college, employment and/or the military. The Advanced Placement program has expanded and students can take a variety of electives to meet their interest with collaboration with Mass Insight. The online platform, Edgenuity, also provided students with additional course offerings that students could select to expand their learning opportunities or utilize for remediation purposes. In addition, our 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, students 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 2020-2021 school year, the student enrollment at the Senior High was 334. This consisted of 85 seniors, 73 juniors, 79 sophomores and 97 freshmen. In the 2020-2021 school year, the student enrollment at the Junior High was 233. This consisted of 110 seventh graders and 123 eighth graders. Class size ranged from 1 to 31. In 2020-2021, 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 2020-2021**

Due to the pandemic, the Massachusetts Department of Elementary and Secondary Education (DESE) modified the 2021 Massachusetts Comprehensive Assessment System (MCAS) administration for grades 7 and 8, where students in these grade levels took one session of each test rather than the traditional two sessions. Additionally, students in grades 7 and 8 had the opportunity to take the MCAS tests remotely or in-person. However, grades 9 and 10 took the traditional MCAS assessments consisting of two in-person test sessions. Students participated in the Legacy MCAS for Biology, but in the Next-Generation MCAS for both ELA and Mathematics. Students in the Class of 2023 were required to pass the ELA and Mathematics MCAS tests but were eligible for a modified competency determination for the Biology test. In addition, some students in the Class of 2022 elected to participate in the 2021 MCAS test administration for Adams Scholarship eligibility.



2021 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

*The Massachusetts Department of Elementary and Secondary Education did not issue school, district, or state accountability determinations in 2021.

*The above accountability information represents determinations from 2019.

About this Report
The Massachusetts Department of Elementary and Secondary Education did not issue school, district, or state accountability determinations in 2021. For more information, visit our Accountability Lists, Materials, and Tools website.

Highlights for Westport Junior Senior High School:

- The annual target percentage remained at “substantial progress towards targets” with a total weighed percentage of 57%. DESE is anticipated to post updates to the School and District Profiles in January 2022.
- In ELA, 75% of the participating high school students exceeded or met expectations. In Mathematics, 54% of the participating high school students exceeded or met expectations. In Biology, 66% of the participating high school students exceeded or met expectations.

- In Grade 10 ELA, Westport's economically disadvantaged students outperformed several area schools.

Opportunities for Growth for Westport Junior Senior High School:

- The Senior High School is addressing the 20% drop in Meeting Expectations through departmental MCAS data analysis.
- The Middle High School is addressing a drop in Meeting Expectations across ELA, Math, and Science

Success Indicators

Currently, four seniors qualified for the John and Abigail Adams Scholarship. However, additional students in the Class of 2022 participated in the November 2021 MCAS test administration to potentially qualify for the 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.

Fifty-five percent of the graduating class of 2021 indicated that they would be continuing their education. Thirty-five percent planned to attend a four-year college and twenty percent planned on attending a two-year college. This year's graduates received over \$43,000 in scholarships at the annual awards night. Scholarships were supported by community organizations, local businesses and local citizens. Seventy-five students participated in Advanced Placement (AP) Exams in May and June.

Athletics

The 2020 - 2021 school year was a very different year athletically due to the Covid-19 pandemic. Schools in Massachusetts were given the option of whether or not to play their traditional fall sports in the fall, or to move them to a "Fall II" season in March and April. Westport chose to do the latter.

So Westport began its athletic seasons with the winter season in January, and played two month seasons as part of the Mayflower Athletic Conference. The winter season of January and February saw Westport enjoy very successful, but shortened basketball seasons. Our teams had to go through socially distanced, assigned seating benches, all while playing basketball in masks. But they persevered, and our teams continued to play hard and enjoy success. Our varsity girls' basketball team finished 8-2, won its semifinal game of the MAC tournament, but lost in the championship to West Bridgewater 54-31. A 9-3 overall record was quite the feat considering the circumstances. The varsity boys' basketball team finished with the same 8-2 record, won its semifinal game of the MAC tournament, and went on to defeat West Bridgewater 70-52 in the championship game. The MIAA did not offer a state tournament for winter sports. All teams and coaches should be very proud!

Our "Fall II" season consisted of golf, field hockey, boys & girls' soccer, and volleyball, and was played in March and April. The golf team finished with a 2-5-1 record, while field hockey was 3-3-1. The girls' soccer team went 8-4, and the boys' soccer team went 9-3-1. Varsity volleyball finished an undefeated regular season at 10-0, and went on to defeat Tri-County in the MAC Championship game to complete an undefeated Fall II season. Again, the MIAA did not offer a state tournament for Fall II.

The spring season was an attempt to return to a little bit of normalcy, as the MIAA did offer an "opt-in" state tournament for all schools. The varsity baseball team finished the regular season 8-2, but lost in the 1st Round of the state tournament to Upper Cape 6-2. Varsity softball went 2-7 in the regular season, and lost to Bourne in the 1st Round of states. Our girls' tennis team enjoyed an undefeated 7-0 regular season, but lost to Ursuline Academy 5-0 in the 1st Round. Boys tennis completed a .500 regular season at 3-3, but were defeated 5-0 by a powerful Cohasset team.

Student Activities

The pandemic forced our traditional extracurricular activities to run very differently in 2020 – 2021. Club offerings included: Student Council, National Honor Society, International Exchange Club, Newspaper Club, Math Club, Drama Club, GSA (Gay/Straight Alliance), Yearbook Club, SADD (Students Against Destructive Decisions), DECA, and our Pep Band. Under the guidance of our 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. Most of these meetings and events had to be planned virtually, but our students rose to the occasion and did the best they could to create special memories.

Our students continued to produce and sell, WJSHS's own school newspaper, "The Villager", along with designing yearbooks, and school spirit items and clothing. 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, again in the spring of 2021, the International Exchange Clubs' trip abroad over April vacation had to be cancelled due to Covid-19. The Homecoming Dance could not be held in the fall as it normally would be, but we were able to have a Senior Celebration in place of a Prom in June at Rachel's Lakeside in Dartmouth.

The Senior High School Chapter of the National Honor Society were forced to postpone its Induction Ceremony until the Fall of 2021 due to the pandemic. In the fall of 2021, they will honor all inductees as well as NHS Teacher of the Year, Mr. Daniel Marques.

Closing Statement

Westport Junior Senior 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. The COVID pandemic challenged us to accomplish these goals as we endured three different learning models for the 2020-2021 school year, beginning as full remote, transitioning to the hybrid instructional model with students attending in-person part-time, and then to a variation in the hybrid instructional model with students electing to attend in-person full-time with other students fully remote.

WESTPORT JUNIOR/SENIOR HIGH SCHOOL 2020-2021 PROFILE

**19 MAIN ROAD
WESTPORT, MA 02790**

774-309-3396

FAX: 508-636-1053

WWW.WESTPORTSCHOOLS.ORG

ADMINISTRATION

Mr. Thomas Aubin, Acting Superintendent: Ext 4202
Ms. Elaine Santos, Director of Special Education: Ext 4011
Ms. Kerri McKinnon, Acting Principal: Ext 4203
Mrs. Laura Charette, Assistant Principal: Ext 4003

COUNSELING STAFF

Jennifer Borelli, School Adjustment Counselor Ext 4214
Marie Fallows, Guidance Counselor Ext 4234
Ms Victoria Gong, Guidance Counselor Ext 4212
Mary Jo Medeiros, School Adjustment Counselor Ext 4215
Leslie Ruel, Guidance Counselor Ext 4213

SCHOOL INFORMATION

Comprehensive 6-year public junior/senior high school

Enrollment: 554

Faculty: 64

15 students: 1 faculty member

100% of teachers are licensed in teaching assignment

Accreditation: New England Association of Schools and Colleges

CEEB Code: 22360

Westport Junior/Senior High School is located approximately 60 miles south of Boston and serves the south coast community of Westport, Massachusetts. Westport is a town of farms, beautiful scenery, and people who live from the water and the land. It is comprised of small businesses and quaint 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: MINIMUM OF 150

COURSE	TOTAL NUMBER OF CREDITS
English	20
Social Studies	20
Math	20
Science	20
Health/PE	10
World Language	5

CLASS RANK

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, motivation and strong work habits. Research projects, writing activities that challenge critical thinking skills and independent study are a fundamentally important part of this achievement that challenge critical thinking and presented at an accelerated pace.

CP COLLEGE PREPARATORY: Designed for students 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 core academic skills and course content standards are the cornerstones of this level.

DUAL ENROLLMENT: Students in grades 11 and 12 are allowed to participate in college courses at the following institutions of higher learning:

- Bristol Community College
- Massachusetts Maritime Academy
- University of Massachusetts-Dartmouth

COURSES

<u>Advanced Placement</u>	<u>Honors</u>	<u>College Preparatory</u>
Art	Algebra II	Advanced Comp. App.
Biology	Anatomy & Physiology	Algebra I & II
Calculus AB	Biology	Anatomy & Physiology
English Language and Composition	Chemistry	Biology
English Literature	English 9, 10 11	CAD
Government	Geometry	Chemistry
Physics I	Physics	Chorus
Psychology	Portuguese 3, 4, 5	College Writing
Statistics	Pre-Calculus	Computer Science
US History	Spanish 3, 4, 5	Concert Band
	US History I and II	Creative Writing
	World History	Digital Music
	Dual Enrollment	Drawing & Painting
		Earth Science/Ecology
		English 9, 10, 11, 12
		Environmental Science
		Film as Literature
		Fitness & Training 1 & 2
		Food and Nutrition
		Forensics
		Genocide
		Geometry
		Government
		History of Rock & Roll
		Intro to Accounting
		Intro to Art
		Marine Science
		Multi-Media I & II

Personal Finance
Photography
Portuguese I & II
Psychology
Public Speaking/Debate
School to Career
SEL and Neurodiversity
Sculpture & Ceramics
Sociology
Theater
21st Century Life Skills
US I, II and World History
Woman Studies

COLLEGE ACCEPTANCES
(2020-2021)

Aberdeen University
Anna Maria College
Assumption College
Bridgewater State University
Bristol Community College
Bryant University
California University of Pennsylvania
Community College of Rhode Island
Curry College
Endicott College
Emmanuel College
Gordon College
Husson University
Johnson and Wales University
Lasell University
Lesley 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
University of Connecticut
University of Edinburgh
University of Glasgow
University of Maryland
University of Massachusetts-
Amherst
University of Massachusetts-
Boston
University of Massachusetts-
Dartmouth
University of Michigan
University of New Hampshire
University of New Haven
University of Rhode Island
University of Vermont
University of Wisconsin-
Madison
Wentworth Institute of
Technology
Wheaton College

WESTPORT HIGH SCHOOL
Graduation Exercises
Class of 2021

Class Valedictorian
Salutatorian
Class President
Certification of Class

Emily McMahon
Gabriella Machairas
Daniel Swain
Thomas Aubin

*= National Honor Society

Joseph Oliveira Alexandre Jr
Renato Amaral Araujo
Madison Taylor Avilla*
Brooklyn Barboza
Maya C. Bazinet
Faith Bennivedse*
Jason Alexander Bernard*
Zachary Brillon
Liam Morgan Thomas Butler*
Jennifer Maria Cabral
Jessica Carney*
Jade Carreau
Jenna Rose Carvalho*
Cameron Scott Casto
Debra May Chor
Dylan E. Cordeiro
David Costa
Cheyenne E. Daviage
Zachary J. Dechaine
Deja Adriana Dominguez
Nathan Anthony Fay
Jordan M. Folcik
Ethan Garcia*
Isabella Mercer Glennon*
Aidan Halliwell*
Isaac N. Hayes
Cameron Tyler Horta*
Julia Grace Hurley*
Kandarp K. Kotadia
Shawn C. Landry*
Maximus E. Lavoie
Maeve Iris Leary*
Willem Gifford LeBelle
Nichole C. LePage*
Joseph William Lopes
Emma E. Lori
Gabriella Machairas*
Ava Celeste Matos*
Jillian A. Mauk*
Noah Mauricio
Emily K. McMahon*

Caleb A. Medas
Austin G. Medeiros
Judi M. Medeiros
Lacie N. Miranda
Jenna Moniz*
Siena Grace Moniz*
Sage C. Newcomer
Sara Northrup
Derek R. Nowicki
Isis F. Obolensky*
Cody J. Pacheco
Luke W. Parker
Nicholas P. Payne
Ashton D. Pereira
Zoe K. Pereira*
John D. Piques
William T. Piques
Maxwell H. Powers*
Abigail Rose Proffitt
Brianna L. Quinlan
Donjae K. Raiche
Robert Michael Raposa*
Evan W. Rencurrel
Mia Rezendes*
Gavin Tyler Rodrigues
Allen P. Serpa
Blaine Robert Shea*
Cassidy R. Silvia
Cameron Richard Simonin
Brian W. Smith
Morgan E. Soares
Abigail Miranda Sousa*
Connor Strangis
Liam Strangis
Daniel Robert Swain*
Nicole L. Therrien
Savannah A. Trowbridge
Joseph T. Turenne*
Nathaniel A. Vieira
Alyssa M. Vitorino
Aidan A. Viveiros*
Joseph E. Wagner

Book Awards

Harvard Book Award	Laura Martel
University of Pennsylvania Book Award	Madison Benson
St. Michael's Book Award	Sydney Arsenault and Benjamin Almeida
Rensselaer Polytechnic Institute Medal Award	Christopher Wilson
Wellesley Book Award	Kyra Ferreira
Russell Sage College Awards	Jessica George and Gwennyth Pichette
University of Vermont Citizen Scholar Award	Nathaniel Gifford
Bridgewater State University Book Award	Raurie Laliberte and Sarah Carney

Scholarships

Westport Fair Scholarship	\$500	Madison Avilla, William Piques Robert Raposa and Joseph Turenne
Westport Woman's Club	\$500	Faith Bennivedse, Cheyenne Daviage, Ava Matos and Mia Rezendes
Grimshaw Gudewicz	\$1,000	Cheyenne Daviage, Nathan Fay, Aidan Halliwell, Cameron Horta, Julia Hurley, Jenna Moniz, Siena Moniz, Luke Parker, John Piques and William Piques
Clyde T and Yvonne Salisbury	\$500	Maeve Leary, Mia Rezendes, Abigail Sousa and Liam Strangis
Westport Music Boosters- Peter Habib Memorial Scholarship	\$1000	Emily McMahon
Westport Music Boosters- Jane Dufault Scholarship	\$1,000	Ava Matos
Betsy Taber Scholarship	\$1,000	Maeve Leary, Jenna Moniz, John Piques and William Piques

Potter Funeral Service Award	\$500	Cameron Horta
Raposa Foundation Scholarship	\$500	Ava Matos
Chelsea Ann Ponte Memorial Scholarship	\$1,000	Maeve Leary
Domingos Silva Scholarship	\$3,000	Willem LeBelle, Mia Rezendes and Abigail Sousa
Domingos Silva Scholarship	\$2,500	Faith Bennivedse and Ava Matos
Domingos Silva Scholarship	\$1,000	Madison Avilla
WHSPA	\$250	William Piques, Robert Raposa Liam Strangis and Aidan Viveiros
Lisa Branco Bellavance Memorial Scholarship	\$500	Faith Bennivedse and Julia Hurley
Health Science Award	\$1,000	Abigail Sousa
Lydia Poole Barker Art Scholarship	\$1,000	Robert Raposa

Office of Curriculum, Instruction, and Assessment
Darren C. Elwell, Director
2020-2021

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. In this on-going process, the district utilizes the Understanding by Design (UbD) conceptual approach, 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 building leadership 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

At the beginning of the unprecedented 2020-2021 school year, the district provided ten robust days of professional development in support of the Massachusetts Standards of Professional Practice (Massachusetts Model System for Educator Evaluation). The first ten days of professional development were structured to ensure that faculty and staff were fully trained to maintain a safe learning environment, fully-prepared to consistently utilize the Google platform, and fully-equipped with curriculum contingencies to allow for seamless shifts on the continuum from in-person learning to remote learning, as conditions necessitated. A particular emphasis was placed on both the safety of the physical learning environment, as well as the psychological safety of students and staff, recognizing the importance of social and emotional well-being. Through professional development offerings, the district worked to be responsive to teachers' needs, while also considering district-wide strategic initiatives and objectives.

In addition, the district supported over 110 individual requests for professional development outside of the district, 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 continued to take advantage of a wide variety of online webinars in order to quickly and effectively implement new pandemic-related instruction and assessment strategies.

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. In the spring of 2021, students in grades 3-8 participated in a "sampling approach." Students completed only one of two test sessions in Math, ELA, and Science. In addition, students who were learning remotely at

the time of the assessment completed the tests remotely in these grade levels. High school students complete the full assessment, and qualified for DESE's pandemic-related modified competency determination. In acknowledgement of the learning gaps that have been created by the pandemic, the district piloted the i-Ready reading and math diagnostic, participating in a study through Lesley University and Curriculum Associates. The i-Ready Diagnostic provides real-time student performance data that teachers use to adapt instruction and close learning gaps.

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 II, 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 supported the administration of the federal ESSER I, II, and III grant funds. 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
2020-2021

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, 2020, the Student Management System recorded 277 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, 2017	July 1, 2018	July 1, 2019	July 1, 2020	July 1, 2021	July 1, 2022
12	9	7	9	12	14 (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, Director of Technology
2020 - 2021

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 technology department currently consists of 2.5 technicians, 1 network manager, and 1 technology director.

The 2020-2021 school year was a challenging one for the technology department due to the pandemic. The new Middle-High School project has required a lot of planning concerning technology infrastructure. With this planning of infrastructure, one important project that has been officially approved is a school-district/municipality-owned fiber-optic network, which has been in development stage for a few years and is expected to move forward as a project for the beginning of the school year. Along with this project are various other academic technology initiatives for the opening of the new school with the hope that there is an educational technology feeder system from kindergarten through grade 12. There are multiple potential network infrastructure projects throughout the school district as well as changing website providers for a fresher, more current website presence.

STUDENT TRANSPORTATION SERVICES
Michelle A. Rapoza, Student Services Coordinator
2020-2021

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 2020-2021 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 167 Jr. Sr. High School students and approximately 774 Kindergarten to 6th grade students, with average daily route ridership about 70% of students. We are charged at a rate of 15 routes @ 367.00 X 180 days, includes performance bond, for a total Regular Education Transportation cost of \$990,900.00 (1st year of a 1-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 **25 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 **28 homeless students** in the 2020-2021 school year. This mandate to transport homeless is declared an unfunded mandate by the state auditor.

Transportation Financial Report Fiscal Year 2020-2021	
Regular & Special Ed Transportation Salaries and Support Services	\$51,453
Regular Education Transportation Expenditures	\$1,022,224
Regular School Bus Transportation	\$994,763
Extra-Curricular Transportation	-----
Transportation for Homeless Students	\$25,736
Other Expenses	\$1,725
Special Education Transportation Expenditures	\$314,882
Special Needs Transportation (provided by the district)	\$314,360
Special Needs Transportation (reimbursements to parents)	\$407
Sped Other Expenses	\$115
Total	\$1,388,559

**Michelle A. Rapoza, School Business Administrator
2020-2021 COVID 19 School Year**

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 **76,326** lunches and **40,196** breakfasts. The percentage of Free and Reduced lunches for the 2020-2021 was **33%** with the total student enrollment of **1,380**. 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 **76,326** lunches and **40,196** breakfasts, with a **33%** 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 2020-2021	
Beginning Balance	\$ 49,310
Revenues 366,869	
Sales	32,721
State and Federal Reimbursement	333,035
Adult Meals Sales Tax	1,112
Expenditures (208,093)	
Salaries	(34,263)
Food	(141,954)
Contracted Services/Supplies and Materials/Other Exp. & Taxes	(31,876)
Equipment	(0.00)
Ending Balance	\$208,086
<u># of free lunches</u>	<u># of reduced lunches</u>
349	93

Dr. Cheryl Greeson, Principal

INTEGRATED PRE-K	TEACHER ASSISTANTS	SECRETARY/CLERK
Parker, Melissa	Carreiro, Crystal	Lemar, Suzanne – School Clerk
Sigman, Karen	DeAndrade, Lindsey	Oliveira, Judith – Exec. Secretary
Shott, Kristen	Deveau, Jeanine	
	Dias, Christine	
	Fortier, Rachel	CUSTODIANS
	Harding, Susan	Steiblin, Maurice
SPECIAL EDUCATION Teachers	Lavoie, Jennifer	Thibodeau, Mark
Rivera, Stacy – PK/K Sub Separate	Pimentel, Tammy	Lopez, Jeffrey
Sousa, Amy – Kindergarten Inclusion	Vincelette, Mary Anne	
Smeaton, Melanie – Grade 1 Inclusion	Anderson, Nicole	
Cabral, Lindsey – Grade 2 Inclusion	Dean, Kelly	Food Services
Oliver, Korie – Sub Separate	Flanagan, Kathryn	Giovannini, Sherrie – Manager
Westgate, Samantha – Integrated PK	Cordeiro, Lucy	Hand, Jennifer
	Legendre, Kimberly	Silva, Maria Fatima
KINDERGARTEN	Branco, Heather	
Lambauer, Rachel	Farias, Stacey	
Lavenda, Karen	Douyon, Juline	NURSE
Medeiros, Jennifer	Gesner, Barbara	Pereira, Tracy - RN
Correia, Allison	Dias, Tricia	
Thomas, Michelle	Raposa, Paula	
1st GRADE	SCHOOL ADJ. COUNSELOR	
Gluchacki, Tammy	Harrington, Elisabeth	
Edwards, Donna		
Morin, Robin	Specialist Teachers	
Salva, Karen	Monteiro-Bernard, Renee - Art	
Willard, Andrea	Dennis, Marlo - Music	
Lavalley, Carolyn	Mahjoory, Teresa – Health/Wellness	
	Almeida, Kristy – Computer Science	
GRADE 2	Costa, Ellen – STEM	
Boyle, Rebecca		
Merchant, Jennifer		
Rapoza, Aimee		
Veloza, Lindsay		
Araujo, Kelly		
Fitton, Jennifer		
Roberts, Faith		

Westport Elementary School 2020/2021

Duquette, Stacey –Principal

Chesney, Leah – Assistant Principal

GRADE 3	Special Education Teacher Assistants	Secretaries/Clerks
Connors, Erin	Bedard, Donna	Amaral, Patricia – School Clerk
Morotti, Julie	Martin, Susan	Melo, Loriann – Executive Secretary
Porter, Susan	Pierce, Kerri	Grimley, Kathleen – Special Education Clerk
Reis, Katherine	Vachon, Janet	
Silvia, Jessica	Lees, Sherrie	Food Services
Gosson, Lindsey	Branco, Natalie	Raposo, Maria – Manager
	Pinard, Korryn	Arruda, Karen
GRADE 4	Rego Carvalho, Stephanie	Krupa, Mihaela
Davenport, Jillian	Amaral, Sherry	Machado, Janice
Guild, Cheryl	Lesieur, Madeline	Pacheco, Janet
Higham, Alison		
Rego, Shelley		Custodians
Gildea, Teal	Interventionist	Malenfant, Paul
Chouinard, Elizabeth	Cottrill, Andrew	Costa, Michael
		Mauk, Jacob
GRADE 5		
Comeau, Diane		
Driscoll, Lauren		
Ferreira, Jodi		
Paiva, Trisha		
Shunney, Matthew		
Tripp, Michelle	Language Based Support	
	Darkow, Debra	
GRADE 6	Sullivan, Robin	
Croft, Kelly	Williams, Jody	
Janik, Deborah		
Sirois, Nicole		
Struthers, Ryan	Specialist Teachers	
Tetrault, Paul	Bell, Cynthia - STEM	
Cottrill, Andrea	Carvalho, Elizabeth - Music	
	Allen, Chantal – Art	
Special Education Teachers	Nunes, Christopher –Music	
Smith, Avery – 4 th Grade Inclusion Teacher	Parziale, Gary –Health & Wellness	
Howland, Catherine – 5 th Grade Inclusion Teacher	Teixeira, Amy – Health & Wellness	
Robinson, Karen – RR Teacher	Viveiros, Susan - Library/Media	
Teixeira, Elizabeth – 6 th Grade Inclusion		
Horgan, Jaclyn- Multi-Grade Inclusion Teacher	Reading Specialist	
Rego, Renee – Sub Separate Teacher	Melo, Amanda	
Raposo, Kara – 3 rd Grade Inclusion		
	Nurses	
Counselors	Machado, Nicole	
Bacchiocchi, Elizabeth – Guidance/SAC	Kelly, Mary Ann	
Kearney, Rebecca - SAC		

Westport Junior/Senior High School 2020/2021

Kerri McKinnon – Principal Kevin Aguiar – Assistant Principal Laura Charette – Assistant Principal
Jason Pacheco – Athletic Director

English	Specialist Teachers	Special Education Support Teacher Assistants
Bernier, Jonathan – 7-8 th Grade	Milton, Deborah -STEM	Beaupre, Carol
Bernier, William – 7-8 th Grade	Monast, Richard – Library/Media	Charbonneau, Wendi
Clark, Thomas – 9-12 th Grade	DaLuz, Celia – Health/Wellness	Charest, Heidi
Phenix, Nicole – 9-12 th Grade	Frost, Scott – Technology	Fournier, Nadine
Mercer, Regina – 9-12 th Grade	Johnson, Nicole – Art Teacher	Perry, Kimberly
Robichaud, Patricia. – 7-8 Grade	Kampper, Matthew – Health/ Wellness	Avilla, Rebecca
Rowley, Amanda – 9-12th Grade	Lambert, Melissa - Art	Skov, Sharon
Shivers, Matthew – 9-12th Grade	Marshalek, B. –Health/ Wellness	Soares, Jaime
Tripp, Nancy – 7-8 th Grade	Nunes, Christopher – Music	Sommer, Patricia
	Rezendes, John - Film/Video	Giblin, Karen
	Marques, Daniel – School to Career	Degagne, Annette
	Avila, Melissa – Computer Science	Damaso, Deserie
	Sullivan, Liam - Music	Hayes, Scotty
Math		
Burrows, Ian – 9-12th Grade	Bernier, Maegan- College and Career Readiness	
Gargiulo, Jennifer – 7-8 th Grade	Special Education Teachers	
Jennings, Judith – 7-8th Grade	Borges, Christina – 9-12 th Grade	
King, Michael – 9-12th Grade	Bornstein, Paul – 9-12 th Grade	Food Service
Santos, Mary Catherine – 7-8th 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	Perrault, Sherry
Silva, Amy – 9-12 th Grade	Moisiades, Julia – 9-12 th Grade	Pereira, Ronda
Gaitane, Matthew – 9-12 th Grade	Ferreira, Linda – 7 th -8 th Grade	
	Mahoney, Katie	
Social Studies	Self-Contained Special Education Teachers	
Abrahamson, Norman – 9-12 th Grade	Mello, Erin – 9-12 th Grade	Custodians
Dubois, Amy – 7-8 th Grade	Pereira, Dianne – 7-8 th Grade	Jones, Casey
Mekshes, Rebecca – 9-12 th Grade	Sardinha, Christopher – 9-12 th Grade	Cateon, Robert
Ponte, Michael – 7-8 th Grade		Richard, Kevin
Silva, Katherine – 9-12 th Grade	Interventionist	Sulyma, Patricia
Tetzloff, Amanda – 7-8 th Grade	Robichaud, Patricia –Reading	
Thibodeau, Sheldon – 9-12 th Grade	Tripp, Nancy –Reading	Secretaries/Clerks
		Bednarz, Madeline – School Clerk
	Counselors	Cairol, Michelle – Executive Secretary
Science	Fallows, Marie – Guidance	Corey, Jacqueline – Guidance Clerk
McGinnis, Andrew– 9-12 th Grade	Medeiros, Mary-Jo – SAC	Arruda, Amy – Special Education Clerk
Ferreira, Christopher – 9-12 th Grade	Gong, Victoria – Guidance	
Flanagan, Thomas – 7-8 th Grade	Borelli, Jennifer – SAC	
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	
	Mello, Paula – LBL	

World Language	In School Suspension Teacher Assistant	
DeFrias, Ann – Spanish/Portuguese	Silva, Natalia	
Farias, Edneuza - Portuguese		
Pavao, Caroline - Spanish	Nurse	
	Walinski, Suzanne, R.N.	
Business		
Clark, Kevin	Reading Specialist	
Millett, Chester	Maria Giella	

District Services/Town Staff 2020/2021

POSITION	NAME
Superintendent	Thomas Aubin
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 (Special Education)	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	Jacob Sarza
Maintenance Assistant	Peter Sarza
Courier/Custodian	Lori Deston
Custodian (Floater)	Justin Perry
English Language Learners	Ann Pimentel-Hathaway
English Language Learners	Michelle Scott
Network Systems Administrator	Judith Graham
Technology Support Technician	John Kenepp
Technology Support Technician	John Cabral
Technology Support Technician	Maria Neira
Special Education Executive Secretary	Helena Neves
School Resource Officer (Town)	Kyle Fernandes (town)

District Related Special Education Services 2020/2021

POSITION	NAME
Psychologist	Lesuer, Martha
Psychologist	White, Julie
Communications Support	Manton, Amanda
Behavior Teacher	Mauk, Sandra
Behavior Specialist Teacher Assistant	Cooper, Kelley
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	Morrisette, Cristine
Licensed Practical Nurse	Cabral, Heather
Lead Nurse	Duclos, Kim
Lead Nurse	DaPonte, Diane

Extended Day Staff 2020/2021

Deveau, Bethany
Dispirito, Katherine
Destremps, Laura
Amaral-Peterson, Rebecca
Carreiro, Sydney
Branco, Abbey

Westport Community Schools Extended Day Program
Jennifer Chaves, Westport Community Schools Extended Day Director
2020-2021

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 present, the program has consistently provided services to approximately students between both the Macomber Primary and Westport Elementary Schools. Due to the opening of the new Westport Middle/High School and the reconfiguration of grades, the decision was made to have all children transported by bus to the Macomber School Modular Units, which became vacant at the start of the '21 school year. This has been wonderful and very convenient for both parents/guardians and students. Parent/guardian feedback has been great, and the students have more space to perform a variety of activities throughout. Morning care, however, remains at each of the schools separately to eliminate any transportation issues.

The Extended Day Program employs the Director, three Child Care Educators, two Child Care Assistants, one Lead Teacher. 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, and additional EEC training. Most 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 has continuously provided morning and afternoon care throughout the COVID-19 pandemic, and also offers care during February and April vacations. We remained open throughout the 2021 Summer as well, with an enrollment of 60 children.

The Extended Day Program provides care Monday through Friday. Morning care is accessible to parents/guardians at 7:00 am, and remains open until 6:00 pm. During school vacation weeks, care is provided from 7:00 am to 5:00 pm. The Program does not provide care if the school district is closed due to inclement weather.