



# **WESTPORT BOARD OF EDUCATION BOARD OF EDUCATION REGULAR MEETING**

**PACKET**

APRIL 4, 2022  
07:00 PM

**WESTPORT BOARD OF EDUCATION**  
**BOARD OF EDUCATION REGULAR MEETING AGENDA\***

(AGENDA SUBJECT TO MODIFICATION IN ACCORDANCE WITH LAW)

**PUBLIC SESSION/PLEDGE OF ALLEGIANCE**

7:00 p.m., Staples High School, Cafeteria B (Room 301)

**ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION**

**PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS (15 MINUTES)**

**MINUTES**

March 21, 2022

Attachment: [Meeting March 21 2021 Staples High School.pdf](#)

**DISCUSSION**

**A. K-5 Student Performance Update**

Ms. Allison Moran  
Ms. Kimberly Ambrosio  
Ms. Tracey Carbone  
Mr. Kevin Cazzetta  
Ms. Elizabeth Messler  
Ms. Janna Sirowich

Attachment: [Final - Learning Update Presentation - Winter 2022.pdf](#)

**B. Teaching and Learning: Math Coaching**

Ms. Allison Moran  
Ms. Kerin Tighe  
Ms. Caitlin Walsh  
Ms. Lisa Wolff

Attachment: [Math Coach BOE.pdf](#)

**C. Westport Connections Transition Program Update**

Mr. Michael Rizzo  
Ms. Rosemarie Ampha  
Mr. Robert Bolton  
Ms. Kelsey LaPrad  
Ms. Jennifer Porzio  
Ms. Bella Rizzi

Attachment: [WESTPORT CONNECTIONS-BOE Presentation.pdf](#)

**DISCUSSION/ACTION**

**A. Gifts**

Mr. Thomas Scarice  
Mr. Marty Lisevick

Attachment: [Westport Public Schools Mail - Scoreboard replacement at PJ Romano Field.pdf](#)

Attachment: [Spring Coaching Stipend Gifts.pdf](#)

**B. Approval of Tentative Agreement with Nurses and Health Assistants**

Mr. John Bayers

**C. Approval of Tentative Agreement with Westport School Maintenance Employees**

Mr. John Bayers

## ADJOURNMENT

\*A 2/3 vote is required to go to executive session, to add a topic to the agenda of a regular meeting, or to start a new topic after 10:30 p. m.

The meeting can also be viewed on Cablevision on channel 78; Frontier channel 6021 and by video stream @[www.westportps.org](http://www.westportps.org)

### PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:

- Comment on non-agenda topics will occur during the first 15 minutes except when staff or guest presentations are scheduled.
- Board will not engage in dialogue on non-agenda items.
- Public may speak as agenda topics come up for discussion or information.
- Speakers on non-agenda items are limited to 2 minutes each, except by prior arrangement with chair.
- Speakers on agenda items are limited to 3 minutes each, except by prior arrangement with chair.
- Speakers must give name and address, and use microphone.
- Per Board policy, speakers must be town residents or employees
- Responses to questions may be deferred if answers not immediately available.
- Public comment is normally not invited for topics listed for action after having been publicly discussed at one or more meetings.

**General Attachments**

[- BOE Meeting Memo April 4 2022.pdf](#)

**WESTPORT PUBLIC SCHOOLS**

**THOMAS SCARICE**  
*Superintendent of Schools*

110 Myrtle Avenue  
Westport, Connecticut 06880  
Telephone: (203) 341-1025  
Fax: (203) 341-1029  
tscarice@westportps.org

To: Westport Board of Education Members  
From: Thomas Scarice, Superintendent of Schools  
Re: April 4, 2022 Board of Education Meeting  
Date: April 1, 2022

Provided below for Board consideration is an overview of the meeting agenda items for April 4, 2022. The meeting will be held in-person.

As the budget process enters the final phases of town hearings and votes, and the urgency of health updates recedes, there is an opportunity to turn our attention to other matters, particularly related to teaching and learning. There are three discussion items on the April 4 agenda related to teaching and learning as described below. In addition, the Board is asked to approve gifts for our athletic program, and to approve agreements with two bargaining units.

**Discussion****1. K-5 Student Performance Update**

K-5 Curriculum Coordinator, Ali Moran, will lead a presentation and discussion on student performance at the K-5 level in conjunction with our five elementary school principals, Kimberly Ambrosio (Long Lots Elementary School), Tracey Carbone, (Kings Highway Elementary School), Kevin Cazzetta (Greens Farms Elementary School), Beth Messler (Saugatuck Elementary School), and Janna Sirowich (Coleytown Elementary School).

The team will discuss the concept of “learning loss”, the areas of concern related to the social and emotional development of K-5 students, the multiple measures faculty use to assess student performance, results on standardized measures, benchmark assessments used to inform instruction, and the efforts being put into place to respond to student needs.

The team recommended, and I fully support, a more comprehensive look at student performance, as opposed to the analysis of one measure. The Board will get a window into a more complete view of student performance, and the ways in which assessment is used to drive student learning.

**2. Teaching and Learning: Coaching for Mathematical Thinking**

Recently the Board was presented with changes and improvements made to our kindergarten math program. K-5 Curriculum Coordinator Ali Moran led that discussion and presentation. Ali will return with K-5 math coaches, Keri Tighe, Caitlin Walsh, and Lisa Wolff to share our K-5 work in coaching teachers through professional learning to foster mathematical thinking in our students.

The team will provide the Board with a brief overview of the principles of the math program, while demonstrating the goal of building critical thinking skills through the instruction of mathematics. The team will illustrate how the professional learning of our faculty accelerates through the “coaching cycle”. The Board will view coaching in action and how our coaches work systemically to improve the quality of instructional practices in our classrooms across the district.

As I’ve shared with the Board in the past, the idea of professional development existing only in scheduled days on the calendar is an antiquated approach to adult learning. In fact, the field of education has moved beyond this concept as the term, “professional development”, is now largely associated only with events that “*happen to*” teachers (i.e. one-time workshops/seminars which embody a one-size-fits all approach). These practices, while at times necessary, are insufficient in meeting the complex professional needs of our faculty. On the contrary, “professional learning”, commonly found in more recent professional literature, when designed well, is interactive, sustained, and customized to teachers’ needs. In fact, the concept of “professional learning” can be broadened to include the analysis of student work, and other collaborative efforts in pursuit of enhancing practice.

The Board invests a great deal of resources in professional development and instructional coaches. I see this as a wise and necessary investment in our faculty. This presentation will provide the Board with an opportunity to learn more about this investment and how it impacts our teachers, and ultimately, our students.

**3. Westport Connections Transition Program Update**

Last year the Board approved a recommendation from Assistant Superintendent for Pupil Services, Mike Rizzo, to

implement a new transition program for 18-22 year old students with disabilities. Along with SHS Assistant Principal, Rosemarie Ampha, SHS Transition Coordinator, Kelsey Laprad and students, Jennifer Porzio, Bella Rizzi, and Robert Bolton, Mike will present an overview of year one of the Connections Transition Program.

Westport Connections is a transition program developed by the Westport Public Schools to address the transition goals of students 18-22 years old. These are students who have met their graduation requirements and who qualify for, and require, additional programming and services to reach their post-secondary goals. In this current, inaugural year of the Westport Connections program, there are four students enrolled. The district has partnered with Fairfield University, Toquet Hall, and Christ and Holy Trinity Church, along with multiple other local businesses, to provide these services for our students. The benefits to our students, families, and community are significant.

Transition goals are required for students as part of their Individualized Education Plans (IEP) beginning at age 14. These goals address the skills individuals need to attain their post-secondary goals, including post-secondary education, vocational endeavors, and independent living skills.

For many Westport students, their focus is attending a 2-4 year college and, as a result, their transition goals and services are addressed through explicit teaching of the academic, executive functioning, and social/emotional skills an individual may need to thrive in these post-secondary environments. For other students, their post-secondary goals include vocational work, increasing their independent living skills, and accessing community based resources so that they can lead their life as part of the larger Westport community.

The Connections Transition Program has had a successful first year. The team will continue to expand, enhance, and innovate our transition services within our district. In addition to continuing to develop Westport Connections, including our partnerships with Fairfield University and local businesses, the district is in the process of revising the continuum of assessments, skills, and services within grades 6-12 for this population.

#### **Discussion/Action**

##### **1. Gifts**

In addition to the donation of a replacement scoreboard for the PJ Romano Field, and its installation, valued at approximately \$22,000 by the Westport Police Athletic League, the Board will be asked to approve gifts from various booster clubs that support the expansion of assistant coaches for boys and girls athletics. This will be a seasonal practice for the Board (i.e. fall, winter, and spring sports seasons).

##### **2. Approval of Tentative Agreement with Nurses and Health Assistants**

##### **3. Approval of Tentative Agreement with Westport School Maintenance Employees**

The formal negotiations process has concluded and the full Board will be asked to approve tentative agreements with the bargaining units for our Nurses and Health Assistants, and our maintenance employees.

**Meeting: March 21, 2022****Staples High School****WESTPORT BOARD OF EDUCATION****Board Members Present:**

Lee Goldstein      Chair  
Liz Heyer          Vice Chair  
Neil Phillips      Secretary  
Christina Torres  
Dorrie Hordon  
Robert Harrington  
Kevin Christie

**Administrators Present:**

Thomas Scarice      Superintendent of Schools  
Anthony Buono      Asst. Superintendent, Teaching and Learning  
Michael Rizzo      Asst. Superintendent, Pupil Personnel Services  
Elio Longo          Chief Financial Officer  
John Bayers          Asst. Superintendent, Human Resources and  
General Admin.

**Absent:**

Christina Torres

**PUBLIC CALL TO ORDER:** 6:04 p.m., Staples High School, Room 1025c**EXECUTIVE SESSION:** Pending Litigation

Lee Goldstein moved at 6:04 p.m. to enter into executive session to discuss Pending Litigation; seconded by Liz Heyer and passed unanimously. All Board members participated (Christina Torres was absent). Thomas Scarice, John Bayers, Jessica Richmond Smith of Shipman & Goodwin, Claire Ryan of Kaufman, Borgeest & Ryan, LLP joined the executive session at the invitation of the Board. The executive session adjourned at 7:30 p.m.

**RESUME PUBLIC SESSION/PLEDGE OF ALLEGIANCE:** 7:42 p.m., Staples High School, Cafeteria B (Room 301)**ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION****PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS****MINUTES**

Neil Phillips moved to approve the minutes of March 7, 2022; seconded by Liz Heyer and passed unanimously.

**DISCUSSION**

Teaching and Learning: SHS Personal Finance Education

LLS Facilities Update

Town Paving of BMS Property

**DISCUSSION/ACTION**

ARPA Funds - Middle School Outdoor Exercise Circuit/Sitting Areas

**Be it resolved that upon the recommendation of the Superintendent of Schools, the Board of Education requests an allocation of ARPA Funds from the Town of Westport in the amount**

of \$439,000 to support the addition of FitCore Extreme Playgrounds at Bedford Middle School and Coleytown Middle School.

**MOTION:** Neil Phillips  
**SECOND:** Dorie Hordon  
**RESULT:** Passed unanimously  
**VOTE:** 6-0

PAL Clubhouse

Whereas the Board of Education will no longer have need for the DoubleDay Field House, located on the Saugatuck Elementary School complex, for school purposes effective July 1, 2022, the Board of Education relinquishes control of said property and rededicates the property back to the Town of Westport for municipal use, effective July 1, 2022.

**MOTION:** Robert Harrington  
**SECOND:** Kevin Christie  
**RESULT:** Passed  
**VOTE:** 5-0-1 (Liz Heyer abstained)

**ADJOURNMENT:** Dorie Hordon moved to adjourn at 9:25 p.m.; seconded by Liz Heyer and passed unanimously.

Respectfully submitted,

Neil Phillips, Secretary, Board of Education  
(minutes written by Lisa Marriott)





# K-5 Student Learning Update

2021-2022

## Reframing “Learning Loss”

It's not learning loss...

*It is loss of a previously imagined trajectory leading to a previously imagined future. Learning is never lost, though it may not always be “found” on pre-written tests of pre-specified knowledge or preexisting measures of pre-coronavirus notions of achievement. - Rachel Gabriel, Ph.D.*



## Classroom Environment

*The greatest needs have been seen in social skills.*

- Ruler work continued
- Responsive classroom practices
  - Routines & expectations
  - Morning meeting
  - Teacher language & logical consequences
- Relationship building through student discourse
- Recess: additional time



## Multi-Purpose Assessment

- Inform daily instruction
- Monitor individual student progress and growth
- Screen to identify students at risk
- Monitor curricular decisions and implementation



## Multiple Measures

- *Formative assessment occurs daily in classrooms*
- Math: Common Chapter Assessments
- Reading: Fountas and Pinnell Benchmark Assessments (F&P)
- Writing: On Demand writing assessments
- Phonics Assessments (K-2)
- NWEA Map Assessments





# Academic Performance



# Big concept

*The MAP assessment results help identify students' strengths and challenges, but they are only one data point and should not be used as the sole tool for evaluating student progress.*



## Westport's Results Math

Performance					
	National Norm Winter	Mean RIT Winter 2019	Mean RIT Winter 2020	2 yr. Avg. RIT Winter 2019-20	Mean RIT Winter 2022
K	150.1	155.4	158.9	157.2	158.8
1	170.2	177.1	184.9	181.0	178.1
2	184.1	190.6	195.2	192.9	192.4
3	196.2	203.0	204.9	204.0	205.6
4	202.5	216.8	220.5	218.7	214.7
5	209.1	224.7	229.6	227.2	224.1

Growth		
	Met Fall to Winter Growth 2020	Met Fall to Winter Growth 2022
K	48%	45%
1	64%	55%
2	44%	56%
3	38%	56%
4	55%	62%
5	40%	52%





## Common Chapter Assessments

### Math

- On average, more than 80% of students are meeting benchmark on chapter assessments
- Non-routine problems continue to pose a challenge for students

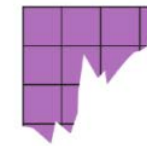
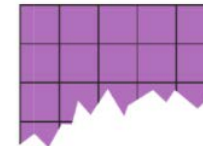
#### Mind Workout



This square has an area of 4 square units.



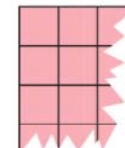
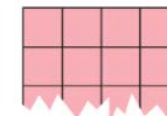
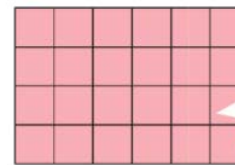
thinks it is possible to find the area of these squares.



Is correct?



thinks it is possible to find the area of these rectangles.



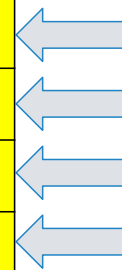
Is correct?



## Westport's Results Reading

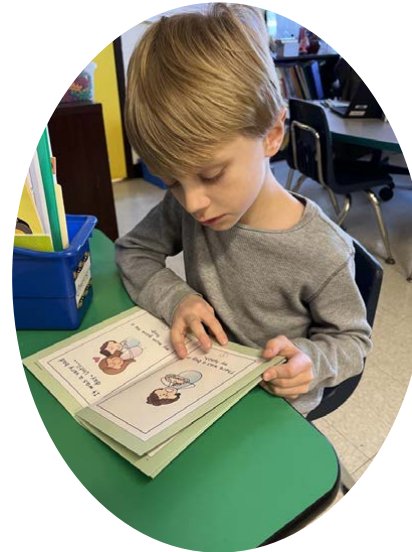
Performance					
	National Norm Winter	Mean RIT Winter 2019	Mean RIT Winter 2020	1 yr./2 yr. Avg. RIT Winter 2019-20	Mean RIT Winter 2022
K	146.3		159.2	159.2	155.3
1	165.9		181.1	181.1	176.1
2	181.2	193.9	194.4	194.2	195.2
3	193.9	204.3	205.2	204.8	206.5
4	202.5	213.5	215.3	214.4	213.3
5	209.1	218.3	221.8	220.1	219.9

Growth		
	Met Fall to Winter Growth 2020	Met Fall to Winter Growth 2022
K	61%	59%
1	54%	52%
2	39%	62%
3	46%	47%
4	43%	47%
5	47%	52%



## F&P Benchmark Assessments Reading

- Data mirrors NWEA trends
  - Grades 2 & 3 show the highest percentage of student reading at benchmark in February
  - K & 1 and 4 & 5 show some signs of interrupted learning



## Responding to Needs

- Responsive classroom training for teachers and paraprofessionals
- Ruler Feeling Words and Blueprint Lessons
- Orton-Gillingham training for all K-2 teachers, literacy coaches, and interventionists
- Training in foundational literacy skills with literacy coaches and TC Staff Developers
- Monitoring student progress throughout the response to intervention process
- Communicating with MS regarding student progress and curriculum changes
- Ongoing work around building thinking classrooms in mathematics with math coaches

12



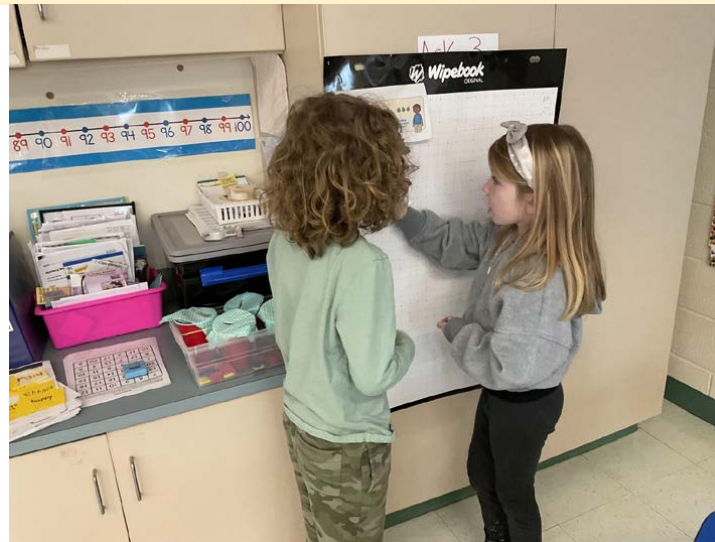
# Questions?

# Coaching for Mathematical Thinking

Ali Moran, Keri Tighe, Caitlin Walsh, Lisa Wolff  
April 4, 2022

*“We are not teaching students to solve problems. We are teaching them to be problem solvers.”*

*- Dr. Yeap Ban Har*



## Principles of Singapore Mathematics

- Ample time to **explore** mathematical ideas
- Use of hands on materials to **make abstract concepts concrete**
- Build **understanding** even as procedures are learned
- **Strategies** are learned before fluency is developed
- **Enrichment** is provided within current curriculum before accelerating to more advanced content

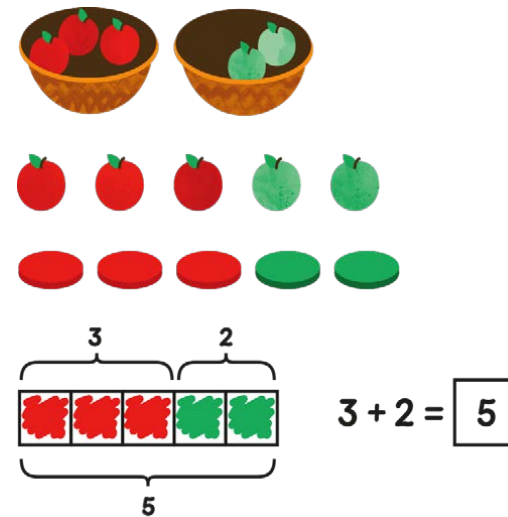


Image from Maths No Problem



## Curriculum & Instruction

- Curriculum materials are there to inform and inspire; not prescriptive
- Instructional practices are always evolving based on research
- Coaches partner with teachers to study and implement best practices for engaging students in authentic learning
- The “work” of professional development happens *after* the professional development

*We don't have to use the textbook as a manual. Rather, we use it to get ideas. We read it, put it in our hearts, and figure out how to teach it.*  
~ Dr. Yeap Ban Har

## Goal: Build Thinkers Through Mathematics

- Engage students in authentic, novel problem solving
- Push for student thinking vs. compliance in classrooms
- Increase collaboration among students

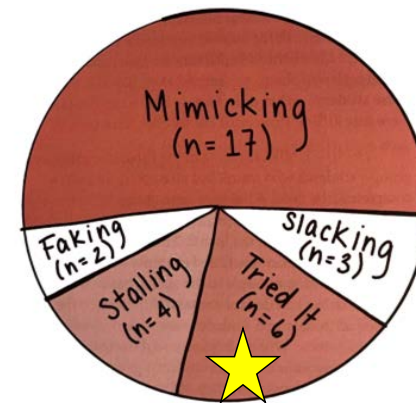


Figure 1.3 Distribution of studenting behaviors on now-you-try-one tasks.

Image from *Building Thinking Classrooms* by  
Peter Liljedahl

## Professional Learning Through Coaching



Facilitative	Directive	Dialogical
Grade level meeting discussions about student work	Support for new initiatives or curriculum	Impact Cycle: Partnering around student centered goals

# The Impact Cycle

## Identify

- Identify current reality and a desired change
- Set a student focused goal
- Identify a strategy

## Learn

- See the strategy in action

## Improve

- Implement strategy
- Make improvements
- Measure impact



Image from <https://www.mpsaz.org/edtech/tlc>

## Coaching in Action



## Grade 5 Impact Cycle

### Identify

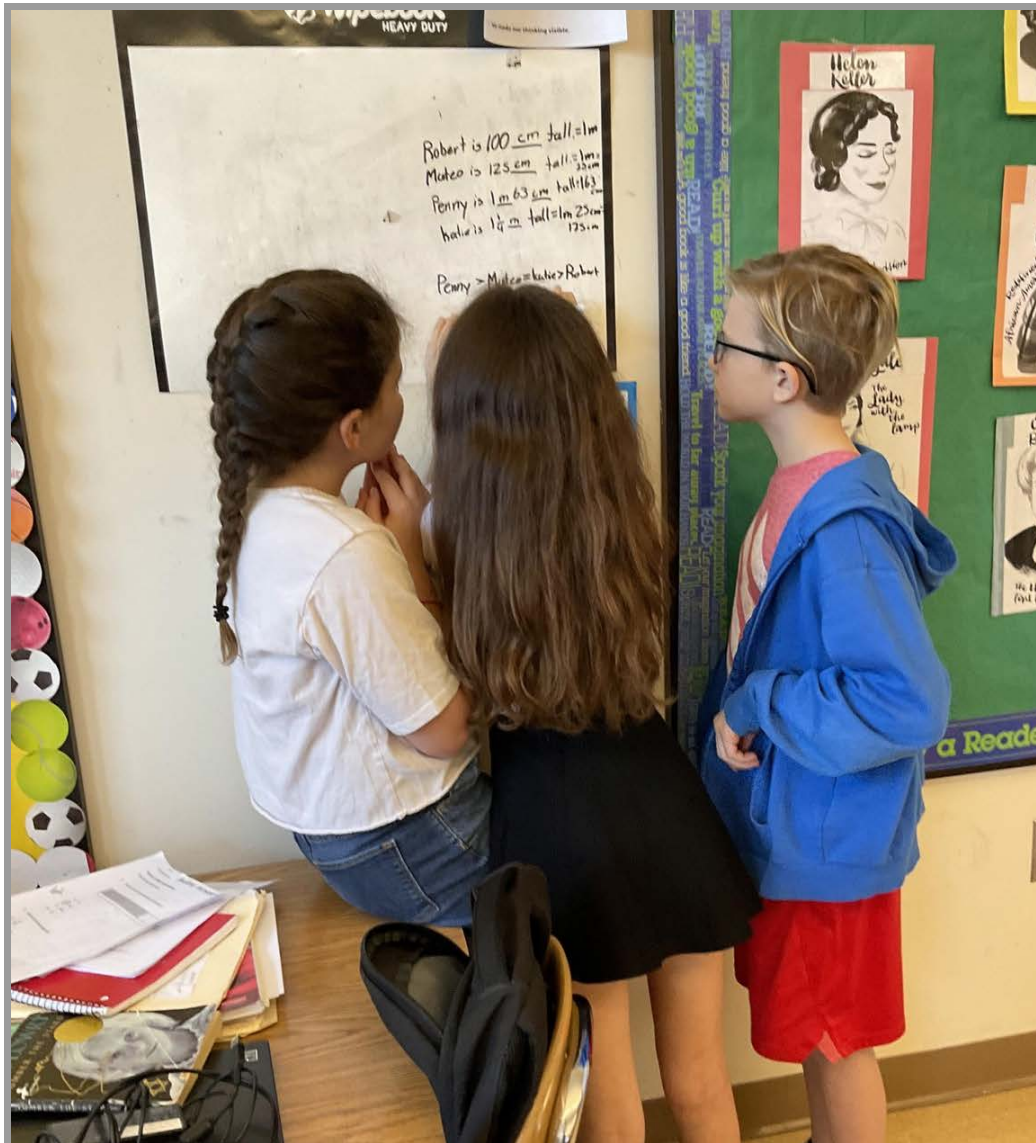
- Video of lesson revealed 95% of the anchor task was teacher directed talk
- Goal: Increase the amount of student discourse during the anchor tasks
- Strategy: Implement random grouping and vertical white boards

### Learn

- Modeled the strategy in the classroom
- Observed it being implemented in another classroom

### Improve

- Implemented strategy in the classroom
- Made changes to the way materials were used and distributed
- Collected data: Over 80% of the anchor task is now student discourse



"You are learning something new every time. Like how to communicate your ideas with other people"

- Gr. 2 Student

"Everyday I learn new strategies working with other people."

-Gr. 5 Student

"I get to work with different people everyday instead of working at my table group or alone."

-Gr. 5 Student

## **Gr. 4 Directive Coaching: Opening Anchor Tasks**

### **Origin of the Work**

Teachers shared a problem of practice: students appeared less engaged during math class this year than in previous years.

Some anchor tasks - beginning of lesson activities intended for exploration - didn't lend themselves to student discussion.

### **Studying Solutions**

Coach led teachers through the work of Miriam Small: how to create open ended questions that promote thinking and have multiple entry points for a range of learners. At grade level meetings, teachers practiced "opening up" questions.

### **Implementing Open Anchor Tasks**

Teachers reported an increase in student engagement when anchor tasks were more open.



## Original Anchor Task:



The graphic features a blue banner at the top with a white anchor icon and the text "Anchor Task" in white. To the right of the banner is a small icon of a document with a pencil and the text "HTML5" with a star. Below the banner, on a light orange background, are two cartoon characters. On the left, a boy with red hair and glasses says, "I have \$200." On the right, a girl with brown hair says, "I have 4 times as much money as you have." Below them, the text "How much money does  have?" is displayed.

## Open Anchor Task:

I have some money.  
Jane has 4 times the amount of money I have.  
What are some amounts Jane could have?

## Anchor Task Testimonials



**"Implementing the work of Miriam Small has increased the engagement of all math learners in my class. Every student, no matter what their math ability, is able to bring some insight to our daily math discussion". Gr 5 Teacher**

**"By using the work of Miriam Small, I find that I am able to present tasks that meet the needs of all learners in my class. Students are extremely engaged as they collaborate, explore, think, and practice with their peers, all while using prior knowledge and sharing their discoveries". Gr 4 Teacher**

**"Opening up the anchor tasks in my classroom immediately increased the amount of student productivity and engagement! They are sharing new creative avenues in their learning, while it seamlessly provides differentiation among students." Gr 2 Teacher**

## Upper Grades Directive Coaching @ CES

### Origin of the Work

Teachers shared some concerns around the need to develop stronger number sense across the year. Teams were looking for routines that could be used across multiple grade levels and units of study.

### Studying Solutions

Coach led teachers through the work of John Sangiovanni: Daily Routines to Jump Start Math Class. Teachers engaged in one of the tasks together and discussed how it might work in the classroom. They studied closely the routine of “Is this the end?”

### Implementing Thinking Routines

With coaching support, teachers are beginning to implement these routines as a warm up to math class.

The arrow is pointing at 13.  
What are the endpoints?



The arrow is pointing at  $2\frac{6}{8}$ .  
What are the endpoints?



The arrow is pointing at 48.  
What are the endpoints?



*“When we grow, improve and learn, when we strive to become a better version of our ourselves, we tap into something deep in ourselves that craves that kind of growth.”*

Jim Knight - The Impact Cycle

# WESTPORT CONNECTIONS

Community Based Transition Services

Board of Education Meeting

April 4, 2022





## Westport Public Schools Responsibility under IDEA

- Students may be eligible for transition only services if all transition goals and objectives have not been met during their previous years in high school.
- Transition-only services are not needed for graduation but may include academic, vocational, and independent living activities that will help students meet their post-school goals.
- Transition-only services should be based in the local community to the greatest extent possible in order to prepare students for life after high school.

*CT State Dept of Education Transition Bill of Rights*

## What is Westport Connections?

- Westport Connections is a community-based transition program for students ages 18-22 who have completed their four years of high school and met academic graduation requirements.
- The program focuses on independent living skills, vocational training, post secondary and community based instruction
- Based in Downtown Westport and at Fairfield University



# Why is Westport Connections important?

## For students:

- Student agency, social and vocational networking
- Hands on, authentic learning experiences with age appropriate peers
- Comprehensive services within Westport Public Schools
- Least Restrictive Environment

## For the community:

- Demonstrates and models inclusivity
- Valued and contributing members of the workforce

# Our Staff

## INSTRUCTIONAL STAFF

- Special Education Teacher
- Trained Job Coaches (Paraprofessionals)
- Speech Pathologist

## STAFF ON CONSULT

- Occupational Therapist
- Physical Therapist
- School Psychologist
- Board Certified Behavior Analyst (BCBA)



# Program Locations:

## Fairfield University:

- Collaboration with Fairfield University students in graduate and undergraduate classes
- Access and integration with campus facilities and age appropriate peers

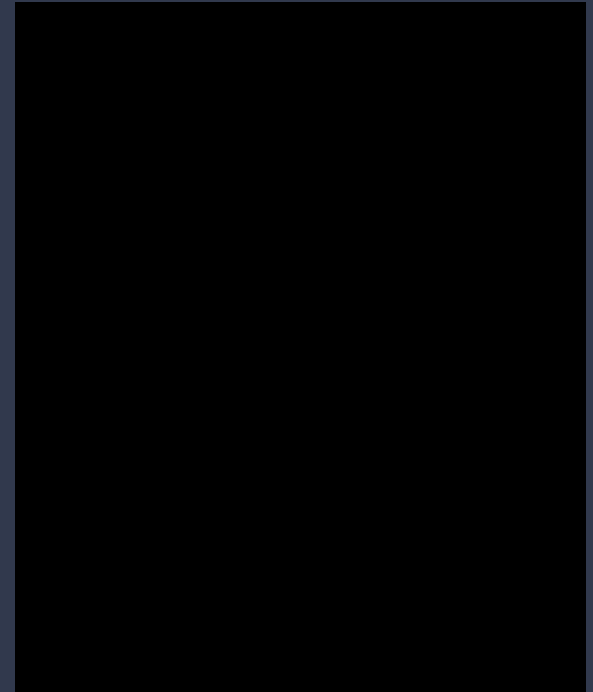
## Toque Hall

- Convenient Access to the Westport Community
- Located on public bus line
- Located near Christ and Holy Trinity Church for weekly cooking groups

# Westport Connections Provides...

## Community Based & Independent Living Skills Instruction:

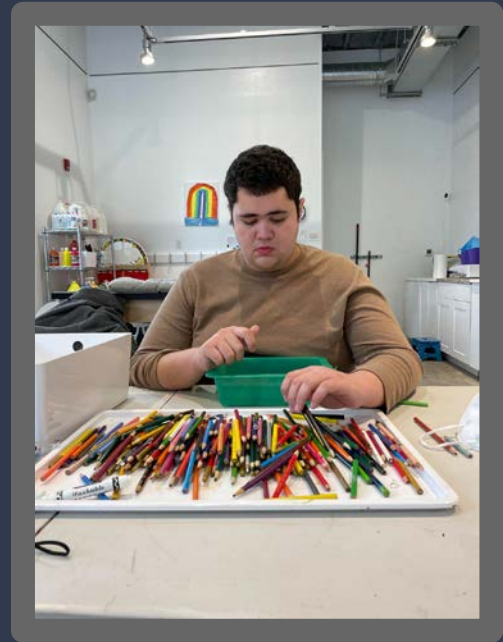
- Weekly cooking group
- Exercise and Fitness time
- Grocery/retail shopping
- Travel Training
- Art Class at Museum of Contemporary Art
- Visiting Community Resources (Library, Westport Farmers market, Wakeman Town Farm, VFW)
- Volunteer Opportunities (Westport Senior Activity Center, Toys for Tots, Filling in the Blanks)
- Weekly leisure or recreational activities and outings



# Westport Connections Provides...

## Vocational Instruction:

- Community based job sites with a highly trained job coach
- Monthly job club in conjunction with Bureau of Rehabilitation Services
- Jobsite Partnerships include: Double L Market, Le Rouge Chocolate, The Porch at Christie's, YMCA, Museum of Contemporary Art, Westport Book Shop, Tully Dining Hall @ Fairfield University, Dimenna-Nyselius Library @ Fairfield University



# A Day in Westport Connections (Fairfield University):

	Student #1	Student #2	Student #3
8:30-9:00	<b>Morning Meeting/Review of Schedule</b>		
9:00-9:45	<b>Connections Communication Group</b>		
10:00-11:00	<b>Fitness and Healthy Living</b> Visit Fairfield University Recreation Complex (please dress appropriately)		
11:00-12:00	<b>Volunteer Work</b> Senior Activity Center	<b>Lunch with Fairfield University Mentor</b>	<b>Campus Jobsite</b> Fairfield University Library
12:00-1:00		<b>Stag Shuttle to Downtown Fairfield</b> Practice using Metro North Railroad	
1:00-2:30	<b>Lunch</b> <b>Visit Public Library</b>		



## A Day in Westport Connections (Toquet Hall):

	Student #1	Student #2	Student #3
8:30 - 9:00	Morning Meeting/Review of Schedule		
9:00 - 9:45	Connections Communication Group		
9:45 - 11:15	Community Based Instruction: Banking in Downtown Westport		
11:15 - 12:00	Lunch	Community Based Jobsite The Porch	Lunch
12:00	Bus Pick Up		Bus Pick UP
12:15 - 1:45	Community Based Jobsite MoCA		Grocery Shopping Stop and Shop
1:45	Drop Groceries at CHTC		Drop Groceries at CHTC
2:00 - 2:30	Reflection & Dismissal	Pick up at the Porch	Reflection & Dismissal

# What's next?

- Expanding Westport Connections
  - Community Partnerships/Vocational Opportunities
  - Relationship/ Access with Fairfield University
  - Auditing classes at college level
  - Tuition Based Enrollment
  - Continued partnerships with surrounding school districts
  - Stipends for jobsites
- Continuum of Transition Services/Skills, grades 6-12+



Jennifer Caputo <jcaputo@westportps.org>

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**[External] Scoreboard replacement at PJ Romano Field**

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**Bergamo, Craig** <cbergamo@westportct.gov>

Mon, Mar 21, 2022 at 4:25 PM

To: "jcaputo@westportps.org" <jcaputo@westportps.org> <jcaputo@westportps.org>

Jenn,

Thank you for all the info to helping us get the scoreboard situated.

I am requesting that the Westport Board of Ed approve the replacement of the PJ Romano field scoreboard. We have made several attempts to fix the original scoreboard with negative results. The Westport PAL would like to donate the new scoreboard to the Town of Westport for the PJ Romano field. The design of the new score board will be the same as the old one (see attached).

The cost of the scoreboard is around \$22,000 which includes installation. During installation, we would need to trim a couple of the trees by the PAL Clubhouse to ensure the crane can get to the location. Please note the installer is ready to proceed as soon as I get approval from you.

Best,

Officer Craig Bergamo  
Motorcycle / Patrol Division  
Westport PAL President  
50 Jesup Rd  
Westport CT, 06880  
Phone: 203-341-6000  
[cbergamo@westportct.gov](mailto:cbergamo@westportct.gov)



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**Westport CT PAL - FB-2018 + Ad Panel for Est 10915-3 V7.pdf**  
799K



**WESTPORT PUBLIC SCHOOLS • STAPLES HIGH SCHOOL**  
 70 North Avenue, Westport, Connecticut 06880

**MARTY LISEVICK** Director of Athletics  
 Phone: 203-341-1263 Fax: 203-341-1261

Tom Scarice  
 Superintendent  
 Westport Public Schools  
 Westport, CT. 06880

03/28/2022

Tom,

The Staples Athletic Department is asking Westport BOE to accept the gift of the winter coaching stipends below from the associated booster clubs. These are to help supplement our programs due to increase in the participation rates and needed supervision/safety concerns.

Brian Sikorski - Assistant Baseball	\$4530.00
Robert Buswell – Assistant Baseball	\$4530.00
Don Smith – Assistant Baseball	\$4301.00
Keith Avery – Assistant Baseball	\$4503.00
Scott Carew – Assistant Baseball	\$4301.00
Jack Corcoran – Assistant Boys Rugby	\$3000.00
Brandon Barone – Assistant Girls Water Polo	\$1422.00
Ashton Guilfoile – Assistant Girls Lacrosse	\$4301.00
Alicia Mortali – Assistant Girls Lacrosse	\$4301.00
Olivia Troy – Assistant Girls Lacrosse	\$3681.00
Cathy Schager – Assistant Girls Lacrosse	\$4530.00
Jordan Magath - Assistant Girls Track	\$4301.00
Colin Bannon – Assistant Boys Lacrosse	\$4530.00
Robert Milne – Assistant Boys Lacrosse	\$4530.00
Matthew Jacowleff – Assistant Boys Lacrosse	\$4530.00
Richard Courto – Assistant Boys Lacrosse	\$4530.00
Kyle Hines – Assistant Boys Lacrosse	\$3681.00
Andrew Pfefferle – Assistant Boys Lacrosse	\$3883.00
Tre Wilson – Assistant Boys Lacrosse	\$3883.00

Some additional figures to know regarding the request:

Baseball had 100 kids tryout this spring – we kept 75 in the program (3 teams). With 9 coaches they have a 1 to 8.3 coach/player ratio. Softball currently has 26 kids in their program (hoping for 2 teams). With their 4 coaches they have a 1 to 6.5 coach/player ratio.

Boys Lacrosse has 110 kids in their program (3 teams). With 11 coaches they have a 1 to 10 coach/player ratio. Girls Lacrosse has 72 kids in their program (3 teams). With their 8 coaches they have a 1 to 9 coach to player ratio.

Please let me know if I can be of further assistance. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Marty Lisevick". The signature is stylized with a large, flowing "M" and a cursive "Lisevick".

Marty Lisevick