

Westport Academy

Home of the Warriors



PARENT/STUDENT HANDBOOK

2020-2021 SY

Dear Westport Parents and Students,

The Parent/Student Handbook for Westport Academy includes information about the logistics of the daily operations of the school, student life, and community involvement especially as it pertains to virtual teaching and learning. You will find information about the procedures students and parents are expected to follow during virtual learning as well as daily procedures and expectations of the school. It also includes other pertinent information, policies and calendars with important events that are scheduled every year.

This handbook is just one of the several ways we keep families informed of school procedures, policies, events and other significant information. Information is posted to our Face Book Page (*Like us at Westport Academy #225*), Instagram (@westportacademy225) and YouTube (Westport Academy 225) periodically as well as flyers and/or letters and other written correspondence that will be sent to student homes regularly. All communication that is posted on social media, emailed and/or mailed to students and/or posted to our website includes events and information that is time sensitive.

Our Parent/Student handbook is a living document and will be revised intermittently, therefore we strongly encourage all of our parents to send us ideas for additional information that you feel should be included in this document. There is a feedback sheet in the back of this handbook and we ask that all of our parents take the opportunity to complete the feedback form and submit it to the school office. We will use any feedback for consideration in our next version.

We look forward to a year full of successful virtual teaching and learning. We know that our students are energetic and enthusiastic about learning and that our teachers are dedicated to providing the best educational experience for each and every child. We are grateful to have such dedicated and supportive parents and feel privileged to be a part of the Westport community.

Sincerely,

Melody Locke
Principal

Keturah Johnson
Assistant Principal

As a full Title I School, parents/guardians have the right to request and receive information regarding the qualifications of teachers and staff providing services to their children.

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CONTACT INFORMATION

Westport Academy

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Vision Statement

Students of Westport Academy are prepared to be productive citizens equipped to meet the demands of an ever-changing society.



Mission Statement

In collaboration with its stakeholders, Westport Academy strives to be a learning-focused environment whose staff members are dedicated to the holistic development of each student.

Within a Pre-kindergarten through eighth (8th) grade structure, inclusive of specialized programs, all students will receive quality instruction, real-world extended learning experiences, and tailored supports designed to meet each of their diverse needs.

With an emphasis on respect, responsibility, and readiness, students will emerge as productive citizens prepared to successfully lead and serve in the greater community.

STUDENT ATTENDANCE

Arrival/Log-on Policy

All students will be expected to log-in to our school-based morning meeting/SEL opening each day at 8:45am. Immediately after, both students and staff will have ten (10) minutes to transition to their first virtual learning session of the day.

Student participation and engagement will be closely monitored, and attendance issues and/or concerns will be immediately addressed.

Attendance Policy

Students are responsible for attending school every day on time and for attending every virtual class session on time. Parents are responsible for making sure their children attend school every day, maintaining regular contact with school, and sending a note to school with the reason for any absence or lateness.

Students not logged into their virtual classrooms prepared to work at 8:45am are listed as tardy. Any student that logs on after 8:50 am or who fails to engage in the school-wide morning meeting/SEL moment will be marked late by the homeroom teacher in Infinite Campus.

Students who log out and/or fails to attend their virtual learning sessions **prior** to 10:00 am or logs in **after** 1:00pm, will be marked absent for the day.

The following are permitted reasons for absence:

- **Illness of the student (Physicians' certificate required for ongoing absence due to illness.)**
- **Death in the immediate family**
- **Court summons (for the student)**
- **Observance of a religious holiday**
- **State emergency**
- **Hazardous weather conditions**
- **Suspension**
- **Lack of authorized transportation**
- **Approved work or activity sponsored by the school**

Students who experience chronic and irregular illnesses may be eligible for City Schools C.H.I.P (Chronic Health Impaired Program), which will provide supplementary and remedial instruction to students with chronic illnesses such as asthma, epilepsy, cystic fibrosis, diabetes, sickle-cell anemia, hemophilia, etc. These students tend to be ill on frequent yet intermittent basis: therefore, they do not qualify for Home Teaching. Please contact the school to determine eligibility.

Recording Attendance during virtual teaching and learning will be recorded by the teacher into Infinite Campus daily based on the students logging into the **Zoom virtual platform** to participate in **synchronous learning sessions**.

Students who do not log into synchronous learning and/or submit evidence of participating in asynchronous learning for a day and/or class period will be marked **Absent Unknown** and every effort will be made to find, support and re-engage those students.

Attendance for asynchronous learning will be as follows:

- **Students may be counted present if they participate in asynchronous on the same day that they missed synchronous learning due to extenuating circumstances.** This includes work, child care, or other significant scheduling conflicts on the part of the student or parents/guardians.
- **Students must provide evidence of participation in asynchronous learning for that day/course,** which must be submitted on the day during which the student missed synchronous learning, in order for the student to be marked present for that day/course.

LEVELS	TARDY/ LATENESS	ABSENCE	SCHOOL/DISTRICT ACTION
1	2	1-2	-Phone call home by the homeroom teacher -Letter to parent from the homeroom teacher. -Robo call automatically issued from the District Office <i>(Absences only)</i>
2	3-5	3-5	-Teacher should submit the name of any students who have missed 5 days to the attendance monitor/team. -Robo call automatically issued from the District Office <i>(Absences only)</i> -Letter/email to the parent from the homeroom teacher via U.S. Mail <i>(Lateness only)</i>
3	6-7	6-9	-Robo call automatically issued from the District Office <i>(Absences only)</i> -Certified letter to the parent requiring an administrative/parent conference from the Attendance Monitor -Home Visit by Attendance Monitor/School Official -Informal Hearings that include an Attendance Assessment and Incentive Contract -Referral to the Student Support Team (SST)
4	8-10	10+	Referral to Attendance and Truancy Office <i>(Only initiated if the problem has not been resolved during the SST process)</i>

of Conduct applies to all students at all times while on city school property, during school hours, before and after school, while traveling on vehicles funded or owned by BCPS, at any school-sponsored event, including field trips and in the virtual climate and setting.

When students are disruptive or act inappropriately, school staff and administrators respond to this behavior logically, appropriately, and consistently. School staff and administrators will follow the levels of interventions and responses outlined in the Code of Conduct when handling disruptive or inappropriate behavior. To encourage students to follow the rules, teachers develop incentives to help students work together to adhere to classroom expectations.

COMMUNICATION

Information is posted to our Face Book Page (Like us at Westport Academy #225), Instagram (@westportacademy225) and YouTube (Westport Academy 225) periodically as well as flyers and/or letters and other written correspondence that will be sent to student homes regularly.

All communication that is posted on social media, distributed to students and/or posted to our website includes events and information that is time sensitive. Parent/Teacher Conferences are held four times a year. Specific information about these conferences can be found in the "Parent-Teacher Conferences" section in this handbook.

STUDENT CONDUCT (EXPECTATIONS)

The school district generally distributes a Code of Conduct Handbook to all parents and students the first week of school. This handbook outlines specific behaviors and consequences the school will issue if students do not adhere to the expectations. All students are expected to know and follow the City Schools' Code of Conduct especially as it relates to virtual teaching and learning. Parents and students will acknowledge receipt and understanding of the Code of Conduct through electronic submission of signed form.

Students are expected to strive to do their best work possible and promote an environment where all students can learn to their fullest potential. The Code



Facebook: Westport Academy #225



Instagram: @westportacademy225



YouTube Channel: Westport Academy #225

DRESS CODE

The Dress Code, as outlined in the BCPS Code of Conduct, addresses issues related to the safety of students. It represents a cooperative effort between the Board, the CEO, school principals, and the students of City Schools.

The following outlines specific clothing/garments that are prohibited:

- No clothing designed or altered to expose undergarments or parts of the body except arms or legs, as defined throughout these rules, is allowed.
- No undergarments worn as outerwear are allowed.
- No apparel printed with vulgar statements or statements promoting the use of drugs, alcohol, or violence is allowed.
- Slippers, thong sandals and flip-flops are not allowed.
- No hats, scarves, bandanas or bonnets are allowed.
- No pajama-type attire, undershirts, or other bedtime attire is allowed.
- No mini-skirts, halter tops, tank tops, muscle shirts or see-through tops are allowed.

All students are expected to adhere to this policy. If a student's attire is found to be in violation of the dress code, a parent/legal guardian will be notified, and the student will be required to change in order to continue in virtual learning sessions.

VISITOR POLICY

Generally, parents/legal guardians are always welcome to visit the school, however, due to Covid-19 restrictions on access to BCPSS school buildings and facilities, the following guidelines and procedures are implemented to ensure the safety of our students, teachers and staff:

- **ALL** visitors must enter and exit through the **Front/Main Door**.
- **ALL** visitors will be required to undergo a screening procedure implemented by the BCPSS which is inclusive of a temperature check and health-related questioning.

- Anyone entering the building will be required to wear a face covering and observe to social distancing protocols.
- Parents/legal guardians and visitors to the school are required to report to the front office for sign-in upon completion of the screening process.
- **Baltimore City Public Schools will continue to institute the visitor management system which requires ALL VISITORS to submit valid photo identification in order to receive a printed visitor's badge. Any visitor, including parents/guardians, who do not produce a valid PHOTO ID may be denied access to the school and/or your child's classroom.**
- **Movement of parents/guardians and visitors will be limited to the main entrance and office.**

ACADEMIC OVERVIEW

Westport Academy offers a full day program for all students in grades pre-kindergarten through eight. Each school day includes the following minutes of instruction per grade level:

- Pre-Kindergarten: 80 min Synchronous** Learning (Inclusive of 10 min SEL Check-In and 10 min Optimistic Closure); **120 min Asynchronous** Learning (Hands on Learning; Purposeful Play; Optimistic Closure).
- Kindergarten: 160 min Synchronous** Learning (Inclusive of 10 min SEL Check-In and 10 min Optimistic Closure); **75 min Asynchronous** Learning.
- Grades 1-5: 230 min Synchronous** Learning (Inclusive of 10 min SEL Check-In and 10 min Optimistic Closure).
- Grades 6-8: 315 min Synchronous** Learning (Inclusive of 15 SEL Check-In).

During virtual teaching learning, students will be participating in both **synchronous** (*active participation an engagement in online learning sessions*) and **asynchronous** (*independent practice at home with the support of teacher recordings,*

videos, and extended readings) learning. As mentioned above, the amount of time required for each is dependent on the grade level of the student. In grades Pre-K through 2, reading/language arts and math are offered every day. Science, health, and social studies are offered once to twice a week. In grades 3-8, reading/language arts (ELA), math, social studies and science are offered every day.

Additionally, we are proud to offer City Wide Programming for students with autism in grades 1-8 and two full day programs for 4 year olds: *Let's Grow* and *Early Learners with Autism (ELE-A)*.

Every grade uses the Maryland College and Career Readiness Standards and framework implemented by the Maryland State Department of Education (MSDE). These standards incorporate the Common Core State Standards. Maryland was one of the first states to adopt the standards in reading/English language arts and mathematics. The Common Core State Standards initiative is a state-led effort coordinated by the National Governor's Association and the Council of Chief State School Officers. These rigorous education standards establish a set of shared goals and expectations for what students should understand and be able to do in grades K-12 in order to be prepared for success in college and the workplace. The standards are research and evidence based and internationally benchmarked. More information about the Maryland College and Career Readiness Standards and the Common Core Standards can be accessed by visiting the MSDE website, www.mdk12.state.md.us.

GRADING POLICY

Baltimore City Schools has revised its' grading policy with a continued prioritized emphasis on student mastery and equity amongst schools. As a result, our school has joined the rest of the district in adopting new grading practices. Our policy and its main details are below:

-Formative Assessments-50% (i.e. quizzes debates, presentations, performances, essays, Socratic seminars, checklists, drawings, quick-writes, projects, teacher-created assessments, notebooks, self-reflection journals, and annotated bibliographies)-
50%

-Summative Assessments-20% (i.e. quarterly interim assessments, end-of-module tasks, unit tests, benchmarks, mid-terms, finals, skill-based performance tasks).

-Classwork-15% (problem sets, exit tickets, warm-ups, journals, written reflections/response, vocabulary activities, art critiques, notes, outlines, etc.).

-Class Participation-15% (class discussion, Socratic seminars, community building circles, turn and talks, think/pair/share, peer critique, presentations, etc.).

Grading Scale:

Pre-K; K; 1 st		2 nd ; 3 rd ; 4 th ; 5 th		6 th ; 7 th ; 8 th			
P- Proficient	80 -100	E- Excellent	90 or Above	A+	97-100	C+	77-79
		G- Good	80-90	A	93-96	C	73-76
I- In Process	60-79	S- Satisfactory	70-79	A-	90-92	C-	70-72
		P- Poor	60-69	B+	87-89	D+	67-69
N- Needs Improvement	59 and below	U- Unsatisfactory	59 or below	B	83-86	D	63-66
				B-	80-82	D-	60-62
						F	59 and below

All teachers will use Infinite Campus as their official gradebook and will enter at least one grade per week. Teachers **are required** to grade a minimum of **one** assignment and/or task per week, and one formative assessment every two weeks per child per subject taught. One graded assignment should be emailed or sent home to parents and a virtual cumulative work folder should be created and used for each student taught.

Parents and students will be able to track grades using the Infinite Campus Parent Portal, which can be access by receiving an access code from the main office and visiting www.baltimorecitypublicschools/campus-portal.

Progress Reports and Report Cards

Progress reports and report cards are one vehicle teachers use to communicate about each student's progress. The progress report is issued mid-way through each quarter and report cards are issued at the end of each quarter. This information may be used to help students understand how they are doing in various subjects. Parents are encouraged to use this information to help their child continue their success and identify ways to improve.

Grade-level teachers outline the grading procedures for their students at the beginning of the year and then throughout the year as needed for specific assignments. Teachers provide information regarding grading procedures at our annual Back to School Night.

Progress Report Schedule

Progress reports are issued in the mid-way through each report card period and on the following dates this school year:

- Quarter 1- October 15, 2020
- Quarter 2- December 22, 2020
- Quarter 3- March 8, 2021
- Quarter 4- May 19, 2021

Report Card Schedule

Report cards are issued at the end of each quarter and on the following dates this school year:

- Quarter 1- November 18, 2020
- Quarter 2- February 3, 2021
- Quarter 3- April 16, 2021
- Quarter 4- June 21-23, 2021

Parent-Teacher Conferences

Parent-teacher conferences will be conducted prior to the distribution of quarterly progress reports. If the scheduled dates are inconvenient, please confer with your child's teacher to re-schedule a date and time for your quarterly conference. Parents are highly encouraged to meet with your child's teacher(s) frequently throughout the school year.

The following dates have been scheduled for parent-teacher conferences:

- October 14, 2020 (1:00-3:50pm)
- January 27, 2021* (Evening, 3:45-5:00)
- March 10, 2021 (1:00-3:50pm)
- April 16, 2021* (Evening, 3:45-5:00)

*Contingent Date

Each teacher develops his or her own schedule for how conferences will be conducted using a sign-up sheet that will be made available to parents a few days prior to the parent/teacher conference. If a parent is unable to come to the classroom to sign up for a conference, then the parent may request a conference by sending a note or email to the teacher.



Virtual Platforms

The following virtual platforms will be utilized to engage our students in both **Synchronous** and **Asynchronous** learning:

- A. Zoom (**Synchronous Instruction**)
- B. Equatio
 - 1. Equatio extension for math and science instruction; provides structure and accommodations.
- C. Google Tools
 - 1. Read/Write Toolbar; PDF Reader and Screen Castify
- D. SeeSaw (*Pre-k and Kindergarten*)
- E. Eureka Math In Sync
- F. Wit & Wisdom In Sync
- O. Other (Forthcoming)

Calendar
2020-21 SY

AUGUST	
August 26, 2020	1 st Day for All Staff
August 26-Sept. 4, 2020	Professional Development for Staff
SEPTEMBER	
September 7, 2020	Labor Day (<i>Schools and Offices Closed</i>)
September 8, 2020	First Day of School for All Students; First (1 st) Quarter Begins
September 14, 2020	Staff Meeting (3:30p-4:30p)
September 23, 2020	Back to School Night
OCTOBER	
October 14, 2020	Early Release (12:15p), Parent-Teacher Conferences
October 12, 2020	Staff Meeting (3:30p-4:30p)
October 15, 2020	1 st Quarter Progress Report Distribution
NOVEMBER	
November 3, 2020	Election Day- <i>Schools and Offices Closed</i>
November 9, 2020	Staff Meeting (3:30p-4:30p)
November 11, 2020	First (1 st) Quarter Ends
November 12, 2020	Second (2 nd) Quarter Begins
November 18, 2020	1 st Quarter Report Card Distribution
November 26-27, 2020	Thanksgiving (<i>Schools and Offices Closed</i>)
DECEMBER	
December 2, 2020	Early Release (12:15p)
December 14, 2020	Staff Meeting (3:30p-4:30p)
December 22, 2020	2 nd Quarter Progress Report Distribution
December 24-Jan 1, 2020	Winter Holiday/Break (<i>Schools Closed</i>)
JANUARY	
January 4, 2021	Schools Reopen to Staff and Students
January 6, 2021	Early Release (12:25p)
January 11, 2021	Staff Meeting (3:30p-4:30p)
January 18, 2021	Dr. Martin Luther King Jr., Day (<i>Schools and Offices Closed</i>)
January 27, 2021	Second (2 nd) Quarter Ends
January 29, 2021	Third (3 rd) Quarter Begins
FEBRUARY	
February 3, 2021	Early Release (12:15p)
February 8, 2021	Staff Meeting (3:30p-4:30p)
February 15, 2021	Presidents' Day (<i>Schools and Offices Closed</i>)
February 3, 2021	2 nd Quarter Report Card Distribution

MARCH	
March 3, 2020	Early Release (12:15p)
March 8, 2021	Staff Meeting (3:30p-4:30p)
March 8, 2021	3rd Quarter Progress Report Distribution
March 10, 2021	Early Release (12:15p), Parent-Teacher Conferences
March 29-April 5, 2021	Spring Holiday-Schools Closed
APRIL	
April 7, 2021	Early Release (12:15p)
April 12, 2021	Third (3 rd) Quarter Ends
April 12, 2021	Staff Meeting (3:30p-4:30p)
April 13, 2021	Fourth (4 th) Quarter Begins
April 16, 2021	3rd Quarter Report Card Distribution
MAY	
May 6, 2021	Early Release (12:15p)
May 10, 2021	Staff Meeting (3:30p-4:30p)
May 19, 2021	4th Quarter Progress Report Distribution
May 31, 2021	Memorial Day (Schools and Offices Closed)
JUNE	
June 8, 2021	Staff Meeting (3:45p-4:45p)
June 15, 2021	Fourth (4 th) Quarter Ends; Last Day for Students
June 16, 2021	Last Day for Teachers; <i>Tentative Inclement Day #1</i>
<i>June 17, 2021</i>	<i>Tentative Inclement Day #2</i>
<i>June 18, 2021</i>	<i>Tentative Inclement Day #3</i>
<i>June 21, 2021</i>	<i>Tentative Inclement Day #4</i>
<i>June 22, 2021</i>	<i>Tentative Inclement Day #5</i>
June 21-23, 2021	4th Quarter Report Card Distribution

WESTPORT ACADEMY

Staff Roster 2020-21 SY

Principal
Assistant Principal
Office Staff

Ms. Melody Locke Rm. 116
Mrs. Keturah Johnson Rm. 110
Mrs. Marie Rhine Main Office

mmlocke@bcps.k12.md.us
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merhine@bcps.k12.md.us

Name	Grade/Position	Room Number	Email Address
Shavonne Berkley	Instructional Coach		SBerkley@bcps.k12.md.us
Shanice Morris	Community Schools Coordinator		smorris-sharpe@ssw.umaryland.edu
Katherine Hauser	IEP Chair		KDHauser@bcps.k12.md.us
Quintin Nore	Facilities Manager/Paraeducator		qsnore@bcps.k12.md.us
Clifton Williams	Climate Support		CWilliams08@bcps.k12.md.us
Antoinette Butler	Non-Instructional Para		aethomas@bcps.k12.md.us
Andrea Young	Pre-Kindergarten		AGYoung@bcps.k12.md.us
Marquitta Whitehead			MMWhitehead@bcps.k12.md.us
Kristen Dell 'Angelo	K-01		KEPeel@bcps.k12.md.us
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Kim Brydie	1-02		KBrydie@bcps.k12.md.us
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Wanda Pagan	6-01		WPagan@bcps.k12.md.us
Lawanda Green	7-01 (7 th /8 th Humanities)		LDGreen@bcps.k12.md.us
Susan Fringer	8-01 (7 th /8 th Math)		SMFringer@bcps.k12.md.us
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Steven Nance	SPED 7-8		STNance@bcps.k12.md.us
Yvette Turner	Librarian		ydturner@bcps.k12.md.us
Alexandria Bacon	PE/Health		abbacon@bcps.k12.md.us
John Douglas	Music		JADouglas@bcps.k12.md.us

John Sancandi	Elementary Resource		JSancandi@bcps.k12.md.us
Diane Cesky	Middle Resource		ndcesky@bcps.k12.md.us
Name	Grade/Position	Room Number	Email Address
Janice Dotimas	3-YO Citywide SPED		Jdotimas03@bcsp.k12.md.us
Lamar Betts <i>Paraeducator</i>			LBetts@bcps.k12.md.us
Let's Grow Clyde Smith	Pre-Kindergarten, 1 Kindergarten		CWSmith@bcps.k12.md.us
Kori Stith <i>Paraeducator</i>			kkstith@bcps.k12.md.us
Phyllis Yoosuf <i>Paraeducator</i>			Pyoosuf@bcps.k12.md.us
ELE Bonnie Owens	Pre-Kindergarten, 2 Kindergarten		bsowens@bcps.k12.md.us
Alberta Cutchen Jonathon King <i>Paraeducators</i>			ACutchen@bcps.k12.md.us JAKing@bcps.k12.md.us
PAL Farah Magsayo	Elementary		fmagsayo@bcps.k12.md.us
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PAL Cecilia Real Ashlie Anderson	Middle School		ccreal@bcps.k12.md.us AMAnderson01@bcps.k12.md.us
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Amanda Shankman	Psychologist		Ajwood01@bcps.k12.md.us
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Kyanne Fields	Speech Pathologist		KFields@bcps.k12.md.us
Portia Ruth	Occupational Therapist		PRuth@bcps.k12.md.us
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Terkeshia Slappy	School Nurse		TSlappy@bcps.k12.md.us
Queen Callis	Intervention Teacher		qecallis@bcps.k12.md.us
Brittany Privette	Food Services Manager		BLPrivette@bcps.k12.md.us

Westport Academy Handbook Feedback Form

The Westport Academy Parent/Student Handbook is meant to be a valuable resource for families. Therefore, it is critical that we receive your feedback so that we can make the handbook the best resource possible for our families. Please take a few minutes to share your thoughts and ideas with us by completing this form. Once completed, the form may be turned into Ms. Johnson by submitting it to the Main Office.

What aspect(s) of the handbook did you find most useful?

Was the handbook organized in an effective way? Were you able to easily find information for which you were looking?

What additional information should be added to the handbook?

Do you have any other suggestions to make the handbook a more effective resource for Westport families?
