

Weymouth School Committee
Budget Sub-Committee with Full School Committee
Agenda
April 3, 2024
6:00 p.m.

In-Person Location: 89 Middle Street - Library
To participate virtually, please see Zoom information below.

6:00 p.m. Call to Order

- Grants
 - Student Opportunity Act
- Audits & Reports
 - Adams School Funding Transfer
- Contracts
- FY25 Budget Planning
 - ESY/Hourly Rates Beyond Instructional School Day/Year
 - Substitute Rates
- Public Comment
 - Public Comment shall be in accordance with Policy BED

The three members of the Budget Subcommittee wish to encourage all members of the School Committee to attend and participate in budget discussions whenever they like. Because the Open Meeting Law requires that any meeting that includes a quorum of school committee members (4) deliberating on matters under their jurisdiction be posted as a meeting of the full committee, all Budget Subcommittee meetings are listed as full School Committee meetings.

Pursuant to Chapter 2 of the Acts of 2023, this meeting will be conducted in person and, as a courtesy, via remote means in accordance with applicable law. Participation in Public Comment will occur in person. Please note that while an option for remote attendance and/or participation is being provided as a courtesy to the public and School Committee, the meeting/hearing will not be suspended or terminated if technological problems interrupt the virtual broadcast, unless required by law

Join Zoom Meeting

<https://us02web.zoom.us/j/84191763746?pwd=K1Z0eU9jbklMTitsdzEwamJWeUVaQT09>

Meeting ID: 841 9176 3746 Passcode: 9Q86nm

One tap mobile

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Section 1: Summarize your district's plan
Weymouth (0336) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0
Your work will not automatically be saved. To save your progress, click 'Save And Go To' at the top of the page and choose either to stay on the Current Page or move to another section. Remember to save 1) before exiting GEM\$, and/or 2) before the system times out (after 60 minutes). Monitor 'Session Timeout' in the upper right corner for your remaining time before saving.
SECTION 1: SUMMARIZE YOUR DISTRICT'S PLAN
In this section, you will:
Write a brief executive summary of your three-year SOA plan. While this section is presented at the beginning of your plan, we recommend writing it after you have completed the other sections of your plan.
* Please write 1-2 paragraphs summarizing your 3-year SOA plan. Make sure the summary: • Identifies the student groups you are targeting for accelerated improvement. • Describes the selected Evidence-Based Programs your district will use to address the disparities in learning experiences and outcomes for these student groups. • Explains at a high level the investments you plan to make and what will change in your district because of this plan.
Based on the data analysis, Weymouth's' SOA plan focuses on EL students and students with disabilities as well as chronic absenteeism. Absenteeism is also a concern in some of our most fragile subgroups. We believe we can create a solid product for our students in those subgroups, with which they will be more engaged in school and the learning process. We have worked extensively with RIVET Education consultants in grades k-5 around cultural equity and student support. It is our understanding and goal is to create a classroom atmosphere where students are not pulled out for services, but instead thriving in a more inclusive model with in-class special education and EL instruction providing equitable access to HQIM for all. We have instituted HQIM in grades k-5 in an effort to reinforce Tier I instruction for all students by strengthening the core curriculum materials and engaging instructional strategies with scaffolds in place that support culturally and linguistically sustaining practices and foster deeper learning. We have invested in Instructional Coaches across the district to support staff in implementation & data collection/analysis. At the high school we have invested in iXL a supplemental instruction tool that provides additional supports and practice at the high school level. High School students "get the in-depth practice they need to master complex topics from every angle, from conceptual understanding to procedural fluency and real-life application." We continue to look for PLC opportunities at the elementary school level that will allow all grade-level teachers to meet to discuss lesson planning and disaggregate data to inform instruction. Our EL staff has been planning scope and sequence that will align with the HQIM in literacy as well as provide structured professional development from outside providers that will reinforce and align our teaching

Our high-level investment is in supporting staff because we know the importance of good teaching. We have made investment in coaches, interventionists and, HQ materials but most important provided professional development to help teachers in supporting all students in high level engagement and student achievement.

Section 2: Analyze Your Data and Select Student Groups for Focused Support

Weymouth (0336) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 2: ANALYZE YOUR DATA AND SELECT STUDENT GROUPS FOR FOCUSED SUPPORT

In this section, you will:

- **Analyze district data** to identify significant disparities in learning experiences and outcomes among student groups using the [Student Outcomes Comparison Tool](#) or other summary data sources. After conducting an initial analysis to identify disparities, use additional sources of data, including other state and local outcomes data; instructional data; student, family, and community perspectives data; and systems-level data, to go deeper in your analysis and uncover why these disparities exist.
- **Select student groups** who will receive focused support within your SOA plan as a result of your data analysis findings.

*** In conducting your data analysis, where did you observe the most significant disparities in student learning experiences and outcomes? On which measures and for which student groups?**

In our data dive we realize that are Chronic absenteeism rate is close to 40% for both EL learners and SWD. Adversely, the drop out rate is much higher for our EL students (9.8%) in comparison to SWD (2.2%). It is important to note that our EL population has grown substantially since 2021 (280) to 2024 (476) and we will continue to monitor drop out rates as they relate to our EL students. The SGP for EL students is an other area of concern as we not seeing any growth in their MCAS scores. In SWD we are seeing growth that is near that of the all student rate.

*** What does your deeper analysis (including the triangulation of multiple types of data) suggest are the best ways to address these disparities across student groups?**

It is clear that many students, especially our most vulnerable have suffered in all areas since COVID. Transitioning back to school we used our ESSER/grant funding to try and bridge gaps created. For our EL students in particular we began curriculum development that matched and was differentiated to fit our HQIM. Stipends were given for tutoring students in grades 7-12, purchased Lexia English, and engaged family's at an International Night. Steps continue to be taken to provide culturally relevant material and other resources that provide equity school to school across the district so that all students, regardless of where they reside in the district have equal access.

In SWD we have made a concerted effort to provide as many inclusive opportunities as possible for this sub-group. Through Title 1 we

have provided qualified interventionist to work with students that have gaps in learning. Using ESSER funding we hired reading consultants, and trained staff in Wilson Reading specifically for use with our SWD. Mental Health, though effective many, is especially prevalent within our SWD community. The district expended 25% of its ESSER funding to provide social emotional coaches, PBIS and sensory corners in all elementary classrooms. At the secondary we provided Restorative Practice training and added clinicians for groups dealing with Anxiety and Depression.

*** Based on your identification of the greatest disparities in outcomes, which student groups will require focused support for rapid improvement as you implement your evidence-based programs over the next three years? Select all that apply.**

English learners, Students with disabilities

Search...

Select All/ Deselect All

☒ English learners

☒ Students with disabilities

☐ Low-income

☐ African American/Black

☐ American Indian or Alaskan Native

☐ Asian

☐ Hispanic or Latino

☐ Multi-Race, non-Hispanic or Latino

☐ Native Hawaiian or Pacific Islander

☐ White

Clear

Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement

Weymouth (0336) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 3: SET AMBITIOUS THREE-YEAR TARGETS FOR IMPROVING STUDENT ACHIEVEMENT

In this section, you will:

- **Commit to adopting the three-year improvement target established by DESE with the option to develop additional three-year accelerated improvement targets.** DESE has established a three-year improvement target for each district to include in their SOA plans that focuses on rapidly improving the performance of the "Lowest Performing Students" group. This group, by definition, includes the students who currently have the lowest academic performance, and therefore need the most significant levels of support to reduce the disparities between their performance and that of their peers.
- This target will provide one streamlined measure to show districts' progress in improving performance across several priority student groups at the same time and will be tracked each year as part of districts' annual SOA progress updates. However, districts focusing on improving performance for a single student group may set an additional target for that student group aligned to DESE's accountability targets. *The composition of your district's "Lowest Performing Students" group can be accessed via the [security portal](#).*

☒ *** Please confirm that your district will use DESE's three-year targets for increasing performance for the "Lowest Performing Students" group in ELA and math.**

If applicable, propose additional three-year targets for addressing persistent disparities in achievement for one or more student groups by subject matter and grade level.

Section 4: Engage Families/Caregivers and other Stakeholders
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SECTION 4: ENGAGE FAMILIES/CAREGIVERS AND OTHER STAKEHOLDERS
In this section, you will:
• Describe your district's ongoing efforts to engage families/caregivers, particularly those representing the student groups you have identified for targeted support, about how to best address their students' needs. • Describe the ways in which your district has engaged families/caregivers and other stakeholder groups in the development of your SOA plan. • Confirm your district has engaged with specific stakeholders in developing the plan as required by law.
* Describe the approaches your district uses to regularly engage with families/caregivers. In your response, please be sure to address what steps you will be taking to meaningfully engage with families/caregivers of student groups you are targeting for accelerated improvement as this plan is implemented. A brief narrative and/or a bulleted list are acceptable.
• WPS schools as created a Family Engagement Center for central registration as well as an office that can provide resources for our families. • The Wrap-Around Center was established at the new Chapman Middle School to support all families in accessing essential needs. It is staffed with a full time counselor that connects families with resources to assist with housing, address food insecurities, provide access to mental health supports and connect them to the many community resources in the area. • International Night is an event for all students and families to celebrate their culture and create a sense of belonging for all of our families • Literacy and Math nights via Title 1 for families to learn about classroom instruction and supports they can provide with at home • We are providing Parent University for our EL families that encompass a variety of topics from course selections to our Career and Technology Program to post secondary options • 'Growing Up Digital' presentation to families by Dr. Jill Walsh to help foster healthy technology use in kids and teens
* How do you plan to measure increased family engagement with parents/caregivers of students in targeted groups in your district over the next three years? A brief narrative and/or a bulleted list are acceptable.

- Superintendent's weekly newsletter
- School and community newsletters
- Parent survey results
- ELPAC attendance
- SEPAC attendance

*** Describe the ways in which you engaged different stakeholder groups in the development of your three-year SOA Plan. How have you integrated the perspectives of those groups into the three-year plan? How will you continue to engage stakeholders throughout the implementation of your plan? A brief narrative and/or a bulleted list are acceptable.**

Based on meetings with the following stakeholders - we gathered information that would meet the needs of their students.

SEPAC for example, increased after school enrichment and socialization opportunities.

ELPAC communicated the need for tutoring, sense of belonging, family/community engagement activities and stronger instructional support in the classroom.

The Middle School principal meets with parents several times a month and garners input

Title 1 events at all school open houses

☒ *** By checking this box, I affirm that my district engaged with the following stakeholder groups in the development of this plan as required by law: parents/caregivers, special education and English learner parent advisory councils, school improvement councils, and educators in the school district.**

☒ *** By checking this box, I confirm that my district's school committee voted to approve the Student Opportunity Act Plan.**

*** Date of school committee vote:**

04/04/2024 

Section 5: Select Evidence Based Programs to Address Disparities in Outcomes

Weymouth (0336) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 5: SELECT EVIDENCE-BASED PROGRAMS TO ADDRESS DISPARITIES IN OUTCOMES

In this section, you will:

- **Review the Strategic Objectives table** (Please see Pages 10- 13 of [SOA Plan Guidance Materials](#)).
- **Select one to three Focus Areas** your district will prioritize to improve student learning experiences and outcomes for student groups identified in your data analysis.
- **For each Focus Area, select one or more Evidence-Based Programs (EBPs)** from the DESE-provided EBPs list.
- **Answer additional questions about each EBP you select**, including questions about resource allocation and the metrics you will use to monitor implementation (these metrics will serve as leading indicators; districts will also measure progress each year through the lowest-performing student group target).

Select one or more EBPs from up to three of the ten Focus Areas.

- To select an EBP and reveal the associated questions, check the box alongside it.
- Complete the questions related to each of your selected EBPs (* indicates a required question).
- The Commissioner's "priority EBP's" are noted with a plus sign (+).
- Be sure to allow this page to fully load before selecting EBPs.

FOCUS AREA 1.1 Promote students' physical and mental health and wellness in welcoming, affirming, and safe spaces

- ☒ EBP 1.1A Integrated Services for Student Wellbeing
- ☒ EBP 1.1B Enhanced Support for SEL and Mental Health
- ☒ EBP 1.1C Positive School Environments

FOCUS AREA 1.2 Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social,

emotional, and behavioral development

- ☒ EBP 1.2A Effective Student Support System
- ☒ EBP 1.2B Comprehensive Tiered Supports

FOCUS AREA 1.3 Develop authentic partnerships with students and families that elevate their voices and leadership in decision-making and connect them to their communities

- ☒ EBP 1.3A Diverse Approaches to Meaningful Communication
- ☒ EBP 1.3B Students and Families as Valued Partners

FOCUS AREA 2.1 Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning

- ☒ EBP 2.1A Inclusive Curriculum Adoption Process

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.
- Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.

WPS is in the 2nd year of a 3 year implementation of HQIM as well as foundational curriculum for grades K-3

Elementary Literacy

K-5 - Wit & Wisdom Core

PreK-1 Heggerty Phonemic Awareness

PreK-3 Foundations Phonics

K-3 Bridges Math

Middle and HS

IXL to assess and support Math and ELA instruction
Actively Learn as a supplement to ELA and History
EL Curriculum - National Geographic EL

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

District Wide

\$ *** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Describe the anticipated allocation of funds to this EBP in more detail.**

Funding Sources

Operating
Capital
HQIM Grant
Title 1

Budget Items

Staffing - Instructional Coaches
Curriculum
Professional Development

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Administration, Classroom & Specialist Teachers, Professional Development (+1 other)

Clear

Search...

Select All/ Deselect All

☒ **Administration**

☐ Instruction Leadership

☒ **Classroom & Specialist Teachers**

☐ Other Teaching Services

☒ **Professional Development**

Instructional Materials, Equip., and Tech.

- ☐ Guidance and Psychological
- ☐ Pupil Services
- ☐ Operations and Maintenance
- ☐ Employee Benefits/Fixed Charges
- ☐ SPED Tuition
- ☐ Other

*** What metrics will your district use to monitor progress in this EBP**

- District walk-throughs - using Great Minds/Rivet Ed Walk-Thru tool in ELA & Math - Collecting data and analyzing for next steps. Ensuring 100% adoption to HQIM in all classrooms.
- DIBELS 8 & iReady data K-5 - monitor Tier 1 effectiveness so that Tier II/Tier III needs decrease.
- Benchmark data through HQIM
- Increase in MCAS and ACCESS data in ELL students, low income students and students with disabilities

- ☐ EBP 2.1B Supporting Curriculum Implementation
- ☐ EBP 2.1C Comprehensive Approach to Early Literacy +
- ☐ EBP 2.1D Early Literacy Screening and Support +

FOCUS AREA 2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning

- ☐ EBP 2.2A Effective Use of WIDA Framework
- ☐ EBP 2.2B High Leverage Practices for Students with Disabilities
- ☐ EBP 2.2C Collaborative Teaching Models
- ☐ EBP 2.2D Targeted Academic Support and Acceleration +

FOCUS AREA 2.3 Reimagine the high school experience so that all students are engaged and prepared for post-secondary success

- ☐ ☐ EBP 2.3A Authentic Postsecondary Planning
- ☐ ☐ EBP 2.3B High-Quality Pathways and Programs+

FOCUS AREA 2.4 Develop a coherent and holistic range of programming that is responsive to the needs and interests of diverse learners

- ☐ ☐ EBP 2.4A Expanded Access to Pre-Kindergarten+
- ☐ ☐ EBP 2.4B Extended Learning Time
- ☐ ☐ EBP 2.4C Effective Programming for Multilingual Learners
- ☐ ☐ EBP 2.4D Diverse Enrichment Opportunities

FOCUS AREA 3.1 Develop an increased and robust pipeline of diverse and well-prepared educators and leaders

- ☐ ☐ EBP 3.1A Intentional Hiring Systems
- ☐ ☐ EBP 3.1B Enhanced Pathways to Increase Diversity+
- ☐ ☐ EBP 3.1C Educator Preparation Partnerships

FOCUS AREA 3.2 Create the conditions to sustain and retain diverse and effective staff, particularly those who entered the field through alternative pathways

- ☐ ☐ EBP 3.2A Inclusive School Communities
- ☐ ☐ EBP 3.2B Retention Support Programs
- ☐ ☐ EBP 3.2C Pathways for Professional Growth and Leadership

FOCUS AREA 3.3 Implement opportunities for all staff to engage in a cycle of continuous improvement, utilizing effective teaming structures

- ☐ ☐ EBP 3.3A Resource Allocation Aligned to Student Success
- ☐ ☐ EBP 3.3B Support for Effective Team Practices
- ☐ ☐ EBP 3.3C Collaborative Labor-Management Partnerships

SOA Submission Checklist		
Weymouth (0336) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0		
General Checklist Comment		
No comments have been made at this time		
Checklist Description (Collapse All Expand All)		
1. Overall Plan		
1.01 Narrative throughout the plan is free of deficit-based language about students, staff, and families.		
1.02 Plan addresses between 1-3 of the ten Focus Areas linked to the three Strategic Objectives in DESE's Educational Vision.		
1.03 Plan focuses on implementation of key strategies to close gaps, rather than limiting its scope to a description of how additional Chapter 70 funds will be spent.		
1.04 There is internal consistency throughout the plan (e.g., student groups, EBPs).		
2. Section 1: Summarize Your District's Plan		
2.01 Summary addresses all required elements: student groups targeted, EBPs, investments, changes anticipated by 2027.		
2.02 Narrative is accessible to a general audience.		
3. Section 2: Analyze Your Data and Select Student Groups for Focused Support		
3.01 Plan prioritizes a limited set of student groups experiencing the most significant gaps (i.e., does not check every student group in the district).		
3.02 Plan describes the measures on which targeted student groups are experiencing the greatest and most concerning disparities.		
3.03 Analysis of disparities and deeper analysis of their underlying causes draw upon multiple types of data (e.g., systems, observational, perspectives, outcomes).		
3.04 Selection of EBPs is linked to deeper analysis of underlying causes of disparities utilizing multiple data sources.		
4. Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement		
Note: There are no criteria for reviewers to evaluate in this section (selecting the target checkbox is required to submit the plan in GEM\$).		
4.01 Additional targets all are aligned to selected student groups by subject matter and grade level and to DESE's accountability targets.		
5. Section 4: Engage Families/Caregivers and other Stakeholders		
5.01 Family/caregiver engagement strategies are clearly articulated and include approaches to support parents in addressing their students' needs.		
5.02 Section includes description of steps district takes (or plans to take) to engage families/caregivers of targeted student groups.		

	5.03 Plan for assessing progress in increasing family/caregiver engagement includes a metric that can assess change over time and indicates how it will measure increased engagement for families/caregivers of student groups targeted in this plan.	
	5.04 Narrative describes ways in which different stakeholder groups provided meaningful input that was used to inform the SOA plan AND describes how/where their perspectives are reflected in the SOA Plan.	
	5.05 Plans for ongoing engagement of stakeholder groups throughout the implementation of the SOA Plan are described.	
☐	6. Section 5 - First EBP: Select Evidence Based Programs to Address Disparities in Outcomes (to be completed for each EBP selected)	Not Reviewed ▼
	6.01 District offers a clear description of 1) what is currently being implemented, 2) what changes will be implemented/in place by June 2027, AND aligns to best practice as articulated in guidance.	
	6.02 Plan describes how EBP implementation will support targeted student groups and/or improve their learning experiences and outcomes.	
	6.03 Plan clearly indicates which schools will be impacted through implementation of this EBP.	
	6.04 Budget provides clear information on budget allocation that aligns to implementation description and is organized by foundation category.	
	6.05 Progress monitoring metrics are clearly defined and well-suited to monitoring early and midterm outcomes of implementation of this EBP.	
☐	7. Section 5 - Second EBP: Select Evidence Based Programs to Address Disparities in Outcomes (to be completed for each EBP selected)	Not Reviewed ▼
	7.01 District offers a clear description of 1) what is currently being implemented, 2) what changes will be implemented/in place by June 2027, AND aligns to best practice as articulated in guidance.	
	7.02 Plan describes how EBP implementation will support targeted student groups and/or improve their learning experiences and outcomes.	
	7.03 Plan clearly indicates which schools will be impacted through implementation of this EBP.	
	7.04 Budget provides clear information on budget allocation that aligns to implementation description and is organized by foundation category.	
	7.05 Progress monitoring metrics are clearly defined and well-suited to monitoring early and midterm outcomes of implementation of this EBP.	
☐	8. Section 5 - Third EBP: Select Evidence Based Programs to Address Disparities in Outcomes	Not Reviewed ▼
	8.01 District offers a clear description of 1) what is currently being implemented, 2) what changes will be implemented/in place by June 2027, AND aligns to best practice as articulated in guidance.	
	8.02 Plan describes how EBP implementation will support targeted student groups and/or improve their learning experiences and outcomes.	
	8.03 Plan clearly indicates which schools will be impacted through implementation of this EBP.	
	8.04 Budget provides clear information on budget allocation that aligns to implementation description and is organized by foundation category.	
	8.05 Progress monitoring metrics are clearly defined and well-suited to monitoring early and midterm outcomes of implementation of this EBP.	

9. Section 5 - Fourth EBP: Select Evidence Based Programs to Address Disparities in Outcomes Not Reviewed	9.01 District offers a clear description of 1) what is currently being implemented, 2) what changes will be implemented/in place by June 2027, AND aligns to best practice as articulated in guidance. 9.02 Plan describes how EBP implementation will support targeted student groups and/or improve their learning experiences and outcomes. 9.03 Plan clearly indicates which schools will be impacted through implementation of this EBP. 9.04 Budget provides clear information on budget allocation that aligns to implementation description and is organized by foundation category. 9.05 Progress monitoring metrics are clearly defined and well-suited to monitoring early and midterm outcomes of implementation of this EBP.
10. Section 5 - Fifth EBP: Select Evidence Based Programs to Address Disparities in Outcomes Not Reviewed	10.01 District offers a clear description of 1) what is currently being implemented, 2) what changes will be implemented/in place by June 2027, AND aligns to best practice as articulated in guidance. 10.02 Plan describes how EBP implementation will support targeted student groups and/or improve their learning experiences and outcomes. 10.03 Plan clearly indicates which schools will be impacted through implementation of this EBP. 10.04 Budget provides clear information on budget allocation that aligns to implementation description and is organized by foundation category. 10.05 Progress monitoring metrics are clearly defined and well-suited to monitoring early and midterm outcomes of implementation of this EBP.

Town Council

***Michael Molisse, President
Pascale Burga, Vice President***

***John Abbott
Rick Coughlin
Kenneth DiFazio
Fred Happel, Jr.***

***Town of Weymouth
Massachusetts***



***Christopher Heffernan
Maureen Kiely
Gary MacDougall
Arthur Mathews
Greg Shanahan***

AGENDA

Budget/Management Committee

April 1, 2024

6:15 PM

Town Council Chambers

24 020 – Borrowing for Road/Sidewalk Improvements

24 021 – Transfer Funds for Adams School Repurposing

Town Council

Michael Molisse, President
Pascale Burga, Vice President

John Abbott
Rick Coughlin
Kenneth DiFazio
Fred Happel

Town of Weymouth Massachusetts



Christopher Heffernan
Maureen Kiely
Gary MacDougall
Arthur Mathews
Greg Shanahan

AGENDA

Town Council Meeting

April 1, 2024

7:30 PM

Town Council Chambers

Alternative Virtual Access Available Via Zoom

Pursuant to Chapter 2 of the Acts of 2023, this meeting will be conducted in person and, as a courtesy, via remote means in accordance with applicable law. Please note that while an option for remote attendance and/or participation is being provided as a courtesy to the public and Councilors, the meeting/hearing will not be suspended or terminated if technological problems interrupt the virtual broadcast, unless required by law.

Topic: Town Council Meeting

Time: Apr 1, 2024 07:30 PM Eastern Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/87545667526?pwd=dkRJd1Y5UloxblHVWVVdNWlhMM1dFdz09>

Meeting ID: 875 4566 7526

Passcode: 256161

One tap mobile

+13092053325,,87545667526#,,,,*256161# US

+13126266799,,87545667526#,,,,*256161# US (Chicago)

1. PLEDGE OF ALLEGIANCE
2. ROLL CALL
3. ANNOUNCEMENTS
4. MINUTES

Ordinance Committee Meeting Minutes of March 6, 2024

Budget/Management Committee Meeting of March 11, 2024

Town Council Meeting of March 11, 2024

5. RESIDENT AND COMMUNITY COMMENT

Robert Elder of 60 Grant Street

-Discuss Proposed Amendment to Zoning Ordinance- In Law Residences

6. PUBLIC HEARINGS

7:32 PM **24 020**-Borrowing for Road/Sidewalk Improvements

7:33 PM **24 021**-Transfer Funds for Adams School Repurposing

Published on March 22, 2024

7. OLD BUSINESS

8. COMMUNICATIONS AND REPORTS FROM THE MAYOR, TOWN OFFICERS AND TOWN BOARDS

24 044-Reappointment to the Recreation Commission-Stephen Ames

24 045-Reappointment to the Community Events Committee-Mary Roy

24 046-Reappointment to the Commission on Disabilities-Cheryl Taylor

24 047-Appointment to the Board of Assessors as an Alternate-Rachael Carlisle

24 048-Free Cash for a New Fire Engine

9. REPORTS OF COMMITTEES

Budget/Management Committee-Chair Greg Shanahan

24 020 – Borrowing for Road/Sidewalk Improvements

24 021 – Transfer Funds for Adams School Repurposing

10. NEW BUSINESS

11. MOTIONS, ORDERS AND RESOLUTIONS

Motion to Change Town Council Meeting of April 16, 2024 to April 22, 2024

Pursuant to Weymouth Code of Ordinances Section 2-302-- Meetings

-Council President Michael Molisse

12. ADJOURNMENT

Kindly remove hats and silence electronic devices.



To: Weymouth Public School Administrators
Cc: Payroll, Grants
From: Robert Wargo, Superintendent
Brian Smith, Assistant Superintendent of Finance & Operations
Re: Hourly Rates for Work Beyond the Instructional Day/School Year
Date: July 1, 2024

Effective July 1, 2024, the following hourly rates will be in effect for work done either beyond the regular instructional day or outside of the regular school year. This includes tutoring, curriculum development, professional development, and instruction in Q5 and Extended School Year (ESY) summer programs. Grant proposals will use these rates for budgeting purposes. Stipends included as part of any collective bargaining agreement will not be impacted.

<u>Position</u>	<u>Hourly Rate</u>
Director/Coordinator (Q5/ESY/Summer)	\$53.75 (includes preparation)
Teacher/tutor	\$37.75
ABA Assistant	\$22.75*
Secretary	\$21.75*
Education Support Professionals	\$19.50*
Student Rate (under 18)	\$15.25
CNA Education Support Professionals	\$20.70*
Nurse	\$37.75
Related Service (OT/PT/SLP/SAC/BCBA)	\$37.75

*May be affected by negotiations



Weymouth Public Schools

89 Middle Street, Weymouth, MA 02189 | P: 781-335-1460

Robert Wargo, Superintendent | robert.wargo@weymouthps.org

Melanie Curtin, Assistant Superintendent | melanie.curtin@weymouthps.org

Brian Smith, Assistant Superintendent | brian.smith@weymouthps.org

Daily/Hourly Substitute Rates

Pre-assigned Building Substitute	\$110.50/day
Teacher	\$110.50/day
ESP	\$95.00/day
Retired/Licensed Teachers	\$110.50/day
Nurse	\$36.75/hour
Nurse 1:1	\$36.75/hour
LPN / LPN 1:1	\$31.50/hour
Traffic Supervisor	\$25.00/hour
CDL Driver	\$27.25/hour
Van Driver	\$19.00/hour
Retired/Licensed Weymouth Van Driver	\$23.50/hour
Van Monitor	\$15.75/hour
Cafeteria Aide	\$15.25/hour

LONG TERM SUBSTITUTE SALARY SCHEDULE

LENGTH OF POSITION	NEW HIRE / PRE-ASSIGNED SUBSTITUTE
Day 1-30	\$131.00
Day 31-60	\$157.50
Day 61+	LTS Unit A Contract Appendix A.1a
Retired Weymouth Teachers Day 1+	\$262.50

LONG TERM SUBSTITUTES Unit A Contract Appendix A.1a

STEPS	BACHELOR	MASTER
1	\$288.7961	\$303.0640
2	\$300.3489	\$314.6099
3	\$313.4833	\$327.8145

- Days are based on teacher work days, not calendar days.
- Licensure with the Department of Elementary and Secondary Education is required to move to the LTS Unit a Salary Schedule (Article VI).
- “Transition periods” to assimilate planned long-term coverage must be limited to no more than 2 days with regular teacher.
- Any variation for “critical shortage” positions – or unusual circumstances - requires authorization from the Superintendent’s office.
- Substitute teachers must hold a bachelor's degree or be a current college student who has completed the first semester of the junior year.
- Substitute education support professional must have a high school diploma.